FACTORS AFFECTING PERCEPTIONS OF LEADERSHIP EFFECTIVENESS IN AN INTERNATIONAL ORGANIZATION: A STUDY OF MIDDLE MANAGERS IN A FINNISH MNC.

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Thesis Summary

This thesis analyses the impact of culture, personality, and behavior on judgments made about leader effectiveness in a multicultural work environment. Based on five competitive models derived from leader trait theory, implicit leadership, cross cultural, and authentic leadership theories, different sets of predictions were developed. These hypotheses were tested in a quantitatively based field study involving 442 questionnaire responses from corporate employees. The results of the questionnaire survey indicated that, firstly, the possession of multicultural leader personality traits, secondly, the demonstration of culturally endorsed positive behaviors, and, thirdly, behavioral congruence with collective cultural values all predict others' positive ratings of multicultural leader effectiveness (MLE) as measured in leader/other dyads. For the leader trait literature further empirical evidence is presented for the salience of traits in a multicultural setting. Bridging the cross-cultural and leadership literature this thesis presents empirical confirmation of a new theoretical framework for understanding the effect of leaders' authenticity with their collective cultural values, on ratings of MLE. Furthermore, empirical support was found for the existence of universally endorsed leader behaviors that engender positive ratings of MLE. This thesis also included the development of an instrument to measure MLE. For practitioners empirical evidence of the influence of culture and personality on judgments of leader effectiveness provides insights into the selection and development of managers for international positions.

Keywords: Culture; Cross-culture; Authentic leadership; Leader effectiveness; Implicit leadership theories

Dedication

I dedicate this thesis to my wife Paula. Without her unceasing positivity, support and strength I would never have been able to achieve this work.

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My journey to this point started with Felix Brodbeck and I am grateful to him for his inspiration and encouragement, and for having faith in me throughout the years. My sincere thanks go to Yves Guillaume for giving his invaluable support and practical advice when it was most needed.

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Chapter 1

Introduction

1.1 Background

The objective of this research was to provide insight into the perceptions of the effectiveness of managers within a business organization who, during the course of their normal work, come into contact with others from the same and different nationalities, and, what influences there may be on these perceptions. The study therefore has implications for multinational firms in preparing their managers for intercultural contact and the work environment in which contacts take place so that work outcomes are optimized.

This researcher's motivation for choosing this topic came mainly from 19 years experience as a senior manager in Finnish-owned companies. 17 of these years were spent as an expatriate manager: 3 years in Finland; 4 years in Belgium; 9 years in the Netherlands; 1 year in France. During the last 10 years this researcher was responsible for developing and implementing various management development strategies. Experiences from those led to the belief that there are differences between the ways that managers from different countries executed their roles. Furthermore these differences become particularly evident during intercultural encounters when persons from different cultural backgrounds interacted in a business context. Another perspective was that if a manager is an effective leader then why should his or her cultural background have any influence on how that leadership effectiveness was demonstrated?

Judgments about, or measurements of, leader effectiveness are made in different contexts, in formal performance appraisals, and informally in day-to-day encounters. The results of such judgments have implications for individuals' career advancement, personal development and rewards. In the case of formal assessments, organizations

would prefer to use objectively measured performance indicators such as profit or market share as these represent facts that are shared by the organization. However such measures are susceptible to arguments about their applicability and accuracy when applied to the individual being assessed and, in order to make the assessment as accurate as possible, 360° measurements of a leader are frequently employed as an alternative to performance indicators. The 360° instruments take ratings from people at the same and different hierarchical levels to the leader in the form of peers, superiors and subordinates. The purpose of such measurements is to reduce individual bias in the overall judgment of the leader's performance and to make such subjective judgments as objective as possible by creating agreement ('intersubjectivity') between the raters' subjective opinions .However, because people's opinions form the basis of the performance rating, then individual raters' perceptions play a key role in judgments made about individual managers. This researcher can recall a saying used frequently by senior managers; "facts are facts, but perception is reality". This phrase was echoed from an academic perspective by Meindl (1995) whose view was that "reputations are more significant than actions" (p.333).

As perceptions of facts, rather than the facts themselves, seem to be important in judging leadership effectiveness then this suggests that managers' behavior, as observed by others, is key in demonstrating (or not) their capabilities. But is a manager's behavior influenced or defined by their national culture? And, if so, does this make a difference to perceptions of a manager's leadership effectiveness made on one hand by others of the same and, on the other hand, by others from different cultural backgrounds? Are the perceptions held by others of leadership effectiveness influenced by their expectations? If so, are these expectations culturally defined and/or individually defined? Are there factors which would influence the perception of managers as being effective in a cross-cultural environment, and, if so, what are they?

From these questions this researcher derived a research topic which framed further work: Does national culture have an impact on, and are there other factors which influence, the perceived effectiveness of leaders in an international work context?

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1.2 Justification for the Study

The background to this research is an ever increasing internationalization of business and, as a consequence, increasing demands on business processes. Corporations traditionally grow organically by gradually increasing their assets and knowledge base within their own organization, or they acquire these from other organizations by takeover or merger. In the latter processes they also acquire (with prior consideration or, possibly unknowingly) the cultural knowledge of their new constituent organizations. Cultural knowledge resides in the personnel of the corporation and becomes evident in its working practices. Consequently if a corporation acquires personnel and working practices from another organization, with differing cultural characteristics to their own, there may be culturally-based conflicts and a subsequent reduction in the efficiency and effectiveness of operations and overall business performance. Those employees in a management or leadership role have particular influence on working practices and their actions are normally influenced by their own cultural background (Adler, 1991).

In the EU, mergers and acquisitions across member state boundaries in 1991 accounted for 26.4% of total M & A activity and peaked in 1998 at 42.5% (European Commission, 2001). In 2001, this level had dropped to 39%, and in 2006 to 29% but, in the same year, M & A's for EU New Member States included 70% cross-border activities (European Commission, 2007). The various levels of cross-border M & A's indicated a high level of organizational activity which involved different cultures and which therefore suggested a recognition of the different cultural perspectives involved. Support for this view came from Weber, Shekah and Raveh (1996) who compared analyses of corporate and national cultures in domestic and international mergers and acquisitions (M&A's). They found that for international M&A's "national culture differentials have a much better predictive validity than corporate culture differentials for stress, negative attitudes towards the organization, and actual cooperation." (p.1224).They concluded that

predictions of an emerging international management model were "premature" and "National culture remains a potent force in international business, and M&A's are no exception."(p.1225) Lodorfos and Boateng (2002) contended that cultural differences between merging firms are often treated tenuously with negative consequences on the effectiveness of the integration. According to Stahl & Voight (2008) cultural differences are very important as they could represent an asset or liability in an M & A depending on the level of cultural difference between the parties involved.

The processes involved in M&A's normally involve significant rounds of negotiations and the influence of culture on the negotiators led Adler and Graham (1989) to argue that negotiators adapt their behaviors "to more closely reflect those of their foreign counterparts" (p.520). In their study of US and Greek intercultural negotiations Gelfand and Christakopoulou (1999) examined cross-cultural aspects of negotiator cognition and proposed that "judgment biases in negotiation are perpetuated by cultural values and ideals". (p. 249) Negotiations can involve conflicts and Ting-Toomey and Kurogi (1998) proposed a theory to explain behavior during intercultural conflict based on 'facework' which was a set of culture dependent communication behaviors used by people to regulate social dignity.

Gibson and Zellmer-Bruhn (2001) found that different nationalities had different concepts of teamwork. Although team members may be influenced by other factors such as the team's context and local norms (Salk & Brannen, 2000) managers who are responsible for international operations face the problem of ensuring that their own cultural concept of teamwork is shared by the team members.

The initial evidence from the literature on international M&A's (Shekah & Raveh,1996; Stahl & Voigt, 2008) suggested that culture was indeed an important influence on international organizations. Moreover there is evidence that although the economic environment is becoming more global the cultural identities that people adhere to appear to have become more focused, even to the extent of being smaller than a nation (Adler, 1995) as illustrated by the efforts in the province of Flanders to create an economy largely independent from that of the Belgian nation (Jessop & Oosterlynck, 2008). Increasing economic globalization coupled with increasing cultural focus suggests that cultural knowledge and intercultural capability within organizations

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has become an important factor contributing to successful international business. Because organizational knowledge and capability resides mainly in people and managers (Riege, 2005) then it follows that the intercultural knowledge and capability of managers is a key asset to international corporations.

1.3 Contribution to knowledge

The contribution of this thesis to the literature concerned with understanding leader effectiveness in international organizations is twofold. Firstly, it contributes to the understanding of the process through which individuals make judgments about leader effectiveness in organizations, and specifically in intercultural business situations. This is done by raising awareness of what dispositions effective leaders possess and how these dispositions are operationalized to achieve performance goals, and by developing a measure to capture the outputs of such operationalization.

Secondly, it contributes to the understanding of factors that influence the judgments made about intercultural leader effectiveness. From different streams of leadership and cross-cultural literature hypotheses are developed which are then tested in order to reveal the significant, predictive relationships that may exist between leader traits, implicit leadership theories, authentic leadership theories and ratings of leader effectiveness in a multicultural environment. In addition, theories from cross cultural and authentic leadership literature are integrated to propose a new theory which is tested as a predictor of multicultural leader effectiveness.

1.4 The Research Context

1.4.1 The Sample Corporation

The research study took place within a Finnish –owned paper and paperboard manufacturing multinational corporation, referred to subsequently in this thesis as the 'corporation' or 'sample corporation', which offered characteristics that aligned with

those encompassed in this research's preliminary ideas. The corporation had: an international business agenda with global coverage; a large potential pool of managers from varying nationalities; and corporate growth by means of acquisitions and mergers. The corporation had undergone considerable change from the 1990's growing from an annual turnover of € 2000 million to €7000 million in 2000 and also changing its composition from an almost totally Finnish base to having production in 8 other European countries. This growth was mainly achieved by acquisition, bringing along with each purchase the bulk of the employees from the acquired companies. Consequently, at the height of the M&A program the largest national group of employees within the corporation was no longer Finnish but German (German 30%, Finnish 26%, Swedish 12%, British 9%, French 4%, Austrian 4%, Swiss 3%, Others 12% Source - Corporate HR data) although Finns still formed the dominant culture at management level. By virtue of its multinational composition many employees in the corporation, particularly managers, had frequent contact with other nationalities in 'intercultural encounters' (Hofstede, 2001a) during their normal daily work. This contact could have been with others from different units in the corporation (e.g. productions units or sales offices based in different countries), customers or, during an expatriate posting, others in the 'new' country.

In the same industrial sector as the sample corporation (forest products) there were at least 10 comparable corporations in Europe with annual turnovers of €3000 – 11,500 million (PriceWaterhouseCoopers, Global Forest & Paper Industry Survey, 2009). Eight of the ten corporations were based in the Anglo/Nordic regions. Taking manufacturing industry as a whole the share of employment in North-Western Europe accounted for by multinational corporations in 2006 was 20-30% (European Industrial Relations Observatory On-line, 2009). On a wider scale according to UNCTAD's (United Nations Conference on Trade and Development) annual World Investment Report (WIR) a multinational corporation or MNC is a firm which has at least one foreign subsidiary in which the parent firm owns at least 10% equity. Using this definition the WIR for 2009 stated that there were over 82 000 parent MNC's worldwide. The sample corporation met UNCTAD's definition of an MNC with over 20 wholly owned foreign subsidiaries and therefore the findings of this research study could be reasonably expected to be

replicable to a wide population of similar organizations. The main limiting factor in replicability related to the cultural composition of the sample corporation and this is discussed in section 5.4.3.

1.4.2 The actors in the research

At this stage it was important to address and clarify the terms to be used in the research study which applied to its main actors, those individuals being judged on their leader effectiveness and those individuals making the judgments.

1.4.2.1 The research target group

In the sample corporation, as in most organizations, it was not the practice to refer to people in senior positions as 'leaders' but as 'managers'. As the research topic in this study focused on *leader* effectiveness rather than *manager* effectiveness was there a difference between the two terms which would lead to a decision about which individuals would form the target of this study? According to Bass and Avolio (1994) managers are concerned with the 'how' of decision making whereas leaders are concerned with 'what' gets decided. Barker (1997) argued that the primary role of managers was to create stability and that of leaders was to create change. However despite the arguably different roles of managers and leaders both roles are frequently found in the same person in an organization, irrespective of their job title (Yukl, 2010).

Taking Yukl's perspective then all managers in the sample corporation were potential targets for this research study. However, in order to draw conclusions which had potential for replicability in other contexts, this researcher wanted to focus on a large group with similar role characteristics and which could be defined precisely to facilitate identification of individuals for the research study. This researcher then selected 'middle managers' as the target research sample for two reasons.

Firstly, middle managers are expected to perform 'leader' as well as 'manager' roles. Delmestri and Welgenbach (2005) studied middle managers in the UK, Germany and Italy and found they had similarities in their roles in having the capacity and/or

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responsibility for issues not covered by existing routines such as handling exceptions and solving unexpected problems. At the same time they were expected to reach set objectives through a second set of management roles in which they must resolve intradepartmental conflicts whilst accommodating the personal problems of subordinates. Floyd and Woolridge (1994) conceptualized the role of middle managers as implementers, interpreting new strategies set by senior management into existing operational activities. This included defining tactics and developing budgets, monitoring performance of subordinates and taking corrective action where necessary.

Secondly it was possible to derive a definition for 'middle managers'. Delmestri and Welgenbach (2005) broadly defined middle managers as those with responsibility for subordinates but not directly responsible for operational units or functional directors. This definition was further refined for this study as 'the first level of managers whose subordinates themselves have subordinates'. In the sample corporation this level of managers were generally those who reported to functional, business or operational unit directors and consequently held relatively senior positions. Using this definition an initial estimate made by this researcher was that a potential sample of approximately 100-150 middle managers was available.

The middle managers who participated in this study were referred to as 'leaders'.

1.4.2.2 The 'others' in this study

This research is concerned with the perceptions that individuals have, and the subsequent ratings they make, about leader effectiveness. The perceptions are formed from observations made of a 'leader' in a work environment. In this study the individuals who made the observations and who were called upon to participate in the research were referred to as 'observers'. Further definition of 'observers' is given in the Methodology chapter.

1.5 Thesis Structure

This thesis is comprised of five chapters. The first chapter introduces the reader to the research topic and the background and justification for the research study. Chapter two offers a critical review of the existing leadership literature and, firstly, outlines where this research study is positioned in terms of theoretical approach and level of analysis, and, secondly, develops theoretical frameworks to guide the research and hypotheses to be empirically tested. Five competing theoretical models, and subsequent clusters of hypotheses, are developed to offer alternative explanations for how leader traits, attributes, characteristics and behaviors, and the perceptions of observers affect ratings of leader effectiveness in an international work environment.

In chapter three arguments are presented for the methodological approach adopted in this research study including a detailed description of the research strategy and design of the field study, the sample characteristics (85 leaders and 337 observers) and the reliability and validity of the independent variables measured. Chapter four presents the development of 'multicultural leader effectiveness' scales that were deemed necessary to accurately reflect this study's research question. Also in this chapter the results of testing the hypotheses drawn in chapter two are presented. Regression tables indicate the relative significance of each of the tests and therefore whether or not the hypotheses were confirmed or rejected. The hypothesized relationships which were found to be empirically significant are competitively tested and conclusions presented regarding the alternative theoretical models developed in chapter two.

Finally chapter five provides the reader with a concluding discussion which highlights the implications for this research. The contributions of the research for both theoretical and practitioner audiences are presented, within the limitations of the research study. As a result of the limitations directions for future research are also proposed.

Chapter 2

Literature Review and Development of Conceptual Models

2.1 Introduction

The purpose of this chapter is to present the development of the conceptual framework that guides this research. In the first part of this chapter, the theoretical conceptualization of leader effectiveness and existing theories regarding the measurement of leader effectiveness are summarized. In the second part, the theoretical and empirical literature relating theories of leadership and culture to leader effectiveness is critically reviewed. From this review a set of competing hypotheses are presented which show the interplay between culture and other influences on leader effectiveness according to five different models.

2.2 Conceptualisation of Leader Effectiveness

In the literature there is no one universally accepted definition of leader effectiveness (Arnold,Cooper & Robertson, 1998) and conceptions of leader effectiveness vary according to the writer (Yukl, 2010). So in this study it was necessary to conceptualize 'leader effectiveness' as a construct and provide a definition for further development of theory in this research.

An initial clarification was needed to differentiate between *leader* effectiveness and *leadership* effectiveness as, in the literature, the two terms are often used interchangeably (Yukl, 2010). 'Leadership' is a construct which is different from 'leaders' and can be viewed as a skill or ability (Burns, 1978). Therefore *leader effectiveness* can be defined broadly as a person's demonstration of *leadership* skills and abilities.

2.2.1 Definition of Leader Effectiveness

'Effectiveness' is usually defined in terms of the attainment of goals or objectives and, specifically, <u>leader</u> effectiveness is usually defined in terms of the performance of the leaders' organizational unit (Yukl, 2010) or team (Hogan, Curphy & Hogan, 1994) against set tasks and goals. According to Yukl (2010) effectiveness is the outcome of a leadership process and therefore the concept or definition of leader effectiveness is bound by measurement or indicators. The definition of required effectiveness indicators and measurements has itself been the subject of long debate in the literature, particularly regarding the selection of objective versus subjective indicators. Objective indicators include turnover, profit, market share and shareholder value. Subjective indicators include perceptions of follower attitudes towards leaders (Yukl, 2010).

As far back as 1957 Georgopoulos and Tannenbaum argued that the definition of organizational goal-attainment, usually operationalized objectively as 'productivity', was inadequate and should be expanded to include aspects of the organization as a social system. Later Yuchtman and Seashore (1967) offered an alternative approach to the goal-attainment definition of organizational effectiveness which looked at the ability of an organization to bargain for and acquire scarce and valued resources.

Whichever measure or measures are employed they will be subject to difficulty of interpretation. Hogan, Curphy and Hogan (1994) argued that "Indices of effectiveness are often hard to specify and frequently affected by factors beyond a leader's control." (p.4) and they go on to suggest that there is lack of research into leader effectiveness precisely because it is influenced by many factors. In this study this researcher rejected the use of objective business measurements already utilized in the sample corporation (e.g. ROCE – return on capital employed, EBIT – earnings before interest and taxation, gearing ratio etc.) for three reasons.

Firstly, the potential effects of 'delayed outcome' and 'negative correlations' on objective measures would distort observers' perceptions of leader effectiveness (Yukl, 2010). The effect of 'delayed outcome' vs 'immediate outcome' occurs where both outcomes are the result of a leader's intervention. However, where delay occurs

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between intervention and outcome, there may be interference from external events which diminish the effect of the leaders' inputs and subsequently perceptions of their effectiveness. 'Negative correlations' occur where a positive effect in one criterion (e.g. market share) may be the result of a negative effect in another (e.g. price reduction and lower margins) or, vice versa, where production problems may have a positive effect on finished goods inventories thus increasing capital turnover.

Secondly, in the sample corporation, it was difficult to identify relevant objective measures for the middle management level. Many management units did not individually have performance measures as these were taken at a higher aggregate level in the organization. In addition it was often not clear which leader's intervention was responsible for a specific performance outcome. For example a sales manager could be positively measured for market share results when, in fact, increased sales vs the competition could well be the result of actions by the customer service manager. Thirdly, it was not possible to identify indicators of equivalent impact for diverse functions (production, sales, administration, research and development) in the sample corporation.

As 'objective' measures were apparently not appropriate to leader effectiveness then other measures were required. As previously argued leadership represents a range of skills and abilities. It followed therefore that definitions of leadership found in the literature may have signposted the indicators required to measure effectiveness.

In the literature wide ranging definitions of leadership were available. Hogan and Kaiser (2005) referred to the "ability to build and maintain a group that performs well" and that leaders should be judged "in terms of the performance of the group over time." (p.172). According to Luthans and Avolio (2003) 'authentic' leadership "results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self –development (p.243.) Many leadership definitions were of Anglo-American origin but Berry, Poortinga, Segall and Dasen (2002) refer to the conceptualization of leadership by a Japanese author Misumi (in Misumi & Peterson,1985) who distinguishes between, but places a high value on both, a leader's role in group performance and that in group maintenance.

However many definitions shared a common theme related to leadership and influence. "Leadership is persuasion, not domination" (Hogan, Curphy & Hogan, 1994). According to Lord and Maher (1993) leadership involves an 'influence increment' which is found in addition to fulfilling an operational role in an organization. Further, such influence is contingent on being perceived as a leader by others. Hence Lord and Maher's (1993) definition of leadership as "the process of being perceived by others as a leader." (p.11) Similarly to Lord and Maher (1993) Bass and Avolio (1994) in their work on 'transformational leadership' also saw influence, or 'idealized influence', as a key behavior for leaders through which leaders become role models for their followers. Chemers (2000) viewed leadership as a 'process of social influence' through which tasks are accomplished and Hogg, Martin, Epitropaki, Mankad, Svensson and Weeden (2005) continued with the theme of influence: "Leadership identifies a relationship in which some people are able to influence others to embrace, as their own, new values, attitudes, and goals and to exert effort on behalf of and in pursuit of those values, attitudes, and goals." (p.991).

Yukl (2010) selected and listed nine leadership definitions which had been presented in the literature since 1957 and although these differed in their content there was a clear commonality in that they all involved the leader exerting influences over others to achieve certain goals. "Intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization." (p.21) Yukl gave his own definition as "Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives". (p. 26) The most recent leadership definition listed by Yukl (2010, p.21) was that given as the GLOBE project (House, Hanges, Javidian, Dorfman & Gupta, 2004) universal definition of organizational leadership: "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization..."

From the leadership definitions an overall concept of *leader effectiveness* was derived for this study as 'the achievement of shared performance goals through influencing others.' However, this concept, and the preceding arguments were free from

the international context of the sample corporation whose leaders were involved in exchanges with others from different cultures. One objective of this research study was to examine the influence of the multicultural context in which leaders operated on perceptions of their leader effectiveness. The concept of *leader effectiveness* was therefore expanded to include the multicultural context and became *multicultural leader effectiveness* or 'the achievement of shared performance goals through influencing others within a multicultural business environment.' The next stage was to examine the literature for appropriate instruments and measures.

2.2.2 Review of existing instruments

The overall concept of multicultural leader effectiveness focused on the outcome (in terms of performance attainment) of the operationalization of leaders' personal attributes such traits, behaviors and characteristics. This focus was a different approach taken by many studies where the typical behaviors of leaders were the foci and effectiveness, as defined in this study, was not addressed (Hogan, Curphy and Hogan, 1994). The literature revealed that, firstly, only a few measures have been developed to assess various aspects of leader effectiveness performance outcomes (Bass & Avolio, 2004; Judge & Bono, 2000; Hooijberg & Choi, 2000) and, secondly, that the existing instruments were not entirely suitable for this research study.

The first reason for rejecting existing instruments was that their scope and depth was inadequate in explaining leader performance outcomes, particularly with respect to multicultural work environments. In their research on 360-degree feedback Hooijberg and Choi (2000) utilized a single scale, five item measure of leader effectiveness that focused on raters' perceptions of managers' overall performance. The items spanned leadership and managerial success, meeting performance standards, relationships with peers and performance as a role model. Bass & Avolio's (2004) Multifactor Leadership Questionnaire (MLQ) covered a greater range of leader outcome issues than Hooijberg and Choi (2000) and employed three sub-scales relating to leader effectiveness, or the outcomes of leadership: *extra effort; effectiveness* and *satisfaction with the leadership.*

The nine items which underlie their leader effectiveness sub-scales address rater motivation, how effective raters perceive the leader is at interacting at different levels in the organization and rater satisfaction with the leader's way of working with others. In common with the MLQ Judge and Bono's (2000) measure also included satisfaction with supervisor, overall job satisfaction, organizational commitment, and work motivation as leadership effectiveness variables.

To satisfy the research topic of this study the potential measure also needed to have specifically addressed aspects of multicultural working. Further as indicated in the literature (Lord & Maher, 1993; Bass & Avolio, 1994; Hogan, Curphy & Hogan, 1994; Chemers, 2000; Hogg et al, 2005), the ways in which leader influence emerges as outcomes in the organization needed to be taken into account. Additionally, Yukl (2010) refers to the importance to leaders of meeting the challenges of accelerating change and the breakdown of traditional hierarchical structures. In the same vein Norman, Avolio and Luthans (2010) contended that measures should address the leadership issues which were involved in downsizing such as communication and sensitivity. None of the measures examined met these requirements.

The second reason for rejecting existing measures was that they were not derived solely for the examination of leader effectiveness and therefore included variables which would impede the understanding of MLE. In Judge and Bono's (2000) instrument *leader effectiveness* was a single scale measure with five items. The other scales in their instrument were derived from a range of existing instruments which were specifically designed to measure, for example, job satisfaction and affective commitment, and not leader effectiveness outcomes. Bass and Avolio's (2004) MLQ was primarily intended to measure leader traits, behaviors and attributes and has nine sub-scales relating to these characteristics. The intention of the MLQ was to measure, for a particular leader, how many attributes she or he is perceived as demonstrating from those associated with either 'transformational' or 'transactional' leadership typologies. The theory behind this being that 'transformational' leadership attributes are more effective in inducing high performance from followers than 'transactional' leadership attributes (Kuhnert, 1994.) Bass and Avolio (2004) acknowledged the differentiation of leader behaviors and characteristics from effectiveness outcomes. However the fact that the two constructs

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are not treated independently and, in the case of outcomes, comprehensively, impedes understanding of outcomes as a measure of leader effectiveness.

In conclusion the existing measures of leadership effectiveness were rejected as instruments for measuring MLE in this study and a new measure was needed, the development of which is described in the following sections.

2.2.3 Theoretical rationale underpinning MLE scales

In order to identify the relevant dimensions for measuring *multicultural leader effectiveness* (MLE) this researcher started with two premises. These were, firstly, that it is the performance attainment outcome of the application of leader attributes and characteristics that constitute leader effectiveness. Secondly, that leader influence is a key factor in achieving performance and this influence can be described from various perspectives. The process of influencing others includes objective setting, motivation, mutual trust and co-operation, the organization of work activities and the development of skills (Yukl, 2010). Therefore the outcomes of leader influence tactics are important measures of their leader effectiveness.

In delineating MLE into constituent scales or dimensions this researcher firstly identified MLE outcomes related to the group(s) that leaders managed themselves, and secondly, outcomes which applied to the leader themselves in the wider context of the organization.

2.2.4 Leaders' Groups

Leaders should be evaluated "in terms of the performance of their teams." (Hogan, Curphy & Hogan, 1994, p.9). This notion is further developed by Yukl (2010) when he addressed leadership in teams and described the variables that determine team effectiveness. In 'functional' teams, or operating teams where jobs may be specialized but are grouped in a defined function such as production planning, credit management etc., these variables included the alignment and motivation of team members towards achieving shared objectives, the development of member skills and the clarity of their

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roles, the organization of the team members to perform their tasks, the "co-operation, cohesiveness and mutual trust among team members" (p.365) and the acquisition of the resources needed to carry out the team tasks. Other types of team (cross-functional, virtual etc.) bring additional variables into the discussion but, in this research study's sample corporation, as a primary processing industry, the majority of work was organised in functional teams so the variables described by Yukl gave a reasonable indication of the outcomes that effective leaders would achieve through the group(s) that they manage.

Accordingly, in this study's concept of leadership effectiveness, the application of influence to others who are in some way subordinate to the leader was summarized, firstly, under a category called '*group organization*' which this researcher explained as '*the leader's own unit's organization for activities, competence and efficiency*'. Secondly, the leader-member exchange theory (LMX) literature proposes that positive leader – subordinate relationships leading to effective work are built on mutual trust and respect (Epitropaki & Martin, 2005). In his discussion of LMX theory Yukl (2010) referred to "constructs such as satisfaction with the leader" (p.120) as being additional and complementary to the constructs addressed by LMX theory. Drawing on LMX theory and Yukl's (2010) comments this researcher derived the category of '*follower satisfaction*' which was explained as '*follower respect, personal development and satisfaction with the leader*'. Thirdly, group members' dedication to the group was categorized as '*follower commitment*' explained as '*follower commitment to group objectives*'. Yukl (2010) saw this as a key function of an effective leader who must build "commitment and persistence in the face of obstacles and setbacks" (p.507) by creating agreement about objectives, increasing enthusiasm for the work, and instilling confidence in others that their efforts would be successful.

2.2.5 Leaders themselves

When considering leader's effectiveness as personal outcomes rather than group outcomes this researcher again referred to Yukl (2010). In his discussion on follower

attributions he stated that "leaders perceived to be competent are likely to retain their position or be advanced to a higher position" and "leaders who are judged to be competent gain more power and have more discretion to make changes". (p.248) The meanings derived from these statements were translated in this study into two dimensions. The first dimension of *'status'* was explained as *'the leader's retention of high status in the organization'*. The second dimension was *'potential'* or *'the leader's advancement and potential for promotion to higher positions of authority in the organization'*. Leaders' status was differentiated from their potential because leaders are often judged specifically on their 'potential' as a specific aspect of, for example, appraisal systems or continuity planning systems. The majority of such systems assess a leader's capability to work beyond their current job requirements whereas a leader's status is a reflection of their current position.

Giving further consideration to Yukl's (2010) focus on leaders' influence and the potential impact of this in their respective organizations, he stated that "in large organizations, the effectiveness of managers depends on the influence over superiors and peers as well as influence over subordinates" (p.198). The outcomes of influence attempts are most successful when leaders have impact on a range of other people around them by creating 'commitment' through agreement with the stated goal and encouraging willing efforts to achieve it. Low leader impact on others may result in an outcome of 'compliance' where willingness is replaced by minimal effort, and even less successful is the outcome of 'resistance' where others oppose the requirement and avoiding carrying it out. Therefore a leader's perceived effectiveness is affected by their impact on many others around them in their organization leading to the formulation of a dimension *'impact'* which was explained as *'the leader's ability to influence and impact upon others'*. In this explanation 'others' encompassed the whole organization, not just those reporting to a leader as their line manager.

Yukl (2010) points out that 'leading change' is a primary and to some, the quintessential responsibility of leaders through which they refresh and re-new business processes and activities in order to remain competitive. In this study the imperative for leaders to manage change was incorporated in the dimension of *'drive'* which was *'the leader's preparedness to drive change, handle challenges and overcome crises'*.

In this research a further outcome category was identified which was specifically aimed at leadership effectiveness in the context of the growing trend towards managing people outside traditional hierarchical structures. Yukl (2010) touches on this subject in his discussion on cross-functional teams but does not acknowledge the complexities of permanent matrix management structures which result from the continual 'flattening' of organizations in order to become more efficient with human resources. In the sample corporation nearly all middle managers were part of some sort of matrix management structure in which they either reported to more than one superior or managed resources which reported to another line manager, or both. This situation led this researcher to create a category of leader effectiveness outcome called *'versatility'* explained as *'the leader's ability to work with and obtain results from others with different line managers'.*

The dimensions identified so far were not set in a specific cultural context by their supporting literature. However there is a need to recognize both the importance of cultural influences on leader behavior, and the increasing need for leaders to manage diversity (Yukl , 2010). This need was reinforced by Early and Ang (2003) who proposed a concept of 'cultural intelligence' which they defined as "a person's capability to adapt effectively to new cultural contexts" (p.59). Early and Ang's explanation of the three aspects which comprise cultural intelligence, or CQ, guided this researcher towards the indicators that would measure the outcome of the application of CQ by leaders. Firstly there is a cognitive aspect in which the leader processes information about a culture and, eventually, understands it. The second aspect is motivational wherein the leader is motivated to engage with others in the new cultural setting and, thirdly, a behavioral aspect which is the capability of the leader to adopt adaptive behaviors during such encounters. Taking an outcome orientated, rather than attribute orientated, approach Johnson, Lenartowicz and Apud (2006) recognized that there is a lack of research into what they termed as 'cross-cultural competence' as a concept in international business and consequently a lack of consensus on the content and definition of this as a leader construct. They proposed a definition as follows; "Cross cultural competence in international business is an individual's effectiveness in drawing upon a set of knowledge, skills and personal attributes in order to work successfully with people from different national cultural backgrounds at home or abroad". (p.530) According to

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Johnson et al. it is the application, or use, of skills, knowledge, dispositions and attributes (such as EQ) to achieve goals which indicate the possession of cross-cultural competence and differentiates the construct of cross cultural competence from cross cultural traits.

It could be argued that general leader success in a multicultural context makes it unnecessary to identify specific cross-cultural outcomes. For the purposes of answering the research topic in this study it was necessary to establish that leader outcomes included the achievement of cross-cultural outcomes. These could possibly have been inferred from general success criteria applied to a multicultural context but in order to establish clear cross-cultural outcomes a final MLE dimension was defined as *'cross-cultural competence'* explained as *'the leader's ability to work with and obtain results from others from different cultures.'*

2.2.6 Section summary

Arguments were presented to support the creation of a new measure for MLE and the construct was delineated into nine categories, or sub-scales: *group organization; follower satisfaction; follower commitment; status; potential; drive; impact; versatility* and *cross-cultural competence.* Table 2.1 presents a comparison between the scope of the MLE sub-scales proposed in this study and those incorporated in the other instruments found in the literature and examined earlier. The subsequent generation of items to assess MLE was anchored in the nine MLE sub-scales and is described in the Methodology section.

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Table 2.1
Analysis of alternative leader effectiveness measures

Leader effectiveness outcome	Alternative leader effectiveness measures			
	MLQ (Bass & Avolio, 2004)	Judge and Bono, 2000	Hooiberg and Choi, 2000	Multicultural Leader Effectiveness (MLE)
Follower satisfaction with the leader	*partially*	***fully***	*n/a*	***fully***
Follower job satisfaction	*partially*	***fully***	*n/a*	*partially*
Follower organizational commitment	***fully***	***fully***	*n/a*	***fully***
Follower work motivation	***fully***	***fully***	*n/a*	*partially*
Group roles, responsibilities, resources	*partially*	*n/a*	*partially*	***fully***
Leadership success	***fully***	***fully***	***fully***	*partially*
Managerial success	*n/a*	*n/a*	***fully***	*partially*
Meeting managerial performance standards	*n/a*	*n/a*	*n/a*	***fully***
Leader role modelling	*n/a*	*n/a*	***fully***	***fully***
Leader organizational Influence	*partially*	*n/a*	*n/a*	***fully***
Leader multicultural team building	*n/a*	*n/a*	*n/a*	***fully***
Leader multicultural working	*n/a*	*n/a*	*n/a*	***fully***

Notes:
partially = leader effectiveness outcome is partially incorporated in measure
fully = leader effectiveness outcome is fully incorporated in measure
n/a = not addressed at all in measure

2.3 Leadership Theories and MLE

In this section leadership theories are examined and developed to identify the factors that influence perceptions of MLE, and explain the relationship between the factors and MLE.

The research topic was focused on the factors which influence others' perceptions of leaders' effectiveness. Theory to support this should therefore be prescriptive and specify what leaders should do to be perceived as effective. Theories which are descriptive and which describe and explain typical leader processes and behaviors which occur in certain situations were rejected in this study. Group and organizational level theories were also rejected because this research study focused on the perceptions that individuals in the sample corporations have of leaders' effectiveness. Work happens in groups of people (teams, projects etc.) and this study recognizes that, in the sample corporation, because of the international nature of the corporation's business, such groups were likely to be comprised of people from different cultures. If a group level theory approach was adopted then cultural differences would have been aggregated at the group level and the identification of the impact of individual cultures on perceptions of MLE would have been impeded. The impact of culture on perceptions of MLE is central to this study's research topic. Therefore theories which focused on dyadic relationships (leader plus other) were selected. In summary the theoretical models used to develop conceptual models in this study were prescriptive, individually – based or dyadic and fitting to the context of the sample corporation.

Five theoretical models were developed. The first took a leader-centric perspective and focused on leader trait theory. The second focused on the leader-other dyad and was underpinned by implicit leadership theory. By adding a cultural context to implicit leadership theory the third model introduced the cultural congruence proposition. The fourth model takes implicit leadership theory and integrates it with the basic concepts of authentic leadership theory. Finally the fifth model extends the authentic leadership model (model four) by adding a cultural context and deriving a new model of culturally authentic leadership. The models

based on these theories and propositions, and the hypotheses derived from the models, are presented in the following sections.

2.4 Leader Trait theory

In his discussion on the contributors to managerial effectiveness Yukl (2010) referred to the importance of traits and skills. He defined trait by reference to "dispositions to behave in a particular way" (Yukl 2010, p.43) which can be attributed to aspects of, amongst others, personality, motives and values. He cited personality traits which are of specific relevance to effectiveness including self-confidence, emotional maturity and stress tolerance. Elsewhere in the literature there were a number of studies which indicate that there is a relationship between leader personality and perceptions of leader effectiveness (Hogan, Curphy and Hogan, 1994; Hogan and Kaiser, 2005; Judge, Bono, Ilies & Gerhardt, 2002,).

Zaccaro, Kemp and Bader (2004) referred to a 'robust' association between personality factors and leadership (p.112). Zaccaro et al. defined 'leader traits' as "relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organizational situations." (p.104).

Some research (Davis-Blake & Pfeffer, 1989) questioned the assertion that dispositions are stable and not subject to adaptation as a result of external events. Conversely McCrae (2000) held that personality traits are stable over time and, as such, they would not be subject to influence by other independent variables such as exposure to different cultures. Furthermore McCrae claimed that "the structure of personality is in fact transcultural" (pp16). Dweck (1999) and Hong, Chiu, Dweck and Sacks (1997) introduced the concept that subjects hold implicit theories about the nature of personality either as a fixed trait ('entity' theorists) or as malleable ('incremental' theorists). Entity theorists are more likely to make judgments about others based on a few observed behaviors and reinforce stereotyping whereas incrementalists tend to examine the process and psychological states behind behavior.

Although there was debate in the literature about the stability of traits there was general agreement that traits influence perceptions of leaders. Also in the literature there was a high degree of consensus that a five-factor structure describes the basic dimensions of human traits (Arnold, Cooper & Robertson, 1998) and that this 'big-five' structure was comprised of Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness (Hogan, Curphy & Hogan, 1994.)

According to Arnold et al (1998) the big-five structure is consistent across groups from different nationalities. However the 'big five' cover all aspects of personality traits whereas the interest of this study was in those characteristics which would help leaders to be perceived as effective in a multicultural environment. In Caligiuri, Jacobs and Farr's (2000) study they focused on the factor of 'openness' in the belief that it is this characteristic that helps facilitate "acceptance of cultural diversity" (p.28). They went on to propose a scale measure for this characteristic which they term 'Attitudinal and Behavioral Openness Scale (ABOS)' which would indicate the extent to which an individual had sensitivity to cultural differences. The practical use of the ABOS scale was intended primarily for the prediction of expatriate cross-cultural adjustment but Caliguiri et al. (2000) also suggested it could be used in other situations where 'openness' would be a pre-requisite, such as multicultural teams or management of diversity. As a summary of (the then) current knowledge on successful cross-cultural working Gudykunst, Guzley and Hammer (1996) set out their "Profile of the Model Cross-Cultural Collaborator". (p.86). The profile comprised Adaptation Skills, Cross-Cultural Skills and Partnership Skills and included personality traits (fixed) and skills and knowledge (which could be changed according to the specific context). Hammer went on to develop the 50 item Intercultural Development Inventory (IDI) to measure intercultural sensitivity (Hammer, Bennett & Wiseman 2003). Similar concepts were proposed in the form of Matsumoto, Le Roux, Ratzlaff, Tatani, Uchida, Kim et al's (2001) Intercultural Adjustment Potential Scale and Schmit, Kihm and Robie's (2000) Global Personality Inventory. From this analysis it was apparent that there were several alternative theories with which to formulate leader traits. However the 'big-five' structure did not specifically address intercultural traits and the other structures focused primarily on intercultural sensitivity rather than influence on leader effectiveness.

Van der Zee and Van Oudenhoven (2000) argued that a narrow focus on understanding the specific traits which underlie 'multicultural effectiveness' was of more utility than the broader approach found, for example, in the traditional 'big five' framework. They defined 'multicultural effectiveness' as both operational success and "a feeling of psychological well-being" in a new cultural environment or put more succinctly successful "professional effectiveness, personal adjustment and intercultural interactions" (p.293). The personality dimensions which comprised multicultural effectiveness were developed by Van der Zee and Van Oudenhoven through empirical research. Five dimensions were identified. 'Cultural Empathy' was the ability to empathize with others from different cultures and this dimension was closest to that of 'intercultural sensitivity' which had been developed in previous studies (e.g. Hammer, Bennett & Wiseman, 2003). 'Openmindedness' referred to an unprejudiced attitude to others and 'Social Initiative' to an active approach to social interactions with others. The ability to deal effectively with stress and remain calm was encapsulated in 'Emotional Stability' and 'Flexibility' described the ability to learn from, and respond to, new experiences. These constructs were further validated as predictors of multicultural effectiveness in Van Oudenhoven and Van der Zee (2002) and Van Der Zee, Atsma and Brodbeck (2004).

The concept of multicultural effectiveness and the predictors developed by Van der Zee and Van Oudenhoven (2000) were primarily designed for international assignments where subjects were located in a different culture. However the nature of their five dimensions was such that they could reasonably be applied to short term intercultural encounters. For example in business meetings comprised of people from different cultures the ability of (at least some of) the participants to empathize, eschew prejudice, actively interact with others, remain calm and regulate their reactions would be fundamental to a successful outcome.

The construct of 'multicultural effectiveness' as presented by Van der Zee and Van Oudenhoven (2000) represented the aspects of individuals' dispositions which enabled them to be effective in a multicultural environment. The five factors included under 'multicultural effectiveness' represented positive traits which enable individuals to be comfortable in, and "perform effectively within a work environment with different norms and rules" (Van der Zee and Van Oudenhoven, 2001, pp.278). As the traits

did not represent effectiveness as defined in this particular study (i.e. the attainment of performance goals) the term 'multicultural personality' was applied in this research.

2.4.1 Leader emergence vs leader effectiveness

Bringing together the streams of literature which, firstly, identified multicultural traits and, secondly related leader traits to perceptions of leaders, revealed there was another area of debate in the literature to be resolved. Lord, De Vader and Alliger (1986) concluded that certain personality traits predict leader acceptance or emergence but that a direct implication that traits predict leader performance or effectiveness could not be drawn. Zaccaro (2007) argued that traits promoting leader effectiveness should also promote leader emergence, but he left the question open to further research. Judge, Bono, Ilies & Gerhardt, (2002) differentiated between leader emergence as an in-group phenomenon (leader emerges from group) and leadership effectiveness as a between-groups (leader's influence over subordinates) phenomenon. In their study leader emergence was a pre-cursor to leader effectiveness although, in perceptual measures of leadership, the two criteria became confused. Other evidence supported the view that personality dimensions related consistently to leader effectiveness (Hogan, Curphy & Hogan, 1994). As this study relates to perceptions of leader effectiveness as rated by observers, this researcher concluded that leader traits, as conceptualized in this study as 'multicultural personality', would have a direct effect on leader effectiveness.

Further, as previously discussed, the conceptualization of this construct was guided by Van der Zee and Van Oudenhoven (2000) whose concept of multicultural effectiveness (multicultural personality) was comprised of five subscales: *emotional stability; openmindedness; flexibility; social initiative; cultural empathy.* In the various studies to empirically test and validate the multicultural effectiveness concept the five subscales were tested independently. Therefore each subscale was considered to have a direct effect on leader effectiveness leading to the following hypotheses:

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Hypothesis H1.1a: *There is a positive relationship between leaders' emotional stability and multicultural leader effectiveness.*

Hypothesis H1.1b: *There is a positive relationship between leaders' openmindedness and multicultural leader effectiveness.*

Hypothesis H1.1c: *There is a positive relationship between leaders' flexibility and multicultural leader effectiveness.*

Hypothesis H1.1d: *There is a positive relationship between leaders' social initiative and multicultural leader effectiveness.*

Hypothesis H1.1e: *There is a positive relationship between leaders' cultural empathy and multicultural leader effectiveness.*

The theoretical model underpinning Hypotheses H1.1a –e is presented in Fig. 2.1
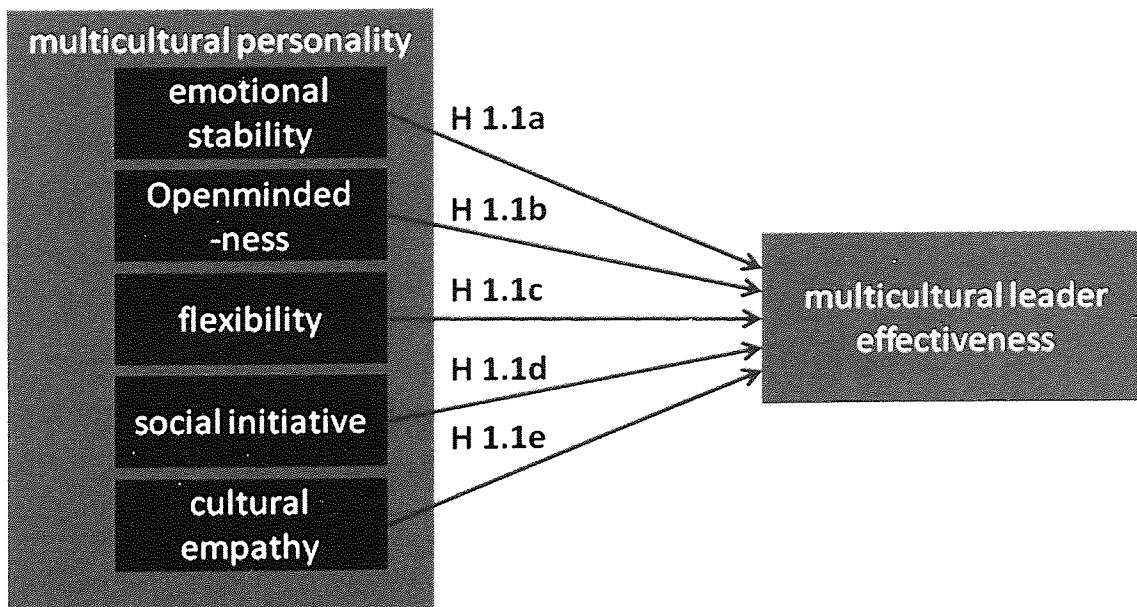
Figure 2.1 Leader trait theory, multicultural personality subscales model

2.5 Implicit Leadership theory

Fundamental to this research study was the notion that judgments made on the basis of perceptions of leader effectiveness were more important than judgments made on the basis of objective measures. Reinforcing the importance of perceptions to judgments Lord and Maher (1993) defined leadership as "the process of being perceived by others as a leader." (p.11)

According to Fiedler (1996) judgments and decisions are the ultimate products of cognitive processes. His model followed a process from the original stimulus events through perception, categorization, organization, inferences, retrieval and finally, decision. Attribution theory offered a similar explanation to the cognitive process concerning judgments. According to Hewstone and Fincham (1996) judgments about peoples' behavior are caused by particular traits and the two major stages in the process are the attribution of intention (to do something) and the attribution of dispositions, the personal characteristics that caused a person to do something. They referred to making attributions in everyday life where the perceiver "lacks the information, time or motivation to examine multiple observations". Attributions may be made using "causal schemata" where "These schemata are ready-made beliefs, preconceptions and even theories, built up from experience, about how certain kinds of causes interact to produce a specific kind of effect." (p. 173)

The schema concept is developed by Shaw (1990) where individuals develop cognitive structures consisting of categories in order to help them organize and process information. The categories, or schema, are developed over time by repeated experience and contain prototypes characterizing the members of each category, including for example, leaders. These characteristics are illustrated by prototypical behavior (positively associated with leadership) which follows a particular behavioral script. Such scripts are schema which help individuals to understand behavior (Gioia & Poole, 1984) and, moreover, the behavior which is appropriate in a

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particular context (Gioia & Manz, 1985). Furthermore the scripts are likely to have goal attainment as an objective (Poole, Gray & Gioia, 1990) which makes them particularly relevant in a work situation. Gioia and Poole (1984) distinguish between cognitive scripts and behavioral scripts, the latter being the performance of an observable series of behaviors which have been retained as a cognitive script or mental representation of behaviors appropriate for a given situation. In their framework paper Gioia and Poole (1984) applied the concept of scripts to behavior by describing them as "schemas for behavior, or for understanding events and behavior" (p. 450). Further, scripts provided a guide to the output of purposeful behavior (Lord & Kernan, 1987) or the behavior which will match a certain situations. Behavior/script matching is particularly evident in organizations where situations or events take a specific form and are repeated regularly (e.g. meetings, appraisals etc.)

Individuals can acquire scripts by direct or indirect means, directly through "interaction experience" and indirectly through "communication or media" (Gioia & Poole, 1984, p. 451). The indirect acquisition of scripts is developed by Gioia and Manz (1985) where vicarious learning through, for example, training activities or watching others performing a task, is explained by script development. Empirical evidence of direct acquisition of scripts was found in Poole, Gray and Gioia (1990) where it was proposed that "Repeated exposure to a situation structures and strengthens a particular schema and eventually produces a greater similarity of responses across each access." (p. 218) Poole et al's results demonstrated the importance of scripts for leaders since they provided a basis for individuals in the organization to make sense of situations and "for enacting patterns of behavior for achieving organizational goals (behavioral scripts)." (p.228)

Hanges, Dorfman, Shteynberg and Bates (in press) presented an alternative to the cognitive categorization and schema script models. Their model took a connectionist approach in which the structure of schema (the links between attributes stored in the schema) was emphasized more than the content of the schema (the attributes themselves). Behavior is the result of, and conversely is explained by, the activation of patterns between the schema attributes by external stimuli rather than the performance of cognitive scripts. Individuals adopt particular patterns of activation

and since such stimuli are often repeated (e.g. organizationally regular events, such as meetings etc.) the patterns become more easily activated over time.

Both the script development and connectionist theories provide explanations for how individuals develop cognitive schemas and structures which specify the characteristics and behaviors expected from leaders. The schemas are known as implicit leadership theories or ILT's (Lord & Maher, 1993). For typical, preferred or 'ideal' leaders these ILT's are 'prototypes' (Epitropaki & Martin, 2005; Lord & Maher, 1993).

ILT's are implicit schema of the attributes of a leader which are stored in memory and, when activated, "allow individuals to efficiently distinguish leaders from others." (Dorfman, Hanges & Brodbeck, 2004, p.670) or, as Epitropaki and Martin (2005) put it "ILT's are the benchmark employees use to form an impression of their manager." (p.660). According to Lord and Maher (1993) congruence between a leaders' and followers' ILT's and behaviors creates trust and performance. ILT and behavior congruence applies to a wider organizational context than leader/follower. House, Wright and Aditya (1997) asserted the following:

> Implicit leadership theory asserts that individuals are attributed leadership qualities and then accepted as leaders on the basis of the degree of fit, or congruence, between the leader behaviors they enact and the implicit leadership theory held by the attributers. The better the fit, the more leadership ability is attributed to the individual and the more the leader is accepted by the attributers. (p. 600)

Therefore the leader acceptance effect of ILT congruence was not just an effect between leader and follower (Lord & Maher, 1993) but could be applied to all (potential) leaders and attributers in an organization.

The processes through which individuals form perceptions of leaders can be either automatic or controlled. Automatic processes "occur without awareness, without intent, without much effort and without interference with other cognitive tasks" (Lord & Maher, 1993, p.33) whereas controlled processes require individuals to be aware and put in effort to reach decisions. Perceptions can also be explained by two different processes that depend on different data. 'Recognition based' processes occur in day-to-day activities and depend on the matching of observed behavior with pre-existing implicit knowledge about leadership in specific situations (ILT's).

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'Inferential based' processes occur when leadership is inferred from information on past performance where poor performance inhibits perceptions of leadership and success contributes to perceptions of leadership (Lord and Maher, 1993, pp.33). Yan and Hunt (2005) expressed the same views slightly differently by stating that inference-based processing depends on organizational performance outcomes and recognition-based processing on "how well a person fits the characteristics of a 'good' or 'effective' leader. (p.51). According to Lord and Maher (1993) prototype matching is usually assumed to be automatic and recognition based and such perceptions "....are pervasive in organizations." (p.64)

By integrating the theoretical arguments presented in this section this researcher identified that leader acceptance by others in an organization is the result of a primarily automatic and recognition based process which involves the matching of individuals' ILT's with actual or observed leader behavior[1]. If there is congruence between ILT and behavior then leader acceptance is likely to follow.

There is some debate in the literature whether leader acceptance and leader effectiveness are both outcomes of the same process and exist separately (Hogan, Curphy & Hogan, 1994; Zaccaro, 2007) or should be considered as interdependent (House, Wright & Aditya, 1997). In their study Offermann, Kennedy and Wirtz (1994) found that the characteristics of 'leader' and 'effective leader' were similarly rated. According to House et al's (1997) integrated theory, leader acceptance will facilitate perceptions of leader effectiveness and this was the approach adopted in this study.

An integrated model of implicit leadership theory for this study is presented in Fig. 2.2. In this research the 'observers' are persons (the 'attributers' in House, Wright & Aditya, 1997) making judgments concerning the effectiveness of 'leaders'.

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[1]In this study, as described in the Introduction chapter, the level of analysis used is that of dyads comprised of middle managers known as 'leaders' and others in the sample corporation who make judgments about the effectiveness of leaders. The others in this study are known as 'observers'. Because it is the observers' judgments about, or ratings of, leaders' MLE which are the focus of this study then it is the observers' ratings of leaders' attributes which are the behavior component of the automatic, recognition-based matching process described in the previous paragraph. The 'observers' ratings of actual leader attributes constitute the construct of *observer rated leader attributes* which was used in the hypotheses developed in this study.
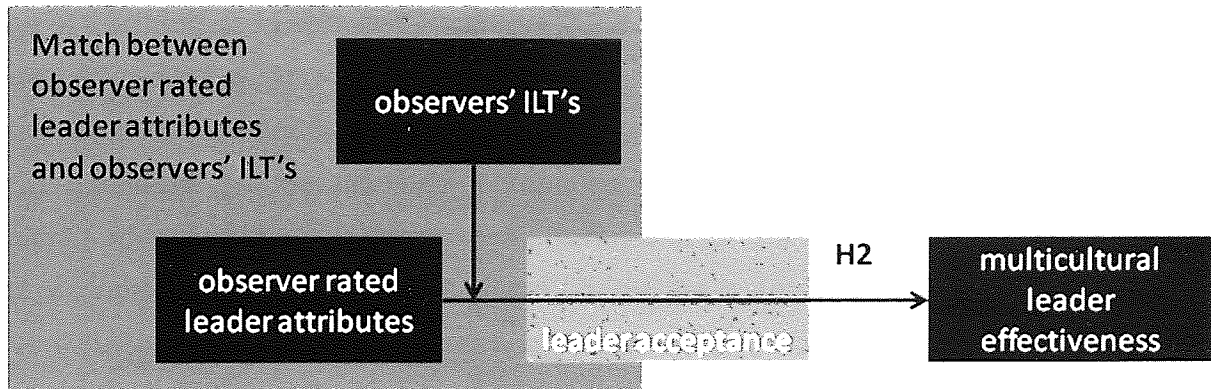
Figure 2.2 Implicit leadership theory model

This model proposes that congruence between observers' ILT's and observer rated leader attributes will result in attributions of leader acceptance[2] and consequently attributions of leader effectiveness. Moreover the higher the congruence, or the better the match, between observers' ILT's and observer rated leader attributes, the higher the ratings of MLE.

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[2] Leader acceptance is not measured.

The arguments presented in this section propose that ratings of MLE are a function of the interaction between observers' ILT's and observer rated leader attributes or, in other words, observers' ILT's moderate the relationship between observer rated leader attributes and ratings of leader effectiveness (as represented in Fig. 2.2). Statistically, moderation and congruence scores are conceptually equivalent and, in this study, following Judd, Kenny and McClelland (2001) and other studies, as indicated in Opitropaki and Martin (2005), the congruence between observers' ILT's and observer rated leader attributes was represented by the difference scores between the two variables.

Hypothesis H2: *There is a positive relationship between the match of observer rated leader attributes with observers' ILT's, and multicultural leader effectiveness.*

2.6 Cultural Congruence Theory

Central to the research context of this study were intercultural encounters in which members of different cultures come together for business purposes. In the literature there was a plethora of theory which examined the behavior of individuals who re-locate, or are re-located, to a different cultural setting on an 'expatriate' or 'sojourner' basis. This stream of literature addressed long-term re-locations into one culture (Berry & Sam, 1997) and provided theories for how expatriate or sojourners 'adjusted' (Black, Mendenhall & Oddou, 1991) or underwent a process of 'acculturation' (Berry, Poortinga, Segall & Dasen, 2002) during their stay in their new environment. The adaptation (adjustment, acculturation) processes were considered by the researchers to be necessary in order for the re-location to be successful. In this research study the intercultural encounter context was one where individuals encountered others from many cultures on a short-term basis and where permanent or semi-permanent personal adjustment was not expected. The stream of literature on expatriation did not meet these criteria.

In the cross-cultural literature there were calls to research the academic and practical consequences of different cultures which interconnect in business encounters (Hofstede, 2001b; Javidan, House, Dorfman, Gupta, Hanges & de Luque, 2006). The 'cultural congruence proposition' is a theoretical proposition for what would happen in terms of leader acceptance and effectiveness when cultures connect. The proposition states that leader behavior which is consistent with "collective values will be more acceptable and effective than behavior that represents conflicting values." (Dorfman & House, 2004, p.64) Dorfman & House went on to assert that the cultural congruence proposition is "taken as an article of faith amongst culture theorists" (p. 64). This assertion indicated that the concept of collective cultural values was a common and agreed denominator in cross-cultural theory.

2.6.1 Collective cultural values

Probably the most cited study of cultural differences (Sondergaard, 1994) is that made by Hofstede (2001a). Hofstede's work was the first of what Early (2006) describes as 'grand-values assessments' where, in Hofstede's case, more than 116 000 questionnaires provided data on more than 50 countries. Hofstede's theories focused on the differences between cultures as an approach to explaining cultural characteristics and he developed a set of five cultural dimensions reflecting societal values (power distance, uncertainty avoidance, individualism and collectivism, masculinity and femininity, long vs short-tem orientation) with which the characteristics of a culture can be described. A similar approach was taken by Trompenaars and Hampden-Turner (1998) who developed five dimensions to describe cultural characteristics; universalism vs particularism, individualism vs communitarianism, neutral vs emotional, specific vs diffuse, and achievement vs ascription. Trompenaars and Hampden-Turner built a large database of questionnaire responses from 50 000 cases in over 100 countries. The GLOBE project (GLOBE, cf. House et al., 2004) gathered 17, 000 responses from managers in 62 societies and derived a range of dimensions to describe cultural characteristics for members of the societies and also for leaders from each culture In all three studies the cultural dimensions derived each formed a continuum upon which a culture can be placed relative to other cultures and in this way cross-cultural differences can be identified. They provide a means to position the value systems of a culture relative to other cultures and provide a method to give some indication of the likely comparative characteristics of individuals from different specific cultures.

There have been criticisms of the culture dimension approach as used by Hofstede, Trompenaars et al and the GLOBE project. According to Smith and Bond (1993) culture level measures explain culture-level variations and there is a need to use other measures at the level of the individual to explain behavior variations. At the level of the individual dimensions of values can be identified and Smith and Schwartz (1997) argued that the distinguishing aspect between the values is the motivational goal they express, resulting in a model of 10 types (Schwartz, 1994). As indicated by Erez (1997) this model is context –free and she proposed a model which integrated

cultural values and work-based motivational approaches. Using the data from Hofstede, Trompenaars and Schwartz a study was made by Smith, Peterson and Schwartz (2002) which focused on cultural differences expressed by the work events in which managers participate, and attempted to explain the individual behaviours which underly the generalized measures of cultural values. Triandis (1995) also recognised the importance of individual variation within culture and in the Individualism and Collectivism cultural syndromes refers to 'idiocentric' and 'allocentric' behavior respectively at the individual level "In every culture there are people who are *allocentric*, who believe, feel, and act very much like collectivists do around the world. There are also people who are *idiocentric*, who believe, feel, and act the way individualists do around the world." (p. 5). Osland and Bird (2000) suggested that the dimension/continuum approach led to 'sophisticated' cultural stereotyping and did not help to explain cultural paradoxes wherein individuals experience incidents that conflict with expectations. Both Osland & Bird and Jacobs (2005) criticized the excessive reliance on Western management models in the current studies and the way that cultural typologies almost force cultures into distinctive categories as the predominant Western dualist approach precludes paradox or a more holistic view.

Despite these criticisms the cultural dimension approach prevails as the theoretical method to describe cultural characteristics. However, between the three major cultural studies there were significant differences. Examination of these differences indicated which of them conceptualized cultural value dimensions which best supported the cultural congruence proposition in the context of this study.

Firstly, in defining what was meant by 'culture' Hofstede (2001a) suggested "the collective programming of the mind that distinguishes the members of one group or category of people from another" (p.9). Although Trompenaars and Hampden-Turner (1998) did not give a specific definition of culture they referred to culture as "the way in which a group of people solves problems and reconciles dilemmas." (p. 6) Project GLOBE (GLOBE, cf. House et al., 2004) defined culture as "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across age generations" Dorfman (2004) (p. 57). So from the outset the GLOBE project took a

perspective on culture which matched the cognitive schemata approach taken in the individual, implicit leadership theory hypothesis developed previously in this study.

Secondly the works of Hofstede (2001a) and Trompenaars and Hampden-Turner (1998) concentrated on societal cultural differences. Neither study specifically addressed the influence of national culture on leaders, which is the focus of this researchers' interest. Hofstede (2001a) started to connect leadership and culture; "Ideas about leadership reflect the dominant culture of a country". (p.388) and Trompenaars and Hampden-Turner inferred cross-cultural business scenarios from their data. In contrast the GLOBE project focused specifically on leaders and specifically on the middle-manager level of leader (House & Hanges, 2004) which was the specific focus of this study. The leadership cultural dimensions presented by the GLOBE project were universally accepted (at least by the 62 countries represented in the project) descriptions of leader attributes which positively contributed to outstanding leadership and which form the basis of prototypes for leaders in different cultures (Dorfman, Hanges & Brodbeck, 2004).

Thirdly, both Hofstede (2001a) and Trompenaars and Hampden-Turner (1998) constructed their cultural dimensions directly from questionnaire responses. The cultural dimensions derived then represented the collective values of the respondents according to their culture. In contrast, in the GLOBE project, Dorfman & House's (2004) 'collective values' were represented by the aggregate of individual leadership theories (ILT's), which were derived from questionnaire responses, aggregated at the level of the culture shared by those individuals (House & Javidan, 2004). The aggregated, culture level, individual implicit leadership theories were identified as *culturally endorsed implicit theories of leadership* or CLT's (Javidan, House & Dorfman, 2004) and the CLT's were categorized under the headings of; Charismatic/Value-based, Team oriented, Self Protective, Participative, Humane oriented and Autonomous. So in the GLOBE project ILT's represent individual leadership values and CLT's represent collective cultural leadership values. Both individual and collective leadership values were of interest to this study.

Fourthly, in contrast to Hofstede (2001a) and Trompenaars and Hampden-Turner (1998) the leader-centric GLOBE CLT's were examined in several studies using different levels of culture. These studies demonstrated, firstly, that CLT's were

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conceptually valid and, secondly, that they could be used to indicate differences in characteristics between leaders from different cultures and, in particular, the main cultures represented in this study. A study of European leadership prototypes (Brodbeck, Frese, Akerblom, Audia, Bakacsi, Bendova et al, 2000) indicated that prototypical rankings of leadership attributes vary by culture and variations could generally be identified in clusters across European countries. However within the clusters there were also some significant variations on certain attributes. The Germanic cluster was examined in greater depth in Szabo, Brodbeck, Den Hartog, Reber, Weibler and Wunderer (2002) who found that there were in-cluster differences in practices but no real differences in values or leadership ideas. Brodbeck, Frese and Javidan (2002), found that, for German leaders, attributes related to performance management are perceived most positively whereas secondly, (with particular reference to this research) Finnish leaders are considered more effective when displaying more charismatic attributes (Lindell & Sigfrids 2002). In a study separate from GLOBE this view of Finnish leaders was supported when comparing them with the leadership styles of three Central Eastern European countries (Suutari & Riusala 2001).

GLOBE's CLT's could also be used to predict the likely areas of conflict when leaders of different cultures encounter each other in a business context. "In line with the Germanic Europe leadership prototype, a German manager favours a more autonomous and interpersonally direct approach, an approach that will likely collide with the expectations of Latin European managers, who favor a team integrative and interpersonally less-direct approach." (Dorfman, Hanges & Brodbeck, 2004, p.710). This level of prediction was more precise than could be expected from Hofstede's and Trompenaars' work which inferred manager's cultural characteristics from societal dimensions. Nevertheless the predictions made in GLOBE were not empirically tested and although the project provided this study with a comprehensive source of knowledge and theory concerning the characteristics of successful leaders within their own cultures this only gave a basis for further research into intercultural leadership (Brodbeck et al, 2000).

In conclusion the concept of CLT's (as described in the GLOBE project) as a construct of collective cultural values was a preferred choice to those proposed by

Hofstede (2001a) and Trompenaars and Hampden-Turner (1998) and provided a construct to be utilized in the exploration of the cultural congruence proposition.

2.6.2 Theoretical basis for CLT's

The cultural congruence proposition integrates two important theoretical bases. According to implicit leadership theory, in order to be perceived as effective, leaders should behave consistently with individuals' leader prototypes (ILT's). Cross-cultural theory indicates that effective leader behavior will be shaped by culture-specific expectations. The cultural congruence proposition argues that individual's ILT's can be aggregated to culture level as 'culturally endorsed implicit theories of leadership' (CLT's) and that leader behavior which conforms to the expectations specified in the CLT's will be considered more effective than behavior which violates those expectations (Dorfman, Hanges & Brodbeck, 2004).

ILT's are individuals' leader prototypes which are cognitive patterns, or schema, of leader attributes expected in a given situation. The notion of CLT's suggests that cognitive schema, scripts and the connections between schema structures are also culturally identifiable. Cognitive categorization was put into an intercultural context by Shaw (1990) who proposed a model in which, firstly, there is a link between cognitive categorization, schemas, scripts and perceptions of leadership and, secondly that national culture has an impact on the cognitive process in that it reduces the "cognitive differences that would otherwise exist between managers and subordinates from different cultures." (p. 642). Furthermore, in support of the dimensional approach to cultural characteristics, according to Shaw these differences are a function of a culture's relative positioning on various dimensions of culture. Hanges, Dorfman, Shteynberg and Bates (in press) argued that the established patterns between attributes in cognitive schema vary between cultures and include established patterns of leader attributes. Where manager and follower are from different cultures then the differences in leadership patterns held by them will influence the extent to which the manager is accepted as a leader by the follower.

2.6.3 The cultural congruence theoretical model

The 'cultural congruence proposition' was underpinned by the GLOBE project's Integrated Theory (House & Javidan, 2004) which proposed that there was a relationship between societal cultural practices, implicit leadership theories, leader attributes, leader acceptance and leader effectiveness. More precisely House and Javidan (2004) argued that leader 'acceptance' is a function of "the interaction between CLT's and leader attributes and behaviors" (p. 19) so leader attributes and behaviors which are more congruent with CLT's will be more accepted than those which are not and since "acceptance of the leader by followers facilitates leader effectiveness" (p. 19) then it follows that congruence will facilitate leader effectiveness.

In the context of this research study the cultural congruence hypothesis suggests that judgments made by observers about the multicultural leadership effectiveness (MLE) of middle managers in the sample corporation will be influenced by the match between the observers' own collective leader values (CLT's) which are specific to the society from which they originate, and the leader behaviors or attributes that they observe in the managers. The model derived from this argument is presented in Fig. 2.3.
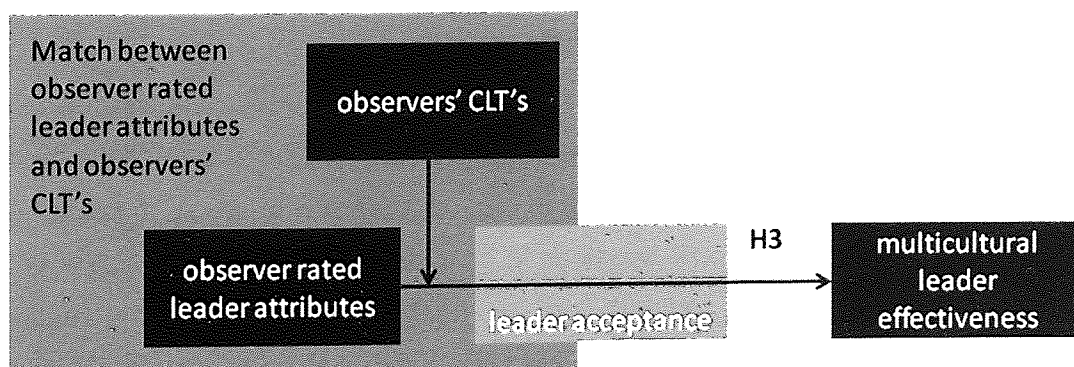

Figure 2.3 Cultural congruence theory model

Moreover, using Dorfman and House's (2004) argument, the congruence between observers' CLT's and their observations of leaders' LA's will influence observers' judgments, or ratings, of MLE in a particular direction; the higher the congruence the more positive the influence. Hence:

Hypothesis H3: *There is a positive relationship between the match of leader attributes with observers' CLT's, and multicultural leader effectiveness.*

2.6.4 Universal positive leader attribute model

Model 3 and hypothesis 3 were based on the theoretical proposition that actual leader attributes which match observer's cultural expectations would engender observer's positive perceptions of leader effectiveness. This proposition was underpinned by cross-cultural and implicit leadership theories, which describe the differences in characteristics and attributes between leaders from different cultures. Most cross-cultural theories focus on the differences in characteristics between cultures. However, in the literature there have been calls to identify and utilize similarities between cultures.

Jacob (2005) proposed that studies should concentrate on cultural similarities between cultures which could lead to heterogeneous management practices and multiculturalism. Schwartz and Bardi (2001) also took up the argument about cultural differences and, although admitting that "Differences are more salient and compelling than similarities." (p.287), they argued that differences lead to understanding value priorities in a culture whereas the role of shared values explains human nature and the mechanism for the maintenance of societies. They studied individuals' ranking of values in 63 countries and argued that their 10 types of motivationally distinct values represent a consensual pan-cultural hierarchy of values with 'benevolence' as the highest value and 'power' the lowest of the 10. (The exceptions to the consensus were Black African nations.) Their explanations for the pan – cultural nature of the values identified were that their adoption facilitated the promotion and preservation of

relations in groups, preventing conflicts etc. and that positive relations ensure survival and prosperity. The values also supported self-oriented behavior and prevented individual frustration, provided this did not jeopardize the group's goals. They concluded that a full understanding of culture could only be achieved by examination of differences and similarities between cultures.

The GLOBE project also examined similarities at leader level rather than focusing on differences and indicated that there were universally endorsed positive leader attributes (e.g. integrity, visionary, inspirational) and negative leader attributes (e.g. self-protective, face saver) as well as other attributes that were culturally contingent (Dorfman, Hanges & Brodbeck, 2004).

According to Dorfman et al. (2004) certain attributes would be universally endorsed because leaders who demonstrate those attributes would have universal appeal. All cultures would positively endorse those particular attributes. An example cited was 'integrity' which was a universally positively endorsed attribute in other studies (Avolio & Gardner, 2005; Schwartz & Bardi, 2001). Similarly Dorfman et al. (2004) also argued that certain attributes would be universally endorsed as inhibiting effective leadership citing, as a minimum, the opposites of those most strongly expected to be universally positive (e.g. 'dishonest' as opposed to 'honest'). Finally there were a range of attributes which would be either inhibitors or contributors to effective leadership depending on the culture in question. Following data analysis Dorfman et al. (2004) identified the specific attributes which were, in the GLOBE sample, universally positive, negative and culturally contingent.

The attributes which were universally positive or negative therefore represented a further aspect of the cultural congruence proposition; behavior which was congruent with universally positive attributes would contribute to leader acceptance and ratings of leader effectiveness; behavior which was congruent with universally negative attributes would have a negative effect on leader acceptance and ratings of leader effectiveness. In a multicultural sample, the effect of attributes which were culturally contingent (not universally endorsed) would be neither positive nor negative.

The groups of universal positive and negative attributes were drawn from the same range of attributes which, when aggregated, comprised the CLT's which were

utilized in the construction of other hypotheses in this study. Therefore there was an overlap between the constructs of universal attributes and CLT's which was acknowledged by this researcher and further addressed in the Results chapter.

In this research study sample a range of more than 20 different cultures were expected to be represented and this offered an opportunity for empirical testing of the universal attribute propositions posited by Dorfman et al. In this study the universal attribute propositions were operationalized by hypothesizing that the range of positive, negative and culturally contingent universal leader attributes, as observed by observers, would engender positive, negative, or neither positive or negative, attributions of leader acceptance and ratings of MLE, respectively. The models derived from the universal leader attribute proposition are presented in Fig. 2.4 – 2.6.
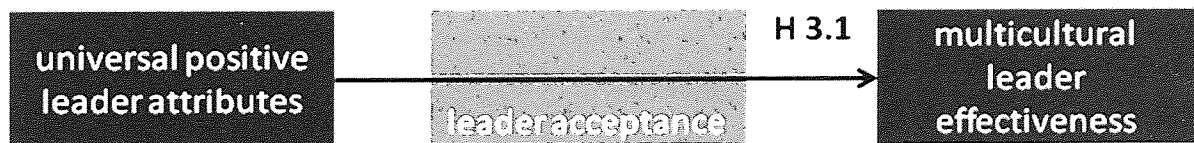

Figure 2.4 Universal positive leader attribute model

Figure 2.5 Universal negative leader attribute model

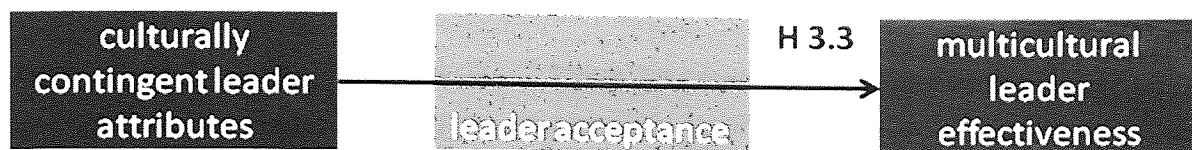| culturally contingent leader attributes	leader acceptance	H 3.3	multicultural leader effectiveness

Figure 2.6 Culturally contingent leader attributes model

The hypotheses derived from the universal leader attribute proposition were:

Hypothesis H3.1: *There is a positive relationship between universal positive leader attributes and multicultural leader effectiveness*

Hypothesis H3.2: *There is a negative relationship between universal negative leader attributes and multicultural leader effectiveness*

Hypothesis H3.3: *There is no negative or positive relationship between culturally contingent leader attributes and multicultural effectiveness.*

2.7 Authentic Leadership Theory

Following the turbulent times experienced in recent years "society in general and organizations in particular turn to leaders for optimism and direction." (Luthans & Avolio, 2003, p. 241) and there has been a growing body of literature which suggests that the perceived effectiveness of leaders in organizations is linked to the extent to which they (the leaders) are perceived to be 'authentic' or true to their own values and convictions (Parry & Proctor, 2002, Shamir & Eilam, 2005). A leader's congruence with their own values, principles and convictions enables them to build trust, credibility and respect with followers which, in turn, leads to commitment and motivation and organizational effectiveness (Walumbwa, Avolio, Gardner, Wernsing

& Peterson, 2008). Researchers developing 'ethical' (Brown, Trevino & Harris 2005) and 'authentic' (Avolio & Gardner 2005) leadership concepts have positively correlated both types with effectiveness and although these concepts may be slightly different they both share a common theme in that the behaviors of leaders identified as either ethical or authentic are aligned with their own values (Palanski & Yammarino, 2007).

The core of authentic leadership theory is self-based. It argues that 'authentic' leaders are those who are deeply aware of their values, beliefs, goals and emotions, and, are able to regulate themselves so that their behavior is positive and genuinely aligned with their values etc. Authentic leaders engender similar authenticity in their followers which, in turn, leads to trust and sustainable performance (Gardner, Avolio, Luthans, May & Walumbwa, 2005). Gardner et al's theory refers to the interaction between leader and follower. However by integrating authentic leadership theory with, firstly, implicit leadership theory as conceived for leaders and followers (Lord & Maher, 1993) and then extended to leaders and attributers (House, Wright and Aditya, 1997) then authentic leadership theory can be applied to interactions between leader and attributer ('observers' in this study.) This integration proposes a relationship between leaders' congruence with their values (authenticity) and their actual behavior, resulting in leader acceptance/effectiveness.

According to Shelley and Locke (1991) it is possible for observers of leaders to sense, firstly, if the leader has basic values and principles and, secondly if the leader is willing to adhere to those beliefs. This leads to an observer judgment that a leader is genuine. Shelley and Locke did not explain how the sensing mechanism may have worked although Ladkin and Taylor (2010) suggest that authenticity is conveyed to others through the leader's body and the way it is used to express their 'true self'.. However, by drawing together the streams of cognitive schema theories described earlier in this chapter and authentic leadership theory it could be argued that the sensing mechanism may be facilitated by the observers' ability to cognitively develop schema which explain expected behavior in certain situations. The schema would contain expectations about the observers' own behavior and that of the leader Cognitive schema are developed directly through repeated experience Poole, Gray and Gioia (1990), Hanges et al (in press), and vicariously through, for example,

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watching others performing a task (Gioia & Manz, 1985). Therefore observers could develop schema which help them to understand leaders' schema. Matching actual behavior with that associated with the observers' knowledge of leaders' schema, would enable observers to sense when a leader is behaving in accordance with their own (the leaders,) schema.

Leaders' schema and internal values concerning leadership are represented by their own implicit leadership theories (ILT's). "In terms of leadership perceptions, it is thought that a leader's knowledge of an effective leader prototype provides a self-standard about how the leader should behave in a given situation." (Lord & Maher,1993, p.132.)

Implicit leadership theory, as presented in section 2.5, indicates that congruence between observer rated leader behavior (attributes) and observers' ILT's influences observers' leader acceptance and ratings of leader effectiveness. Integrating authentic leadership and implicit leadership theory indicates that congruence between observer rated leader attributes and leaders' ILT's influences observers' leader acceptance and ratings of leader effectiveness. The authentic leadership model derived from the integration of authentic leadership and implicit leadership theories is presented in Fig. 2.7.
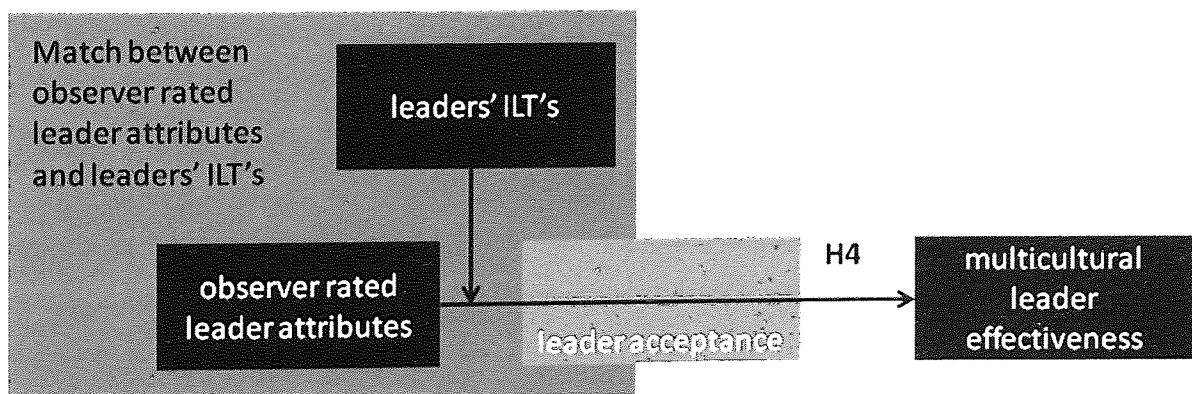
Figure 2.7 Authentic leader theory model

In this study the interaction or congruence between leaders' ILT's and leaders' actual behavior is represented by the 'match between observer rated leader attributes and leaders' ILT's'. Hence:

Hypothesis 4: *There is a positive relationship between the match of leader attributes with leaders' ILT's, and multicultural leader effectiveness.*

2.8 Culturally Authentic Leadership Theory

In the previous section authentic leadership theory was integrated with implicit leadership theory. Both of these theories are individually based. However in the GLOBE project individual implicit leadership theory data (ILT's) from respondents from each country in the project were aggregated at the level of their particular country to form culturally endorsed implicit leadership theories (CLT's). CLT's therefore represent cultural level leader values; "we extend ILT to the cultural level of analysis by arguing that the structure and content of these belief systems will be shared among individuals in common cultures" (Dorfman et al. 2004, p.669). The values of leaders from the same culture are then represented by the CLT appropriate to their nationality. In the GLOBE project (GLOBE, cf. House et al., 2004) CLT's were developed and validated to give numerical indexes[3] to describe leadership prototypes for a particular culture or nationality.

The cognitive processes through which ILT's are developed, as described in the literature, indicates that individuals of one nationality could develop implicit leadership theories for other nationalities as well. It follows that that if individuals can develop ILTs for cultures different to their own then they can also develop knowledge of the culture-level implicit leadership theories or CLTs for those other cultures.

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[3]Throughout this study the numerical index figures for the CLT's for the leaders and observers from each country represented were taken directly from GLOBE published material (GLOBE, cf. House et al., 2004). See section 3.8.1.

According to Gioia and Poole (1984) cognitive schema are the representation of common, repeated events and are acquired by direct means through repeated experience or indirect means such as the media or other forms of impersonal communication. Not only are schema structured and strengthened by repeated exposure to events (Poole, Gray & Gioia, 1990) but as familiarity with a particular social group grows the learning process leads to the development of more schema categories (Thomas & Ravlin, 1995) which contain prototypes characterizing the members of each category (Shaw 1990). According to Shaw (1990) "The extent of familiarity with other cultures has been found to influence how individuals process information about persons ....from other cultures." (p.641)

Hence cultural familiarity gained by repeated experience will result in the acquisition of relevant categories and schema to form the basis of culturally informed schema, or culturally informed modifications to existing cognitive schema. As individuals experience interactions with others from different cultures they have the opportunity to acquire new schema and scripts related to those cultures. Lord and Maher (1993) argued that leadership cognitive categorization distinguishes not only between leader and non-leader but also, within the category of leader, between types of leader. Lord and Maher refer to a hierarchical structure of leader types such as business, military or political. Drawing Lord and Maher's leader categorization arguments together with Shaw's (1990) experiential schema development ideas it could reasonably be argued that (experienced) individuals would not only hierarchically categorize prototypes for leaders from their own culture but would also develop different schema for leader prototypes from other cultures. Furthermore Lord and Maher (1993) describe a model of behavioral confirmation and social cognition in dyadic leader/subordinate relationships in which "the leader (subordinate) develops a set of expectancies about a subordinate (leader) based on prior observations and on categorization processes that are likely to be culture based." (p.129) In this context Lord and Maher's 'culture' is organizational but, given that organizational culture has been defined similarly to national culture (Hofstede 2001a, "the collective programming of the mind that distinguishes the members of one organization from another", p. 391) their model could also be extended to

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societal culture. Accordingly, dyadic relationships lead to the development of cultural expectancies in both parties.

In this study sample individuals (leaders and observers) experienced intercultural encounters in many regular and often repetitive organizational events such as appraisals, negotiations, and meetings. Cultural experience can also be gained through telephone conversations, e-mails and video conferences, all of which were utilized in the sample corporation. Equally, cultural experiences happen outside of the business context where individuals socialize with others from different cultures and this 'extra-curricula' contact was certainly encouraged in the sample corporation.

The observers in the study sample therefore had the opportunity to develop cultural schema which would inform understanding of the leaders' own cultural schema. Hence the observers would be able to develop cognitive knowledge about the leaders' CLT's and, moreover, would be able to compare leaders' actual behaviors and attributes with leaders' CLT's in a similar way to the cultural congruence proposition (Dorfman & House, 2004). As CLT's represent leaders' cultural values then observers would be able to determine leaders' authenticity as compared with their cultural values. As in the authentic leader model, cultural authenticity engenders trust and motivation in others. Accordingly observers would rate the effectiveness of culturally authentic leaders more highly than those who are culturally inauthentic.

The notion of leader cultural value authenticity, in the presence of others from a different culture, is supported in Offermann and Hellmann's (1997) study where they found evidence that cultural values persist despite managers being well-travelled and exposed to different cultures. They found that predictions of managers' behaviors based on cultural background were supported by their sample irrespective of the managers' exposure to other cultures. In contrast Hanges et al (in press) predicted cultural inauthenticity in leaders operating in a foreign country who adapt behaviors to suit their host cultural patterns. As cultural patterns are learnt from experience any behavioral adaptation by leaders will only be at a cosmetic level as their own patterns will be activated according to their cultural norm.

By integrating authentic leadership theory with the cultural congruence proposition this researcher developed a model which indicates that the interaction, or

match, between leader actual behavior (observer rated leader attributes) and leaders' CLT's influences observers' leader acceptance and ratings of multicultural leader effectiveness. This interaction is termed leaders' 'cultural authenticity'. Cultural authenticity appears to contradict the cultural congruence proposition in that the latter proposes that effective intercultural leaders modify their behavior towards others' cultural values whereas cultural authenticity proposes that effective intercultural leaders should behave in accordance with their own cultural values. This contradiction was explored by competitively testing the two propositions along with the other hypotheses developed in this study. The culturally authentic leadership model is presented in Fig. 2.8.
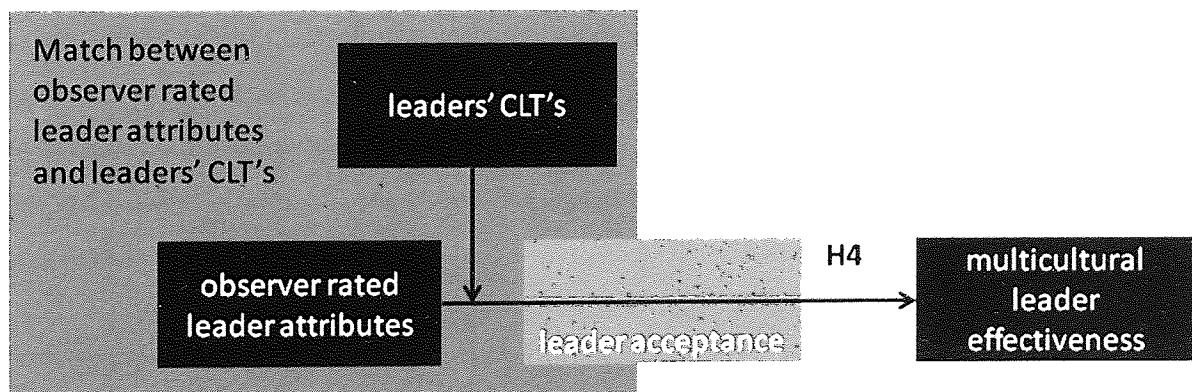
Figure 2.8 Culturally authentic leader model

Hypothesis H5: *There is a positive relationship between the match of leader attributes with leaders' CLT's, and multicultural leader effectiveness*

2.9 Contributions of this research

In the literature review three shortcomings became apparent: Firstly there is an absence of theory and empirical research to explain how leader effectiveness is operationalized and measured in organizations, and particularly in international organizations. There are theories which describe the characteristics of effective leaders but not how that effectiveness is actually measured. This study is intended to address that absence.

Secondly there is an absence of theory to explain leader effectiveness in multi-cultural settings. There is a considerable amount of literature concerning leadership theories in general and cross-cultural theories in particular. But these streams of research have been brought together in only one study so far (GLOBE, cf. House et al., 2004) set up to explain which leadership attributes are more (or less) accepted and consequently considered more (or less) effective according to the specific preferences of members from particular national cultures. And despite the GLOBE project's achievements, there is no adequate theory and only some scattered empirical evidence available which can explain how judgments about leaders' behaviors and leader effectiveness are linked to each other in multi-cultural organizations. This research study is intended to fill just that gap.

Thirdly in the literature there are examples of bi-cultural empirical research into interactions between managers and others from a different culture, and some other studies which, while multi-cultural in scope, use students as their sample. This research is intended to provide empirical multi-cultural data drawn from leaders in a commercial organization. Thus, it constitutes one of the few opportunities to study theoretical issues with a real world sample of international leaders.

Furthermore, the intention was to make the results of this study also useful for practitioners involved with international business, such as international managers and scholars of international management as well as international HR personnel and leadership development experts. An understanding of the main factors relevant to intercultural leader effectiveness, some of which are investigated in this research (culture, culture fit of leaders and their stakeholders and personality), should be

helpful for the creation of efficacious selection, training and development programs in international organizations.

2.10 Chapter summary

This chapter brought together streams of theoretical debate from the leadership and cross-cultural literature. Having evaluated and integrated these areas of research and theory two conceptual themes were developed. Firstly, the operationalization and measurement of leader effectiveness in a multicultural work setting were conceptualized. Secondly, five competing theoretical models were developed and presented. The five models proposed the relationship between perceptions of multicultural leader effectiveness in the sample corporation and leaders' multicultural personality, attributes, implicit leadership theories, culturally endorsed leadership theories and authenticity. The clusters of hypotheses to be tested in relation to these models were also developed and presented. The key theoretical, empirical and methodological contributions emerging from the five models were then also described. The following chapter provides a detailed description, explanation and evaluation of the methodological approaches considered and adopted by this researcher in order to best meet the aims of this research study.

Chapter 3

Methodology

3.1 Introduction

The purpose of this chapter is, firstly, to explain to the reader the rationale behind the choice of methodology for the research and to present arguments to illustrate the methodological contribution this study makes to the existing literature on leader effectiveness in multicultural business environments.

Secondly, the strategy adopted to execute the research survey within the sample corporation is discussed and, thirdly, the characteristics of sample data collected in the questionnaire survey are presented. Fourthly, the research measures used in the study are described and evaluated, and, finally, the statistical data analysis tools and techniques used to analyze the data and test the theoretical models and hypotheses developed in this study are described. A summary of the constructs developed in this chapter can be found in Appendix C, Table C3.

3.2 Research paradigm

Research methods are guided and underpinned by the methodological approach (rules, beliefs, values and techniques), or paradigm, within which the research is located. The chosen paradigm will inform the researcher of assumptions made in the research about the nature of reality (ontology), the relationship of the researcher to that being researched (epistemology), the role of values in the research (axiology), the process of research (methodology), and will guide the researcher towards the most appropriate research method to adopt (Cresswell, 2009). This research study is situated within a positivist paradigm.

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The paradigm of 'positivism' argues for the dominance of science (natural and social as one science) as the meaning of knowledge, the study of reality as external to science, the foundation of science as observation and the freedom of facts from values (Delanty,1997). Easterby-Smith, Thorpe and Lowe (1991) cite two examples of major pieces of research which employed a positivist perspective and which are highly relevant to this researcher's study. Firstly the Aston studies (Pugh and Hickson, 1976) into organizational structure and, secondly, Hofstede's (2001a) study of culture. Both of these studies reflect the basic tenents of the positivist paradigm as characterized by Easterby-Smith et al (1991) in that both research studies focused on facts, sought to identify causality, and operationalized concepts so that they could be measured through analyzing large samples. A later study by Primecz, Romani and Sackmann (2009) specifically endorsed the positivist paradigm in cross-cultural management research. Furthermore, as found within the positivist paradigm, and the research study examples mentioned, this researcher's study follows a deductive approach wherein hypotheses are derived from previously developed theoretical models. The hypotheses are tested through observation and validation and the results used to establish general laws that feedback to the models.

3.3 Research methodology

The positivist paradigm is associated with quantitative rather than qualitative methods of research study. According to Edmondson and Mc Manus (2007) there should be a 'methodological fit' between the state of prior work (theory and research) and the research questions, type of data, data collection methods, constructs and measures, data analysis goals and methods, and the theoretical contribution of the research. Consequently here prior work is well established then methodological fit is best provided with quantitative data, a reliance on existing constructs and measures, formal hypothesis testing, standard statistical analyses and theoretical contributions which enhance existing theories. In this research study the central constructs of multicultural personality and implicit leadership theory were well established (Van der Zee and Van Oudenhoven, 2001, Lord and Maher, 1993). Also the hypotheses

developed by this researcher were built on prior work and are intended to elaborate, challenge or provide new support for specific aspects of existing theories. Although the outcome measure of multicultural leader effectiveness was specifically developed for this study it is not essentially a new theoretical construct but an elaboration of existing measures of leader effectiveness.

The methodology which would enable testing of the theories and hypotheses developed in this study required the identification of a parsimonious set of variables providing measures or observations (Creswell, 2009). According to Creswell (2009) there are two main quantitative research designs which fulfill this requirement: survey design and experimental design. The survey design incorporates the study of a sample population and the data collected from the sample, usually by questionnaire, allows generalizations to be made about the characteristics of the population. In contrast, in experimental design the intent is "to test the impact of a treatment (or an intervention) on an outcome" (p. 146) and the testing normally takes place using experimental and control sample groups. It was not the intention of this researcher to suggest an intervention which would be tested by controlled application to different groups but that the study would focus on the characteristics (particularly the cultural characteristics) of the research sample. As a result the survey design method was selected, which would gather data by means of a questionnaire-based field study.

3.4 Research Design

3.4.1 Research Sample Definition

The questionnaire based field study required data to be gathered from two groups of respondents who were categorized either as 'leaders' or 'observers'. The definition of each group of respondents is described in the following sections.

3.4.2 Definition of Leaders

As described in the Introduction chapter it was this researcher's intention from the outset of this research to use 'middle managers' as the sample because of the

pivotal role that they play in organizations. The middle managers sample would constitute the target sample for the research and, for reasons also explained in the Introduction chapter, were referred to in this study as 'leaders'.

There was no universally accepted definition in the literature of what constituted a middle manager. Delmestri and Walgenbach's (2005) concept was imprecise and the GLOBE project sampling design (House & Hanges 2004) referred only to 'middle managers' without providing further explanatory explanation of the term. This lack of precision made it difficult to identify potential sample leaders from the corporation because the organization described its managers using various title protocols which were not necessarily aligned with hierarchical level.

In order to select the appropriate leader respondents for this study this researcher further defined middle managers as 'the first level of managers who had managers (i.e. employees with responsibility for the supervision of other employees) reporting to them'. This definition also found support in Michael and Yukl's (1993) study of networking behavior in organizations wherein managers were coded according to their level; 'upper-level' indicated a level one or two below president, 'lower-level' managed professional or non-supervisory staff, 'middle' was between the upper and lower levels.

The sample was selected using company internal organization charts which enabled the researcher to identify those managers who complied with the definition given in the previous paragraph. All the middle managers identified in the corporation were included in the sample in order not to bias the data (eventually collected) by including or excluding any particular managers or group(s) of managers and consequently the total potential sample size amounted to approximately 120 managers. (Although the total number of employees in the corporation was approximately 15 000, the majority of these were 'blue collar' workers.)

3.4.3 Definition of Observers

The research questions underpinning this study relate to the perceptions that others form of leaders' effectiveness through observation of the leaders. In addition

to defining how the sample leaders were defined and identified it was also necessary to formulate a strategy for capturing data from those 'observers' (of the leaders) who could give their perceptions concerning, for example, the effectiveness of nominated leaders. Furthermore it was important to enable the effects of observers' idiosyncratic attitudes towards, and beliefs about, leaders to be minimized and provide for a focus on consensual judgments and this was done by asking the leaders to send questionnaires to a group of 'observers' surrounding them at different organizational levels. Observers were selected by the leaders who were asked to obtain replies from 5 observers made up of superiors, peers and subordinates. (See figure 3.1)
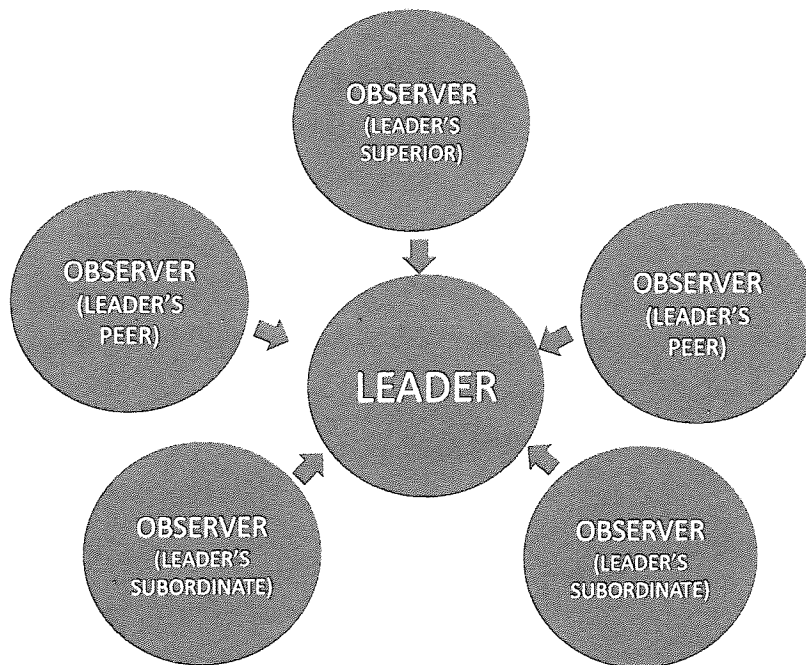
Figure 3.1 Diagrammatic representation of leader/observer questionnaire respondent groups

The leaders selected the exact mix of their observers on the basis of their (the observers) opportunity to observe and acquire knowledge about the leader's behavior, dispositions and the observable results of his/her leadership efforts. In this

respect, in addition to the 'traditional' hierarchical sources of superior and subordinate, peers were also extremely important sources of data since they attend meetings, work in projects, and network with fellow managers. In order to remove contamination in leader evaluations from 'external factors' Hogan, Curphy and Hogan (1994) supported a mix of hierarchical observer levels.

From their meta-analysis Conway and Huffcutt (1997) concluded that the number of raters, and the mix of supervisor, peer and subordinate in a study has an influence on the reliability of results in multisource feedback. Their study indicated that four to six subordinates and peers, are typically found in studies. In this study, apart from the practical consideration of the low likelihood of achieving more than 5 respondents per target leader in the sample corporation, there was also the potential for common source bias amongst observers, particularly peers and superiors, where different leaders approached them for ratings. Accordingly the observer-to-leader ratio was set at 5:1 maximum. (The eventual reliability of the results using this ratio is covered in the Results section.)

No attempt was made to influence the leaders' choice of observers by setting criteria for their selection. Leaders were advised that persons not under their direct hierarchical supervision but managed by them in matrices or projects would count as subordinates. Also, in order not to influence observers, no instructions were given to them concerning the situation or timeframe in which to consider their answers to the questionnaire questions.

3.4.4 Field survey type

From informal discussions with the sample corporation management it was clear to this researcher that there would be only one opportunity for the respondents to complete a questionnaire survey and consequently the research study followed a cross-sectional design rather than longitudinal. The longitudinal design would have been preferable in, for example, clarifying causal relationships (Arnold, Cooper & Robertson, 1998) but nevertheless the cross-sectional design encompassed the whole corporation and enabled adequate testing of the models and hypotheses. As

such the cross-sectional design was not considered by this researcher as a critical weakness of the study.

3.5 Questionnaire design

Two versions of self-completion questionnaires were developed to capture data from the sample. One questionnaire version was intended for the leaders and the second version was for the observer respondents selected by the leaders. The instruments were piloted with a small group who were representative of the final study sample (i.e. leaders who were middle managers and the desired number of observers from superiors, peers and subordinates selected by the leaders) and the final study was made after modification according to the pilot feedback.

3.5.1 Self-completion questionnaires

Self- completion questionnaires were used for several reasons in preference to other methods such as interviews or telephone interviews and the reason was mainly due to the study sample size. A large sample size was desirable because quantitative research requires this in order to support the external validity or generalizability of the findings. Large numbers of data also facilitate the identification of statistically significant relationships which may not be discovered in small sample sizes even if that relationship does actually exist (this phenomenon is known as 'Type II error'). The literature does not give precise advice about the required sample size needed to avoid the possibility of Type II errors. However, for example, to reveal a medium effect size ($r = .3$) would require 85 participants according to Cohen, 1992. Such a large sample size was best captured using self-completion questionnaires.

The sample itself, by nature of its multicultural context, was widely geographically dispersed and self-completion questionnaires could be sent out simultaneously to respondents. Also related to the need for a large sample the use of self-completed questionnaires allowed respondents the flexibility to complete them

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according to their own time capacity and at their own desired speed. The sample leaders were likely to feel more comfortable with this level of flexibility as it would tend to lessen the impact of the survey on themselves and observer respondents' normal work. Furthermore all respondents would have the opportunity for flexibility in the location where they chose to complete the questionnaires and this could lessen the possible effect of respondent fatigue and increase the feeling of anonymity so that the respondents could answer sensitive questions without feeling the presence of the researcher.

3.5.2 Access negotiation

As a senior manager in the sample corporation this researcher was aware of the likely negative reaction to the distribution of an academic research questionnaire throughout the corporation with no prior notice or negotiation. The corporation had undergone significant growth by acquisition and was constantly changing its business models to accommodate the newly integrated operations and to meet the challenges of competitors in an industry undergoing rapid consolidation. To assist with this transition the corporation had enlisted several external consultants and there was a prevailing overall climate of over-analysis and consultant fatigue.

To facilitate the success of the survey this researcher approached the CEO of the corporation and was granted a meeting in which the purpose of the research was explained, including the potential benefits to the organization of the findings. Following this meeting the CEO distributed a personal message to all the senior managers in the corporation requesting their co-operation in allowing, and encouraging, their middle managers to participate in the questionnaire survey. Once the CEO's message had been distributed the survey questionnaires were released to the sample leaders. Each leader was sent an envelope containing the survey questionnaires and completion instructions.

3.5.3 Questionnaire Format

In order to collect all the data needed to test the hypotheses formulated in this study a single combined questionnaire was developed. One version was intended for completion by observers and another version to be completed by leaders (see Appendices A and B respectively). The observers' questionnaire comprised sections to collect data on the leader who had invited them to respond and also data concerning themselves. The sections were: their ratings of the leaders' multicultural leader effectiveness (MLE); their own preferences regarding outstanding leader behaviors and characteristics (ILT's); their ratings of the leader's behaviors, characteristics and attributes (observer rated leader attributes); and demographic and other information about themselves. An essential feature of the observers' questionnaire was that it was anonymous and, after completion, was to be mailed directly to Aston Business School so that no other person in the corporation could see the observers' responses. In addition, because this researcher was employed by the corporation and therefore known to some of the respondents, assurances were given to respondents that the questionnaires would be processed for data input by independent persons employed by Aston Business School and this researcher would not be able to identify individual observer respondents from the data.

The leader questionnaires were identical to that sent to the observers except that, firstly, the multicultural leader effectiveness (MLE) and leader attribute sections were self-rated and, secondly, the leaders were asked to self-assess their multi-cultural personality. The leaders revealed their name on their own questionnaires on the assurance that input data from their questionnaires would be held under unique code numbers.

The questionnaire instructions to the observer respondents advised that the first 14 MLE questions related to the group which their particular leader 'manages or has influence over as a leader (e.g. in projects or a matrix)'. This was done to help orientate observers to clearly differentiate between questions firstly related to the leaders' effectiveness in the groups they leads and secondly the leaders' individual

effectiveness. This was of particular importance to peer respondents as they had to make judgments from outside the leaders' hierarchical structures.

In order to minimize the possibility of respondent error through fatigue and loss of concentration the questionnaire items were arranged so that the demographic data were located in the centre of the questionnaires thus providing a break from the items concerning leader and self ratings.

3.5.4 Common Respondent Data

The personal data were collected in order to, firstly, establish if the sample group had characteristics which were extraordinary when compared with the sample corporation as a whole and, secondly, to provide a pool of control variables for the hypothesis testing process. The common, demographic, data which was requested from all sample respondents (observers and leaders) were: gender; age; nationality; country of current location; number or years in that location; the functional area of current position (production, R&D, sales/marketing, finance/administration, corporate); whether contacts with other cultures exist; length, frequency and duration of contacts with other cultures.

3.5.5 Language of the questionnaires

In order to ensure respondents' understanding in multicultural studies involving respondents with varying native languages, questionnaire items are often translated into the appropriate languages. To ensure that no meaning is lost or distorted in the translation the items are then 'back translated' to the original language and cross-checked (Hanges & Dickson 2004 pp. 126). This process can still involve error (Hofstede, 2001a) and to avoid translation error in this study the questionnaires were distributed entirely in the English language. English was the accepted and practiced language of official communication in the sample corporation and, with the exception of machine operatives, all employees were expected to have competence in

communicating in English. The English language competence of the respondents was included in the demographic section of the combined questionnaire in order to facilitate a check for the influence of this variable on the study results.

All respondents, leaders and observers, were asked to indicate their level of English Language competence using the Global Scale from The Common European Framework of Reference (Council of Europe 2001) which gives 3 levels each divided into 2 sub-levels so that the respondent had the choice of 6 descriptions to indicate their self-assessment of capability. The 3 levels were Basic User, Independent User and Proficient User. A full description of the levels can be found in Appendix C, Table C1.

3.6 Research Sample Properties

Questionnaires were sent to 115 leaders in the sample corporation. Each leader was requested to involve 5 observers, comprised of superiors, peers and subordinates to the leader, who would complete and return the observer questionnaire making a total of 575 potential observer responses.

3.6.1 Leader data

After excluding inadmissible cases a total of 85 leader responses were processed giving a response rate of 74%. 95% of the leader sample was male which reflected the overall gender bias in the company where 80% of employees (15154 in total in 2005) were male. 60% of the sample was aged between 33 and 47 which was a result in line with the company as a whole where 60.5% of the total employees were aged between 31 and 50.

Finnish comprised the highest leader nationality at 46%, followed by British (10%), German (8%), Swedish (6%) and Swiss (4%). In all 20 nationalities were represented by the leader sample. The profile of nationalities in the sample did not entirely match that found in the corporation as a whole where Finns made up 30%,

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German 17%, British 12%, Swedish 11% and Swiss 4%. The overall corporation nationality groupings were heavily influenced by the major locations of production facilities for the corporation whereas other countries only had sales, or sales support operations. Unfortunately no company figures were available for nationality profiles at different management levels but, in a Finnish-based organization, it was likely there would be an increasing proportion of Finnish managers at higher levels of management.

Of the nominated job functions the largest group of leaders belonged to sales and marketing (48%) followed by corporate (21%), finance and administration (21%) and the remainder in production (7%), and research and development (3%). This reflected the flat and relatively local management structures in production versus the diverse and dispersed international sales structures.

The majority of leaders (71%) had 4 or more observer responses. A good general level of English language proficiency was indicated with 92% of respondents indicating a level of B2 and upwards. No leader responses were found with consistently extreme values which could only be explained either by misunderstanding the questions or malicious intent

3.6.2 Observer Data

After excluding inadmissible cases a total of 337 observer responses were processed which was a response rate of 59%. The majority (69%) of observers were male and the most frequent nationality was Finnish (35%) followed by British (13%), German (12%), Swedish (9%) and Swiss (3%) giving a nationality profile similar to that found in the company as a whole. In all 26 nationalities were represented in the observer sample. It was not possible to make an age analysis of observers as insufficient replies were received on this demographic variable.

The majority (47%) of the observer sample reported their jobs as being in Sales and Marketing with the other jobs areas sharing the remainder of the respondents. This weighting probably reflected the instructions given to leaders with the questionnaires to include as many nationalities as possible in their observer

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invitations. The greatest diversity in nationalities was found in the sales and marketing functions where sales offices were located in 25 different countries.

The respondents' relationship to the leader was distributed as follows: *superior* 16%, *peer* 36%, and *subordinate* 49%. This distribution was in line with the expected distribution of 1/2/3 from the model described earlier in this chapter (see fig. 3.1) Of the observers that reported their English language proficiency (N=302) 91% were at level B2 and above which indicated that observers were proficient enough to understand the questionnaires. As in the case of the leader data no observer responses were found with consistently extreme values which could only be explained either by misunderstanding the questions or malicious intent

3.7 Questionnaire-based Instruments and Measures

In this section this researcher presents the questionnaire-based instruments used to measure the construct variables in this study. A new instrument for measuring the outcome, or dependent variable, multicultural leader effectiveness (MLE) was created during this study and the development of the items and scales are described in following sections. Given its importance to the contribution this study makes to existing knowledge the results of reliability and validity testing of the MLE instrument are presented in the Results chapter. Existing instruments were selected and, where necessary, adapted to measure multicultural personality (MP), leader attributes and the match between leader attributes and ILT's and CLT's.

3.7.1 Development of MLE scale items

The development of the measurement of multicultural leader effectiveness for this research followed two stages. In the first stage items were developed using a review of the literature and these were scrutinized by the researchers' academic supervisor and, to represent a professional sample, the researchers' superior and a

selection of peer managers from the sample corporation. This first stage is presented in section 3.7.2.

In the second stage the scales, which were comprised of the items, were evaluated. Exploratory factor analysis (principal component analysis) was performed and the factors that emerged from this were subjected to confirmatory factor analysis (CFA) in the study sample. The second stage is presented in the Results chapter.

3.7.2 Generation of MLE items

The theoretical definitions of the constructs that were delineated from multicultural leader effectiveness were first developed using a process based on a review of the literature and as described in previous chapters. From these construct definitions, items were then developed that tapped into the constructs. A total of 41 items were generated, distributed across the constructs. The construct definitions were then shortened to provide a priori scales as follows: *group organization* (5); *follower satisfaction* (4); *follower commitment* (5), *status* (4); *potential* (5); *drive* (5); *impact* (4); *cross cultural competence* (5); *versatility* (3). A further item; *in general, is an effective leader* (number 36) was included in the measure as an overall statement regarding the leaders' effectiveness. This was designed to provide a rough control for the validity of the other 40 statements. A full list of items and scales is presented in Table 3.1

The list of item statements focused on outcomes which contribute to leader effectiveness and which could be observed in an organizational context. The outcomes were expressed in different ways in the item statements. Firstly, as products such as 'feedback' in *Open and honest feedback is frequently seen between the group and the leader* or 'role' as in *Has a high profile role in major projects.* Secondly, as achieved states such as 'pride' in *The members of the group are proud to be in the group* or 'inspiration' in *Inspires others by own example.* Thirdly, as behavioral outcomes such as *Puts personal effort into helping resolve major problems* or *Is responsible for leading project teams made up of people from outside his/her own line organization.* All three describe the achievement of goals which require leaders to operationalize their traits and dispositions.

Following other measures of leader effectiveness (e.g. Bass & Avolio, 2004) a five-point response scale ranging from 1= *totally not applicable* to 5 = *completely applicable* was employed and this was considered by this researcher as adequate to generate sufficient variance across respondents. To avoid response bias 11 items were negatively worded.

The 41 MLE items were included in the combined survey questionnaires sent out to leaders and observers. The leaders were asked to complete the MLE section of the questionnaire by self-rating and the observers were asked to rate the leader. See Appendix A Section 1 (observers) and Appendix B Section 1 (leaders).

Table 3.1

Multicultural leader effectiveness scales and Items

Scale	Item statements
Group Organization	The division of tasks within the group is not in balance*.
	Action is taken to correct the group's competence gaps.
	Group members support the group's role in the organization as a whole*.
	The performance of the group is reviewed regularly.
	Members focus their attention on issues which impact on the success of the group.
Follower Satisfaction	Open and honest feedback is frequently seen between the group and the leader.
	The members of the group are proud to be in the group.
	Group members feel that more effort should go into their personal development*.
	Group members always support their leader, in public and in private.
Follower Commitment	The success of the group is more important to group member than their own individual success.
	Every member of the group is interested in knowing how well the group is performing.
	Group members support the group's role in the organization as a whole.
	Members focus their attention on issues which impact on the success of the group.
	Group members feel that their individual contribution is ignored*.
Status	Is consulted by others as an expert.
	Has a high profile role in major projects.
	Is rarely referred to by other senior managers*.
	Is included in senior groups that make important decisions.
Potential	Is already involved in important issues outside his normal line responsibilities.
	Has progressed rapidly upwards within the organization.
	Unlikely to be promoted further*.
	Is hungry for more responsibility.
	Has already reached the level of his competence*.
Drive	Reluctant to face up to new threats and opportunities*.
	Convinces others of the opportunities that changes bring.
	Puts personal effort into helping resolve major problems.
	Acts swiftly and decisively when needed.
	Is never satisfied with the status quo.
Impact	Inspires others by own example.
	Achieves own aims by persuasion and convincing arguments.
	Has no influence at senior levels in the organization*.
	Captures interest and holds attention.
Cross-cultural Competence	Presents cultural differences as problems*.
	Is respected across borders.
	Normally chooses fellow countrymen to network with*.
	Gets the best out of people no matter what their background.
	Builds effective multi-cultural teams.
Versatility	Has matrix management responsibilities for people in addition to his/her direct reports.
	Spends little time trying to achieve results through matrix structures or projects.
	Is responsible for leading project teams made up of people from outside his/her own line organization.
Leadership Effectiveness	In general, is an effective leader (Statement 36)

Notes: (*=reverse scored)

In order to provide an initial rough check that the MLE questionnaire items were interpreted correctly by respondents the overall check item (36) was compared to the data obtained for the other 40 items by comparing means (M) and standard deviations (SD). For item 36 (N=337) M =3.93 and SD = .82 and for the remaining 40 items (N=337) M = 3.66 and SD = .48 thus indicating that the individual item responses were adequately aligned with the overall idea of the questionnaire.

The analysis of data gathered using the MLE instrument and the further development of the MLE measure are presented in the Results chapter.

3.7.3 Multicultural Personality

The Multicultural Personality Questionnaire (MPQ) developed by Van Oudenhoven & Van der Zee (2000) was selected to measure multicultural personality in this study and the short (47 question) version of the MPQ was included in the combined respondent questionnaire for the leaders to self-rate their multicultural personality. The decision to use self-ratings was taken by this researcher on the basis of two factors. Firstly the inclusion of the MPQ in the observer respondents' questionnaires would have made their combined questionnaire in total too onerous and would have been likely to have reduced the accuracy of their responses through respondent fatigue. This effect was considered by this researcher to be less problematic with the leaders who would be likely to have self-interest in answering the MPQ. This was because, in their invitation letter (see Appendix B), the leaders were informed that they would have access to their own survey results which would include, amongst other ratings, their MPQ ratings. The second factor was Van Der Zee and Van Oudenhoven's (2001) findings that MPQ self and others' ratings were acceptably correlated and could therefore be reasonably relied upon.

The MPQ questionnaire comprised 47 item statements which described dispositions or inclinations of managers. The respondents were asked to indicate *'to what extent does each of these apply to you?'* in accordance with the original MPQ questionnaire. The answers were given on a 5 point response scale ranging from 1 =

totally not applicable to 5 = *completely applicable*. The full questionnaire format can be found in Appendix B Section 5.

Following Van Oudenhoven and Van der Zee (2000) the 47 items were grouped into 5 sub-scales as follows: *cultural empathy; emotional stability; social initiative; flexibility; openmindedness*.(See Appendix C, Table C2) The internal consistency of the five scales was measured using Cronbach's alpha. The first results gave an average α value of .68 for the five scales but indicated that one scale, emotional stability, had an alpha value of α = .45 (N=84). If one item (Item 31 'Gets upset easily') was deleted, the alpha value for the scale would be raised to .69. This researcher considered that the interpretation of this particular item description by the leader respondents was not consistent. When this item was deleted the resulting α values for the five scales were: *cultural empathy* .73, N=84; *emotional stability* .69, N=84; *social initiative* .82, N=83; *flexibility* .63, N=82; *openmindedness* .74, N=84. The average α value for the five scales was an adequate .72 with good inter-item correlations. The construct validity of the five scale structure has been established elsewhere in other studies (Van der Zee & Van Oudenhoven 2000, Van Oudenhoven & Van der Zee K. 2002) so, combined with the reliability analysis for the data obtained using the MPQ instrument, this researcher was satisfied that it was a valid and reliable measure of multicultural personality to be included in further analysis

3.7.4 Implicit leadership theories (ILT's)

Implicit leadership theories (ILT's) are individuals' cognitive constructions of leader prototypes and, in this study, represented the attributes, behaviors and characteristics of outstanding leaders. The construct of implicit leadership theory (ILT) has been widely addressed in the literature (e.g. Lord & Maher 1993) however "To date there is no single and widely accepted measure of ILT's." (Epitropaki & Martin, 2004, pp.294). In their research study Epitropaki and Martin employed an 8 scale measure of ILT proposed by Offerman, Kennedy and Wirtz (1994) and comprising *Sensitivity, Dedication, Tyranny, Charisma, Attractiveness, Masculinity, Intelligence and Strength*. Epitropaki and Martin's (2004) study presented the first

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empirical validation of Offerman et al.'s (1994) instrument but, however, their study was conducted with an all British sample and therefore did not present evidence of the multicultural applicability of the instrument which was a key requirement in this international study.

An alternative measure of ILT's was employed by Hanges and Dickson (2004) in the GLOBE project. Questionnaires (GLOBE Beta,1997) were developed which captured respondents' ILT's by eliciting ratings (on a Lickert type scale ranging from 1-7) for 'outstanding leaders' against 112 item statements. The GLOBE questionnaire was validated across 62 countries and corrected for cultural response styles. In a later study Harzing (2006) found that north and western Europe respondents demonstrate similar response styles which added to the validity of the questionnairefor this particular study. The GLOBE Beta questionnaire was selected by this researcher to gather data concerning leaders' and observers' ILT's. Both observers and leaders completed the questionnaire in order that observers' ILT's and leaders' ILT's could be derived separately as required to test the hypotheses developed in the Concept chapter. The data was collected by questionnaire at item level and the item descriptions and questionnaire completion instructions were the same for both leaders and observers. The relevant questionnaire sections can be found in Appendix A Sections 2 and 4 (observers) and Appendix B Sections 2 and 4 (leaders). The item level data was then aggregated firstly at the level of first order scales, and subsequently at the level of second order scales, as presented in Table 3.2.

Table 3.2

Composition of GLOBE First and Second Order Factors from individual questionnaire statements

Second Order Factors	First Order Leadership Scales	Questionnaire Items (Terms)
Charismatic/Value based	Charismatic 1:Visionary	Visionary, foresight, anticipatory, prepared, intellectually stimulating, future oriented, plans ahead, inspirational.
	Charismatic 2:Inspirational	Enthusiastic, positive, encouraging, morale booster, motive arouser, confidence builder, dynamic, motivational.
	Charismatic 3:Self Sacrificial	Risk taker, self-sacrificial, convincing.
	Integrity	Honest, sincere, just, trustworthy.
	Decisive	Wilful, decisive, logical, intuitive.
	Performance Oriented	Improvement, excellence and performance oriented.
Team oriented	Team 1:Collaborative Team Orientation	Group oriented, collaborative, loyal, consultative, mediator, fraternal.
	Team 2:Team Integrator	Clear, integrator, subdued, informed, communicative, co-ordinator, team builder.
	Diplomatic	Diplomatic, worldly, win/win problem solver, effective bargainer.
	Malevolent*	Irritable, vindictive, egoistic, non-cooperative, cynical, hostile, dishonest, non-dependable, intelligent.
	Administratively Competent	Orderly, administratively skilled, organized, good administrator.
Self Protective	Self Centred	Self-interested, non-participative, loner, asocial.
	Status Consciousness	Status conscious, class conscious
	Conflict Inducer	Intra-group competitor, secretive, normative.
	Face Saver	Indirect, avoids negatives, evasive.
	Procedural	Ritualistic, formal, habitual, cautious, procedural.
Participative	Autocratic*	Autocratic, dictatorial, bossy, elitist, ruler, domineering.
	Participative	Non-individual, egalitarian, non-micro manager, delegator.
Humane Oriented	Humane Orientation	Generous, compassionate.
	Modesty	Modest, self-effacing.
Autonomous	Autonomous	Individualistic, independent, autonomous, unique.

Note * = reverse scored

The reliabilities of the ILT second order factors scales for the data collected in this study are presented in Table 3.3. In order to validate the ILT second order factor structure it was tested using data from observer and leader questionnaire respondents. Exploratory factor analysis (principal component analysis) using direct Oblimin rotation with six factors specified (as per the second order factor structure described in Table 3.2), produced a solution which explained 68.15% of variance. As shown in Table 3.4, component 1 was loaded with first order factors identified in GLOBE as included in the second order factor Charismatic/Value-based and Team Oriented. First order factors from the Self Protective second order factor were loaded on components two and six. Component three was comprised of factors mainly from the Participative and Autonomous second order factor, and component four comprised first order factors from the Human Oriented second order factor. In summary the majority of the first order ILT factors loaded onto second order factors corresponding to the GLOBE structure and this indicated that it was reasonable to apply the second order factor structure to this study's ILT data in further analyses.

Table 3.3
Reliabilities (Cronbach's α) for Second Order Factor Scales - Culture level Leadership Theories (CLT's), Individual Leadership Theories (ILT's) and leader attributes

Second Order Factor Description	CLT [2] GLOBE	CLT Observers N=337	CLT Leaders N=85	ILT	Observer rated leader attributes
Charismatic/Value-based	.95	.87	.77	.88 N=420	.88 N=336
Team Oriented	.93	.77	.72	.80 N=419	.83 N=333
Self Protective	.93	.94	.95	.67 N=422	.66 N=337
Participative	.85	.77	.78	.70 N=419	.81 N=335
Humane Oriented	.76	.83	.80	.52 N=422	.58 N=337
Autonomous	.59	[3]	[3]	.61[1]N=416	.59[1]N=330
Average	.84			.68	.73

Note:

[1] calculated from the questionnaire item level as this is a First Order factor taken directly to the Second Order level CLT dimensions
[2] taken from GLOBE (Hanges and Dickson 2004, pp 137)
[3] calculation not possible as item level scores not available

Table 3.4

Principal Component Analysis for observer and leader ILT's – pattern matrix[1]

ILT First Order Factor Description (Second Order GLOBE factor)	Component					
	1	2	3	4	5	6
Performance Oriented (Charismatic/Value-based)	.90					
Visionary (Charismatic/Value-based)	.87					
Decisive (Charismatic/Value-based)	.83					
Integrator (Team Oriented)	.79					
Inspirational (Charismatic/Value-based)	.77					
Integrity (Charismatic/Value-based)	.60					
Diplomatic (Team Oriented)	.47			.43		
Conflict Inducer (Self Protective)		.76				
Procedural (Self Protective)		.76				
Modest (Humane Oriented)		.44	-.27	.26[2]	-.44	
Autocratic (reversed) (Participative)			.76			
Autonomous (Autonomous)			.73	.18	-.30	
Self Centred (Self Protective)			.64			
Non participative (reversed) (Participative)			.60			.28
Malevolent (Team Oriented)	-.29[2]		.57	-.28		
Humane Oriented (Humane Oriented)				.84		
Collaborative (Team Oriented)	.25[2]			.65		.24
Administratively Competent (Team Oriented)	.29[2]	.38		.45		-.27
Self-sacrificial (Charismatic/Value-based)					-.79	
Face Saver (Self Protective)						.72
Status Conscious (Self Protective)		.44[2]				.60

Note:

[1] Rotation converged in 17 iterations.

[2] Additional relevant component loading

3.7.5 Observer rated Leader attributes

Observer rated leader attributes are the actual behaviors and characteristics of the leaders in this study, as rated by the observers in this study. Leader attribute data was collected from observers by using the 112 item GLOBE Beta questionnaire as used for ILT's (section 3.7.3 above). The same 112 statements were employed but observer respondents were asked to rate the leaders against the statements, which thereby provided the data for *observer rated leader attributes*. See Appendix A Sections 2 and 4 for details of the observer questionnaire.

Alternative measures of observer rated leader attributes were not considered because equivalent measures of ILT, CLT and observer rated leader attributes were needed to construct the 'match' variables which are described later in sections 3.8.2 - 3.8.5. (Leader respondents were also asked to rate themselves against the statements. This gave data for self-rated leader attributes which, although not included in the hypotheses developed for this study, was felt by this researcher to be valuable data for possible further analyses.)

The observer rated leader attribute data obtained from the 112 items was aggregated using the same second order scale structure as the ILT's and as presented in Table 3.2. The reliabilities of the observer rated leader attribute second order factors scales for the data collected in this study are presented in Table 3.3. The observer rated leader attribute second order factor structure was tested using data from observer respondent questionnaires. Exploratory factor analysis using direct Oblimin rotation, with six factors specified, produced a principal component analysis which explained 73.52% of variance. In common with the earlier ILT analysis (Table 3.4) the observer rated leader attribute first order factors associated with second order factors Charismatic/Value-based and Team Oriented loaded on component 1 (see Table 3.5) and the remaining first order factors were mainly found in components 2 (Participative and Autonomous), 3 (Self-Protective) and 4 (Humane Oriented). As demonstrated earlier with the ILT's in this study, the majority of first order factors were grouped on components which corresponded with the GLOBE second order factor structure which, consequently, could be reasonably applied to observer rated leader attributes in further analyses.

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Table 3.5

Principal Component Analysis for observer rated leader attributes – pattern matrix[1]

Leader attribute First Order Factor Description (Second Order GLOBE factor)	Component					
	1	2	3	4	5	6
Decisive (Charismatic/Value-based)	.88					
Performance Oriented (Charismatic/Value-based)	.87					
Visionary (Charismatic/Value-based)	.84					
Integrator (Team Oriented)	.78					
Integrity (Charismatic/Value-based)	.74					
Inspirational (Charismatic/Value-based)	.69					
Administratively Competent (Team Oriented)	.65					
Autonomous (Autonomous)		.86				
Non participative (Participative)		.65				
Autocratic (reversed) (Participative)		.65				
Malevolent (reversed) (Team Oriented)		.56				
Self Centred (Self Protective)		.54				
Procedural (Self Protective)			.89			
Status Conscious (Self Protective)			.63			
Humane Oriented (Humane Oriented)				.87		
Modest (Humane Oriented)				.76		
Collaborative (Team Oriented)	.38[2]			.58		
Self-sacrificial (Charismatic/Value-based)				.56		
Face Saver (Self Protective)					-.91	
Conflict Inducer (Self Protective)						.77
Diplomatic (Team Oriented)	.42[2]					.47

Note:

[1]Rotation converged in 17 iterations

[2]Additional relevant component loading

3.7.6 Possible respondent confounding between observer rated leader attributes and ILT's

In the questionnaires developed for this study the observer respondents were asked to consider the same statement as applicable, firstly, to an outstanding leader (which gave data for observers' ILT's) and secondly, their leader (which gave data for observer rated leader attributes). This sequential consideration may have led to "format and content similarity" (Epitropaki & Martin, 2005, pp.665) and a resulting confounding of the two constructs by the respondents. Following the method used by Epitropaki & Martin (2005) in order to test for this confounding phenomenon this researcher made an exploratory factor (principal component) analysis using the 21 first order scale data items for both ILT's and leader attributes, giving 42 items in total. Based on the GLOBE second order factor structure each of the 21 items would load onto six second order factors yielding 12 second order factors in total but if there was a confounding effect between ILT and leader attributes then the 42 items would be more likely to load onto a six factor model.

The analysis was made for eigen values greater-than-one and the results are presented in Table 3.6. The 42 items loaded onto 10 components and 25 out of the 42 items were loaded onto components which were either exclusively observer rated leader attribute or ILT. The conclusion drawn from this test was that there was a reasonable distinction made by observers between the two constructs, and confounding was not considered a significant risk, for two reasons. Firstly, because the 42 items naturally loaded onto a number of components which was nearer 12 than 6, and, secondly, there were more items clearly delineated between observer rated leader attribute and ILT.

Table 3.6
Pattern Matrix[a] – observer rated leader attributes and observers' ILT's

First order factor	Leader attribute (LA) or ILT	Component									
		1	2	3	4	5	6	7	8	9	10
Decisive	LA	.85									
Charismatic I: Visionary	LA	.84									
Performance Oriented	LA	.80									
Team II: Team Integrator	LA	.76									
Integrity	LA	.75									
Charismatic II: Inspirational	LA	.66								.52	
Administratively Competent	LA	.63									
Diplomatic	LA	.42									
Autocratic[1]	ILT		-.73								
Self Centred	ILT		.70								
Malevolent[1]	ILT		-.65								
Nonparticipative[1]	ILT		-.53								
Performance Oriented	ILT			.85							
Charismatic I: Visionary	ILT			.84							
Decisive	ILT			.80							
Charismatic II: Inspirational	ILT			.77							
Team II: Team Integrator	ILT			.75							
Integrity	ILT			.63							
Administratively Competent	ILT										
Procedural	LA				.74						
Procedural	ILT				.57						
Modest	ILT				.40						
Humane Oriented	ILT					.89					
Humane Oriented	LA					.76					
Team I: Collaborative team orientation	ILT		-.40			.41					
Conflict Inducer	ILT						.80				
Conflict Inducer	LA						.71				
Diplomatic	ILT				.47		.52				
Self Face Saver	LA							.86			
Self Face Saver	ILT							.66			
Autocratic[1]	LA								.77		
Malevolent[1]	LA								.75		
Nonparticipative[1]	LA								.66		
Self Centred	LA		.36						-.65		
Modest	LA								.60		
Charismatic III: Self-sacrificial	LA								.50		
Team I : Collaborative Team Orientation	LA	.38							.41		
Charismatic III : Self-sacrificial	ILT									.76	
Autonomous	ILT		.50							.55	
Autonomous	LA									.49	
Status Conscious	ILT										-.92
Status Conscious	LA										-.84

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
Notes: a.Rotation converged in 30 iterations, [1]Reverse scored

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3.7.7 Universal Positive, Negative and culturally contingent leader attributes

The measures for these variables were taken from the 112 GLOBE Beta questionnaire items which were collected from observers when they completed the observer rated leader attribute data. No additional questionnaire items or respondent instructions were necessary. The scales for universal positive, negative and culturally contingent leader attributes were constructed from groups of items selected from the 112 GLOBE Beta items as indicated in Dorfman et al. (2004) and as presented in Table 3.7.

Table 3.7

Leader attribute items[1] comprising universal positive, negative and culturally contingent variables

Universal Positive Leader Attributes	Universal Negative Leader Attributes	Culturally Contingent Leader Attributes
Trustworthy	Loner	Anticipatory
Just	Asocial	Ambitious
Honest	Noncooperative	Autonomous
Foresight	Irritable	Cautious
Plans ahead	Nonexplicit	Class conscious
Encouraging	Egocentric	Compassionate
Positive	Ruthless	Cunning
Dynamic	Dictatorial	Domineering
Motive arouser		Elitist
Confidence builder		Enthusiastic
Motivational		Evasive
Dependable		Formal
Intelligent		Habitual
Decisive		Independent
Effective bargainer		Indirect
Win-win problem solver		Individualistic
Administrative skilled		Intragroup competitor
Communicative		Intragroup conflict avoider
Informed		Intuitive
Coordinator		Logical
Team builder		Micromanager
Excellence oriented		Orderly
		Procedural
		Provocateur
		Risk taker
		Ruler
		Self-effacing
		Self-sacrificial
		Sensitive
		Sincere
		Status –conscious
		Subdued
		Unique
		Willful
		Worldly

Notes

[1] taken from GLOBE Beta questionnaire

3.8 Measures which were not collected by means of field study questionnaires

3.8.1 Observers' and leaders' CLT's

CLT's are culture level implicit leadership theories and represent the attributes, behaviors and characteristics of a culture's prototypical outstanding leader. In this study CLT's represented the culture level implicit leadership theories of the research survey questionnaire respondents, both leaders and observers. The respondents were the research target middle managers, known in this study as 'leaders', and the observers of the leaders' behaviors and characteristics, known in this study as 'observers'. CLT's are measures which exist at the level of culture and are applied to individuals according to their culture of origin or nationality. As such the questionnaires in this study only required the respondents (leaders and observers) to indicate their nationality. From this information the CLT data per nationality were taken from existing measures in the literature.

Several alternative measures of CLT's were available. Hofstede (2001a) and Trompenaars and Hampden-Turner (1998) developed dimensions or continua upon which different cultures could be located to explain the differences between them. A third major study of cultural characteristics was made in the GLOBE project (House et al, 2004) and this study proposed a six scale measure of cultural traits, behaviors and characteristics comprised of *charismatic/value-based, team oriented, self-protective, participative, humane oriented* and *autonomous*. The GLOBE instrument had two distinct advantages over those offered by Hofstede and Trompenaars & Hampden-Turner and made it a clear choice for the measure to be used in this particular research study. Firstly, the GLOBE measure was designed specifically for middle managers and, secondly, it focused specifically on cultural aspects of leadership.

The CLT values for each of the cultures included in this study, were taken from those published by the GLOBE project (Dorfman et al. 2004, pp 713-714). The published CLT values were given using the six second order factors as described in Table 3.2.

The reliabilities of the CLT's in this research's sample (observers and leaders) are presented in Table 3.3 and have adequate alpha values indicating that there were no

adverse effects on reliabilities due the cultural composition of the study sample compared to the GLOBE sample.

An analysis was made to compare the CLT factor structure in this study's sample with that derived by the GLOBE project because the respective datasets differed in three ways. Firstly this study's sample encompassed fewer countries than GLOBE (21 and 62 respectively). Secondly this study's data were drawn from countries mainly grouped in Western Europe and, thirdly, the number of participants was fewer (422 observers and subject leaders in thus study's sample compared with 17,370 middle managers in GLOBE). The data used in the exploratory factor analysis (EFA) were the 21 GLOBE First Order Factors related to the nationalities of the observer and target leader respondents (N = 422). With six factors specified (which explained 93.02% of variance in the data), there was a loading pattern of the 21 first order factors across six components which was reasonably equivalent to those in the total GLOBE sample and therefore indicated that this study samples' constituent CLT's were aligned with the total GLOBE sample without distortion due to the prevalence of characteristics from certain countries. The pattern matrix is shown in Table 3.8 and, in this table, the components are equivalent to the GLOBE CLT scales: component 1 = *Self Protective*, 2 = *Charismatic/ Value-based*, 3 = *Autonomous*, 4 = *Team oriented*, 5 = *Participative* and 6 = *Humane Oriented*.

Table 3.8

Principal Component Analysis for observer and leader CLT's – pattern matrix[1]

CLT First Order Factor Description	Component					
	1	2	3	4	5	6
Administratively Competent (Team Oriented)	**.99**					
Status Conscious (Self Protective)	**.80**		-.32			
Conflict Inducer (Self Protective)	**.73**				.26	
Self Centred (Self Protective)	**.56**			-.56		-.25
Nonparticipative[3] (Participative)	**.51**			.26	**.46**[2]	
Face Saver (Self Protective)	**.51**	-.29			.38	-.34
Decisive (Charismatic/Value-based)		**.98**				
Performance Oriented (Charismatic/Value-based)		**.78**				-.50
Diplomatic (Team Oriented)		**.77**		**.28**[2]	.36	.28
Visionary (Charismatic/Value-based)		**.61**		.39		
Inspirational (Charismatic/Value-based)	-.25	**.45**		.43		-.40
Autonomous (Autonomous)			**1.01**[4]			
Integrator (Team Oriented)				**.96**		
Collaborative (Team Oriented)	-.32	.56		**.56**		
Autocratic[3] (Participative)					**.99**	
Malevolent[3] (Team Oriented)				-.43[2]	**.62**	
Integrity (Charismatic/Value-based)				.60	**-.61**	
Procedural (Self-protective)	.27[2]		-.34		**.48**	-.38
Humane Oriented (Humane Oriented)						**-.95**
Self-sacrificial (Charismatic/Value-based)	.32	.22[2]		-.44		**-.58**
Modest (Humane Oriented)	.41					**-.52**

Note:

[1] Rotation converged in 25 iterations [2] Additional relevant component loading [3] Reverse scored
[4] Single item measure

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3.8.2 Match between observer rated leader attributes and observers' ILT's

The *match between observer rated leader attributes and observers' ILT's* was measured as the mean of the absolute differences between observer rated leader attribute values and observer rated ILT values (both values obtained from the field study questionnaires) for each of the six second order factors. An illustration of the 'match' measure calculation, using fictitious values, is presented in Table 3.9.

Table 3.9
Illustration of the calculation of independent variable match between observer rated leader attributes and observers' ILT's

Second order scale	A. Observer rated leader attributes	B. Observers' ILT's	Match between observer rated leader attributes and observers' ILT's (absolute difference between A & B)
Charismatic/Value-based	6.05	6.90	0.85
Team oriented	4.34	6.06	1.72
Self protective	2.97	2.12	0.85
Participative	3.75	5.07	1.32
Humane oriented	4.59	5.03	0.04
Autonomous	4.69	3.04	1.65
			Mean = 1.07

The values for observer rated leader attributes (A in Table 3.9) and for observers' ILT's (B in Table 3.9) were taken from the second order scales for both variables. The second order scales were derived from the item level data provided by the questionnaires completed by the observers. Absolute differences were calculated rather than algebraic because it was the magnitude of 'match' which was important to measure for hypothesis testing, and not the direction of difference.

The reliabilities of the second order scales comprising *match between observer rated leader attributes and observers' ILT's* are given in Table 3.10. The reliabilities of certain of the match variable sub-scales were low but considered acceptable on the following grounds: firstly, sub-scales with $\alpha < .5$ are considered adequate in the early stages of scale development (Nunnally, 1978) and, secondly, similarly low reliabilities have been previously published (Bae & Lawler, 2000).

Table 3.10

Reliabilities for 'match' variables included in hypothesis testing

Variable	Subscales of variable	Alpha α	N
Match between observer rated leader attributes and observers' ILT's	Charismatic/Value-based	.87	N=336
	Team Oriented	.78	N=333
	Self Protective	.65	N=337
	Participative	.67	N=335
	Humane Oriented	.49	N=337
	Autonomous[1]	.52	N=330
	Average for the 6 subscales	.69	
Match between observer rated leader attributes and observers' CLT's	Charismatic/Value-based	.80	N=336
	Team Oriented	.61	N=333
	Self Protective	.54	N=337
	Participative	.67	N=335
	Humane Oriented	.34	N=337
	Autonomous[2]		
	Average for the 5 subscales	.59	
Match between observer rated leader attributes and leaders' ILT's	Charismatic/Value-based	.82	N=331
	Team Oriented	.66	N=333
	Self Protective	.33	N=337
	Participative	.59	N=330
	Humane Oriented	.34	N=337
	Autonomous[1]	.25	N=327
	Average for the 6 subscales	.50	
Match between observer rated leader attributes and leaders' CLT's	Charismatic/Value-based	.80	N=336
	Team Oriented	.29	N=333
	Self Protective	.52	N=337
	Participative	.81	N=335
	Humane Oriented	.28	N=337
	Autonomous[2]		
	Average for the 5 subscales	.54	

Notes:
[1]Value taken from the first order factor level as this is a single item scale at the second order factor level
[2]It was not possible to calculate this scale reliability as the individual level values were not available from GLOBE

This researcher also ran exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) to test the factor structure of the 'match' variables. When subjected to principal component analysis (EFA) using the Direct Oblimin rotation method, extracting factors with eigen values greater than one, a six factor solution was demonstrated with first order factor items loaded onto second order factors in reasonable alignment with GLOBE second order scales. The pattern matrix is presented in Table 3.11.

Table 3.11

Pattern Matrix[a] – Match between observer rated leader attributes and observers' ILT's

First order factors	Second order factors	Component					
		1	2	3	4	5	6
Charismatic I: Visionary	**Charismatic/Value-based**	**.87**					
Decisive	**Charismatic/Value-based**	**.87**					
Performance oriented	**Charismatic/Value-based**	**.83**					
Charismatic II: Inspirational	**Charismatic/Value-based**	**.72**					
Team II: Team integrator	Team Oriented	.71					
Charismatic III: Self-sacrifical	**Charismatic/Value-based**	**.66**					
Diplomatic	Team Oriented	.43					
Self-centred	Self Protective		.86				
Autocratic[1]	**Participative**		**.79**				
Malevolent[1]	Team Oriented		.78				
Nonparticipative[1]	**Participative**		**.69**				
Integrity	Charismatic/Value-based		.42				
Procedural	**Self Protective**			**.68**			
Status consciousness	**Self Protective**			**.67**			
Face saver	**Self Protective**			**.52**		.37	
Humane orientation	**Humane oriented**				**.73**		
Modest	**Humane oriented**				**.62**	-.36	
Team I: Collaborative Team Orientation	Team Oriented				.51		
Administratively competent	Team Oriented					-.67	
Conflict inducer	Self Protective					-.65	
Autonomous	**Autonomous**						**-.81**

Notes:

Extraction Method: Principal Component Analysis
Rotation Method: Oblimin with Kaiser Normalization
[a]rotation converged in 15 iterations
[1]reverse scored

Confirmatory factor analysis (CFA) was performed using AMOS and the results were as follows: CFI .83, RMSEA .09. Guidelines regarding the interpretation of CFA statistics suggest that Comparative Fit Index (CFI) values above .90 and Root Mean Square Error of Approximation (RMSEA) values less than .10 are acceptable. CFI values obtained from the CFA analysis, as shown above, are slightly lower than those normally regarded as acceptable whereas the RMSEA values are within the accepted limits. According to Rigdon (1996) where CFA is being used in a confirmatory context with large sample sizes RMSEA provides a better basis for further theory development than CFI which is more suited to more exploratory, small sample cases. On this basis this researcher considered the CFA results as acceptable and, along with the evidence provided by the EFA results, the factor structure of the match between observer rated leader attributes and observers' ILT's acceptable and adequate for further analyses.

3.8.3 Match between observer rated leader attributes and observers' CLT's

The *match between observer rated leader attributes and observers' CLT's* was measured as the mean of the absolute differences between observer rated leader attribute values for their leader (obtained from survey questionnaire) and CLT values for the observers' nationality (taken from Hanges et al 2004, pp 713-4) for each of the six second order factors. The method of measure calculation was the same as illustrated in Table 3.9 except that the values for observers' CLT's for each of the six second order scales were substituted for observers' ILT's.

The reliabilities of the second order scales comprising *match between observer rated leader attributes and observers' CLT's* are given in Table 3.10. The results of exploratory factor analysis for this variable are presented in Table 3.12. The results of confirmatory factor analysis were acceptable with CFI .76, RMSEA .09.

Table 3.12

Pattern Matrix[a] – Match between observer rated leader attributes and observers' CLT's

First order factor	Second order factor	Component					
		1	2	3	4	5	6
Charismatic I : Visionary	**Charismatic/Value -based**	**.89**					
Decisive	**Charismatic/Value -based**	**.81**					
Charismatic II: Inspirational	**Charismatic/Value -based**	**.80**					
Performance oriented	**Charismatic/Value -based**	**.78**					
Charismatic III: Self-sacrifice	**Charismatic/Value -based**	**.55**					
Diplomatic	Team oriented	.51		.39			
Team I: Collaborative Team Orientation	Team oriented	.50	.41				
Malevolent[1]	Team oriented		.86				
Autocratic[1]	**Participative**		**.80**				
Self-centred	Self-Protective		.75				
Nonparticipative[1]	**Participative**		**.68**				
Integrity	Charismatic/Value -based		.52				
Humane orientation	**Humane oriented**			**.71**			
Team II: Team Integrator	Team oriented			.60			
Modesty	**Humane oriented**			**.59**			
Status consciousness	**Self-Protective**				**.74**		
Procedural	**Self-Protective**				**.67**		
Face saver	Self-Protective					-.74	
Administratively competent	Team Oriented					-.39	
Autonomous	**Autonomous**						**.78**
Conflict Inducer	Self-Protective						.60

Notes:

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization
[a]rotation converged in 10 iterations.
[1]reverse scored

3.8.4 Match between observer rated leader attributes and leaders' ILT's

The *match between observer rated leader attributes and leaders' ILT's* was measured as mean of the absolute differences between observer rated leader attribute values for the leaders (obtained from survey questionnaires completed by observers) and leader rated ILT values (obtained from survey questionnaires completed by leaders) for each of the six second order factors. The method of measure calculation was the same as illustrated in Table 3.9 except that the values for leaders' ILT's for each of the six second order scales were substituted for observers' ILT's. The reliabilities of the second order scales comprising *match between observer rated leader attributes and leaders' ILT's* are given in Table 3.10. The results of exploratory factor analysis for this variable are presented in Table 3.13. The results of confirmatory factor analysis were acceptable with CFI .78, RMSEA .09.

Table 3.13

Pattern Matrix[a] – Match between observer rated leader attributes and leaders' ILT's

First order factors	Second order factors	Component					
		1	2	3	4	5	6
Charismatic I: Visionary	**Charismatic/Value-based**	**.91**					
Decisive	**Charismatic/Value-based**	**.89**					
Charismatic II: Inspirational	**Charismatic/Value-based**	**.82**					
Performance oriented	**Charismatic/Value-based**	**.80**					
Team II: Team Integrator	Team Oriented	.79					
Diplomatic	Team Oriented	.37		-.36			
Administratively competent	Team Oriented						
Nonparticipative[1]	**Participative**		**.77**				
Malevolent[1]	Team Oriented		.76				
Autocratic[1]	**Participative**		**.70**				
Self-centred	Self-Protective		.64				
Integrity	Charismatic/Value-based		.38				
Humane orientation	**Humane Oriented**			**-.74**			
Team I: Collaborative Team Orientation	Team Oriented			-.64			
Modest	**Humane Oriented**			**-.60**			.38
Procedural	**Self-Protective**				**.68**		
Status consciousness	**Self-Protective**				**.61**		
Autonomous	**Autonomous**					**.84**	
Charismatic III: Self-sacrifice	Charismatic/Value-based	.37				.41	
Conflict inducer	Self-Protective						-.66
Face saver	Self-Protective					.49	.64

Notes:
Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization
[a]rotation converged in 13 iterations.
[1]reverse scored

3.8.5 Match between observer rated leader attributes and leaders' CLT's

The *match between observer rated leader attributes and leaders' CLT's* was measured as the mean of the absolute differences between observer rated leader attribute values for the leaders (obtained from survey questionnaires completed by observers) and CLT values for the leaders' respective nationalities (as taken from Hanges et al 2004, pp 713-4) for each of the six second order factors. The method of measure calculation was the same as illustrated in Table 3.9 except that the values for leaders' CLT's for each of the six second order scales were substituted for observers' ILT's. The reliabilities of the second order scales comprising *match between observer rated leader attributes and leaders' CLT's* are given in Table 3.10.The results of exploratory factor analysis for this variable are presented in Table 3.14. The results of confirmatory factor analysis were acceptable with CFI .77, RMSEA .09.

Table 3.14

Pattern Matrix[a]- Match between observer rated leader attributes and leaders' CLT's

First order factors	Second order factors	Component 1	2	3	4	5	6
Charismatic I: Visionary	**Charismatic/Value-based**	**.89**					
Decisive	**Charismatic/Value-based**	**.83**					
Charismatic II: Inspirational	**Charismatic/Value-based**	**.81**					
Performance oriented	**Charismatic/Value-based**	**.78**					
Team I: Collaborative Team Orientation	Team Oriented	.50	-.38				
Charismatic III: Self-sacrificial	**Charismatic/Value-based**	**.47**		.36			
Diplomatic	Team Oriented	.45			.37		
Autocratic[1]	**Participative**		**.91**				
Malevolent[1]	Team Oriented		.84				
Nonparticipative[1]	**Participative**		**.81**				
Self-centred	Self Protective		-.71				
Integrity	Charismatic/Value-based		-.48				
Status consciousness	**Self Protective**			.76			
Procedural	**Self Protective**			.57			
Team II: Team integrator	**Team Oriented**				.58		
Modesty	**Humane Oriented**				.58		
Humane orientation	**Humane Oriented**			.45	.56		
Administratively competent	Team Oriented				.50		
Face saver	Self Protective					.84	
Autonomous	**Autonomous**						**.72**
Conflict Inducer	Self Protective						.66

Notes:

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization
[a]rotation converged in 9 iterations.
[1]reverse scored

3.9 Difference Scores

As described above in sections 3.8.2 to 3.8.5 a number of 'match' variables required measuring in order to test the hypotheses developed in this study. The 'match' variables represented 'difference scores' made up of the difference in values between two different variables. In this study the two different variables were, firstly, observer rated leader attributes and, secondly, observers' and leaders' ILT's or CLT's respectively. Difference scores have been used elsewhere in leadership and cultural research (Pothukuchi, Damanpour, Choi, Chen & Park, 2002: Epitropaki & Martin, 2005; Luijters, van der Zee & Otten, 2007) but in the literature there has been criticism of the use of difference scores as construct variables firstly on the grounds of unreliability "....the reliability of a difference score tends to be less than the average reliability of its component parts" Johns (1981, pp.447), secondly that the direction of difference (positive or negative) is assumed to be unimportant, and, thirdly, that the discrimination of difference scores from their component parts is neglected. More specifically one or more of the components of the difference score should not predict the outcome variable better than the difference score itself. In other words difference scores should do more, or better than, their components.

Taking Johns' first criticism a comparison of the reliabilities of the 'match' variables in this study with their component parts indicated that: for the *match between observer rated leader attributes and observers' ILT's* α =.69 and the average of its components α = .71; for the *match between observer rated leader attributes and observers' CLT's* α =.59 and the average of its components α = .78 ;for the match *between observer rated leader attributes and leaders' ILT's* α = .50 and the average of its components α = .71; for the *match between observer rated leader attributes and leaders' CLT's* α = .54 and the average of its components α = .78.

This researcher acknowledges that the reliabilities of the 'match' (difference score) variables was generally less than the average of their component variables. However the reliabilities of the all variables were discussed and justified in previous sections of this chapter.

In his second criticism Johns' argues that the direction of difference is often neglected. In this study the direction of difference was carefully considered. The conclusion was drawn that absolute differences, rather than algebraic differences, were required to be identified because, in the theoretical models developed for this study, the match between the two variables in question was a function of magnitude only, and not direction. If the ILT, leader attribute or CLT values for a given dyad do not correspond, either in a negative or positive direction, then there is a measurable fit or 'match' between the values, and it is the magnitude of the match which was of interest in this study.

The third criticism relates to the relative predictive capability of the difference score variable compared with its component variables. To account for this the component variables for each of the 'match' variables were included in the second step of the regression calculations which tested the hypotheses. For example, for the 'match variable 'difference between observer rated leader attributes and observers' CLT's' the subscales for leader attributes (Charismatic/Value-based, Team Commitment, Self Protective, Participative, Humane Oriented and Autonomous) and the equivalent six subscales for CLT's were included in the regressions. This was done to test whether the 'match' variable itself explained variance in the outcome variable (MLE) over and above the (twelve) component variables and therefore met John's (1981) concerns.

3.10 Pilot study to test the questionnaires

The proposed questionnaires were tested with a pilot sample of 5 middle managers from the sample corporation who, in turn, selected up to 5 observer respondents to complete their version of the questionnaire. Prior to sending out the questionnaires this researcher spoke personally to each of the pilot leaders and explained the purpose of their involvement in the pilot study which was to test, firstly, the structure and sequence of the questionnaire items, secondly, the instructions given to complete the questionnaires and, finally, the understandability of the statements which made up the questionnaires and their relevance to the

respondents. The pilot leaders gave their comments by telephone and returned the completed questionnaires to the researcher for scrutiny.

The pilot results showed that the two versions of the questionnaires were robust and meaningful to the respondents. The feedback from the pilot managers and their respondents (approximately 3 respondents per manager) indicated that the questions were understandable and, as a result, only minor changes were made to the questionnaires. The amendments were firstly, the instructions given for completion of questions were repeated on each page so that respondents did not have to keep turning back to the beginning for guidance. Secondly, the pilot group reported that the meaning of two statements from the questionnaire were difficult to understand and were therefore given further explanation, in addition to the existing statement wording, In item 1 'Is nervous' was augmented with *(nervous = anxious, uneasy, apprehensive)* and in item 36 'Is apt to.....' was augmented with the explanation *(apt to = inclined, tends)*. Both explanatory phrases were taken from the Oxford English Dictionary.

The pilot questionnaires were not included in the final data because of possible longitudinal effects (the final questionnaires were sent out to the main sample some five months after the pilot group) and possible interviewer influence bias due to the prior discussions that the researcher had had with the pilot managers explaining the purpose of their involvement in the pilot study.

3.11 Data input

All data analysis in this study was made using SPSS version 16.0. and AMOS version 6.0. Raw data were input to SPSS directly from questionnaires received at Aston Business School. Two independent persons were temporarily hired for the purpose who were familiar with SPSS and this type of data input.

A 20% cross-check was made by the inputting pair which revealed an acceptable data input error quotient of 0.24%. The inputting pair also produced a series of notes where data was missing or multiple answers had been given by respondents. This covered all completed questionnaires received. This researcher

reviewed the lists together with the completed questionnaires and entered missing or corrected data which was known; for example the job function of a respondent who could be identified from company organization charts. Cases where leaders had less than three observer responses, or where observer responses had been received but no corresponding leader, were treated as inadmissible and excluded.

3.12 Missing data treatment

Missing values are commonly encountered in the social sciences (Acock, 2005) and this section describes how missing values were treated in this study. The respondent questionnaires were comprised of items which required the completion of 257 and 303 separate fields for the observer and subject leader respondents respectively. Although the questionnaires were designed to minimize respondent error, factors such as respondent fatigue may have caused missing values in the data. A review of the data indicated that there were missing values scattered through the dataset. These data did not form any pattern and were therefore classified as *missing completely at random* or not related to the variable or any other variable in the questionnaire (Acock, 2005). On this basis, in SPSS, any remaining missing values were set as 'blank' which enabled *listwise* deletion of cases when computing means of scales. This would result in unbiased estimates but at the cost of a reduction in statistical power and the risk of Type II error (where it is believed that there is no effect in a data population when, in fact, there is but it is missed because the test statistic is small).

Also when computing scales through mean values the SPSS formula was adjusted such that at least 50% of the items per scale would have no missing data. Analysis of the missing data revealed that for the 41 MLE questionnaire items (N=337) 4 items had zero missing values, 29 items had < 1.0% missing, 10 items had between 1.0 and 2.0% missing and 2 items had between 2.1 and 3.6% missing values. For ILT and leader attribute items combined (as in the questionnaire) (N=337) giving a total of 224 items, 34 items had zero, 175 items had <1.0%, 15 items had

<2.0% and one item had 2.7% missing values. For the 47 multicultural personality items (N=85) 38 items had zero, 8 items had <2.0% and one item had 2.4% missing values.

Based on this analysis the missing values were not considered likely to have a significant detrimental statistical effect in this study.

3.13 Common rater bias

In this section the measures taken to eliminate common rater bias in the multicultural leader effectiveness (MLE) data are presented.

In the research design for this study the independent variable of observer rated leader attributes and dependent variable multicultural leader effectiveness (MLE) were rated by the same respondents and therefore, according to Podsakoff, MacKensie, Lee & Podsakoff (2003), there was potential bias in the data thus produced. In their critical review of the literature on 'Common Method Biases in Behavioral Research' they distinguished this particular bias by referring to it as 'common rater effects' where the respondent providing a measure of the predictor (independent) and criterion (dependent) variable is the same person.

Podsakoff et al (2003) explain the bias effect produced from this phenomenon by reference to 'consistency motif' where the respondents try to maintain consistency and rationality between their cognitions, attitudes and eventual responses to questions asked of them. Respondents may well seek out similarities in questions and thereby create relationships which "would not otherwise exist at the same level in real-life settings" (p.881). They go on to suggest that implicit theories may have an effect on respondents ratings of leader behavior creating 'illusory correlations' between variables and also that there may be 'leniency bias' where respondents attribute socially desirable behaviors to people that they like.

However they advise that there are no adequate statistical remedies to these potential biases and the only effective method is to source the data for predictor variables and criterion variables from _different_ raters. Accordingly, in order to remove the potential for common rater bias in this study, for each leader, the leader attribute

data and MLE data had to come from different observer sources. The way this was done, for each leader/observer dyad in a leader/observer group, was to substitute the observer rated MLE with a group mean MLE value calculated for all group observers except the observer in the dyad. So, for example, in a group composed of leader and observers 1, 2, 3 and 4 the MLE value for the dyad leader + observer 1 would be the mean MLE value for observers 2, 3 and 4. For the dyad leader + observer 2 the MLE value would be the mean value for observers 1, 3 and 4, and so on for all the dyads in the group. In this way the MLE values for each dyad reflect those given by other observers of the same leader.

The formula to calculate the MLE for each dyad was expressed as:

$$MLEother = ((MLEgroup * N) - MLEind) / (N - 1)$$

Where:

MLEgroup	= mean of the MLE values given by each member of the leaders' respondent group
MLEind	= MLE value rated by the respondent
N	= number of members of the leaders' respondent group

3.14 Hypothesis testing methods

The hypotheses were tested using multivariate hierarchical regression analysis which allows for the simultaneous analysis of three or more variables. This method of analysis also allowed the researcher to control for external variables that may otherwise potentially confound or cause the production of spurious significant relationships between the variables under examination.

Hypotheses were tested regressing the outcome (dependent) variable multicultural leader effectiveness (MLE) on blocks of predictor (independent) variables. Control variables were entered into the first block of all of the regression calculations.

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For hypotheses H1- 1.1e (leader trait model) and 3.1-3.3 (universal leader attribute model) the second block of variables comprised the control variables plus the predictor variable under test. For the remaining hypothesis tests which involved the 'match' variables as predictors the second block contained the control variables plus the component variables which comprised the predictor variables. The third block of variables in the regression calculation comprised the control variables, the predictor variable component variables and the predictor 'match' variable itself. By employing this method the regression calculation revealed if the predictor 'match' variable accounted for variation in the outcome variable over and above variation accounted for by the components of the predictor variable. So for the predictor variable *match of observer rated leader attributes with observers' ILT's* (H2) the component variables of leader attributes (each of the six sub-scales comprising leader attributes) and the component variables of ILT's (each of the six sub-scales comprising ILT's) were included in the second and third steps of the regression calculation. A similar approach was taken with all other hypotheses (H3, 4 & 5) which involved 'match' predictor variables.

The regression calculation method described above addressed one of the key concerns about using difference scores expressed by Johns (1981) who argued that profile similarity indices (PSI's), as represented by 'match' variables in this study, should explain variation in outcome variables over and above that explained by their component variables.

All hypotheses were tested at the level of the dyad comprising leader and observer (N= 337). This reflected the theoretical bases of the hypotheses developed in this study and facilitated the capture of possible different patterns of behavior between the leaders and different observers.

3.15 Control Variables

In order to reduce the likelihood that other variables likely to affect multicultural leader effectiveness would influence the relationships examined in this research a number of variables were included as controls in the hierarchical multivariate regression analyses.

3.15.1 Observer same or different nationality to leader

Managers placed in cross-cultural situations are likely to encounter cultural misunderstandings where the leadership profile of the manager may not match the cultural expectations of others. This is most likely to happen where the leadership profile of the manager is informed by his or her culture and the expectations of the other is informed by a different culture (Dorfman et al., 2004). On the contrary where leader and other are from the same culture the likelihood of mismatch between leadership profile and other's expectations will be diminished. This research study hypothesized that the matching of leadership profiles and observer ('other' in this context) expectations would influence the judgments made about leader effectiveness so it follows that whether the leader and observer are from the same or different culture may have an effect on the hypothesized relationship. Accordingly a control variable *observer same or different nationality to leader* was created and included in the hypothesis testing regressions.

3.15.2 Observer Finn or non-Finn and Leader Finn or non-Finn

The leadership expectations of employees are shaped by the organizational culture in which they work (House & Javidan, 2004) and organizational culture is shaped by the cultural preferences of employees and the society in which the organization is located (Trompenaars & Hampden-Turner, 1998; Brodbeck, Hanges, Dickson, Gupta & Dorfman, 2004). The sample corporation was based in Finland and the majority of managers were of Finnish nationality and, consequently, this

researcher considered it possible that the dominance of Finnish culture in the dyads analyzed from the questionnaire survey data may influence ratings of MLE. Accordingly variables indicating whether, firstly, the observers were Finn or non-Finn and, secondly, whether the leaders were Finn or non-Finn were included as control variables.

3.15.3 Relationship of observer to target leader

In this research study data was obtained from respondents whose relationship to the leader was either superior, peer or subordinate. The respondents were asked to rate the multicultural leader effectiveness of the leader and this assumed that the ratings would not differ according to the hierarchical level of the respondent relative to the leader being rated. However leader effectiveness ratings may vary since different levels of respondent associate different leadership *roles* with effectiveness (Hooijberg & Choi, 2000). For example a leader's superior may associate the role of *innovator* with effectiveness whereas a peer would associate *coordinator* and a subordinate *mentor.* There are roles which, according to Hooiberg & Choi, are common to all three levels' association with effectiveness but in order to control for any possible effects of the relationship between observer and leader variables of *follower vs peer* and *follower vs superior*, which categorized the respective respondent levels, were included in the regression analyses as control variables.

3.16 Chapter Summary

This chapter presented the methodology adopted in this research study and has indicated that it employed a deductive strategy utilizing quantitative research methods. The data was collected through a questionnaire survey and analyzed using statistical techniques. The results of the questionnaire survey are presented in Chapter 4

Chapter 4

Results

4.1 Introduction

This chapter presents the results of the statistical analyses made on the data collected by the questionnaire survey. Firstly, the development of the multicultural leader effectiveness scales is presented using factor analysis and scale reliability tests. Secondly, the results of the main hypotheses tests relating to the models compared to each other in this research study are presented and, thirdly, the results of competitively testing the models are presented. The chapter concludes with a summary of the key findings of the questionnaire survey.

4.2 Reliability and validity of the Multicultural Leader Effectiveness scales

4.2.1 Factor analysis results

This study introduces a new measure of multicultural leader effectiveness (MLE) and in order to establish the distinctiveness of the constructs proposed as scale factors in the measure they were tested using exploratory factor analysis (EFA) techniques[3]. Principal component analysis[4] was selected as the means of exploratory factor analysis because this could identify the group of factors, or components, which accounted for all the common and unique variance in a set of variables. As a consequence, in this study, the terms *components* and *factors* are used interchangeably.

Furthermore as some correlation was expected between the construct factors, and they were not assumed to be completely independent from one another, the direct oblimin method of oblique rotation was seen as more appropriate than varimax rotation to employ in the analysis (Tabachnick & Fidell, 2001). Factors extraction was based on eigen values greater than one and a review of the scree plot with a variable loading threshold of .30 for each factor. The pool of 40 items employed in the multicultural leader effectiveness questionnaire were subjected to exploratory factor analysis and where items cross loaded strongly onto different components they were

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excluded from further analysis and the construct scales developed from the remaining items.

The initial proposed factor structure was presented in the Methods section. An item pool comprising 40 statements was grouped into nine proposed scales. The proposed item and scale structure is presented in Table 4.1. This proposed scale structure was first tested using exploratory factor analysis, or principal component analysis. The results of the exploratory factor analysis, using direct Oblimin rotation and extracting factors with eigen-values-greater-than one, indicated that the proposed nine factor structure was not a good fit and that the items actually loaded onto ten factors. The results are presented in Table 4.2.

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[3]The results obtained from principal component analysis (PCA) were subjected to confirmatory factor analysis (CFA) and the results are presented in section 4.2.6. CFA was performed to confirm the construct factors which were suggested from PCA and which represented specific theories or hypotheses about the constructs which influence responses in a predicted way. In this way CFA differs from PCA which primarily aims to reduce the dimensionality of a set of data (Jolliffe, 2002)

[4]Factor analysis is often used as an alternative to principal component analysis (PCA). However, in practice, the solutions produced from factor analysis differ minimally from those derived from principal component analysis (Field, 2009), particularly where a large number of variables is analyzed (Guadagnoli & Velicer, 1988) as is the case in this study.

Table 4.1

Initial item scale structure for multicultural leader effectiveness

Group Organization

4^1 The division of tasks within the group is not in balance[1].

8 Action is taken to correct the group's competence gaps

9 [1]It is difficult to understand the roles and responsibilities of the group

11 The performance of the group is reviewed regularly.[2]

13 Members focus their attention on issues which impact on the success of the group.

Follower Satisfaction

1 Open and honest feedback is frequently seen between the group and the leader.[2]

2 The members of the group are proud to be in the group.[2]

7^1 Group members feel that more effort should go into their personal development.[2]

14 Group members always support their leader, in public and in private.[2]

Follower Commitment

3 The success of the group is more important to group members than their own individual success.

5 Every member of the group is interested in knowing how well the group is performing.

6 Group members support the group's role in the organization as a whole.

10 Members focus their attention on issues which impact on the success of the group.

12^1 Group members feel that their individual contribution is ignored.[2]

Status

15 Is consulted by others as an expert.[2]

17 Has a high profile role in major projects.[2]

39^1 Is rarely referred to by other senior managers.[2]

40 Is included in senior groups that make important decisions.[2]

Potential

20 Is already involved in important issues outside his normal line responsibilities.

23 Has progressed rapidly upwards within the organization.[2]

31^1 Unlikely to be promoted further.[2]

34 Is hungry for more responsibility.[2]

37^1 Has already reached the level of his competence.[2]

Drive

26[1] *Reluctant to face up to new threats and opportunities.*[2]

27 Convinces others of the opportunities that changes bring.

28 Puts personal effort into helping resolve major problems.

29 Acts swiftly and decisively when needed.

32 Is never satisfied with the status quo.

Impact

22 Inspires others by own example.

25 *Achieves own aims by persuasion and convincing arguments.*[2]

33[1] *Has no influence at senior levels in the organization.*[2]

35 Captures interest and holds attention.

Cross-cultural Competence

16[1] Presents cultural differences as problems.

18 Is respected across borders

21[1] Normally chooses fellow countrymen to network with.

38 Gets the best out of people no matter what their background.

41 Builds effective multi-cultural teams.

Versatility

19 Has matrix management responsibilities for people in addition to his/her direct reports.

24 *Spends little time trying to achieve results through matrix structures or projects.*[2]

30 Is responsible for leading project teams made up of people from outside his/her own line organization.

Notes:
[1]reverse scored item
[2]*item deleted in further analysis*

Table 4.2

Principal Component Analysis - Rotated Pattern Matrix for MLE Items – initial scale structure

Eigen values >1, N=337

Item number and description	A priori scale assignment for item	Component									
		1	2	3	4	5	6	7	8	9	10
38 Gets the best out of people no matter what their background	cross cultural competence	.78									
22 Inspires others by own example	impact	.72									
28 Puts personal effort into helping resolve major problems	drive	.57									
14 Group members always support their leader, in public and in private	follower satisfaction	.55									
18 Is respected across borders	cross cultural competence	.54									
2 The members of the group are proud to be in the group	follower satisfaction	.54	-.43								
1 Open and honest feedback is frequently seen between the group and the leader	follower satisfaction	.50									
41 Builds effective multi-cultural teams	cross cultural competence	.49									
27 Convinces others of the opportunities that changes bring	drive	.47									
15 Is consulted by others as an expert	status	.39							.33		
6 Group members support the group's role in the organization as a whole	follower commitment		-.77								
5 Every member of the group is interested in knowing how well the group is performing	follower commitment		-.71								
10 Members focus their attention on issues which impact on the success of the group	follower commitment		-.70								
3 The success of the group is more important to group member than their own individual success	follower commitment		-.62								
24 Spends little time trying to achieve results through matrix structures or projects	versatility			-.70							
26¹ Reluctant to face up to new threats and opportunities	drive			.57							
23 Has progressed rapidly upwards within the organization	potential			-.39		.32			-.38		
32 Is never satisfied with the status quo	drive				.75						
34 Is hungry for more responsibility	potential				.57				-.44		
25 Achieves own aims by persuasion and convincing arguments	impact				.52					-.43	
35 Captures interest and holds attention	impact				.40						
33¹ Has no influence at senior levels in the organization	impact					.74					

No.	Item	Category	F1	F2	F3	F4	F5	F6	F7	F8	F9
40	Is included in senior groups that make important decisions	status				**.68**					
39¹	Is rarely referred to by other senior managers	status		.31		**.65**					
13	The group's resources are in balance with its objectives	group organization					**.75**				
4¹	The division of tasks within the group is not in balance	group organization					**.62**				
7¹	Group members feel that more effort should go into their personal development	follower satisfaction		.31		.30	**.52**	.33			
12¹	Group members feel that their individual contribution is ignored	follower commitment					**.44**				
9	It is difficult to understand roles and responsibilities of the group	group organization					**.36**				.35
30	Is responsible for leading project teams made up of people from outside his/her own line organization	versatility						**-.72**			
19	Has matrix management responsibilities for people in addition to his/her direct reports	versatility						**-.60**			
20	Is already involved in important issues outside his normal line responsibilities	potential						**-.60**			
31¹	Unlikely to be promoted further	potential							**-.81**		
37¹	Has already reached the level of his/her competence	potential			.30				**-.56**		
16¹	Presents cultural differences as problems	cross cultural competence								**.48**	
29	Acts swiftly and decisively when needed	drive	.38							**-.45**	
17	Has a high profile role in major projects	status				.31		-.32		**-.36**	
11	The performance of the group is reviewed regularly	group organization									**.67**
8	Action is taken to correct the group's competence gaps	group organization									**.59**
21¹	Normally chooses fellow countrymen to network with	cross cultural competence								.41	**.49**

Note:

¹ Reverse scored

4.2.2 First analysis

The initial analysis did not support the hypothesized nine factors but produced a ten factor solution as reported in the rotated component matrix (see Table 4.2). The ten factor solution explained 59.78% of the variance in the data and also indicated that the data was adequate for analysis with the Kaiser-Meyer- Olkin measure verifying the sampling adequacy as good at KMO = .88, and Bartlett's test of sphericity indicating that correlations between items were sufficiently large for principal component analysis (p < .001).

The following items were deleted because they loaded on more than one factor: 2, 7, 12, 14, 15, 17, 23, 25, 26, 33, 34, 39 and 40. Other items were loaded onto single factors but the factors were not those anticipated in the initial nine-factor structure (as detailed in Table 4.1) and there was, therefore, a misalignment between item description and factor description. The items in question (1, 8, 11, 24, 31, 32 and 37) were subsequently also deleted. The remaining item pool of 20 items was subjected to further factor analysis and the results are presented in the following section.

4.2.3 Second analysis

The pool of 20 items remaining after the first principal component analysis was subjected to the same exploratory factor analysis as the original 40 items (principal component analysis in SPSS with Direct Oblimin rotation, extraction criterion set at eigen values-greater-than-one). The analysis produced a 5 factor solution which explained 58.25% of variance, had a verified sampling adequacy (KMO = .89) and sufficiently large inter-item correlations (Bartlett's test of sphericity, p < .001). The results are presented in Table 4.3.

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Table 4.3

Principal Component Analysis - Rotated Pattern Matrix for MLE Items - final scale structure

Eigen values >1, N=337

Item number and description		Component				
		1	2	3	4	5
28	Puts personal effort into helping resolve major problems	.78				
29	Acts swiftly and decisively when needed	.78				
22	Inspires others by own example	.76				
27	Convinces others of the opportunities that changes bring	.75				
38	Gets the best out of people no matter what their background	.72				
35	Captures interest and holds attention	.61				
18	Is respected across borders	.55				
41	Builds effective multi-cultural teams	.52			.31	
6	Group members support the group's role in the organization as a whole		.79			
5	Every member of the group is interested in knowing how well the group is performing		.76			
10	Members focus their attention on issues which impact on the success of the group		.74			
3	The success of the group is more important to group member than their own individual success		.67			
21[1]	Normally chooses fellow countrymen to network with			.84		
16[1]	Presents cultural differences as problems			.76		
30	Is responsible for leading project teams made up of people from outside his/her own line organization				.76	
19	Has matrix management responsibilities for people in addition to his/her direct reports				.72	
20	Is already involved in important issues outside his normal line responsibilities				.69	
13	The group's resources are in balance with its objectives					-.78
4[1]	The division of tasks within the group is not in balance					-.74
9[1]	It is difficult to understand roles and responsibilities of the group					-.55

Note:

[1] Reverse scored

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4.2.4 Naming the MLE scales

The MLE scales developed, both initially and after trimming some items, were designed to encompass a combination of professional and interculturally specific leadership performance measures which, taken together, represent a range of performance factors needed to demonstrate leadership effectiveness in an international business environment. Guidance was taken from Van der Zee and Van Oudenhoven (2000) who defined multicultural effectiveness as "success in the fields of professional effectiveness, personal adjustment and intercultural interactions" (pp.293). The professional success factors, on their own, do not indicate effectiveness in an intercultural environment and, vice versa, the intercultural factors alone do not indicate that a leader is professionally effective. Therefore, to demonstrate multicultural leader effectiveness, both sets of factors are needed. (The personal adjustment success factors were omitted from the scales in this study as these referred to adjustments made by expatriates or sojourners and this research was concerned with short-term business encounters).

The professional factors identified for this research were: *Influence*, the performance of a leader in taking personal action and in engendering performance from others by personal impact; *Team commitment*; the performance of a leader in creating teams which are focused on achieving team, rather than individual, goals; *Group organization*, the leader's success in balancing his/her resources with performance requirements and in articulating clear roles and responsibilities within his/her team.

The interculturally specific factors were: *Cross cultural competence*, the effectiveness of the leader in overcoming cultural barriers and creating effective relationships with others from different cultures whose expectations may be very different to those shaped by the leader's own culture (moreover this factor demonstrates a level of comfort in working with other cultures and a desire to do so); and *Versatility*, which encompasses the leaders' performance outside of his/her established authority and organizational structures demonstrating success in operating outside of his/her comfort zone, which is an essential attribute to successful performance in the presence of others from different cultures. Placed in a different cultural environment a leader's established ways of working may not be effective and adjustments may be required for effective performance. Elements of

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demonstrable versatility indicate that a leader has the ability to operate in multicultural environments. The final item/scale structure for MLE scales is presented in Table 4.4.

The revised factor structure was compared to the existing leader effectiveness measures examined earlier in section 3.2.1 to establish if any loss of content was significant. Table 4.5 shows that although some factors partially mirror the content of other alternative measures in general the instrument is still superior to others for the purpose intended in this study.

Table 4.4

Final item scale structure for multicultural leader effectiveness

Group Organization

4[1] The division of tasks within the group is not in balance[1].

9 [1]It is difficult to understand the roles and responsibilities of the group

13 Members focus their attention on issues which impact on the success of the group.

Team Commitment

3 The success of the group is more important to group members than their own individual success.

5 Every member of the group is interested in knowing how well the group is performing.

6 Group members support the group's role in the organization as a whole.

10 Members focus their attention on issues which impact on the success of the group.

Influence

27 Convinces others of the opportunities that changes bring.

28 Puts personal effort into helping resolve major problems.

29 Acts swiftly and decisively when needed.

22 Inspires others by own example.

35 Captures interest and holds attention.

Cross-cultural Competence

16[1] Presents cultural differences as problems.

18 Is respected across borders

21[1] Normally chooses fellow countrymen to network with.

38 Gets the best out of people no matter what their background.

41 Builds effective multi-cultural teams.

Versatility

19 Has matrix management responsibilities for people in addition to his/her direct reports.

20 Is already involved in important issues outside his normal line responsibilities.

30 Is responsible for leading project teams made up of people from outside his/her own line organization.

Notes:

[1]reverse scored item

Table 4.5
Analysis of alternative leader effectiveness measures

Leader effectiveness outcome	Alternative leader effectiveness measures			
	MLQ (Bass & Avolio, 2004)	Judge and Bono, 2000	Hooiberg and Choi, 2000	Multicultural Leader Effectiveness (MLE)
Follower satisfaction with the leader	*partially*	**fully**	*n/a*	*partially*[1]
Follower job satisfaction	*partially*	**fully**	*n/a*	*partially*
Follower organizational commitment	**fully**	**fully**	*n/a*	**fully**
Follower work motivation	**fully**	**fully**	*n/a*	*partially*
Group roles, responsibilities, resources	*partially*	*n/a*	*partially*	**fully**
Leadership success	**fully**	**fully**	**fully**	*partially*
Managerial success	*n/a*	*n/a*	**fully**	*partially*
Meeting managerial performance standards	*n/a*	*n/a*	*n/a*	**fully**
Leader role modelling	*n/a*	*n/a*	**fully**	**fully**
Leader organizational Influence	*partially*	*n/a*	*n/a*	**fully**
Leader multicultural team building	*n/a*	*n/a*	*n/a*	**fully**
Leader multicultural working	*n/a*	*n/a*	*n/a*	**fully**

Notes:
partially   = leader effectiveness outcome is partially incorporated in measure
fully   = leader effectiveness outcome is fully incorporated in measure
n/a   = not addressed at all in measure
[1]change from originally proposed nine-scale measure

4.2.5 Scale reliabilities

The initial reliability analysis of the MLE data, based on the a priori nine scale structure, produced an average Cronbach's α for the 9 scales of .61, comprised of *group organization* .68 (N=328), *follower satisfaction* .64 (N=332), *follower commitment* .77 (N=330), *status* .64 (N=327), *potential* .62 (N=321), *drive* .67 (N=331), *impact* .60 (N=330), *cross cultural competence* .68 (N=326) and *versatility* .21(N=328). By trimming items and reorganizing the scales to arrive at the five scale solution the average reliability for the scales was improved to .70 comprised of *influence* .83 (N=332), *team commitment* .76 (N=332), *cross cultural competence* .68 (N=326), *versatility* .68 (N=328), and *group organization* .59 (N= 332).

Although not all of the scale alpha values were above the usually accepted .70 threshold all five were retained for further analysis in order to retain the spread of performance issues conceptually included in the multicultural leader effectiveness measure. This researcher acknowledged that suboptimal alpha values may obscure significant relationships between variables but this risk and limitation was accepted.

4.2.6 Confirmatory factor analysis

The factor structure for the 20 items retained after exploratory factor analysis was tested[5] using AMOS software and the results were CFI .95, RMSEA .04 ($p <$ .001), Chi^2 = 257.5 (df =160. p = .00). A confirmatory factor analysis was also made to test if the five MLE factor structure could be combined into one overall second order factor. The results from this test were CFI .79, RMSEA .09 ($p <$ .001) Chi^2 = 466.1 (df =119. p =.00).

The chi-squares for both models were significant ($p <$ .001) which indicated that the models were not a good fit with the data. However the chi-square test may have been misleading due to the large sample size (N=337) which introduced both the likelihood that the models would be rejected and the likelihood of Type II error (rejecting something that was true). Van Emmerik, Euwema and Wendt (2008) also cast doubt on the reliability of the chi-square test as an indicator of model fit in large sample size cases. Contrary to the chi-square results the CFI and RMSEA measures indicated that both the five factors structure and the overall second order factor

structure for multicultural leader effectiveness were an acceptable fit. The CFI for the second order factor structure was a little low at .79 compared to the usually accepted .90 but, as argued earlier in the Methodology chapter, the RMSEA measure is more important than CFI with large sample sizes. The RMSEA values for both the five factor structure and the overall second order factor structure were both below .10 (RMSEA = .04 and .09 respectively) and were therefore considered acceptable in this study. However given that the five factor structure was a better fit (when comparing CFI and RMSEA results) than the overall second order factor structure both models were taken forward for further analysis.

4.2.7 MLE factor structure- conclusion

The results of factor analysis led to the following factor structure which was used in all hypothesis testing and data analysis in this study. Firstly an overall second order factor (MLE). Secondly MLE subfactors of: Influence; Team commitment; Cross cultural competence; Versatility; Group organization.

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[5]The same sample was used for the CFA as for the EFA which may have inductive implications for the conclusions drawn.

4.3 Means, standard deviations, zero-order correlations and reliabilities

Means, standard deviations, zero-order correlations and the reliabilities of the variables included in the hypotheses are shown in Table 4.6.

Table 4.6

Intercorrelations between control, independent and dependent variables

	Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1	Observer same or different nationality to leader	1	1	1.00										
2	Observer Finn or non - Finn	1	1	.30**	1.00									
3	Leader Finn or non-Finn	1	1	.10	.26**	1.00								
4	Follower vs Peer	1	1	−.13*	−.01	.05	1.00							
5	Follower vs Superior	1	1	.02	.19**	−.08	−.31**	1.00						
6	Multicultural personality	3.70	.29	−.17**	−.16**	−.20**	−.07	.03	1.00					
7	Match between leader attributes and observers' ILT's	.64	.38	−.04	.00	.05	.14*	.00	−.02	1.00				
8	Match between leader attributes and observers' CLT's	.78	.29	.05	.13*	.05	.10	.05	−.11*	.44**	1.00			
9	Match between leader attributes and leaders' ILT's	.93	.36	.01	.02	.09	.11	.00	.04	.43**	.62**	1.00		
10	Match between leader attributes and leaders' CLT's	.79	.30	.02	.00	.15**	.11*	.00	−.08	.42**	.90**	.66**	1.00	
11	Multicultural leader effectiveness	3.66	.32	-.08	-.10	−.16**	.03	-.01	.21**	−.18**	−.19**	−.12*	−.23**	1.00

**. Correlation is significant at the 0.01 level (2-tailed).

Notes:

N = 337

[1] Categorical variables

Control variables coded as follows:

Observer same (= 1) or different (= 0) nationality to leader

Observer Finn (= 1) or non-Finn (= 0)

Leader Finn (= 1) or non-Finn (= 0)

Follower (= 0) vs Peer (= 1)

Follower (= 0) vs Superior (= 1)

4.4 Evaluating the alternative theoretical models – hypotheses testing

A summary description of the hypotheses tested is presented in Table 4.7.

Table 4.7
Table of Hypotheses

Model	Hypothesis Number	Hypothesis
Model 1.1 Leader trait theory -leader personality sub-scales	H 1.1a	There is a positive relationship between emotional stability and multicultural leader effectiveness.
	H 1.1b	There is a positive relationship between openmindedness and multicultural leader effectiveness.
	H 1.1c	There is a positive relationship between flexibility and multicultural leader effectiveness.
	H 1.1d	There is a positive relationship between social initiative and multicultural leader effectiveness.
	H 1.1e	There is a positive relationship between cultural empathy and multicultural leader effectiveness.
Model 2 Implicit leadership theory	H 2	There is a positive relationship between the match of observer rated leader attributes with observers' ILT's, and multicultural leader effectiveness.
Model 3 Cultural congruence theory	H 3	There is a positive relationship between the match of observer rated leader attributes with observers' CLT's, and multicultural leader effectiveness.
Model 3.1 Universal positive leader attributes	H 3.1	There is a positive relationship between observer rated universal positive leader attributes and multicultural leader effectiveness.
Model 3.2 Universal negative leader attributes	H 3.2	There is a negative relationship between observer rated universal negative leader attributes and multicultural leader effectiveness.
Model 3.3 Culturally contingent leader attributes	H 3.3	There is no negative or positive relationship between observer rated culturally contingent leader attributes and multicultural effectiveness.
Model 4 Authentic leadership theory	H 4	There is a positive relationship between the match of observer rated leader attributes with leaders' ILT's, and multicultural leader effectiveness.
Model 5 Culturally authentic leadership theory	H5	There is a positive relationship between the match of observer rated leader attributes with leaders' CLT's and multicultural leader effectiveness.

[1] H= hypothesis

4.5 Hypothesis testing procedure

The hypotheses were tested using multivariate hierarchical regression analysis which allows for the simultaneous analysis of three or more variables. As presented in the Methodology chapter several predictors were indentified as covariates with the variables which comprised the hypotheses to be tested. The covariate predictors, or control variables, were as follows: *observer same or different nationality to leader; observer Finn or non-Finn; leader Finn or non –Finn; follower vs peer; follower vs superior.* The control variables were inserted in the first block of predictor variables in each, and all, of the regression calculations. By doing this the control variables were partialed out from the hypothesized variables which were inserted in subsequent blocks in the regression calculations, according to the particular hypothesis being tested. The effects of control variables on the regression calculations are discussed in section 4.9.

As explained in the Methodology chapter the level of analysis used throughout the hypothesis testing in this research study was at the individual, dyadic, level (N=337) which focused on the relationship between leader and observer. This level of analysis was employed in order to match the theories used in the development of the conceptual models which subsequently underpin the hypotheses tested in this section.

Hypothesis tests were made using, as the outcome variable, both the overall second order factor for MLE and the five factors which comprise MLE. In all hypotheses testing, unless indicated otherwise, the MLE measure used was the 'objective' MLE as described in section 3.9. A summary of hypotheses testing results is presented in Table 4.8

Table 4.8

Regression results for hypothesis testing

Hypo[1] No.	Overall MLE N=337		Cross cultural competence N=337		Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
1.1a	.13*	.02	.07	.24	.08	.18	.11	.06	.18**	.00	.02	.75
1.1b	.10	.07	.09	.11	.13*	.02	-.01	.89	.15*	.01	-.04	.46
1.1c	.19**	.00	.22**	.00	.28**	.00	.07	.22	.10	.09	.04	.52
1.1d	.11	.05	.14*	.01	.12*	.03	-.00	.97	.07	.23	.06	.28
1.1e	.08	.15	.06	.24	.03	.61	.13*	.02	-.08	.16	.15*	.01
2	-.09	.23	-.07	.32	-.03	.73	.04	.61	-.13	.10	-.09	.30
3	-.11	.11	-.06	.39	-.05	.49	-.09	.24	-.15*	.04	-.01	.86
3.1	.21**	.00	.17**	.00	.20**	.00	.14*	.01	.12*	.03	.15*	.01
3.2	-.06	.31	-.03	.58	-.05	.34	-.00	.94	-.03	.64	-.08	.16
3.3	.08	.17	.09	.10	.12*	.03	.01	.89	.02	.71	.07	.21
4	-.05	.47	-.01	.88	-.04	.57	-.14*	.04	.08	.25	-.06	.42
5	-.18**	.00	-.11	.11	-.12	.09	-.13	.08	-.21**	.00	-.04	.62

Notes:
Dependent variable: multicultural leader effectiveness
* $p<.05$, ** $p<.01$
[1]Hypothesis

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Multicollinearity is a problem identified in relationships between independent variables in a model where high inter-correlations between two or more variables may cause singularity and increased standard error of estimates leading to unreliability estimates within the sample. Consequently the interpretation of results in which multicollinearity exists may be difficult. High inter-correlations between pairs of variables have been suggested as a possible predictor of collinearity with a correlation coefficient of .80 as an indicator of potentially problematic levels of collinearity. Within the correlations relating to the variables in this study (Table 4.6) only one correlation was above .80 (match between leader attributes and observers' CLT's and match between leader attributes and leader's CLT's, r = .90**) and this particular pair of variables were not tested against each other in the hypotheses testing. Nevertheless it is possible for multicollinearity to occur between multiple variables even where no excessive bivariate correlations are apparent (Tabachnick & Fidell, 2001). For this reason variance inflation factors (VIF) or tolerance (1/VIF) may be a more rigorous test of multicollinearity because VIF's evaluate the relationship between an independent variable and all other independent variables within a given model. High VIF values indicate a high standard error and low reliability of regression estimates. Tolerance is calculated as the inverse of VIF and the closer tolerance levels are to zero the higher the risk of multicollinearity. Tabachnick and Fidell (2001) suggest that tolerance levels of less than .01 (VIF values > 10) indicate problematic levels of multicollinearity. VIF values are reported in the detailed hypothesis regression results which are presented in Appendix D.

4.5.1 Model 1 – Leader trait theory

The following section presents the results of hypotheses tests relating to the proposed relationship between sub-scales of MP (*emotional stability, openmindedness, flexibility, social initiative* and *cultural empathy*) and observers' ratings of MLE.

Hypotheses H 1.1a to H 1.1e represent the independent variable of leaders' multicultural personality (MP) delineated into its constituent subscales of *emotional stability, openmindedness, flexibility, social initiative* and *cultural empathy*. The hypotheses were formulated to explore the relative importance of each of the

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subscales in explaining variation in the outcome variable multicultural leader effectiveness (MLE).

H 1.1a: *There is a positive relationship between emotional stability and multicultural leader effectiveness.*

H 1.1b: *There is a positive relationship between openmindedness and multicultural leader effectiveness.*

H 1.1c: *There is a positive relationship between flexibility and multicultural leader effectiveness.*

H 1.1d: *There is a positive relationship between social initiative and multicultural leader effectiveness.*

H 1.1e: *There is a positive relationship between cultural empathy and multicultural leader effectiveness.*

Table 4.8 presents the results for the relationships between the five MP subscales and observers' ratings of multicultural leader effectiveness (MLE). The results showed that only *emotional stability* (H 1.1a) (β =.13, p = .02) and *flexibility* (H 1.1c) (β =.19, p = .00) showed significant and positive relationships with MLE. The results for MP subscale *social initiative* (H 1.1d) were almost significant at β =.11, p = .05 but only hypotheses 1.1a and 1.1c were fully supported. The R^2 model changes (see Appendix D, Tables D1 and D3) for hypotheses 1.1a and 1.1c indicated that *emotional stability* and *flexibility* accounted for 2% and 4% of unique variance in observer ratings of MLE.

The MLE subscales which related specifically to the intercultural aspects of multicultural leader effectiveness (MLE) were *cross cultural competence* and *versatility*. When regressed against the MP subscales the results showed that MLE subscale *cross cultural competence* was influenced significantly by MP subscales *flexibility* (β =.20, p = .00) and *social initiative* (β =.14, p = .01). The R^2 changes indicated for the MP subscales were .05, p <.00 and .02, p<.00 respectively. So *flexibility* and *social initiative* accounted for 5% and 2% variation in *cross cultural competence.* On the contrary MLE subscale *versatility* was significantly influenced by

MP subscales *emotional stability* (β =.18, p = .00) and *openmindedness* (β =.15, p = .01). The R^2 changes were .03, p < .00 and .02, p<.01 respectively indicating that *emotional stability* explained 3% and *openmindedness* accounted for 2% of variation in *versatility*.

The MP subscale *cultural empathy* had a significant relationship with the group-based subscales of MLE, *team commitment* (β =.13, p = .02) and *group organization* (β =.15, p = .01) which indicated that the MP subscale was not directly related to intercultural interactions as suggested by its name.

(In the regression results the control variable *leader Finn or non-Finn* was observed to be generally significant. This phenomenon is discussed later in this chapter in section 4.8)

Therefore when considering the leader traits which engender multicultural leader effectiveness four of the five MP subscales (excluding *cultural empathy*) were found to be influential.

However the preceding regression results were found at the individual, dyadic observer/leader level (N=337). At this level, because the MP data was obtained from self-ratings by leaders (N= 85) and subsequently expanded to the individual level, there was a risk of proliferation in the data and subsequent results. Accordingly hypotheses H1a-1e were further tested at the N=85 level. As demonstrated in Table 4.9 the similarities in beta values between leader and dyadic levels were generally repeated for MP and MLE subscale regressions although the beta values for N=85 were more limited than at N=337 and the significance levels found at N=85 were lower that at N=337. Because beta value is independent of sample size (whereas significance is sample size dependent) this researcher concluded that, the comparability of *effect* size at N=85 and N=337 indicated that the continued analysis at the dyad (N=337) level was justified for hypotheses1a- 1e. However this researcher acknowledged the limitations, particularly related to effect significance, using N=337 brought to the results for hypotheses 1a-1e.

Table 4.9

Regression results for testing hypotheses 1.1a-1.1e at different levels of analysis

Multicultural leader effectiveness scales

Hypo[3] No.	Overall MLE N= 337[1] N=85[2]		Cross cultural competence N=337[1] N=85[2]		Influence N= 336[1] N=85[2]		Team Commitment N=336[1] N=85[2]		Versatility N=333[1] N=85[2]		Group organization N=332 N=85[2]	
	β	Sig	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
1.1a[1]	.13*	.02	.07	.24	.08	.18	.11	.06	.18**	.00	.02	.75
1.1a[2]	.10	.41	.06	.59	.03	.83	.07	.58	.19	.13	-.01	.92
1.1b[1]	.10	.07	.09	.11	.13*	.02	-.01	.89	.15*	.01	-.04	.46
1.1b[2]	.10	.40	.07	.50	.11	.32	-.01	.91	.16	.18	.00	1.00
1.1c[1]	.19**	.00	.22**	.00	.28**	.00	.07	.22	.10	.09	.04	.52
1.1c[2]	.15	.18	.17	.11	.25*	.03	.06	.63	.07	.57	.04	.75
1.1d[1]	.11	.05	.14*	.01	.12*	.03	-.00	.97	.07	.23	.06	.28
1.1d[2]	.06	.58	.12	.25	.07	.56	-.02	.87	.03	.82	.04	.74
1.1e[1]	.08	.15	.06	.24	.03	.61	.13*	.02	-.08	.16	.15*	.01
1.1e[2]	.07	.56	.07	.51	.00	.99	.12	.29	-.07	.55	.13	.23

Notes:
Dependent variable: multicultural leader effectiveness
* $p<.05$, **$p<.01$
[1] observer level (N=337)
[2] leader level (N=85)
[3]Hypothesis

4.5.2 Model 2 Implicit leadership theory

The following section presents the results of the hypotheses tests relating to the proposed relationship between the match of observer rated leader attributes with observers' ILT's and observers' ratings of multicultural leader effectiveness (MLE).

H 2: There is a positive relationship between the match of observer rated leader attributes with observers' ILT's, and multicultural leader effectiveness

Table 4.8 presents the results of hierarchical multivariate regression analysis for hypothesis 2 which indicate that there was no significant relationship found between the match of observer rated leader attributes and observers' ILT's with observer ratings of MLE (β = -.09, p = .23). Therefore hypothesis H2 was not supported.

The detailed regression results (Appendix D, Table D6) indicate that when the observers' ILT scale components and the observer rated leader attribute scale components are introduced into the regression analysis (Step 2) there was one scale component from observers' ILT's, Humane oriented (β = -.19, p = .02) and one from observer rated leader attributes, Autonomous (β = -.18, p = .04) which had a significant negative influence on MLE. So the lower the observers' ILT values of Humane Oriented and their ratings of Autonomous leader attributes, the higher their ratings of leaders' MLE. The introduction of both scale components in Step 2 of the regression calculation accounted for 10% of the variance in observers' ratings of MLE whereas the *match of observer rated leader attributes with observers' ILT's* (entered in Step 3) accounted for none of the variance. Further testing of hypothesis 2 at the level of the 6 subscales (Charismatic/Value-based, Team oriented, Self protective, Participative, Humane oriented, Autonomous) comprising the independent variable *match of observer rated leader attributes with observers' ILT's* indicated that there was a significant relationship between the MLE subscale Versatility and the independent variable subscales Charismatic/Value-based (β = -.21, p =.03) and Humane Oriented (β = -.16 p =.01). See Appendix D, Table D7.

Both the effects noticed in further analysis of hypothesis 2 testing included the subscale Humane Oriented. A possible explanation for this effect is suggested by reference to the country ratings for the CLT subscale Humane Oriented, where the Nordic Europe cluster scored the lowest of all clusters in this subscale at 4.42 compared to the highest at 5.38 for the Southern Asia cluster (Dorfman et al. 2004). Because CLT's were created in the GLOBE project by aggregating the ILT's of individuals in a particular country (Hanges & Dickson, 2004) and the individual observers from the countries comprising the Nordic cluster (Finland, Sweden and Denmark) were the most highly represented in this research sample then the negative influence of this subscale would be substantial, both in the ILT's and the variable *match of observer rated leader attributes with observers' ILT's.*

4.5.3 Model 3 Cultural congruence theory

The following section presents the results of the hypotheses tests relating to the proposed relationship between the match of observer rated leader attributes with observers' CLT's and observers' ratings of multicultural leader effectiveness (MLE). Also presented here are the results of tests made on hypotheses, which extend cultural congruence theory, regarding the relationship between universal positive leader attributes, universal negative leader attributes, culturally contingent leader attributes and MLE.

4.5.3.1 Evaluating the influence of the match between observers' CLT's and observer rated leader attributes on multicultural leader effectiveness

H 3: *There is a positive relationship between the match of observer rated leader attributes with observers' CLT's, and multicultural leader effectiveness*

From the results presented in Table 4.8 there was no support for hypothesis H3 at the level of overall, second order scale MLE. Although the relationship between the *match of observer rated leader attributes with observers' CLT's* and MLE was indicated to be in the correct negative direction (the smaller the absolute value of match the higher the effect on MLE) the relationship was not significant (β =

-.11, p = .11) With the exception of the control variable *leader Finn or non-Finn* no other variable in the regression calculation (See Appendix D, Table D8) was found to be significant in explaining variation in ratings of MLE.

In a further analysis of MLE and CLT subscales a significant relationship was indicated between MLE subscale Versatility and CLT subscales Team Oriented (β = -.19, p =.02) and Self Protective (β = -.17, p =.04). The negative direction of the relationships indicated that the lower the values of observers' CLT's for these subscales the higher observers rated Versatility. This effect could be explained by reference to the country ratings for the CLT for Team Oriented and Self Protective. The countries dominating the research sample were represented by the Nordic Europe, Anglo and Germanic Europe clusters in the GLOBE project (Gupta & Hanges, 2004).The CLT values for Self Protective and Team Oriented for these country clusters were towards the lowest of the 62 countries represented in GLOBE. For the CLT subscale Self-protective Nordic Europe was the lowest of all with a value of 2.72 compared with the highest country cluster score of 3.83 (Southern Asia). For Team Oriented the Germanic Europe value was low at 5.62 compared with the highest at 5.96 (Latin America) and the lowest at 5.47 (Middle East) (Dorfman et al. 2004). The effect of the CLT subscale Self Protective may therefore have masked any relationship between the *match of observer rated leader attributes with observers' CLT's* and MLE.

4.5.3.2 Evaluating the influence of universal positive, universal negative and culturally contingent leader attributes on multicultural leader effectiveness

H 3.1   There is a positive relationship between observer rated universal positive leader attributes and multicultural leader effectiveness

H 3.2   There is a negative relationship between observer rated universal negative leader attributes and multicultural leader effectiveness

H 3.3   There is no negative or positive relationship between observer rated
culturally contingent leader attributes and multicultural effectiveness

Universal positive leader attributes are a group of items selected from the 112 questionnaire items developed for the GLOBE (Dorfman, Hanges & Brodbeck, 2004) questionnaire. Taken together these items constitute *universal positive attributes* i.e. attributes which contribute to perceptions of leader effectiveness. Other groups of item attributes either universally impede perceptions of leader effectiveness *(universal negative leader attributes)* or are negative or positive according to culture *(culturally contingent leader attributes).* A detailed list of the items comprising each group is presented in section 3.5.3.3 of the Methodology chapter. To test hypotheses H.1-3 observer rated leader attributes for the range of attribute items included in the *universal positive, universal negative* and *culturally contingent attribute* independent variables were regressed with MLE as the outcome variable.

Table 4.8 presents the results of the regression analyses which indicate that, in this study sample, there was a significant relationship between observer rated *universal positive leader attributes* and MLE with β = .21, p = .00. Support for hypothesis 3.1 was also found across all the MLE five subscales with *cross cultural competence* (β = .17, p = .00), *influence* (β= .20, p = .00), *team commitme*nt (β = .14, p = .01), *versatility* (β = .12, p = .03), *group organization* (β = .15, p = .01).

From the detailed regression results (Appendix D, Table D10) for hypothesis H 3.1 observer ratings of *universal positive leader attributes* accounted for 4% of unique variance in perceptions of MLE. This indicated that, in this sample, leader behavior in accordance with the specific range of attributes regarded as universally facilitating effective leadership (Dorfman, Hanges & Brodbeck, 2004) engendered positive observers' ratings of MLE.

There were no identified relationships between either *universal negative leader attributes* or *culturally contingent leader attributes* and MLE. Hypotheses 3.2 (β = -.06, p = .31) and 3.3 (β = .08, p = .17) were therefore not supported and were consequently rejected.

4.5.4 Model 4 Authentic leadership theory

The following section presents the results of the hypotheses tests relating to the proposed relationship between the *match of observer rated leader attributes with leaders' ILT's* and observers' ratings of MLE.

H 4   There is a positive relationship between the match of observer rated leader attributes with leaders' ILT's, and multicultural leader effectiveness

Against predictions the results presented in Table 4.8 indicated that the independent variable, *match of observer rated leader attributes with leaders' ILT's*, did not have a significant relationship with MLE (β = - .05, *p* = .47).

Further examination of the regression results showed that when a cluster of new variables were inserted in Step 2 of the regression calculation the consequent R^2 change indicated that the new variables accounted for 17% of variation in MLE. (Appendix D, Table D13). The variables inserted in Step 2 were *observer rated leader attributes* and *leaders' ILT's* which were the component variables comprising the independent 'match' variable *match of observer rated leader attributes with leaders' ILT's* . Two component variables in particular had significant relationships with MLE: ILT subscale Self Protective (β = - .25, *p* = .00); ILT subscale Humane Oriented (β = - .18, *p* = .01). The direction of both the relationships was negative indicating that the lower the ILT subscale rating, the higher the MLE rating. In other words the lower the leaders' ratings of Self Protective and Humane Oriented the higher the observers rated leaders' MLE's. The strength and significance of the ILT subscale relationship with MLE could have masked any effect that the hypothesized *match of observer rated leader attributes with leaders' ILT's* had on MLE.

A possible explanation for this phenomenon is as follows. The aggregate of ILT's at country level was represented in this study by CLT's. The countries dominating the research sample were represented by the Nordic Europe, Anglo and Germanic Europe clusters in the GLOBE project (Gupta & Hanges, 2004).The CLT values for Self -protective and Humane Oriented for these country clusters were towards the lowest of the 62 countries represented in GLOBE with Nordic Europe at the lowest of all with scores of 2.72 and 4.42 respectively compared with the highest

country cluster scores of 3.83 (Southern Asia) and 5.38 (also Southern Asia) (Dorfman et al. 2004). The low CLT scores for Self-protective and Humane Oriented indicate a preference for leader attributes which, in the case of hypothesis 4, for this study sample, appeared to be more powerful than a preference for leader authenticity.

Also when regressing hypothesis 4 at the level of the six ILT subscales (Charismatic/Value-based, Team oriented, Self protective, Participative, Humane oriented, Autonomous) which comprised the independent variable *match of observer rated leader attributes with leaders' ILT's* there was evidence of a significant relationship between MLE subscale Versatility and ILT subscales Participative (β = .13, p = .05) and Autonomous (β = .16, p = .01). (Appendix D, Table D14). The positive value of the β values indicated that the higher the leaders' ILT's values for Participative and Autonomous attributes then the higher the observer scores for Versatility. Other than individual preferences no explanation was evident for this particular finding. Based on the findings of regression analysis hypothesis 4 was rejected.

4.5.5 Model 5 Culturally authentic leadership theory

The following section presents the results of the hypotheses tests relating to the proposed relationship between the *match of observed leader attributes with leaders' CLT's* and observers' ratings of MLE.

H5 *There is a positive relationship between the match of observed leader attributes with leaders' CLT's and multicultural leader effectiveness*

The results of testing hypothesis H5 are shown in Table 4.8 and these indicate that there was a significant relationship between the independent variable of the *match between observer rated leader attributes and leaders' CLT's* and the outcome variable MLE with β = -.18, p = .00. As predicted the relationship was negative so that the smaller the match, or the greater the congruence between, leaders' CLT's and leader attributes the more positive the ratings of MLE. From the detailed regression results (Appendix D, Table D15) the *match between leaders' CLT's and leader*

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attributes accounted for 2% of variance in ratings of MLE over and above the 11% of variance accounted for by the control variables and component variables (*leaders' CLT* scale and *observer rated leader attribute* scale values). Hypothesis 5 was therefore supported.

As shown in Table 4.8 the effect predicted in hypothesis 5 could be significantly seen in MLE subscale *versatility* (β = -.21, *p* = .00). Furthermore when regressing hypothesis 5 at the level of the 6 subscales (Charismatic/Value-based, Team oriented, Self protective, Participative, Humane oriented, Autonomous) comprising the independent variable *match of observer rated leader attributes with leaders' CLT's* then *versatility* was influenced by Team oriented (β = -.19, *p* = .03) and Humane oriented (β = -.17, *p* = .00). (See Appendix D, Table D16).

The results for hypothesis 5 indicate that observers' ratings of MLE are influenced by their cognitive matching of their observations of leaders' attributes with their expectations of the leaders' attributes. In the case of hypothesis 5 the observers' expectations are represented by the CLT of the leader which, in turn, is determined by the cultural, or country of, origin of the leader. The hypothesis testing results suggest that the observers have knowledge of the CLT's of the leaders whose MLE's they are rating and can evaluate whether the leaders are behaving in alignment with their CLT's, in other words how culturally authentic they are. In the results cultural authenticity is positively related to MLE subscale *versatility* which is itself specifically related to the intercultural aspects of leader effectiveness. In conclusion the results presented provide support for the hypothesis derived from theoretical Model 5 and, thus, support for the culturally authentic leadership theory which underpins the model.

The contrary situation was postulated in hypothesis 3 where, according to cultural congruence theory, the observers' expectations are shaped by their own CLT's according to their country of origin. According to this theory it is the match between *observed leader attributes* and the *observers' CLT's* that influences judgments of MLE. The results of hypothesis 3 indicated insufficient support for this theory.

4.6 Competitive testing of hypotheses and models

4.6.1 Rationale for competitive testing conceptual models

The conceptual models developed in the Concept chapter represented alternative explanations for variation in MLE. In order to establish if any model, or models, demonstrated a greater impact on variation in MLE than the others a competitive test was made. The test used multivariate hierarchical regression in which models which were already known to be supported by hypothesis testing were regressed. The variables were regressed in blocks. The first block was the control variables and the independent variables from each supported model were added progressively in subsequent blocks. Using this method it was possible to identify those independent variables, and therefore the conceptual models, which accounted for variance in MLE over and above that accounted for by other independent variables drawn from other models.

4.6.2 Competitive testing results

This section presents the results of competitively testing those hypotheses which were supported by multivariate hierarchical regression analyses, hypotheses H1.1a & c, H3.1 and H5:

H1a: *There is a positive relationship between leaders' emotional stability and multicultural leader effectiveness*

H1c: *There is a positive relationship between leaders' flexibility and multicultural leader effectiveness*

H 3.1:   *There is a positive relationship between observer rated universal positive leader attributes and multicultural leader effectiveness*

H5:   *There is a positive relationship between the match of observer rated leader attributes with leaders' CLT's and multicultural leader effectiveness*

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The statistically significant independent variables from each of hypotheses H1a & c, H3.1 and H5 (*leaders' multicultural personality, observer rated universal positive leader attributes* and *match of observer rated leader attributes with leaders' CLT's*, respectively) were entered into further multivariate regression analyses. This was done to establish if one or more of the independent variables accounted for variation in the outcome variable, multicultural leader effectiveness, over and above the other independent variables.

The results of this particular test were invalid because the variable *universally positive leader attributes* had a VIF value of 22. This unacceptable (> 10) collinearity value was obtained because leader attribute items (drawn from the GLOBE beta questionnaire) were duplicated in both of the variables *leader attributes* and *universally positive leader attributes* which were inserted in successive steps in the regression calculation. The duplicated, or overlapping, items were clustered in two ('Charismatic/Value-based' and 'Team Oriented') of the six second order factors which comprised *leader attributes*. An example of the overlap was the questionnaire item 'honest' which was subsequently included in both the *leader attribute* second order factor 'Charismatic/Value-based' and in *universally positive leader attributes.* Because this clustering was found in two specific second-order factors it was not considered possible by this researcher to remove the overlapping item content. This would unacceptably compromise the integrity of the overall variable as originally conceptualized in this study and in the GLOBE project.

Because the initial competitive test was invalid the four independent variables could not be tested against each other in the same regression calculation. Further competitive testing was therefore made using two pairs of independent variables: firstly *leaders' emotional stability and flexibility* vs *match between observer rated leader attributes and leaders' CLT's;* secondly *leaders' emotional stability and flexibility* vs *universally positive leader attributes.*

In the first test the leader multicultural traits of *emotional stability* and *flexibility* were tested together against *match between observer rated leader attributes and leaders' CLT's.* This demonstrated, as presented in Fig. 4.1, that the *match between observer rated leader attributes and leaders' CLT's* significantly accounted for

variation in MLE (β = -.19, p = .01) over and above that accounted for by *emotional stability* and *flexibility* (β = .09, p = .15, β = ,10, p = .10 respectively).
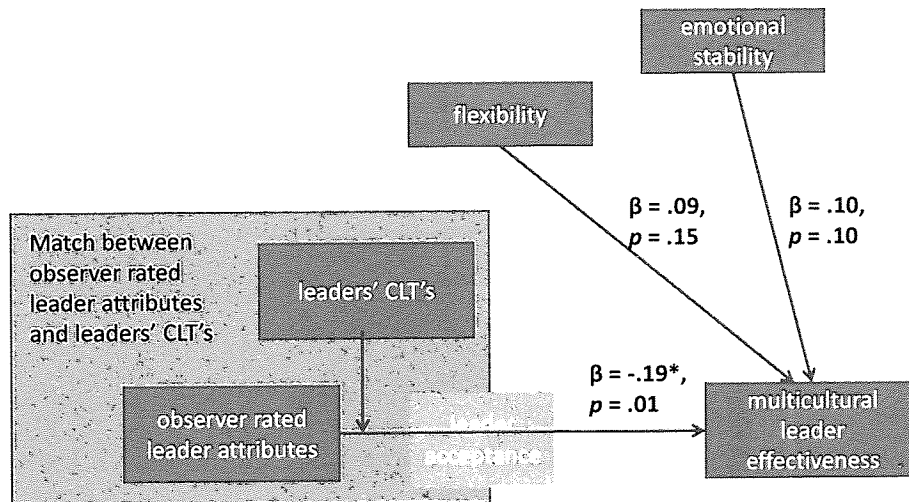
Figure 4.1 Competitive test emotional stability, flexibility, match between observer rated leader attributes and leaders' CLT's

However when tested separately the leader multicultural traits each accounted for similar variation as the *match between observer rated leader attributes and leaders' CLT's* with *emotional stability* at β = ,12, p = .05 (as presented in Fig. 4.2) and flexibility at β = ,13, p = .03 (as presented in Fig. 4.3).
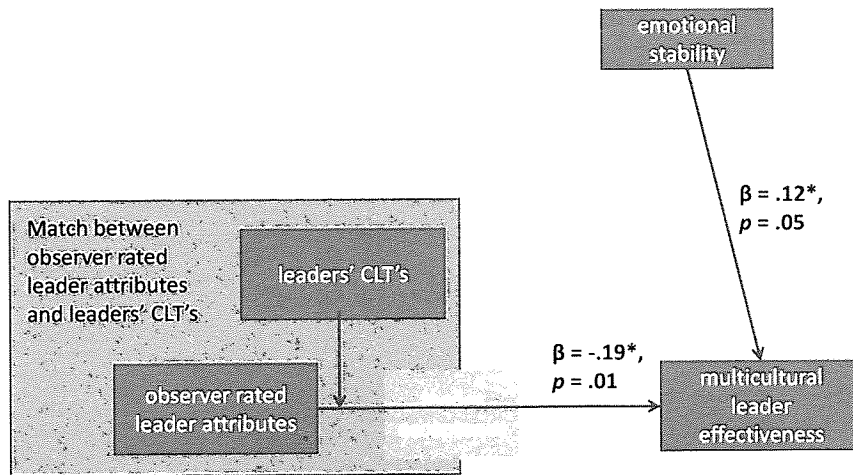
Figure 4.2 Competitive test emotional stability, match between observer rated leader attributes and leaders' CLT's
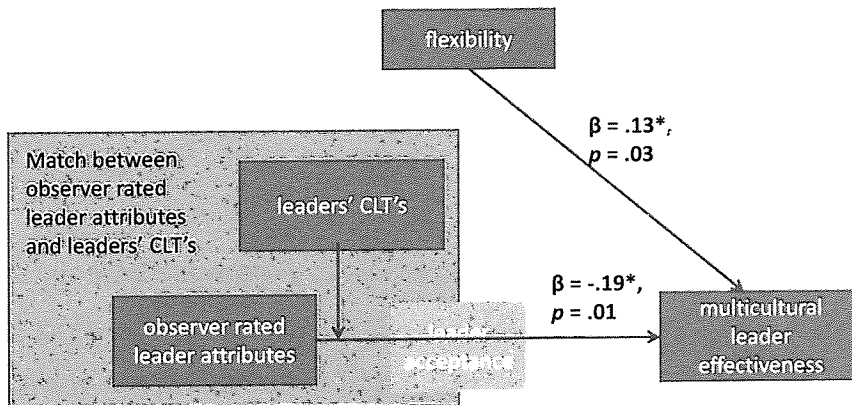
Figure 4.3 Competitive test emotional flexibility, match between observer rated leader attributes and leaders' CLT's

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In the second test when *emotional stability* and *flexibility* were both tested against *universally positive leader attributes* the regression results, as presented in Fig. 4.4, indicated that *flexibility* and *universally positive leader attributes* significantly accounted for variation in MLE (β = ,14, *p* = .01 and β = .19, *p= .00 respectively*). However *emotional stability* did not significantly account for variation in MLE at β = ,08, *p* = .16.
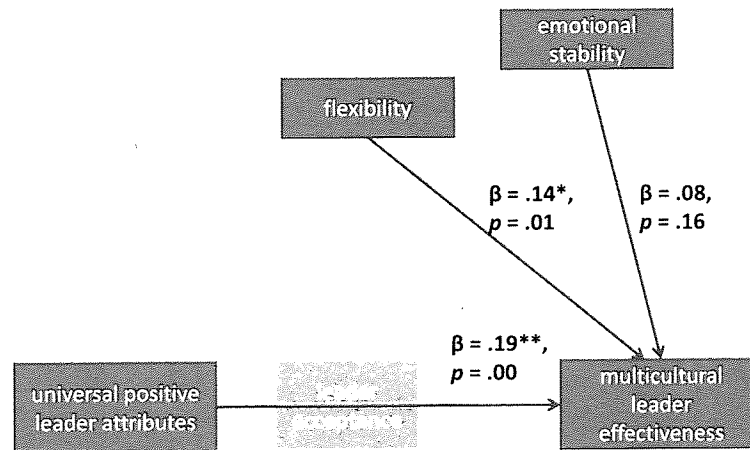
Figure 4.4 Competitive test emotional stability, flexibility, universal positive leader attributes

When tested separately *flexibility* and *universally positive leader attributes* both significantly accounted for variation in MLE at β = .16, *p* = .00 and β = .19, p= .00 respectively (as presented in Fig. 4.5).
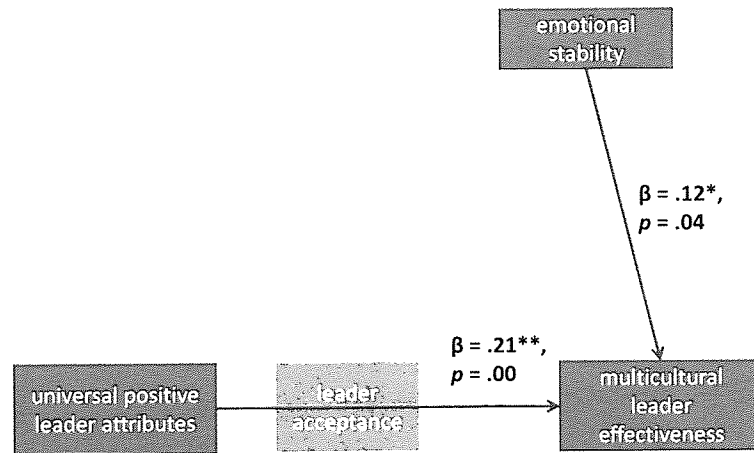
Figure 4.5 Competitive test emotional stability, universal positive leader attributes

Similar results were obtained for *emotional stability* and *universally positive leader attributes* at β =,12, *p* = .04 and β = .21, p= .00 respectively, as presented in Fig. 4.6.
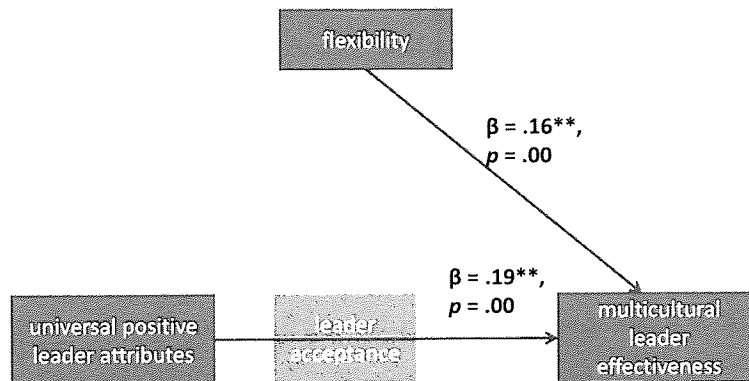
Figure 4.6 Competitive test, flexibility, universal positive leader attributes

The detailed regression results for competitive testing are presented in Appendix D, Tables D17-23.

The competitive testing results demonstrated that, although *emotional stability* and *flexibility,* taken separately, significantly accounted for variation in MLE, the independent variables *match between observer rated leader attributes and leaders' CLT's* and *universally positive leader attributes* were, in comparison, stronger and more significant predictors of MLE. The conclusion suggested by these results is that, for this study sample, high leaders' *flexibility* and *emotional stability* scores, high ratings for *universal positive leader attributes* and high congruence (high match) between leader attributes and leaders' CLT's all engender observers' positive ratings of multicultural leader effectiveness.

4.7 Level of analysis

In section 4.5.1.1 the analysis of leader traits as predictors of MLE (hypotheses 1a-1e) was discussed at group level because multicultural personality

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data was collected as leaders' self-ratings (N=85) and subsequently utilized in dyad (N=337) analysis. However, a group level approach was not considered by this researcher as appropriate to this research. This study was intended to examine relationships between leaders and observers at an individual level and was not intended to examine relationships between leaders and work units, or groups, of observers. The data was collected from a range of observers (superiors, peers and subordinates) and the theories underpinning the conceptual bases of this research were extended to cover this range. For example, although authentic leadership theory focuses on the relationship between leaders and followers (Avolio & Gardner, 2005) this researcher extended that theory to apply to others in the form of superiors and peers. Yammarino, Dionnne, Schriesheim and Dansereau (2008) acknowledge that "AL work to date has been primarily conceptualized at the individual level of analysis and in terms of individual differences" (p. 697). In later research (Walumbwa, Wang, Wang, Schaubroeck & Avolio, 2010) authentic leadership of followers was measured at group level. However other variables in the same study (e.g. empowerment, work engagement), which were similar to the Team Commitment scale of MLE in this researcher's study, were still measured at the individual level. Furthermore a pure multilevel design was not deemed adequate for the data in this study (Kenny, Kashy & Cook, 2006) and the complex variance structures addressed would benefit from the application of a social relational model derived from future research.

In addition to the theoretical arguments supporting an individual level approach, and in order to provide a check of the individual (N=337) results at group (N=85) level in this study, a further analysis of the remaining hypotheses was made using data aggregated at leader level. The results of this analysis are shown in table 4.10. For the hypotheses which were confirmed at individual level (hypotheses 1.1a, 1.1c, 3.1, 5) the beta values found at group level also indicated a substantial correlation between the predictor variables and outcome variable (overall MLE).

This researcher acknowledges that the levels of significance found at individual level are not matched at group level but argues that this is likely to be due to the influence of sample size (significance levels are sample size dependent with large samples sizes having a positive effect on significance levels).

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Table 4.10

Regression results for hypothesis testing

Hypo[1] No.	Multicultural leader effectiveness scales											
	Overall MLE N=337 *N=85*		Cross cultural competence N=337 *N=85*		Influence N= 336 *N=85*		Team Commitment N=336 *N=85*		Versatility N=333 *N=85*		Group organization N=332 *N=85*	
	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
1.1a	**.13***	**.02**	.07	.24	.08	.18	.11	.06	**.18****	**.00**	.02	.75
1.1a	*.10*	*.41*	*.06*	*.59*	*.03*	*.83*	*.07*	*.58*	*.19*	*.13*	*-.01*	*.92*
1.1b	.10	.07	.09	.11	.13*	.02	-.01	.89	.15*	.01	-.04	.46
1.1b	*.10*	*.40*	*.07*	*.50*	*.11*	*.32*	*-.01*	*.91*	*.16*	*.18*	*.00*	*1.00*
1.1c	**.19****	**.00**	**.22****	**.00**	**.28****	**.00**	.07	.22	.10	.09	.04	.52
1.1c	*.15*	*.18*	*.17*	*.11*	*.25**	*.03*	*.06*	*.63*	*.07*	*.57*	*.04*	*.75*
1.1d	.11	.05	**.14***	**.01**	**.12***	**.03**	-.00	.97	.07	.23	.06	.28
1.1d	*.06*	*.58*	*.12*	*.25*	*.07*	*.56*	*-.02*	*.87*	*.03*	*.82*	*.04*	*.74*
1.1e	.08	.15	.06	.24	.03	.61	**.13***	**.02**	-.08	.16	**.15***	**.01**
1.1e	*.07*	*.56*	*.07*	*.51*	*.00*	*.99*	*.12*	*.29*	*-.07*	*.55*	*.13*	*.23*
2	-.09	.23	-.07	.32	-.03	.73	.04	.61	-.13	.10	-.09	.30
2	*-.14*	*.19*	*-.09*	*.46*	*-.04*	*.71*	*-.22*	*.17*	*-.10*	*.55*	*-.04*	*.81*
3	-.11	.11	-.06	.39	-.05	.49	-.09	.24	**-.15***	**.04**	-.01	.86
3	*-.00*	*.99*	*.02*	*.86*	*.04*	*.67*	*-.08*	*.59*	*-.12*	*.43*	*.22*	*.11*
3.1	**.21****	**.00**	**.17****	**.00**	**.20****	**.00**	**.14***	**.01**	**.12***	**.03**	**.15***	**.01**
3.1	*.81***	*.00*	*.61***	*.00*	*.81***	*.00*	*.52***	*.00*	*.48***	*.00*	*.50***	*.00*
3.2	-.06	.31	-.03	.58	-.05	.34	-.00	.94	-.03	.64	-.08	.16
3.3	.08	.17	.09	.10	.12*	.03	.01	.89	.02	.71	.07	.21
4	-.05	.47	-.01	.88	-.04	.57	**-.14***	**.04**	.08	.25	-.06	.42
4	*-.04*	*.70*	*-.02*	*.84*	*-.07*	*.44*	*-.27*	*.06*	*.24*	*.12*	*-.05*	*.73*
5	**-.18****	**.00**	-.11	.11	-.12	.09	-.13	.08	**-.21****	**.00**	-.04	.62
5	*-.08*	*.54*	*-.07*	*.61*	*.03*	*.82*	*-.10*	*.60*	*-.23*	*.22*	*.20*	*.24*

Notes:
Dependent variable: multicultural leader effectiveness
* $p<.05$, **$p<.01$
[1]Hypothesis

N=85 data aggregated at leader level

4.8 Other-rated vs Self-rated MLE

The steps taken to eliminate the risk of common rater bias from the observer rated MLE data were explained in the Methodology chapter (Section 3.9). The consequence of that action was that all hypothesis testing results were reported used 'other-rated' measures calculated according to the formula outlined in section 3.9. In order to check for possible effects of common rater bias in the data further regressions were made for each hypothesis using the observers' own self-ratings of MLE values in each dyad. In the regression calculations the observers' own self-ratings were identified as 'subjective' MLE values. The regression results were compared with those obtained using 'other-rated' MLE values to detect any significant differences. The results are presented in Table 4.11.

Table 4.11
Regression results for hypothesis testing using other-rated vs self-rated MLE values

Hypo No.	Overall MLE N= 337		Cross cultural competence N=337		Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
1.1a[1]	**.13***	**.02**	.07	.24	.08	.18	.11	.06	**.18****	**.00**	.02	.75
1.1a[2]	.09	.13	.06	.29	.06	.31	.06	.33	.11	.06	.01	.86
1.1b[1]	.10	.07	.09	.11	**.13***	**.02**	-.01	.89	**.15***	**.01**	-.04	.46
1.1b[2]	.06	.29	.06	.26	.08	.13	-.02	.75	.09	.10	-.03	.56
1.1c[1]	**.19****	**.00**	**.22****	**.00**	**.28****	**.00**	.07	.22	.10	.09	.04	.52
1.1c[2]	.13	.02	**.16****	**.00**	**.19****	**.00**	.04	.48	.06	.31	.03	.66
1.1d[1]	.11	.05	**.14***	**.01**	**.12***	**.03**	-.00	.97	.07	.23	.06	.28
1.1d[2]	.07	.23	.10	.08	.07	.19	-.01	.91	.04	.48	.04	.50
1.1e[1]	.08	.15	.06	.24	.03	.61	**.13***	**.02**	-.08	.16	**.15***	**.01**
1.1e[2]	.06	.31	.05	.34	.02	.67	.08	.14	-.06	.31	.10	.08
2[1]	-.09	.23	-.07	.32	-.03	.73	.04	.61	-.13	.10	-.09	.30
2[2]	-.05	.31	-.08	.12	-.03	.58	**-.15***	**.03**	.04	.53	-.01	.90
3[1]	-.11	.11	-.06	.39	-.05	.49	-.09	.24	**-.15***	**.04**	-.01	.86
3[2]	.09	.06	-.41	.68	.02	.71	.12	.07	.02	.72	**.18***	**.01**
3.1[1]	**.21****	**.00**	**.17****	**.00**	**.20****	**.00**	**.14***	**.01**	**.12***	**.03**	**.15***	**.01**
3.1[2]	**.74****	**.00**	**.60****	**.00**	**.76****	**.00**	**.46****	**.00**	**.43****	**.00**	**.45****	**.00**
3.2[1]	-.06	.31	-.03	.58	-.05	.34	-.00	.94	-.03	.64	-.08	.16
3.2[2]	**-.23****	**.00**	**-.22****	**.00**	**-.16****	**.00**	**-.11***	**.04**	**-.11***	**.04**	**-.20****	**.00**
3.3[1]	.08	.17	.09	.10	**.12***	**.03**	.01	.89	.02	.71	.07	.21
3.3[2]	**.51****	**.00**	**.36****	**.00**	**.55****	**.00**	**.30****	**.00**	**.40****	**.00**	**.24****	**.00**
4[1]	-.05	.47	-.01	.88	-.04	.57	**-.14***	**.04**	.08	.25	-.06	.42
4[2]	.01	.89	-.04	.50	-.01	.79	-.07	.27	.12	.08	-.02	.79
5[1]	**-.18****	**.00**	-.11	.11	-.12	.09	-.13	.08	**-.21****	**.00**	-.04	.62
5[2]	.07	.17	-.05	.36	.03	.57	.10	.13	.01	.91	**.15***	**.02**

Notes:
Dependent variables: [1] other-rated multicultural leader effectiveness, [2] self-rated , observer rated multicultural leader effectiveness
* p<.05, **p<.01

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The differences between 'other-rated' and 'subjective' MLE outcome variables were most evident in hypotheses 3.1 to 3.3. Here the beta values of the 'subjective' MLE measures were much higher than those obtained using 'other-rated' MLE measures, all results were significant, and this effect was indicated across all the factors of MLE.

According to ILT theory observers' use their ILT's as a basis for interpreting their dyad partners' behaviour and subsequently recognising (or not) the partner as a leader (Lord & Maher, 1993) with consequent ratings of leader effectiveness .The more leader behaviour aligns with observer ILT the higher the observer is likely to rate leader effectiveness (House et al , 2004). Moreover, once a leader is categorised through this recognition process the recognition remains stable over time (Epitropaki & Martin, 2005). Hypothesis 2 explores the relationship between ratings of leader effectiveness (MLE) and the interpretation of observers' ILT's and their observations of leader behaviour, or attributes (the independent variable *match between leader attributes and observers ILT's*). Therefore by substituting 'subjective' MLE measures for 'objective' MLE measures in the testing of hypothesis 2 there should be more likelihood that the leader recognition process would have a positive influence on ratings of MLE. The results as presented in Table 4.11 indicate that this effect was found in the case of the MLE subscale *team commitment* (β = -.15, p = .03).

The evidence obtained from comparing self-rated and other-rated MLE measures in hypothesis testing in this study MLE indicate that there were both methodological (Podsakoff et al, 2003) and conceptual (Lord & Maher, 1993, House et al, 2004, Epitropaki & Martin, 2005) grounds for using other-rated MLE measures.

4.9 Control variables

Five control variables were introduced into the regressions which tested the hypotheses in this study. The control variables were *observer same or different nationality to the leader, observer Finn or non-Finn, leader Finn or non-Finn, observer follower vs peer and observer follower vs superior.* By including these variables in the regression steps the influence that these demographic variables may

have had on the outcome variable (MLE) was partialed out from the effects of the independent variables being tested.

The results of hypothesis testing indicated that one control variable, *leader Finn or non-Finn,* had a significant effect in the final step (where all relevant variables were inserted to the regression calculation) of all hypothesis regressions, except one, as demonstrated in Table 4.12.

Table 4.12

Regression results[2] for control variable[1] *leader Finn or non-Finn*

Hypothesis No.	Overall MLE N =337	
	Beta	Sig.
1.1a	-.13*	.02
1.1b	-.13*	.02
1.1c	-.16*	.01
1.1d	-.13*	.03
1.1e	-.14*	.02
2	-.12*	.04
3	-.12*	.03
3.1	-.11*	.04
3.2	-.15*	.01
3.3	-.14*	.02
4	-.22**	.00
5	-.20	.22

Notes:
Dependent variable: objective multicultural leader effectiveness
* $p<.05$, **$p<.01$
[1]Control variable coded as follows:
Leader Finn (= 1) or non-Finn (= 0)
[2]Beta values were taken from the final step of the regression calculations

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These results show a negative beta value which was significant (with the exception of hypothesis 5) and ranged from $\beta = -.11$ to $-.22$ across the hypotheses tested. The control variable was coded for each leader as Finn = 1 and non-Finn = 0. The negative beta regression results for the control variable therefore indicated that that the more towards zero, or less Finn, that its value had the higher the rating of MLE. The inference derived from this finding was that observers gave higher ratings of MLE to non-Finn leaders than to Finnish leaders. This finding was considered by this researcher as important for this study because Finns were the predominant culture in the sample corporation. It follows that cultural dominance was indicated as a possible factor which had a negative effect on leader effectiveness ratings.

In the case of hypothesis 5 the beta value was negative and at a similar level to that found in other hypotheses, but the effect was not significant. In hypothesis 5 the independent variable *match between leader attributes and leaders' CLT's* was a measure of alignment of the leaders' attributes with cultural expectations of their attributes (as represented by their CLT's). This alignment was termed (in conceptual model 5) 'cultural authenticity' and, in hypothesis 5 was found to be a significant influence on ratings of MLE (Table 4.8) So, in this particular hypothesis, leaders' cultural authenticity was more influential on ratings of MLE than the mere fact that that they were Finns or non-Finns. In all other hypotheses being a Finn or non-Finn in itself was a significant influence on ratings of MLE.

4.10 Chapter summary

In this chapter the unique measure of multicultural leader effectiveness (MLE), which was developed for this study, was tested using exploratory factor analysis (principal component analysis) and confirmatory factor analysis. By using exploratory factor analysis the items which were imprecisely formulated were identified and the initial item pool of 40 statements was trimmed to 20. Using principal component analysis with the remaining items a robust five scale measure was derived. The five scale measure and an overall, second order factor measure were confirmed through confirmatory factor analysis.

The eventual MLE measure was more comprehensive than existing leader effectiveness measures and incorporated, for the first time, measures which specifically focused on the intercultural aspects of multicultural leader effectiveness: *cross cultural competence* and *versatility*. Both the five scales and the overall second order measure of MLE were used as the outcome or dependent variable in subsequent data analysis.

The hypotheses derived from the theoretical models proposed in this study were competitively tested using hierarchical multivariate regression. Hypotheses 1a-1e were derived from leader trait theory and the results of this study used an existing measure (the MPQ from Van Der Zee and Van Oudenhoven, 2000) of *multicultural personality* (MP) and demonstrated that, as an independent variable, MP positively influenced ratings of MLE in this research sample. This was the first example of the utility of the MP measure as a predictor of leader performance in a commercial enterprise. Moreover the results demonstrated that two of the MP subscales (*flexibility* and *emotional stability*) engendered positive MLE ratings and four of the MP subscales (*flexibility, social initiative, emotional stability* and openmindedness) engendered the specifically intercultural aspects of MLE.

This study also provided the first empirical test of the group of leader attributes identified in the GLOBE project (Hanges, Dorfman & Brodbeck, 2004) as universally positively contributing to leader effectiveness. Hypothesis 3.1 demonstrated that observer ratings of *universal positive leader attributes* predicted observer rated MLE.

A new theory of 'culturally authentic leadership' was tested using Hypothesis 5 and the results demonstrated that congruence between *observer rated leader attributes and leaders' CLT's* predicted observer ratings of MLE. Apart from the theoretical impact of the support for the culturally authentic leadership model there were methodological aspects involved in the testing of Hypothesis 5 which made the significant result noteworthy. Firstly this result was demonstrated from a regression calculation that included many variables which, because of their number, reduced the likelihood of finding causal relationships. Secondly the 'match' or 'congruence' predictor variable was by its nature a 'difference score' variable. By including in the regression all of its component variables the results demonstrated that the 'match' variable explained variance above and beyond its constituents and was therefore valid.

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By means of series of competitive tests regressions it was possible to demonstrate that the three independent predictor variables (MP, *universal positive leader attributes* and the *match between leader attributes and leaders' CLT's)* explained variance in MLE over and above that explained by each other, and the other variables included in the regressions. Therefore Models 1, 3.1 and 5 were equally supported in their validity in this research study.

On the contrary no evidence was found to support the hypotheses, and subsequently the models drawn from, implicit leadership theory (Model 2, Hypothesis 2), and authentic leadership theory (Model 4, Hypothesis 4). In both of these cases variance in the outcome variable MLE was accounted for by variables which were components of the 'match' variables under test (Hypothesis 2 , *the match between observer rated leader attributes and observers' ILT's* ; Hypothesis 4, *the match between observer rated leader attributes and leaders' ILT's*.) There were therefore indications that the 'match' variables in Models 2 and 4 were not valid as discrete variables.

Models 2 and 4 were drawn from individual ILT –based theories whereas Models 3.1 and 5 were based on culture level theories. Also Model 1, although measured individually, had aspects of intercultural interactions incorporated in its subscales. Models 1, 3.1 and 5 were supported by the results and Models 2 and 4 were not. Accordingly this researcher concluded that the culture of actors in the dyads examined (leaders and observers) was a significant factor in the ratings of leader effectiveness in a multicultural work setting.

Against expectations the empirical test of the cultural congruence proposition (Model 3) was not supported by the regression results. The control variable *leader Finn or non-Finn* was the only significant independent variable in this particular regression. The conclusion drawn here is that the observers' matching of their observations of leader attributes with their own CLT's was subordinate to considerations of the leaders' cultural origin. Moreover if the leader was Finnish then the observer was likely to rate MLE for that leader lower than for a non-Finnish leader. This phenomenon was identified throughout the regression results which indicated a contra reaction by observers to the dominant culture in the sample.

Finally comparisons were made between the other-rated MLE measure (as described in the Methodology chapter section 3.9) used throughout the regressions

and the observers own self-rated MLE ratings per leader. The comparisons demonstrated that 'common rater bias' was present in the data and this justified the use of the calculated other-rated measure.

Chapter 5

Discussion

5.1 Introduction

This chapter provides an overall view of this thesis by drawing together the findings of the quantitative research study and placing these findings in the context of previous research. The chapter starts with a summary of the objectives of the research, the methodology employed and an outline of the key findings. Secondly, the implications of the main study results for theory are discussed. Thirdly, the practical implications for organizations are discussed. Fourthly, the chapter presents the conceptual and methodological limitations of the research study. Finally the chapter concludes with a summary of this researcher's proposals for future research directions within the theoretical scope of the study.

5.2 Thesis overview and key findings

The business world is becoming increasingly global (House, 2004) and, by implication, business organizations require leaders who can be effective in a global, or at least, international environment. This research study sought to answer the question: Does national culture have an impact on, and are there other factors which influence, the perceived effectiveness of leaders in an international work context? Consequently the objectives of this thesis were threefold. Firstly, to develop an instrument capable of measuring the real effectiveness of leaders in a multicultural business environment by focusing on key aspects of their performance. Secondly, to understand how perceptions of leader effectiveness are affected by the culture of the leader and the culture of those observers of the leader who subsequently make judgments about the leader's effectiveness. Thirdly, to understand the effect of other

factors, which were indicated as relevant by the literature, on observers' judgments of leaders' effectiveness.

In order to meet the three objectives a field study was undertaken with a sample of 85 leaders and a further 337 respondents (organizationally related to a "target" leader in groups of peers, direct reports, and supervisors) drawn from 26 different nationalities within one company. The key findings from the study were that three culturally orientated factors facilitate positive ratings of leader effectiveness in a multicultural environment. Therefore, in answer to this study's research question, culture does have an impact on perceptions of the effectiveness of leaders in an international work context. The first factor, leaders' multicultural personality traits, was a measure of leaders' dispositions or capabilities to be effective across cultures. The second factor, leaders' demonstration of universally positive behaviors or attributes, indicated that there are leader characteristics which are endorsed across different cultures as positively contributing to perceptions of leader effectiveness. The third factor was leaders' cultural authenticity, or the positive congruence of their attributes with their respective collective cultural values. Thus when leaders behaved in accordance with their own cultural values their leader effectiveness was positively perceived by others. The three factors were derived from three different, and competing, theoretical bases. Competitive testing of the factors indicated that they were all valid in explaining variance in multicultural leader effectiveness.

To fully answer the research question the study also examined factors which were not culturally defined but were identified in this study as possible influences on perceptions of leader effectiveness. The congruence between observers' individual implicit leadership theories and observed leader attributes, and the congruence between leaders' implicit leadership theories and observed leader attributes were not fully supported by the results.

5.3 Implications for theory

This study drew upon, and developed conceptual models based on, four main streams of existing theory: leader trait; implicit leadership; authentic leadership; cross cultural (the cultural congruence proposition). A further theoretical proposition (cultural authenticity) was developed by integrating cross cultural and authentic leadership theories. The findings of this study provided support for the conceptual models derived from leader trait, cultural congruence (in the form of universal positive leader attributes) and cultural authenticity. Partial support for implicit and authentic leadership theories, and the cultural congruence proposition, was found at the level of ILT, CLT and MLE subscales but insufficient evidence was found to claim that these conceptual models were proven. The implications of the empirical findings for theory are discussed in the following sections.

5.3.1 Leader trait theory

A direct relationship between leader traits and perceptions of leader effectiveness has been proposed in the literature (Hogan et al., 1994; Hogan & Kaiser, 2005) and the influence of personality traits on effectiveness has been widened to an intercultural context (Caligiuri, Jacobs & Farr, 2000, Gudykunst, Guzley & Hammer, 1996, Hammer, Bennett & Wiseman, 2003, Matsumoto et al., 2001, Schmit, Kihm & Robie, 2000, Van der Zee & Van Oudenhoven, 2000). The intercultural context found in the literature was predominantly that of expatriates or sojourners. Also this body of intercultural effectiveness literature conceptualised effectiveness as the ability or disposition to be effective (interculturally) rather than the actual operationalization of dispositions in achieving performance goals. This research study conceptualized leader traits which would engender perceptions of leader effectiveness in an intercultural context as 'multicultural personality'. Moreover multicultural personality was hypothesized to predict MLE which represented achieved leader performance effectiveness in daily business intercultural encounters, rather than the longer periods experienced by sojourners or expatriates.

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Empirical evidence was found in this study that the possession of multicultural personality (as measured using the Multicutural Personality Questionnaire or MPQ [Van der Zee & Van Oudenhoven, 2001]) predicted positive perceptions of MLE in the study sample. Moreover the multicultural personality subscales of Emotional Stability and Flexibility were found to be significantly influential on MLE, and in particular, on the interculturally specific MLE subscales Versatility and Cross Cultural Competence.

A similar effect for these two subscales was reported for a sample of business students in Van der Zee, Atsma and Brodbeck (2004). Emotional Stability refers to the ability to deal with psychological stress and manage the demonstration of consequent emotions, such as those generated during intercultural encounters. Flexibility represents the ability to learn from new experiences and adjust behavior when required and is of critical importance to multicultural effectiveness (Van Oudenhoven & Van der Zee, 2002).Flexible persons feel attracted to new and unknown situations and see them as a challenge (Van der Zee, Atsma and Brodbeck, 2004).

In their earlier research Van der Zee and Van Oudenhoven (2001) indicated that Cultural Empathy and Openmindedness were the scales which were most specific to international success. In later work Van der Zee et al. (2004) posited that Cultural Empathy, Openmindedness and Social Initiative were three traits that would actually become more important for sojourners in longer term intercultural environments as the need for stress reduces and their learning from new experiences diminishes. On the contrary this study focused on daily short-term intercultural encounters and the two other multicultural personality traits of Emotional Stability and Flexibility were found to be significant factors related to leader effectiveness. The results therefore indicate that Cultural Empathy, Openmindedness and Social Initiative are relevant predictors of international success for long-term sojourners as they progress through their term of assignment whereas Emotional Stability and Flexibility are more relevant to leader effectiveness in daily business encounter. The results of this study therefore add further empirical evidence to this stream of leader trait theory and also highlight the need for further research, through longitudinal studies, to investigate the applicability of Emotional Stability and Flexibility as subscales which apply to short-term intercultural encounters.

From a wider theoretical perspective there are apparent parallels between the traits of Emotional Stability and Flexibility and key components of authentic leadership theory (Avolio & Gardner, 2005) where Emotional Stability is represented by the 'self-regulation' process and Flexibility results from the 'antecedents' of personal history and particular learning or 'trigger' events (Gardner, Avolio, Luthans, May,& Walumbwa, 2005). It has already been recognized (Avolio & Gardner, 2005) that authentic leadership theory correlates with aspects of existing leadership theories but has not been examined from a cross cultural perspective. This study has shown that ratings of leader effectiveness are influenced by cultural authenticity and the current stream of argumentation suggests that cultural authenticity is facilitated by a leader's possession of Emotional Stability and Flexibility personality traits and vice versa.

Dweck (1999) and Hong, Chiu, Dweck and Sacks (1997) introduced the concept that subjects hold implicit theories about the nature of personality either as a fixed trait ('entity' theorists) or as malleable ('incremental' theorists). From a 'entity', or fixed trait, personality theory perspective (Dweck, 1999; Hong et al. 1997) the demonstration of these traits and attributes are independent from influences such as cultural distance and cultural experience. From an 'incremental', or malleable trait, personality perspective then leaders' demonstration of traits and attributes may well be influenced by their understanding of the cultural context. Taking an incrementalist perspective and combining it with authentic leader theory it could be posited that multiculturally effective leaders are those who learn from their cultural surroundings (albeit in brief encounters) through their Flexibility trait and demonstrate cultural authenticity through their Emotional Stability (or 'self-regulation') trait. Adding to this integration the internal value-base, which is so important in authentic leader theory (Gardner et al. 2005), could be represented, in effective leaders, by universal positive leader attributes (e.g. integrity, honesty etc.) So leaders who are rated highly on MLE are, arguably, those with an incremental personality with demonstrable traits of Flexiblity and Emotional Stability, personal values equal to universal positive attributes and demonstrate to others authenticity with those values through their behaviors.

5.3.2 ILT theory

Based on implicit leadership theory (Lord & Maher, 1993) this study developed a proposition that the 'match' between observers' ratings of leader attributes and observers' implicit leadership theories (ILT's) would predict positive observer ratings of MLE. The findings of this study did not support the hypothesized relationships between the 'match' variable and the outcome (MLE) variable except for a very specific significant finding between 'match' subscales Charismatic/Values-based and Humane Oriented, and MLE subscale Versatility. The particular finding indicated that the closer observer rated leader attributes were to observers' Charismatic/Value-based and Humane Oriented leader prototypical ratings then the higher observers' ratings of leader Versatility. Given that the Charismatic/Value-based subscale included many of the universally endorsed positive leader attributes, which were found to significantly predict MLE, then this may explain why this particular element emerged as significant.

However the full potential effect of the 'match' variables may have been masked by the significant results found for the independent variables ILT Humane Oriented and leader attribute Autonomous in the hypothesis testing regression analysis. These two variables were included in regression analysis as component variables of the 'match' variable in order to address the concerns expressed (Johns, 1981) about difference scores. The specific issue was that difference scores should explain variance over and above that explained by their component variables. In this case it appears that the two component variables provided more explanation for the variance in MLE than the match variable. According to the GLOBE project (Hanges et al. 2004) Finland scores almost the lowest of all countries for the culturally endorsed implicit leadership theory (CLT) scale Humane Oriented. Given the large proportion of Finnish observers in this study the extreme non-preference for Humane Oriented attributes may explain why, at an individual level, the ILT for Humane Oriented emerged from regression analysis as significant in a negative direction. In other words the lower that observers rated their ILT's for Humane Oriented the higher their rating of leaders MLE.

Further research is needed into the effects of being at the extreme borders of cultural characteristics compared, for example to those countries which are grouped around the median values. What does this mean for intercultural encounters?

5.3.3 Universal positive leader attributes

This study tested the proposition (Dorfman et al., 2004) that certain leader attributes were universally endorsed as positively contributing to leader effectiveness. The findings demonstrated firm support for this proposition across the range of MLE subscales.

Common-source bias was identified as a potential, and prevalent, risk in leadership research by Dionne, Yammarino, Atwater and James (2002) who recommended separate source data for predictor and criterion variables. Because this particular hypothesis test was an examination of the direct effects of observed leader attributes on ratings of leader effectiveness, whereas the other hypotheses tested in this research employed independent variables which were in combination with others ('match' variables) or leader self-rated measures (multicultural personality), then this hypothesis was the most likely to incur the risk of common source bias. In this study the risks identified by Dionne et al. (2002) and Podsakoff et al. (2003) were accepted and a methodology was formulated to separate the rater source of independent variable data from the rater source of dependent variable (MLE) data. The MLE ratings given by each leader's group of observers were mathematically modified to exclude each observer's own MLE rating and thus created other-rated ratings. Other-rated MLE ratings were subsequently used in all hypotheses testing, including that for the universal positive leader attributes proposition.

In order to test for the presence of common source bias in this study's data the other-rated MLE ratings were replaced by self-rated MLE ratings in hypothesis testing. Different results were found for three hypotheses. In the results for hypothesis 3.1, where universally endorsed positive leader attributes predict positive ratings of MLE, there was a marked magnification in effect size and significance for

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the predictive power of universal positive leader attributes on MLE. Furthermore, contrary to the results for other-rated MLE ratings, those for self-rated MLE ratings supported the hypothesis (3.2) that universally endorsed negative leader attributes predict negative ratings of MLE. Finally, when using self-rated ratings of MLE, the hypothesized (3.3) culturally contingent leader attributes actually positively predicted MLE across all subscales of MLE. All three hypothesis tests provided robust empirical evidence supporting common source bias theory. In 360 degree leader feedback systems which include items which are both traits and goals then this finding has real implications in that common source bias would be likely to distort the ratings goals. Consequently such feedback systems should have traits and goals ratings reported by different respondents.

Common source bias was also demonstrated in this study in testing the ILT hypothesis (Hypothesis 2). When using other-rated MLE this hypothesis was not supported across any of the MLE subscales but when using self-rated MLE showed a significant relationship between MLE subscale Team Commitment and the match between observers' ILT's and observer rated leader attributes. The inference from this result was that self-rated MLE ratings were more robust in predicting leaders' attribute congruence with observers' ILT's which, in this study was the measure derived from implicit leadership theory. Implicit leadership theory (Lord & Maher, 1993) is, in part, concerned with individual judgments made by subordinates about leader effectiveness which are based directly on their (subordinates) perceptions of leader behavior. So in this context it could be argued that the theory should be tested using self-rated MLE ratings. In a study investigating similar effects Epitropaki & Martin (2005) employed self-reported perceptual measures but recognised their use as a limitation because of the potential for common source bias.

The implication for theory here is that if implicit leadership theory effects should be tested using observers' perceptions (i.e. self-reported measures) then common source bias is likely to be present and measures to account for this should be taken. On the other hand, if other-rated measures of leader effectiveness are employed which eliminate the possibility of common source bias then less predictive power is to be expected. Further research which compares the two measures in testing implicit theory is required.

5.3.4 Authentic Leadership Theory

By integrating implicit and authentic leadership theory (Gardner et al., 2005) this study tested a further proposition that the congruence or 'match' between leaders' ILT's and observer rated leader attributes would influence observer rated MLE. This research's survey findings did not indicate robust support for the hypothesis but a deeper analysis of the subscales of the 'match' independent variable and MLE dependent variable revealed that there was a significant relationship between the Participative and Autonomous 'match' subscales and MLE subscale Versatility. However the direction of the relationship was contrary to that expected in that the smaller the 'match' the greater the Versatility which meant, perversely, that higher ratings of Versatility would be engendered by greater differences between expectations of Participative and Autonomous behavior and actual observed behavior. This phenomenon could not be explained by reference to the cultural preferences of the sample and was therefore probably a result of individual's preferences.

In addition the hypothesis testing results indicated a significant predictive capability for the leaders' ILT's of Self Protective and Humane oriented, irrespective of the demonstrated leader attributes and consequent authenticity. This phenomenon may have been due to the North Western European dominant cultural orientation of the leader sample where the two ILT subscales are viewed as particularly inhibiting effective leadership. Therefore more negative values of the relevant subscales ILT's of leaders in this sample would naturally be associated positively with MLE. However the presence of the significant statistical relationship for the ILT's may have obscured the relationship which was hypothesized, as found earlier with the implicit leadership theory hypothesis.

It is possible that a measure of leader authenticity is needed which is not a difference score and therefore susceptible to methodological concerns (Johns, 1981). Authentic Leadership theorists have recently (Walumbwa et al. 2008) started to validate a questionnaire which measures others' perceptions of those leader traits relevant to the concepts of the theory. This measure of authenticity may prove to be

more valid than matching ILT's with observed attributes. Empirical testing of the AL instrument as a predictor of MLE is required.

5.3.5 Cultural congruence proposition

The 'cultural congruence proposition' addresses a need identified by Early and Erez (1997) "Unfortunately, current theories of organizational psychology lack adequate conceptual frameworks for understanding how culture and I/O [Industrial/Organizational] psychology are interrelated." (p.4) The cultural congruence proposition was tested in this study using the theoretical basis (as proposed by Dorfman & House, 2004) that the congruence, or match, between the observers' collective values (as represented by culturally endorsed implicit leadership theories or CLT's) and observed leader attributes would predict observer ratings of leader effectiveness. According to the cultural congruence theory the greater the congruence, or the better the match, the higher the rating of leader effectiveness. However, contrary to expectations, the findings of the field study did not fully support the hypothesized relationship.

There are two possible explanations why the widely supported cultural congruence proposition was not fully proven in this study. Firstly, the cultural congruence proposition is broadly stated and, in this study, the methodological approach to testing the proposition was specific. This approach incorporated conditions which were different to previous empirical studies presented in support of the cultural congruence proposition. This study's sample represented a particular cultural mix dominated by participants from European Nordic, Anglo and Germanic regions (as defined in Gupta & Hanges, 2004). Previous empirical studies tended to encompass a wider, intercontinental, range of cultures (Newman & Nollen, 1996, Earley, 1994, Weber, Shenkar & Raveh, 1996, Morris et al. 1998, Smith, Peterson & Schwartz, 2002) Furthermore the instruments used to measure the cultural and leader effectiveness constructs in this study were different to those used in earlier research. CLT's were defined by the GLOBE project (Dorfman et al. 2004) and MLE was an instrument developed specifically for this study. Previous research used

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different instruments such as Hofstede's (2001a) cultural dimensions (Newman & Nollen, 1996, Weber, Shenkar & Raveh, 1996) or Schwartz's (1994) dimensions (Morris et al.) which were investigated against different outcome variables. In addition this study examined dyads whereas both Newman and Nollen et al. used the firm or work unit level of analysis, and other studies were drawn from expatriate data (Ward & Chang, 1997, Ward, Leong & Low, 2004) whereas this study focused on daily business encounters. The widely varying boundary conditions found in previous cultural congruence research indicated that the cultural congruence proposition should be re-stated with more precision to enable testing. This was done in this study but the addition of methodological and conceptual constrictions possibly lessened the likelihood of proving the proposition as originally stated.

Secondly, from a conceptual perspective, this study's sample constitution may explain the hypothesis testing results. Brodbeck, Frese, and Javidan (2002) concluded that "When cultures are different in content – that is, their dimensional profiles are significantly different - adjustment is generally necessary in proportion to the cultural distance." (p.27). Hence, in intercultural encounters, the greater the cultural distance or cultural incongruence between the participants, the greater the adjustment needed to achieve effectiveness. Applying this thinking to this research study then, since the cultural distances between the countries represented in the sample were relatively small (compared to previous studies) then, as a consequence, the effect of the cultural congruence proposition was diminished and subsequently found no overall support in the study findings.

However whilst no overall support was found in the study for the cultural congruence hypothesis partial support was revealed with a significant relationship between cultural congruence and MLE subscale Versatility. This subscale was particularly focused on the demonstrated capability of leaders to effectively cope with situations and responsibilities which were beyond usual expectations. The subscale Versatility was influenced significantly by two of the subscales of the 'match' variable representing cultural congruence in this study: Team Oriented and Self Protective. In the study sample the predominant cultures present, especially from the Nordic country cluster, represented those with the lowest preference for Self Protective behavior (Dorfman et al.2004) out of the 62 countries in the GLOBE study. Finland was the lowest of all. On the contrary, out of the Nordic, Anglo and Germanic

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clusters, Finland had the highest preference for Team Oriented attributes. Therefore, in these particular CLT subscales, there was a relatively high cultural distance between the countries represented in the research sample. Hence it could be argued that the cultural congruence proposition was relevant here and explained the significant finding.

The literature (Shenka, 2001; Pothukuchi et al., 2002; Chen et al., 2010) proposed measures of cultural distance which were based on Kogut and Singh's (1988) Cultural Distance index. This used Hofstede's (2001a) cultural dimensions, and the cultural deviation along each of the four dimensions, as a basis for calculating the index figure. Chen et al. (2010) modified the procedure to use the GLOBE (2004) society, or national, cultural dimensions as a basis. The 'cultural distance' construct referred to by Brodbeck, Frese and Javidan (2002) implies that it was represented by the GLOBE society, or culture, level dimensions. The reliance of the literature on expressing cultural distance using society cultural dimensions raises two important questions. In the context of multicultural leader effectiveness, as in this study, should society cultural dimensions or culturally endorsed leadership theories (CLTs) form the basis of measuring cultural distance? Furthermore the GLOBE project measured society cultural dimensions from two perspectives; firstly as society practices ('as is') and secondly as society values ('should be'). In measuring cultural distance which perspective should be employed?

Another question is raised by the context in which the Cultural Distance index has been applied. Shenkar (2001) referred to foreign investment, entry mode and affiliate performance, and Chen et al. (2010) to expatriate effectiveness. So could the Cultural Distance index be applied in the context of leader effectiveness in short-term intercultural encounters? Further, following Shenkar (2001), Chen et al. (2010) added individual cognitive cultural distance measures to supplement the national cultural dimension data in order to address the assumption that uniform national cultural characteristics apply to all individuals from a specific country. So it appears that using published cultural data such as that in GLOBE may not be sufficient to accurately measure cultural distance.

The questions raised here indicate that further research is required to explore the construct of cultural distance and whether it is a factor influencing the cultural congruence proposition.

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An important extension to cultural congruence theory derived from these arguments is that the effects of cultural congruence may be dependent on, or influenced by, the cultural distance between the actors involved.

5.3.6 The Cultural Authenticity Proposition

This researcher developed a new theory in this study by integrating the cultural congruence proposition (Dorfman & House, 2004) with the basic tenets of authentic leadership theory (Gardner et al., 2005). The essence of authentic leadership theory is that authentic leaders act, or behave, in accordance with their true beliefs and core values (Gardner et al. 2005). In their discussion on authenticity and transformational leadership Bass and Steidlmeier (1999) argued that since individuals' core values are culturally defined then the authenticity of transformational leadership is dependent on the respective cultures of leader and follower. Taking Bass and Steidlmeier's (1999) notion and integrating it with authentic leadership theory and the cultural congruence proposition this researcher derived the concept of 'cultural authenticity'. The basic premise of cultural authenticity was that a leader who behaves in accordance with their own culturally collective values would be perceived as more effective than a leader whose behavior did not align with their cultural values. The results of this field study supported the theory by demonstrating that observers' ratings of MLE were significantly influenced by leaders' cultural authenticity. Furthermore, the interculturally focused MLE subscale Versatility was significantly influenced by cultural authenticity, adding more support to the new theory.

In authentic leadership theory the desired outcome (organizational performance) is achieved by the leaders' positive modeling of their authenticity and thereby creating 'authentic followers'. The combination of authenticity in leader and follower leads to mutual trust and, consequently, to sustainable high performance (Gardner et al. 2005). The cultural authenticity proposition developed in this study takes a different perspective and argues that leaders who are culturally authentic will be more effective than those who are culturally inauthentic. It does not suggest that

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observers (subordinates, peers and superiors) have to become themselves culturally authentic in order to facilitate leader effectiveness in the leader they are observing. However they do have to have the capability to compare their observations of leaders' attributes with the leaders' cultural values. In this way cultural authenticity supports the notion in authentic leadership theory that followers can make judgments about the extent to which leaders are authentic towards their own values (Shamir & Eilam, 2005). Building on Shamir and Eilam's (2005) ideas, in this study, cultural authentification is also made by leaders' peers and superiors, thus extending the theoretical boundary considerably.

In this study leaders' cultural values were represented by culturally endorsed implicit leadership theories (CLT's). Authentic leadership theory assumes that, individually, followers are able to be aware of not just their own values but also the values of leaders and consequently make judgments on their authenticity. The literature indicates that it is possible for individuals to build cognitive schema to help them explain events, and that such schema are directly or indirectly, acquired, maintained and modified (Gioia & Manz, 1985; Gioia & Poole, 1984; Poole, Gray & Gioia, 1990; Hanges, Lord & Dixon, 2000; Shaw, 1990). Individuals' schema form the basis of their implicit leadership theories, or ILT's (Lord & Maher, 1991) and ILT's can be aggregated at the level of culture to represent CLT's (Hanges & Dixon, 2004)or cultural leader prototypes. Given the relationship between individual's schema and CLT's it is reasonable to suggest that individuals are able to construct, through cognitive mechanisms, schema which represent not just their own CLT's but those of others from different cultures, and more particularly leaders from other cultures. From this line of argumentation it appears that the construction of such schema depends on the intercultural familiarity or experience that individuals have acquired. Hence, cultural authenticity is also a function of, or modified by, the intercultural familiarity of the individuals involved in intercultural encounters.

This study sample was comprised of respondents who were likely to have had significant experience in business encounters with others from different cultures and this probably contributed to the support found for the cultural authenticity proposition. However the conceptualization of intercultural experience or familiarity requires further theoretical and empirical research to enable its connection with cultural authenticity to be validated.

5.3.7 Cultural congruence proposition vs cultural authenticity

The findings of this study indicated that cultural authenticity was a more robust indicator of MLE than cultural congruence. The cultural congruence proposition which is re-stated in GLOBE (Dorfman & House, 2004) refers to behavior that is consistent with 'collective values'. In testing this model in this study, in accordance with conventional cross cultural theory, the 'collective values' are hypothesized to be the collective cultural values of the observers who are making judgments about the effectiveness of the leaders they are observing. This assumption does not take into account the capability of observers to have an understanding of the collective cultural values of <u>others</u>. The expectations of observers who have knowledge of others from different cultures could arguably be described in two parts. Firstly, there are the expectations of leader behavior based on the observers own culture (cultural congruence proposition). Secondly, there are expectations that, for example, a German leader would behave like a German leader (cultural authenticity). After all, why should an observer always expect a leader from another culture to behave in accordance with their own (observer's) culture? If it is actually the case that observers always expect leaders (from whatever culture they originate) to behave in accordance with the observers' cultures then this contravenes the notions in authentic leader theory which expect effective leaders to behave in alignment with their own values. The capacity for individuals to create cognitive schema for others' behavior is recognized in the literature (Gioia & Manz, 1985; Gioia & Poole, 1984; Poole, Gray & Gioia, 1990; Hanges, Lord & Dixon, 2000; Shaw, 1990) and although the literature does not specifically address the creation of cultural collective value schema for others' cultures this would be a logical extension to the body of theory.

In this study the results supported the cultural authenticity proposition more than the cultural congruence proposition. However the study sample was mainly drawn from Nordic, Anglo and Germanic country clusters and, as indicated in Brodbeck et al. (2000) the leader prototypes for these three clusters are similar and different to the prototypes for country clusters in South and East Europe regions. According to Dorfman, Hanges and Brodbeck (2004) even greater differences are apparent in country clusters from different continents such as Asian and Africa. The study

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sample's cultural distance was therefore relatively low and, because of this, it is possible that cultural congruence was similarly low in importance, compared to cultural authenticity.

This study does not indicate that the cultural congruence proposition was wrong, but it does indicate that where cultural distance is relatively small cultural authenticity is a more likely effect than cultural congruence, and vice versa when the cultural difference is greater. Further research should focus on the possible interaction effects of cultural distance and cultural familiarity on the relationship between leader effectiveness and, firstly, cultural congruence and, secondly, cultural authenticity.

5.3.8 Factors affecting multicultural leader effectiveness – an integration

This study has provided empirical evidence that leaders who demonstrate personality traits as represented by Emotional Stability and Flexibility, those attributes which constitute universal positive attributes, and alignment of their attributes with their respective collective cultural values (cultural authenticity) will engender positive ratings of multicultural effectiveness in others. All of these findings can be subsumed under the general tenets of authentic leadership theory but set within an intercultural context. Authentic leadership theory requires leaders to be self-aware of values, emotions and goals and to demonstrate to others, through regulated behavior or attributes, an alignment with those constructs. The theoretical arguments presented in this study integrate personality traits into leader self-awareness and extend personal values to collective cultural values, both for the leader and observers of the leader.

Other findings suggest that cultural authenticity and cultural congruence (leaders' alignment of their attributes with others' cultural values) are not mutually exclusive and that they co-exist with the relative importance of each proposition to a given context determined by the interaction of cultural distance and cultural familiarity.

Little evidence was found to support explanations of multicultural leader effectiveness using individual constructs of implicit leader theory and authentic

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leadership theory. This researcher acknowledges concepts and measures of culturally endorsed implicit leadership theory (CLT's) were validated in the GLOBE project whereas the concepts and measures of individual leadership theory (ILT's) were new and validated for this specific study. The limitations imposed by this have been acknowledged and avenues for further research have been suggested where appropriate.

5.3.9 Leader Effectiveness

A new construct of multicultural leader effectiveness (MLE) was developed and tested in this study. The development of the measure was necessary because existing scales found in the literature did not satisfactorily match the constructs this researcher intended to investigate in this study for the following reasons; a) the measure needed to assess achievement of performance goals rather than behavior or attributes and b) a measure was needed which was appropriate for the multicultural domain being researched.

MLE was conceptualized as 'the achievement of shared performance goals through influencing others within a multicultural business environment.' The conceptualization of MLE contributes to the leader effectiveness literature by encompassing performance goals which are not subject to the problems associated with objective operational objectives such as 'delayed outcomes' and 'negative correlations' (Yukl, 2002) , and which address the requirements of a multicultural business context (Johnson, Lenartowicz & Apud, 2006). Furthermore the concept of MLE expands and further explains existing constructs found in traditional theories such as Avolio, Bass and Jung's (1999) MLQ, thereby providing greater insight into the understanding of leader effectiveness. Based on a literature review of the existent leader effectiveness definitions and measures, and discussions with leadership professionals, nine MLE sub-factors were initially identified (*group organization, follower satisfaction, follower commitment, status, potential, drive, impact, cross cultural competence, versatility*). Exploratory factor analysis (EFA) suggested the existence of ten rather than nine sub-factors. However the item loadings across the ten factors indicated that there was a mismatch between item and predicted sub-

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scale for 20 of the 40 items. This was perhaps due to lack of clarity in the wording of the items leading to different interpretations by different respondents.

After trimming the remaining items were subjected to further EFA which indicated the existence of five sub-scales which were subsequently named *group organization, team commitment* (conceptualized from items from the original sub-scales *follower satisfaction* and *follower commitment*), *influence* (conceptualized from items from the original sub-scales *drive* and *impact*), *cross cultural competence* and *versatility*. The originally proposed sub-scales of *status* and *potential* were eliminated as all items in these sub-scales were trimmed. The five-factor MLE construct supported the conceptual models originally developed in this research without violating their central assumptions although the conceptual models envisaged an overall second order MLE factor as the outcome or dependent variable. CFA analysis suggested that both the overall second order and the five sub-factor scales should be used in hypothesis testing.

All subscales of MLE demonstrated a direct effect with one or more independent variables which supported the validity of the conceptual construction of the subscales. The leader-based subscales (*influence, cross cultural competence and versatility*) demonstrated more direct relationships with independent variables than the leaders' group-based subscales (*team commitment* and *group organization*). A possible explanation for this effect is that it was more abstract, and therefore more difficult, for respondents to rate the effectiveness of leaders in the context of leading others than judging aspects of the leaders' personal effectiveness. Also, although the relationship between leader and respondent was not found to be a significant control variable the fact that a proportion of the observers were also followers possibly gave them a different perspective (Hooijberg & Choi, 2000) than that of peers and superiors when completing the MLE questionnaire.

The subscales of *cross cultural competence* and *versatility* were conceptually developed as particularly related to leaders' multicultural work context. Both *cross cultural competence* and *versatility* were predicted by multicultural personality (leader traits) but, contrary to expectations, *versatility* emerged as the MLE subscale outcome variable which was influenced by the cultural congruence and cultural authenticity propositions. This suggests that leaders' ability to work outside of established responsibilities (*versatility*) is more likely to be associated with

cultural congruence and cultural authenticity than their ability to work with others from different cultures (*cross cultural competence*). This implies that leaders who possess high multicultural personality (as measured by the MPQ) are likely to be cross culturally competent but not necessarily versatile, whereas leaders who demonstrate cultural authenticity are likely to be versatile but not necessarily, for example, 'respected across borders' (one item from *cross cultural competence*). Therefore, although the MLE subscales were validated in this study, one avenue of further research would be to gather further empirical data to construct validate the subscales with particular reference to *versatility* and *cross cultural competence.*

Certain limitations in the development of the MLE measure are recognized by this researcher. Firstly, the same research sample was used in factor analysis as was used in all other analyses in this study. Further factor analysis using a second, different, sample should be undertaken. This second sample should also provide further empirical data against which the MLE scales can be tested and the results compared with the less-than-optimal results found in this particular study. Secondly, because of the limited a priori scales in the literature which adequately measured the constructs encompassed by the MLE measure and against which the scales could be correlated, further construct validity of the scales is needed by, for example, qualitative methods such as interviews or focus group discussions.

5.4 Limitations of This Study

In addition to the limitations expressed concerning MLE further limitations are acknowledged in this study.

5.4.1 Timing of data collection

The questionnaire data in the study was collected at a single point in time and, consequently, directions of causality cannot be confirmed as would be done within a longitudinal research design. However the findings of this study do align with similar cross cultural research in similar contexts (where it exists) and thus provide some support for their generalizability. Moreover this is an individual level study

which examines individual perceptions and, at that individual level, the sample size is reasonably large and representative of its own organizational setting. It would be interesting and useful to duplicate the research survey one or two years following the original to discover how perceptions of leader effectiveness and the factors that influence those perceptions may have changed. This researcher therefore acknowledges the need for longitudinal research to provide additional evidence and support for the findings of this study.

5.4.2 Questionnaire format

A further limitation concerns the field survey method of capturing quantitative data by questionnaire which incorporated both self-ratings and ratings of others. This method raised issues of, firstly, common method bias. This occurs when there is a potential impact on respondents, and therefore their responses to the questionnaire items, of positive and/or negative affect. The mood of the respondent at the time of completing the questionnaire may have distorted the responses they gave to the questions. To counter the effect of common method (and common respondent) bias this study employed a methodology through which the dependent variable ratings of leader effectiveness were determined from different individual observers than those who rated the independent variables. The actual effects of common respondent bias were shown in this study's findings to be substantial and therefore by measuring leader effectiveness on both other-rated and self-rated bases adds to the generalizability of the results.

Secondly, the psychometric rating scales which were employed in the questionnaires may have engendered different cognitive processes in the respondents (leaders and observers). In giving their ratings the respondents generally will have employed automatic (based on categorization and prototyping) cognitive processing. However they may, perhaps when a change in expected behavior occurred, have engaged conscious attention and controlled recognition processes (Feldman, 1981). Thus the questionnaire responses given by respondents may have differed according to the cognitive process engaged at the time. However the questionnaire methodology was designed to allow respondents to complete the

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questionnaires in their own time and location so thus provided an opportunity to level out mood and exclude external influences on their cognitive processes.

5.4.3 Research sample

Further limitations in this research study concerned the sample. Firstly, the data gathered for the research was taken from one single organization. The response rate, both from leader and observer respondents, was very good but because these individuals came from within the same organization, as a consequence, there was a risk that their responses were more similar than would be expected from truly random sample responses. This effect is referred to by Hanges and Shteynberg (2004) as 'nesting' wherein respondents are nested in work teams and work teams are nested within organizations. According to Hanges and Shteynberg (2004) the result of nesting leads to biased results and conclusions and the potential for this effect in the study was recognized, particularly when considering the replicability of results. To counter the nesting effect leaders were encouraged to select observer responses from as wide a group as possible across the sample corporation. Moreover responses were obtained from the leaders' peers and superiors for whom nesting would not be such a pronounced effect as with followers, who would be more likely to work in close teams.

Secondly, a further issue raised by Hanges & Shteynberg (2004) was that of the need to assemble a multinational sample which would "ensure adequate cultural distance in the study so that any conclusions have the maximum potential for generalization." (p.351). Their point was that the sample should contain countries which are not just geographically distinct but also culturally distinct and they suggest the use of cultural clusters as found in the GLOBE project (Javidan, House & Dorfman, 2004) to assist with identifying cultural variances between countries. In this research survey the sample predominantly comprised GLOBE's Nordic, Anglo and Germanic clusters so although 25 countries were represented in total the sample was biased towards three cultural clusters out of ten (the seven others were Latin Europe, Eastern Europe, Latin America, Middle East, Sub-Sahara Africa, Southern Asia and Confucian Asia). The effects of this cultural clustering were discussed earlier in this

chapter but this researcher acknowledges the limitation brought to the applicability of this study's results to other, dissimilar, organizations.

5.4.4 Level of analysis

This was an individual level study which investigated individual perceptions and cognitive processes. The observer-leader dyad approach was taken because of its fit with the basic theoretical concepts underpinning this research study (leader traits, implicit leader theory, and authentic leadership) and to capture the individual, culturally informed, variations in the dyadic relationships.

In order to check if a group-level approach would have led to different results the leader trait model, which did not directly involve the specific culture of observer or leader, was tested using data aggregated at the level of the leader. This demonstrated similar strengths of effect in regression calculations but different levels of significance. Also the data modification procedure undertaken to eliminate common-source bias in MLE ratings was based on a group average construction. Hypothesis tests made using both the modified (other-rated) MLE measure and unmodified individual (self-rated) measure indicated that the effect sizes were not considerably different between the two, with the exception of hypotheses 3.1 -3.3 as discussed earlier in this chapter. Consequently the individual level, dyadic results were considered valid but with the limitation that they have not been fully tested at, and are not claimed to be applicable at, a different level.

5.4.5 Culture Level Scales (CLT's)

As stated by Hanges and Dickson (2004) the GLOBE scales were designed to differentiate between societal cultures and were not specifically designed to measure differences within cultures or between individuals. As such the scales represent generalizations about the characteristics of leadership values found in different cultures.

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In this research intracultural differences were not investigated but, according to Hofstede (2001a), using measures at an individual level which were constructed for use at a cultural level may lead to the 'ecological fallacy' where correlations found at the cultural level are interpreted (inaccurately) at the individual level. In this research study the GLOBE CLT's were used at the level of the individual to demonstrate the match between leader attributes with, firstly, observers' cultural prototypes and, secondly, leaders' cultural prototypes. It could be argued that the cultural leadership values of each participant in the survey may not be completely aligned with their nationality CLT (although Kim, Triandis, Kagitçibasi, Choi et al., 1994, suggested that an interrelation between individual and collective levels was evident and the two entities should not be viewed as mutually exclusive). However in the cultural congruence and cultural authenticity propositions used in this research it was not the intention to measure or compare leaders' actual behavior with leaders' individual cultural values. The intention was to compare individual leader behavior with culture level prototypes as represented by CLT's. As such the use of CLT's for individual leaders and observers was justified in this research but the debate concerning culture vs individual level constructs should be taken into account when considering the applicability of this research to other contexts.

Furthermore, in this study, the individual cultural values of observers and leader were represented by their ILT's. The ILT's were shown to be reliable and valid and the results indicated that individual variation in cultural values was present and measurable. ILT's were measured using, and in accordance with, the GLOBE Beta questionnaire. However, in GLOBE (Hanges & Dickson, 2004), the ILT's were then aggregated at the level of culture (CLT's) and statistically validated at this level. Because the ILT scales were not validated per se, and the CLT scales were not validated for individual level purposes, it is possible that this is a reason why the implicit leadership and authentic leadership models were not supported by hypothesis testing and should be considered as a limitation. On the other hand the cultural authenticity model was better supported because it used scales which had been validated at cultural level.

5.4.6 Organizational Culture

Theories found in the literature indicated that organizational culture influences leader behavior; GLOBE Integrated Theory model (House & Javidan, 2004), Authentic Leader Theory (Avolio & Gardner, 2005). This study did not include organizational culture as a possible influence on perceptions of leader effectiveness for three reasons. Firstly, in this researcher's opinion, the organization, as represented by the sample corporation, had not been in existence as a single organization for a long enough period of time for a discrete identifiable culture to emerge from the disparate cultures from which it was comprised. Therefore, according to Schein (1988) the organization was not sufficiently 'mature' to identify a unique culture. The sample corporation, which was Finnish based, was created in its final form (or 'total organization' as referred to by Schein) in 2000 when it acquired several diverse companies with national bases in Finland, Sweden, UK, France, Germany, Switzerland, and Austria. Prior to this acquisition, in the late 90's, the corporation had also bought other companies in the UK and Switzerland. So in the early 2000's the corporation consisted of a conglomeration of companies each with their own significant history as components of earlier corporations. Secondly, there were doubts about the methodology in existence to measure organizational culture (Ashkanasy, Broadfoot & Falkus, 2001). Thirdly, with reference to the context of this research study, societal culture was found to be arguably more influential within an organization than its organizational culture (Brodbeck, Hanges, Dickson, Gupta et al. 2004).

According to Anderson and West (1998) team climate may also relate to aspects of leader effectiveness. However the emphasis of the literature on team climate has been with reference to team innovation (West, Borrill, Dawson, Brodbeck, Shapiro & Haward, 2003; Eisenbeiss, Knippenberg & Boerner, 2008) which was not the focus of this research and consequently team climate, or culture, were not specifically addressed in the study.

The arguments presented here may not apply to research carried out in different contexts to this study. Consequently this researcher acknowledges that excluding organizational and team culture may limit replication of this study's results and calls

for more research into the relative influence of national, corporate and team culture on ratings of multicultural leader effectiveness.

5.5 Indicators for Future Research

In addition to further research already identified in the discussions on implications for theory, the following recommendations are made:

5.5.1 Universal positive leader attributes

The cultural congruence proposition argued that behavior which is consistent with collective values will be more effective than behavior which conflicts with collective values (Dorfman & House, 2004). This study demonstrated that, within the context of the study sample, there were collective values (as represented by certain leader attributes, characteristics and behaviors) which were universally regarded as contributing to positive ratings of leader effectiveness. This study represents the first empirical test of the universal positive leader attribute theory by testing it against business-based observer ratings of multicultural leader effectiveness. The positive results have implications for both theory and practice. From a theoretical perspective the universal attributes represent one perspective in the search for a theoretical leadership model which is accepted across cultural boundaries and which is, so far, not foreseen by the literature (Brodbeck et al. 2000; Dorfman & House, 2004).

From a practical perspective the trend for business globalization calls for leaders that can effectively operate across borders and work effectively with others from different cultures. Theoretical models constructed to explain intercultural encounters, such as the cultural congruence proposition (Dorfman & House, 2004), imply that leaders need awareness of the characteristics of the cultures with which they will interact. There is a plethora of data giving explanations of cultural characteristics (Hofstede, 2001a; Trompenaars & Hampden- Turner, 1998) for over 60 countries but it is a major practical challenge for leaders to absorb such extensive data. Therefore further research is needed to theoretically identify, and empirically

validate, universally acceptable leader characteristics which extend the range already identified in the GLOBE project (Dorfman, Hanges & Brodbeck, 2004). This range of universal positive leader attributes could then be put to practical use in international leader development.

5.5.2 Intracultural Variations

A key finding in this study was the influence of leaders' cultural authenticity on perceptions of their effectiveness. Conceptualizing cultural authenticity involved the assumption that cultural collective values for the leaders in the study sample were represented by culturally endorsed implicit leadership theories (CLT's). The validity of this assumption was based on the GLOBE project's statistical process through which CLT's were constructed and tested (Hanges & Dickson, 2004). However intracultural variation does exist, to a greater or lesser extent depending on the culture in question (Au, 1999). If it were possible to understand more about intracultural differences then this would add to the knowledge about cultural authenticity. For example cultures which have little intracultural variation in characteristics would be more easily measured on their cultural authenticity than those with high variations and where CLT's did not truly represent collective cultural values. Hence more research is needed to identify and understand intracultural variations in leader values.

5.5.3 Control Variables

5.5.3.1 Finnish leaders vs non-Finnish leaders

The findings of this research study indicated that observers rated the MLE of non-Finnish leaders more positively than for Finnish leaders. The literature does not provide an adequate explanation for this effect. The sample was taken from the whole corporation worldwide across over twenty different locations. The locations outside Finland were mainly production or sales operations and the corporate management centre was based in Helsinki and, as a result, the majority of senior

managers in the corporation were Finnish. As indicated in section 4.9 it is possible that the difference in leader effectiveness ratings were a reaction to the dominant position of Finnish leaders in the sample corporation. The sample corporation is a MNC and the replicability of the findings of this study was, at least, to other MNC's. MNC's share the same characteristic in that they have a corporate base, or roots, in one culture. The sample's base culture was Finland. The findings indicate that leaders for the corporate Finnish base were not rated as highly on their leader effectiveness as leaders from the foreign cultures in the corporation. This suggests that, for MNC's, leaders from the same culture as the corporate base will receive lower effectiveness ratings purely because they are from the 'corporate' culture. Hence here is an important avenue for future research, particularly for 360 degree evaluations where the results for leaders from the corporate base culture may be distorted because of bias.

However it is also possible that the effect was due to perceptions of the Finnish leadership style. Mäkilouko (2004) found that the majority of the Finnish managers in his sample displayed an 'ethnocentric' leadership style in their multicultural project teams by not recognizing, through their behavior, cultures other than their own. This may be explained by the weak social skills of Finns, particularly the lack of 'expressiveness', compared to those of other Nordic and European leaders (Lindell & Sigfrids, 2007). Lindell & Sigfrids go on to explain the weak social skills by reference to the relatively recent opening of Finland as a European country and the hindering effect of the unique Finnish language. The inference here is that if a culture finds it difficult to engage with others then perceived ethnocentricity could be an inevitable consequence. In the GLOBE project Finland scored the lowest from the major nationality groups in this study on the Humane Oriented CLT scale (Dorfman, Hanges & Brodbeck 2004). The Humane Oriented CLT scale is roughly defined as the way people treat each other (Kabaskal & Bodur, 2004) and a low score on this scale is likely to indicate that understanding and responding to the expectations of others from different cultures is not as important as other leadership characteristics. Given the significance of the Finn/non-Finn leader delineation in this study and the lack of literature addressing the issue more research is needed firstly to investigate Finnish leader characteristics compared with leaders from other

cultures and, secondly, to investigate the effects of a dominant culture in a multicultural organization.

5.5.3.2 Other control variables

The control variables of *observer same or different nationality to leader* and *follower vs peer; follower vs superior* were included in hypothesis testing in order to partial out these effects from the main study variables. Although these control variables did not appear to have had a significant effect in the relationships studied in this research their possible influences on ratings of leader effectiveness would usefully be the subject of further research.

5.5.4 Research Instruments

5.5.4.1 MLE

The instrument that was developed in this study to measure MLE was found to be valid and reliable in the context of the research sample. Further empirical testing would improve the applicability of the instrument to different research contexts. In particular the instrument should be tested with samples with more varied nationality compositions than that of this study sample which was predominantly of Nordic, Anglo and Germanic nationalities (as described in GLOBE, Gupta & Hanges, 2004). It would also benefit from being tested in organizations from different industries (outside the forest products industry) and sectors (public as well as private). Apart from quantitatively improving the instrument with additional data this researcher considers that the construct validity of the MLE instrument items and scales could be established, as suggested in the GLOBE project (Hanges & Dickson, 2004), through qualitative research methods such as interviews and focus groups.

5.5.4.2 Authentic Leadership Questionnaire

This study introduced the notion of leader cultural authenticity as an integration of existing cross cultural and authentic leadership literature streams. As

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with many leadership theories the current authentic leadership literature does not include a cultural perspective although this omission has been noted "As interest in authentic leadership grows, culture should be explored as a boundary condition." (Cooper, Scandura & Schriesheim, 2005, p. 484). It may well be that the characteristics of an authentic leader are universally endorsed but there may be variations in the levels of cultural endorsement as already found in the GLOBE project (Dorfman, Hanges and Brodbeck, 2004) where certain leader attributes were found to be either universally positive, negative or culturally contingent.

Theorists have now developed a specific instrument (ALQ) for measuring authentic leadership (Walumbwa et al., 2008). This valuable development facilitates the understanding of the relationship between authentic leadership and leader effectiveness. The measure has been validated with a Chinese sample (Walumbwa, Wang, Wang, Schaubroeck, Avolio, 2010) however the measure remains untested in a multicultural environment and would benefit from research in this direction. Furthermore it would be interesting, based on this study's findings, to empirically test the ALQ against multicultural leader effectiveness using the MLE instrument.

5.6 Practical Implications for Management

In addition to the theoretical implications of this research it also has real implications for management practitioners in international organizations. New knowledge is provided to aid the planning, development, delivery and evaluation of current and future leader management strategies, policies and systems. The research question posed at the outset of this study asked if culture has an impact on the perceived effectiveness of leaders in an international work context. The findings demonstrated that culture has significant influence on perceptions of leaders' effectiveness through their operationalization of traits, behaviors and (cultural) authenticity. Because leaders are responsible for driving strategic decisions or activities such as international expansion, M&A's, knowledge transfer and collaboration agreements, it follows that culture also influences the effectiveness of such decisions or activities. Organizations underpin strategic decisions with due diligence procedures which, for example, ascertain the financial viability of a proposal

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but few take prior notice of the possible implications of culture. The consequences are evident in the failure of many M&A's where the major causes have been cited as 'cultural mismatch' and 'lack of planning for cultural differences' between the parties involved (Gadiesh, Ormiston, Rovit et al., 2001). The following sections propose how the findings of this study can be used practically in order to culturally prepare organizations and their leaders for successful intercultural encounters.

5.6.1 Measuring leader effectiveness

Any organization wishing to develop its international capability needs a method to establish their levels of leader effectiveness so that improvement needs can be identified and progress tracked over time. This research study revealed from the literature that there was no universally accepted definition of 'leader effectiveness' (Yukl, 2010) and, furthermore, there was no adequate instrument available to measure leader effectiveness in a multicultural business context. Accordingly a new construct of multicultural leader effectiveness (MLE) was conceptualized, and an instrument to measure it was developed as part of this study. MLE is comprised of a number of factors (Influence, Team Commitment, Cross Cultural Competence, Versatility, and Group Organization) which demonstrate a leaders' performance attainment. The factors are subjective and do not measure objective or operational goal attainment. The reasons for using subjective measures were given in the Methodology chapter of this thesis. By their nature the MLE factors are, as opposed to objective or operational factors, generic and applicable to any international organization. Therefore the MLE instrument can be used directly by organizations to establish the perceived multicultural effectiveness of their leaders, and can be used in conjunction with any objective measures deemed appropriate.

5.6.2. Multicultural Personality as a Tool for Recruitment, Selection and Development

The MLE instrument developed in this study measures performance attainment which is an outcome of leaders' application of their attributes,

characteristics and traits. This study demonstrated that leader traits, as represented by 'multicultural personality', and as self-rated by the leaders in this study sample, predict MLE on an overall, second order factor level. The multicultural personality subscales of *emotional stability* and *flexibility* were found to be significant so these personality traits were particularly important in predicting MLE. It follows then that the personality traits identified in the construct of multicultural personality are leader dispositions that indicate the capability to be effective in a multicultural environment. By identifying these dispositions in their managers corporations could make successful personnel selections for assignments that would involve contacts or encounters with others from different cultures. These assignments would range from daily short term encounters through any media (face-to-face, telephone, e-mail) to longer term re-locations to different countries. Multicultural personality was measured in this study by means of the Multicultural Personality Questionnaire (MPQ) developed by Van Der Zee and Van Oudenhoven (2001). The MPQ therefore provides organizations with a valuable diagnostic tool to identify potential candidates for international activities.

5.6.3 Organizational Culture and Leaders Cultural Authenticity

This study has shown that MLE is linked to the cultural authenticity demonstrated by leaders. Cultural authenticity is demonstrated by the alignment of leaders' attributes (behaviors and characteristics) with their respective collective cultural values. The GLOBE Integrated Theory (House & Javidan, 2004) argues that *organizational form, culture and practices* directly influence leader attributes, and vice versa. Further House and Javidan define organizational culture in terms of "shared organizational values" (p.16) Therefore organizational values directly influence leader attributes (and vice versa) which, in turn influence cultural authenticity and leader effectiveness. It follows then that if there is a mismatch between organizational values and leaders collective cultural values then it is likely that cultural authenticity (and therefore perceived effectiveness) will be compromised as leaders would naturally tend to modify their behavior towards that expected by the organization's culture. Those organizations that espouse values (normally as 'corporate values')

which do not truly represent the values of their leaders are therefore in danger of compromising organizational effectiveness.

The GLOBE Integrated Model does however indicate that there is a reciprocal influence between leader attributes and organizational cultures (and hence organizational values). From this study's findings it is vital that the influence of leaders' cultural values and attributes on organizational culture is consciously encouraged and nurtured.

5.6.4 Leaders' Personal Development

The findings of this study demonstrate that culture is an important factor for international leaders and specific focus areas for leader development were indicated. Firstly, there should be a focus on developing the cultural knowledge of leaders. As stated by Dorfman, Hanges and Brodbeck (2004) (p.712). "Leaders who are aware of a culture's values and practices can make conscious, educated decisions regarding their leadership practices and likely effects ....within an organization". It is important that leaders understand the cultural distance between their own and other cultures, and the expectations of other cultures in terms of their own behavior and particular areas of sensitivity. Cultural understanding can be engendered by culture specific training for particular assignments and culture general training such as that proposed by Cushner and Brislin (1996).To help organizations with culture specific training, this study indicated that the literature (Dorfman, Hanges & Brodbeck, 2004; Hofstede 2001a) does provide a source of valid information to them concerning the culture level prototypical characteristics for managers from different cultures.

Leader training should not only focus on understanding the characteristics of cultures which are different to their own but, in line with the findings of this study, should also facilitate and deepen awareness of their own cultural values. The authentic leadership literature (Gardner et al, 2005) indicates that authentic leaders are aware of their own values and this self-awareness contributes to their ability to align their behaviors with their values and thus demonstrate authenticity. Extending this to culture then leaders who are aware of their cultural values would be more able

to demonstrate cultural authenticity, by aligning their behaviors with cultural values, than those who were less aware of their cultural values. By demonstrating cultural authenticity with their own culture leaders' effectiveness will be enhanced by conforming to the leader attributes preferred in that culture. In a multicultural environment leaders' effectiveness will be enhanced by conforming to the attributes predicted for their respective cultural origins. Leader training should also include knowledge of universally endorsed leader behaviors (universal positive attributes) as conformance to these would also increase the likelihood of positive leader effectiveness ratings within, and across cultures.

Research has supported the use of 360 degree feedback as a means of assessing leader effectiveness (Hooijberg & Choi, 2000) including a multicultural context (de Vries, Vrignaud & Florent-Treacy, 2004). This research study employed a 360 degree approach to collecting data on leader effectiveness via the MLE instrument. With some limitations the instrument was found to be a valid method to establish the strengths and weaknesses of leaders in specific performance areas (group organization, follower satisfaction, follower commitment, status, potential, drive, impact, cross cultural competence, versatility) as rated by superior, peer and subordinate observers. The data analysis demonstrated that the relationship of observer to leader was not a significant variable in rating MLE and so demonstrated the 360 degree utility of the instrument. Using the MLE instrument as a practical 360 degree tool any weaknesses revealed in cross cultural competence and versatility indicate weakness in a leader's intercultural leader effectiveness as opposed to professional aspects of leader performance. Further, since the findings of this study supported the relationship between multicultural personality (as measured by the MPQ) and both cross cultural competence and versatility then if weaknesses are revealed in these areas then the MPQ can be used to identify the personality dispositions that underlie the weaknesses. Similarly weaknesses in versatility could be further investigated using the instruments used in this study to measure cultural congruence and cultural authenticity Having found the source of intercultural weakness then appropriate training programmes can be identified for leaders.

5.7 Conclusions

From a theoretical perspective this study provides new insights in five areas. Firstly, it demonstrates that culture is a powerful factor influencing judgments about intercultural leader effectiveness and, in the context of this study, that culture provides more explanation for such judgments than individual leader/other factors. Secondly, a stream of theory with a long history, leader trait theory, has been shown to be relevant and robust in a modern, international context. Thirdly, another widely accepted theory, the cultural congruence proposition has been extended and complemented by the cultural authenticity proposition. Fourthly, that the nascent stream of authentic leadership theory provides a wide-reaching framework within which traits, values and the demonstration of attributes and behaviors can be placed as a process leading to leader organizational effectiveness. The fifth theoretical stream is that of the measurement of leader effectiveness. This study has provided a measure of this construct which focuses on real performance outcomes rather than dispositions, and provides specific factors for a multicultural environment.

From a methodological perspective new insights have been given into common source bias and the possible effects of the dominant Finnish culture in the leader sample. All of the theoretical insights are supported by the large multicultural sample used in this field study but even such a broad sample has constraints when examining cultural issues and has given the research a North Western European perspective, limiting the replicability of the results.

The study yields several important key practical learning points. First and foremost organizations must take culture seriously in their recruitment, selection and development of leaders, and the development of organizational values. The study suggests several areas of personality, attributes and goal achievement that should form the basis of 360 degree leader feedback and development systems. Of great importance is the need to encourage leaders to develop their intercultural knowledge and to align their behavior with their cultural values and not to adopt behavioral practices which would compromise their authenticity in multicultural situations.

Finally there are a number of actions which could build on the knowledge derived from this study. Clearly the cultural authenticity proposition needs

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substantiating with further research covering a wider scope of cultures and organizations. Further research should use more sophisticated statistical methods such as multi-level analysis, and construct validation would benefit from qualitative input.

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Appendices

Appendix A. Observer Combined Questionnaire

CROSS-CULTURAL LEADERSHIP effectiveness - a RESEARCH STUDY

The manager who gave you this document is participating as a so-called 'Subject Manager' in a major research study being conducted by the corporation in conjunction with Aston Business School.

Aston Business School is one of the leading university-based business schools in the U.K. (in 2004 third in the country behind London School of Economics and Oxford) and is recognised as being in the forefront of research in the field of Work & Organizational Psychology.

This study is fully supported by the top management of the corporation as the results will enable better preparation of our managers for tasks which involve cross cultural leadership. The research will also form part of a doctoral thesis.

Your input to the research is needed by completing this questionnaire. This should take no longer than 45-50 minutes of your time. The questionnaires have been designed to examine the various factors included in the research such as leadership effectiveness, manager's characteristics and behaviors, cultural origins etc.

In addition to you around 4 other people are asked to complete the questionnaire for this manager. All responses will be anonymous so that no individual can be identified so please do not put your name on the questionnaire papers. The completed questionnaires will be processed by Professor Felix Brodbeck at Aston Business School. Only summarised data will be published in the research findings which will be available later in 2005.

Please carefully follow the instructions given on the questionnaire and be as honest and accurate as possible in your answers. The questionnaires should be returned by 31 March 2005.

Thank you very much for giving your time to this important study.

CROSS CULTURAL LEADERSHIP SURVEY

Subject Manager

(The name of the person who asked you to complete this survey)

Observer Version

There are 4 sections to this survey:

Section 1 - a questionnaire about leadership effectiveness

Section 2 - the first part of a questionnaire about leaders' behaviors and characteristics

Section 3 - your personal profile

Section 4 - the second part of the questionnaire about leaders' behaviors and characteristics

The order in which the sections are organised may seem a little strange but this is deliberate. It is essential that you answer all 4 sections.

Please do not be concerned if some of the questions appear similar in the various sections. The questionnaires have been developed carefully and each section relates to a different area of research so please take the time to answer all of the questions.

It is important that you answer all the questions and this should take no longer than 45-50 minutes in total.

When you have completed all the questions please put the completed questionnaire in the envelope provided and mail it to the address on the envelope If you have any queries about how to complete this survey please contact Michael Green.

THANK YOU FOR TAKING THE TIME TO JOIN IN THIS IMPORTANT RESEARCH!!!

Michael Green

Leadership effectiveness   Section 1

In this section of the questionnaire we are interested in your observations of the Subject Manager and the group which he/she manages or has an influence over as a leader (e.g. in projects or matrix). The first 14 statements (in italics) apply to the group and the remaining statements to the Subject Manager. To what extent do the following statements apply? (Please check the box which is most applicable).

		Totally not applicable	Hardly applicable	Moderately applicable	Largely applicable	Completely applicable
1	*Open and honest feedback is frequently seen between the group and the leader*	☐	☐	☐	☐	☐
2	*The members of the group are proud to be in the group*	☐	☐	☐	☐	☐
3	*The success of the group is more important to group member than their own individual success*	☐	☐	☐	☐	☐
4	*The division of tasks within the group is not in balance*	☐	☐	☐	☐	☐
5	*Every member of the group is interested in knowing how well the group is performing*	☐	☐	☐	☐	☐
6	*Group members support the group's role in the organization as a whole*	☐	☐	☐	☐	☐
7	*Group members feel that more effort should go into their personal development*	☐	☐	☐	☐	☐
8	*Action is taken to correct the group's competence gaps*	☐	☐	☐	☐	☐

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9	It is difficult to understand the roles and responsibilities of the group	☐	☐	☐	☐	☐
10	Members focus their attention on issues which impact on the success of the group	☐	☐	☐	☐	☐
11	The performance of the group is reviewed regularly	☐	☐	☐	☐	☐
12	Group members feel that their individual contribution is ignored	☐	☐	☐	☐	☐
13	The group's resources are in balance with its objectives	☐	☐	☐	☐	☐
14	Group members always support their leader, in public and in private	☐	☐	☐	☐	☐
15	Is consulted by others as an expert	☐	☐	☐	☐	☐
16	Presents cultural differences as problems	☐	☐	☐	☐	☐
17	Has a high profile role in major projects	☐	☐	☐	☐	☐
18	Is respected across borders	☐	☐	☐	☐	☐
19	Has matrix management responsibilities for people in addition to his/her direct reports	☐	☐	☐	☐	☐
20	Is already involved in important issues outside his normal line reponsibilities	☐	☐	☐	☐	☐
21	Normally chooses fellow countrymen to network with	☐	☐	☐	☐	☐
22	Inspires others by own example	☐	☐	☐	☐	☐
23	Has progressed rapidly upwards within the organization	☐	☐	☐	☐	☐

No.	Statement					
24	Spends little time trying to achieve results through matrix structures or projects	☐	☐	☐	☐	☐
25	Achieves own aims by persuasion and convincing arguments	☐	☐	☐	☐	☐
26	Reluctant to face up to new threats and opportunities	☐	☐	☐	☐	☐
27	Convinces others of the opportunities that changes bring	☐	☐	☐	☐	☐
28	Puts personal effort into helping resolve major problems	☐	☐	☐	☐	☐
29	Acts swiftly and decisively when needed	☐	☐	☐	☐	☐
30	Is responsible for leading project teams made up of people from outside his/her own line organization	☐	☐	☐	☐	☐
31	Unlikely to be promoted further	☐	☐	☐	☐	☐
32	Is never satisfied with the status quo	☐	☐	☐	☐	☐
33	Has no influence at senior levels in the organization	☐	☐	☐	☐	☐
34	Is hungry for more responsibility	☐	☐	☐	☐	☐
35	Captures interest and holds attention	☐	☐	☐	☐	☐
36	In general, is an effective leader	☐	☐	☐	☐	☐
37	Has already reached the level of his/her competence	☐	☐	☐	☐	☐
38	Gets the best out of people no matter what their background	☐	☐	☐	☐	☐

39	Is rarely referred to by other senior managers	☐	☐	☐	☐	☐
40	Is included in senior groups that make important decisions	☐	☐	☐	☐	☐
41	Builds effective multi-cultural teams	☐	☐	☐	☐	☐

END OF SECTION 1

Leader Behavior – Part 1   Section 2

(These instructions are repeated on the following facing pages for your convenience)
You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. We might call such people "outstanding leaders". On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning. Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best describes how important that behavior or characteristic is for a leader to be outstanding:

1= This behavior or characteristic greatly inhibits a person from being an outstanding leader.

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3= This behavior or characteristic slightly inhibits a person from being an outstanding leader.

4= This behavior or characteristic has no impact on whether a person is an outstanding leader.

5= This behavior or characteristic contributes slightly to a person being an outstanding leader.

6= This behavior or characteristic contributes somewhat to a person being an outstanding leader.

7= This behavior or characteristic contributes greatly to a person being an outstanding leader.

Please also indicate the degree to which you feel each characteristic applies to the Subject Manager. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best decribes how much that behavior or characteristic applies to the Subject Manager :

1= This behavior or characteristic is totally not applicable to the Subject Manager.

2= This behavior or characteristic is hardly applicable to the Subject Manager.

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4= This behavior or characteristic is moderately applicable to the Subject Manager.

5= This behavior or characteristic is generally applicable to the Subject Manager.

6= This behavior or characteristic is largely applicable to the Subject Manager.

7= This behavior or characteristic is completely applicable to the Subject Manager.

				1	2	3	4	5	6	7
1	Diplomatic =	*Skilled at interpersonal relations, tactful*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

2	Evasive =	*Refrains from making negative comments to maintain good relationships and save face*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
3	Mediator =	*Intervenes to solve conflicts between individuals*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
4	Bossy=	*Tells subordinates what to do in a commanding way*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
5	Positive =	*Generally optimistic and confident*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
6	Intra-group competitor =	*Tries to exceed the performance of others in his or her group*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
7	Autonomous=	*Acts independently, does not rely on others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
8	Independent=	*Does not rely on others; self-governing*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

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#	Trait		Definition	Rating							
9	Ruthless	=	*Punitive; Having no pity or compassion*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
10	Tender	=	*Easily hurt or offended*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
11	Improvement-oriented	=	*Seeks continuous performance improvement*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
12	Inspirational	=	*Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
13	Anticipatory	=	*Anticipates, attempts to forecast events, considers what will happen in the future*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
14	Risk taker	=	*Willing to invest major resources in endeavors that do not have high probability of successful*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐
15	Sincere	=	*Means what he/she says, earnest*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Subject Manager	☐	☐	☐	☐	☐	☐	☐

16	Trustworthy =	*Deserves trust, can be believed and relied upon to keep his/her word*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
17	Worldly =	*Interested in temporal events, has a world outlook*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
18	Intra-group conflict avoider =	*Avoids disputes with members of his or her group*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
19	Adminis-tratively skilled=	*Able to plan, organize, coordinate and control work of large numbers (over 75) of individuals*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
20	Just =	*Acts according to what is right or fair*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
21	Win/win problem-solver =	*Able to identify solutions which satisfy individuals with diverse and conflicting interests*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
22	Clear =	*Easily understood*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

#				Rating							
23	Self-interested =	Pursues own best interests	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
24	Tyrannical =	Acts like a tyrant or despot; imperious	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
25	Integrator =	Integrates people or things into cohesive, working whole	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
26	Calm =	Not easily distressed	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
27	Provocateur =	Stimulates unrest	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
28	Loyal =	Stays with and supports friends even when they have substantial problems or difficulties	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
29	Unique =	An unusual person, has characteristics of behaviors that are different from most others	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

30	Collaborative =	*Works jointly with others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
31	Encouraging =	*Gives courage, confidence or hope through reassuring and advising*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
32	Morale booster =	*Increases morale of subordinates by offering encouragement, praise, and/or by being confident*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
33	Arrogant =	*Presumptuous or overbearing*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
34	Orderly =	*Is organized and methodological in work*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
35	Prepared =	*Is ready for future events*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
36	Autocratic =	*Makes decisions in dictatorial way*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

				Outstanding Leader	□ □ □ □ □ □ □
37	Secretive	=	Tends to conceal information from others	Subject Manager	□ □ □ □ □ □ □
38	Asocial	=	Avoids people or groups, prefers own company	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □
39	Fraternal	=	Tends to be a good friend of subordinates	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □
40	Generous	=	Willing to give time, money, resources and help to others	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □
41	Formal	=	Acts in accordance with rules, convention and ceremonies	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □
42	Modest	=	Does not boast, presents self in a humble manner	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □
43	Intelligent	=	Smart, learns and understands easily	Outstanding Leader	□ □ □ □ □ □ □
				Subject Manager	□ □ □ □ □ □ □

44	Decisive =	*Makes decisions firmly and quickly*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
45	Consultative =	*Consults with others before making plans or taking action*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
46	Irritable =	*Moody; easily agitated*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
47	Loner =	*Works and acts separately from others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
48	Enthusiastic =	*Demonstrates and imparts strong positive emotions for work*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
49	Risk averse =	*Avoids taking risks, dislikes risk*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
50	Vindictive =	*Vengeful; seeks revenge when wronged*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

51	Com-passionate =	*Has empathy for others, inclined to be helpful or show mercy*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
52	Subdued =	*Suppressed, quiet, tame*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
53	Egocentric =	*Self-absorbed, thoughts focus mostly on one's self*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
54	Non-explicit =	*Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
55	Distant =	*Aloof, stands off from others, difficult to become friends with*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
56	Intellectually stimulating =	*Encourages others to think and use their minds; challenges beliefs, stereotypes and attitudes of others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

END OF SECTION 2

Observer profile   Section 3

Please give the following information about yourself:

Your relationship to the Subject Manager (tick the correct box):

☐ Peer   ☐ Subordinate   ☐

Superior

How long (in years) is your working relationship with the subject
manager?   ☐

Your gender: Male ☐ Female ☐ *Your age (in years)* ☐

Your Nationality: ☐

The country in which you are currently located ☐

The number of years that you have been located there ☐

Please indicate the functional area which best describes your present job:

Production ☐ R&D ☐ Sales/Marketing ☐

Finance/Administration ☐   Corporate Function ☐

The following section refers to your contacts with persons from other cultures

Do you have contacts with persons from other cultures?

Yes, and the details are given below   ☐

No, I have no contacts with persons from other cultures   ☐

   (if you check the 'No' box here please proceed directly to the next page)

Over how many years have you had contacts with persons from
other cultures?

Thinking over the last 12 months, how would you best describe your contacts
with persons from other cultures in a work and also in a social environment?
(social contacts includes contacts with work colleagues in a social
environment)

Type of contact (how does the contact usually happen?) You can enter more
than one type.

	E-mail	Telephone	Face-to-face
Work contacts			
Social contacts			

Frequency (how often do the contacts happen?)

	Weekly or less	Daily	Hourly	Constantly
Work contacts				
Social contacts				

Duration (for how long do each of the contacts happen?)

	A few minutes	Up to 1 hour	Longer than 1 hour	Constantly
Work contacts				
Social contacts				

Your English language proficiency (enter your level according to the scale below):

BASIC USER

□ | A1 – Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

□ | A2 - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

INDEPENDENT USER

□ | B1 - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

	B2 – Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
☐	

PROFICIENT USER

	C1 – Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
☐	
☐	C2 – Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

End of Section 3

SECTION 4

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. We might call such people "outstanding leaders". On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning. Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best describes how important that behavior or characteristic is for a leader to be outstanding:

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3= *This behavior or characteristic slightly inhibits a person from being an outstanding leader.*

4= *This behavior or characteristic has no impact on whether a person is an outstanding leader.*

5= *This behavior or characteristic contributes slightly to a person being an outstanding leader.*

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7= *This behavior or characteristic contributes greatly to a person being an outstanding leader.*

Please also indicate the degree to which you feel each characteristic applies to the Subject Manager. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best decribes how much that behavior or characteristic applies to the Subject Manager :

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5= *This behavior or characteristic is generally applicable to the Subject Manager.*

6= *This behavior or characteristic is largely applicable to the Subject Manager.*

7= *This behavior or characteristic is completely applicable to the Subject Manager*

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				1	2	3	4	5	6	7
57	Cautious =	*Proceeds/performs with great care and does not take risks*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
58	Organized =	*Well organized, methodical, orderly*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
59	Cunning =	*Sly, deceitful, full of guile*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
60	Informed =	*Knowledgeable; aware of information.*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

61	Effective bargainer =	*Is able to negotiate effectively, able to make transactions with others on favorable terms*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
62	Egotistical =	*Conceited, convinced of own abilities*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
63	Non-cooperative =	*Unwilling to work jointly with others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
64	Logical =	*Applies logic when thinking*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
65	Status-conscious =	*Aware of others' socially accepted status*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
66	Foresight =	*Anticipates possible future events*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

#				Rating	Scale
67	Plans ahead =	*Anticipates and prepares in advance*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
68	Normative =	*Behaves according to the norms of his or her group*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
69	Individually-oriented =	*Concerned with and places high value on preserving individual rather than group needs*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
70	Non-egalitarian =	*Believes that all individuals are not equal and only some should have equal rights and privileges*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
71	Intuitive =	*Has extra insight*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

72	Indirect =	*Does not go straight to the point, uses metaphors and examples to communicate*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
73	Habitual =	*Given to a constant, regular routine*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
74	Self-effacing=	*Presents self in a modest way*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
75	Able to Anticipate =	*Able to successfully anticipate future needs*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
76	Motive arouser =	*Mobilizes and activates followers*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

77	Sensitive =	*Aware of slight changes in other's moods, restricts discussion to prevent embarrassment*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
78	Convincing =	*Unusually able to persuade others of his/her viewpoint*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
79	Communicative =	*Communicates with others frequently*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
80	Excellence-oriented =	*Strives for excellence in performance of self and subordinates*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
81	Procedural =	*Follows established rules and guidelines*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
82	Confidence builder =	*Instills others with confidence by showing confidence in them*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

83	Group-oriented =	*Concerned with the welfare of the group*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
84	Class conscious =	*Is conscious of class and status boundaries and acts accordingly*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
85	Non-participative =	*Does not participate with others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
86	Self-sacrificial =	*Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
87	Patient =	*Has and shows patience*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
88	Honest =	*Speaks and acts truthfully*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

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89	Domineering=	*Inclined to dominate others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
90	Intra-group face saver =	*Ensures that other group members are not embarrassed or shamed*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
91	Dynamic =	*Highly involved, energetic, enthused, motivated*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
92	Coordinator =	*Integrates and manages work of subordinates*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
93	Elitist =	*Believes that a small number of people with similar backgrounds are superior and should enjoy privileges*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
94	Team builder =	*Able to induce group members to work together*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

95	Cynical =	Tends to believe the worst about people and events	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
96	Performance-oriented =	Sets high standards of performance	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
97	Ambitious =	Sets high goals, works hard	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
98	Motivational =	Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
99	Micro-manager =	An extremely close supervisor, one who insists on making all decisions	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
100	Non-delegater =	Unwilling or unable to relinquish control of projects or tasks	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

101	Avoids negatives =	Avoids saying no to another when requested to do something, even when it cannot be done	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
102	Visionary =	Has a vision and imagination of the future	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
103	Willful =	Strong-willed, determined, resolute, persistent	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
104	Ruler =	Is in charge and does not tolerate disagreement or questioning, gives orders	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
105	Dishonest =	Fraudulent, insincere	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐
106	Hostile =	Actively unfriendly, acts negatively toward others	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Subject Manager	☐ ☐ ☐ ☐ ☐ ☐ ☐

107	Future-oriented =	*Makes plans and takes actions based on future goals*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
108	Good administrator =	*Has ability to manage complex office work and administrativ e systems*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
109	Dependable =	*Reliable*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
110	Dictatorial =	*Forces her/his values and opinions on others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
111	Individualistic =	*Behaves in a different manner than peers*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐
112	Ritualistic =	*Uses a prescribed order to carry out procedures*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Subject Manager	☐	☐	☐	☐	☐	☐	☐

END OF SECTION 4

Appendix B. Target Leader combined questionnaire

Target leader invitation letter

CROSS-CULTURAL LEADERSHIP effectiveness – a research study

Dear ....

You are personally invited to participate as a 'Subject Manager' in a major research study being conducted by the corporation in conjunction with Aston Business School.

Aston Business School is one of the leading university-based business schools in the U.K. (in 2004 third in the country behind London School of Economics and Oxford) and is recognised as being in the forefront of research in the field of Work & Organizational Psychology.

This specific research study is focused on effective leadership in a multi-cultural commercial organization. This is an important topic in today's increasingly international business world and is of particular relevance to the corporation in view of our corporation's historical development. This is why the research is being given full support by the corporation's top management. The objective of the research is to provide the corporation with information which, in future, will enable better preparation of our managers for tasks which involve cross-cultural leadership. The research will also form part of a doctoral thesis.

The target group for the research study is the corporation's middle management and you have been selected, as one of this group, to participate in the study by, firstly, giving data about yourself and, secondly, by asking other people who know you to give their opinions about you by answering questionnaires. It should take no longer than 45-50 minutes for each person to answer the questionnaires.

The questionnaires have been designed to examine the various factors included in the research such as leadership effectiveness, manager's characteristics and behaviors, cultural origins etc. The data that is collected will be kept strictly secure and anonymous. The data will be processed by Aston Business School and no individual will be identified. The results of the study will be made available on a general level to anyone interested. It will be possible for Aston Business School to provide feedback to individual subject managers on their own data but this will be subject to specific request and, more

importantly, to the eventual collection of sufficient questionnaire responses to protect respondent anonymity. Provided that the data can be collected by the deadline date the results should be available later in the year.

What you should do:

1) Give the Observer Questionnaires (plus covering letter and envelope) to 5 people who know you and can give an opinion about your cross-cultural leadership. You should select people from subordinates, peers and superiors. (People who you manage in matrices or projects count as subordinates.) Try to select observers from as many different nationalities as possible.

2) Complete and return the Subject Manager questionnaire yourself.

All questionnaires should be returned by latest 31 March this year.

More detailed instructions are given on the attached – please follow them carefully.

Thank you very much for giving your time to this important study.

If you have any queries on this invitation please do not hesitate to contact Michael Green.

CROSS CULTURAL LEADERSHIP SURVEY

Subject Manager

Subject Manager Version

There are 5 sections to this survey:

Section 1 - a questionnaire about leadership effectiveness

Section 2 - the first part of a questionnaire about leaders' behaviors and characteristics

Section 3 - your personal profile

Section 4 - the second part of the questionnaire about leaders' behaviors and characteristics

Section 5 – a questionnaire about inclination to adapt multi-culturally

It is essential that you answer all 5 sections.

Please do not be concerned if some of the questions appear similar in the various sections. The questionnaires have been developed carefully and each section relates to a different area of research so please take the time to answer all of the questions.

It is important that you answer all the questions and this should take no longer than 40 minutes in total.

When you have completed all the questions please put the completed questionnaire in the envelope provided and mail it to the address on the envelope.

If you have any queries about how to complete this survey please contact Michael Green.

THANK YOU FOR TAKING THE TIME TO JOIN IN THIS IMPORTANT RESEARCH!!!

Michael Green

Target leader combined questionnaire

Leadership effectiveness   Section 1

In this section of the questionnaire we are interested in your opinion of your own effectiveness as a leader. For each of the following statements please indicate, by checking the appropriate box scale provided, to what extent you feel it applies to you and the group which you manage or have influence over as a leader (e.g. in projects of matrix). The first 14 statements (in italics) apply to the group and the remainder to you.

		Totally not applicable	Hardly applicable	Moderately applicable	Largely applicable	Completely applicable
1	*Open and honest feedback is frequently seen between the group and the leader*	☐	☐	☐	☐	☐
2	*The members of the group are proud to be in the group*	☐	☐	☐	☐	☐
3	*The success of the group is more important to group member than their own individual success*	☐	☐	☐	☐	☐
4	*The division of tasks within the group is not in balance*	☐	☐	☐	☐	☐
5	*Every member of the group is interested in knowing how well the group is performing*	☐	☐	☐	☐	☐
6	*Group members support the group's role in the organization as a whole*	☐	☐	☐	☐	☐
7	*Group members feel that more effort should go into their personal development*	☐	☐	☐	☐	☐
8	*Action is taken to correct the group's competence gaps*	☐	☐	☐	☐	☐

9	*It is difficult to understand the roles and responsibilities of the group*	☐ ☐ ☐ ☐ ☐
10	*Members focus their attention on issues which impact on the success of the group*	☐ ☐ ☐ ☐ ☐
11	*The performance of the group is reviewed regularly*	☐ ☐ ☐ ☐ ☐
12	*Group members feel that their individual contribution is ignored*	☐ ☐ ☐ ☐ ☐
13	*The group's resources are in balance with it's objectives*	☐ ☐ ☐ ☐ ☐
14	*Group members always support their leader, in public and in private*	☐ ☐ ☐ ☐ ☐
15	Is consulted by others as an expert	☐ ☐ ☐ ☐ ☐
16	Presents cultural differences as problems	☐ ☐ ☐ ☐ ☐
17	Has a high profile role in major projects	☐ ☐ ☐ ☐ ☐
18	Is respected across borders	☐ ☐ ☐ ☐ ☐
19	Has matrix management responsibilities for people in addition to his/her direct reports	☐ ☐ ☐ ☐ ☐
20	Is already involved in important issues outside his normal line reponsibilities	☐ ☐ ☐ ☐ ☐
21	Normally chooses fellow countrymen to network with	☐ ☐ ☐ ☐ ☐
22	Inspires others by own example	☐ ☐ ☐ ☐ ☐

23	Has progressed rapidly upwards within the organization	☐ ☐ ☐ ☐ ☐
24	Spends little time trying to achieve results through matrix structures or projects	☐ ☐ ☐ ☐ ☐
25	Achieves own aims by persuasion and convincing arguments	☐ ☐ ☐ ☐ ☐
26	Reluctant to face up to new threats and opportunities	☐ ☐ ☐ ☐ ☐
27	Convinces others of the opportunities that changes bring	☐ ☐ ☐ ☐ ☐
28	Puts personal effort into helping resolve major problems	☐ ☐ ☐ ☐ ☐
29	Acts swiftly and decisively when needed	☐ ☐ ☐ ☐ ☐
30	Is responsible for leading project teams made up of people from outside his/her own line organization	☐ ☐ ☐ ☐ ☐
31	Unlikely to be promoted further	☐ ☐ ☐ ☐ ☐
32	Is never satisfied with the status quo	☐ ☐ ☐ ☐ ☐
33	Has no influence at senior levels in the organization	☐ ☐ ☐ ☐ ☐
34	Is hungry for more responsibility	☐ ☐ ☐ ☐ ☐
35	Captures interest and holds attention	☐ ☐ ☐ ☐ ☐
36	In general, is an effective leader	☐ ☐ ☐ ☐ ☐

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37	Has already reached the level of his/her competence	☐ ☐ ☐ ☐ ☐
38	Gets the best out of people no matter what their background	☐ ☐ ☐ ☐ ☐
39	Is rarely referred to by other senior managers	☐ ☐ ☐ ☐ ☐
40	Is included in senior groups that make important decisions	☐ ☐ ☐ ☐ ☐
41	Builds effective multi-cultural teams	☐ ☐ ☐ ☐ ☐

END OF SECTION 1

Leader Behavior – Part 1   Section 2

(These instructions are repeated on the following facing pages for your convenience)

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. We might call such people "outstanding leaders". On the following pages are several behaviors and characteristics that can be used to

describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning. Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best describes how important that behavior or characteristic is for a leader to be outstanding:

1= This behavior or characteristic greatly inhibits a person from being an outstanding leader.

2= This behavior or characteristic somewhat inhibits a person from being an outstanding leader.

3= This behavior or characteristic slightly inhibits a person from being an outstanding leader.

4= This behavior or characteristic has no impact on whether a person is an outstanding leader.

5= This behavior or characteristic contributes slightly to a person being an outstanding leader.

6= This behavior or characteristic contributes somewhat to a person being an outstanding leader.

7= This behavior or characteristic contributes greatly to a person being an outstanding leader.

Please also indicate the degree to which you feel each characteristic applies to you.

To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best decribes how much that behavior or characteristic applies to you :

1= *This behavior or characteristic is totally not applicable to me.*

2= *This behavior or characteristic is hardly applicable to me.*

3= *This behavior or characteristic is slightly applicable to me.*

4= *This behavior or characteristic is moderately applicable to me.*

5= *This behavior or characteristic is generally applicable to me.*

6= *This behavior or characteristic is largely applicable to me.*

7= *This behavior or characteristic is completely applicable to me*

				1	2	3	4	5	6	7
1	Diplomatic	=	*Skilled at interpersonal relations, tactful*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
2	Evasive	=	*Refrains from making negative comments to maintain good relationships and save face*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
3	Mediator	=	*Intervenes to solve conflicts between individuals*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
4	Bossy=		*Tells subordinates what to do in a commanding way*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐

5	Positive =	*Generally optimistic and confident*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
6	Intra-group competitor =	*Tries to exceed the performance of others in his or her group*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
7	Autonomous=	*Acts independently, does not rely on others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
8	Independent =	*Does not rely on others; self-governing*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
9	Ruthless =	*Punitive; Having no pity or compassion*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
10	Tender =	*Easily hurt or offended*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

#	Attribute	Description	Rater							
11	Improvement-oriented =	*Seeks continuous performance improvement*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
12	Inspirational =	*Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
13	Anticipatory =	*Anticipates, attempts to forecast events, considers what will happen in the future*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
14	Risk taker =	*Willing to invest major resources in endeavors that do not have high probability of successful*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
15	Sincere =	*Means what he/she says, earnest*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
16	Trustworthy =	*Deserves trust, can be believed and relied upon to keep his/her word*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐

			Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
17	Worldly =	*Interested in temporal events, has a world outlook*	Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
18	Intra-group conflict avoider =	*Avoids disputes with members of his or her group*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
19	Adminis-tratively skilled=	*Able to plan, organize, coordinate and control work of large numbers (over 75) of individuals*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
20	Just =	*Acts according to what is right or fair*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
21	Win/win problem-solver =	*Able to identify solutions which satisfy individuals with diverse and conflicting interests*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
22	Clear =	*Easily understood*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

			Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
23	Self-interested =	*Pursues own best interests*	Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
24	Tyrannical =	*Acts like a tyrant or despot; imperious*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
25	Integrator =	*Integrates people or things into cohesive, working whole*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
26	Calm =	*Not easily distressed*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
27	Provocateur =	*Stimulates unrest*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
28	Loyal =	*Stays with and supports friends even when they have substantial problems or difficulties*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

29	Unique =	*An unusual person, has characteristics of behaviors that are different from most others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
30	Collaborative =	*Works jointly with others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
31	Encouraging =	*Gives courage, confidence or hope through reassuring and advising*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
32	Morale booster =	*Increases morale of subordinates by offering encouragement, praise, and/or by being confident*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
33	Arrogant =	*Presumptuous or overbearing*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
34	Orderly =	*Is organized and methodological in work*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

35	Prepared	=	*Is ready for future events*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
36	Autocratic	=	*Makes decisions in dictatorial way*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
37	Secretive	=	*Tends to conceal information from others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
38	Asocial	=	*Avoids people or groups, prefers own company*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
39	Fraternal	=	*Tends to be a good friend of subordinates*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
40	Generous	=	*Willing to give time, money, resources and help to others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

41	Formal	=	*Acts in accordance with rules, convention and ceremonies*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
42	Modest	=	*Does not boast, presents self in a humble manner*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
43	Intelligent	=	*Smart, learns and understands easily*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
44	Decisive	=	*Makes decisions firmly and quickly*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
45	Consultative	=	*Consults with others before making plans or taking action*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
46	Irritable	=	*Moody; easily agitated*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
				Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

47	Loner =	Works and acts separately from others	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
48	Enthusiastic =	Demonstrates and imparts strong positive emotions for work	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
49	Risk averse =	Avoids taking risks, dislikes risk	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
50	Vindictive =	Vengeful; seeks revenge when wronged	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
51	Com-passionate =	Has empathy for others, inclined to be helpful or show mercy	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
52	Subdued =	Suppressed, quiet, tame	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

53	Egocentric =	*Self-absorbed, thoughts focus mostly on one's self*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
54	Non-explicit =	*Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
55	Distant =	*Aloof, stands off from others, difficult to become friends with*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
56	Intellectually stimulating =	*Encourages others to think and use their minds; challenges beliefs, stereotypes and attitudes of others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

END OF SECTION 2

Your name

Please give the following information about yourself:

Your gender: Male   ☐ Female   ☐ *Your age (in years)*

Your Nationality:

The country in which you are currently located

The number of years that you have been located there

Please indicate the functional area which best describes your present job:

Production   ☐ R&D   ☐ Sales/Marketing   ☐

Finance/Administration ☐   Corporate Function ☐

The following section refers to your contacts with persons from other cultures

Do you have contacts with persons from other cultures?

Yes, and the details are given below   ☐

No, I have no contacts with persons from other cultures   ☐

   (if you check the 'No' box here please proceed directly to the next page)

Over how many years have you had contacts with persons from
other cultures?

*Thinking over the last 12 months, how would you best describe your contacts
with persons from other cultures in a work and also in a social environment?*

(social contacts includes contacts with work colleagues in a social environment)

Type of contact (how does the contact usually happen?) You can enter more than one type.

	E-mail	Telephone	Face-to-face
Work contacts	☐	☐	☐
Social contacts	☐	☐	☐

Frequency (how often do the contacts happen?)

	Weekly or less	Daily	Hourly	Constantly
Work contacts	☐	☐	☐	☐
Social contacts	☐	☐	☐	☐

Duration (for how long do each of the contacts happen?)

	A few minutes	Up to 1 hour	Longer than 1 hour	Constantly
Work contacts	☐	☐	☐	☐
Social contacts	☐	☐	☐	☐

Your English language proficiency (enter your level according to the scale below):

BASIC USER

☐

A1 – Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

☐

A2 - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

INDEPENDENT USER

☐

B1 - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

☐ | B2 – Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

PROFICIENT USER

☐ | C1 – Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

☐ | C2 – Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Leader Behavior – Part 2   Section 4

(These instructions are repeated on the following facing pages for your convenience)

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. We might call such people "outstanding leaders". On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning. Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best describes how important that behavior or characteristic is for a leader to be outstanding:

1= This behavior or characteristic greatly inhibits a person from being an outstanding leader.

2= This behavior or characteristic somewhat inhibits a person from being an outstanding leader.

3= This behavior or characteristic slightly inhibits a person from being an outstanding leader.

4= This behavior or characteristic has no impact on whether a person is an outstanding leader.

5= This behavior or characteristic contributes slightly to a person being an outstanding leader.

6= This behavior or characteristic contributes somewhat to a person being an outstanding leader.

7= This behavior or characteristic contributes greatly to a person being an outstanding leader.

Please also indicate the degree to which you feel each characteristic applies to you.

To do this, on the line next to each behavior or characteristic, check the box that, according to the following scale, best decribes how much that behavior or characteristic applies to you :

1= *This behavior or characteristic is totally not applicable to me.*

2= *This behavior or characteristic is hardly applicable to me.*

3= *This behavior or characteristic is slightly applicable to me.*

4= *This behavior or characteristic is moderately applicable to me.*

5= *This behavior or characteristic is generally applicable to me.*

6= *This behavior or characteristic is largely applicable to me.*

7= *This behavior or characteristic is completely applicable to me*

					1	2	3	4	5	6	7
57	Cautious	=	*Proceeds/perf orms with great care and does not take risks*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
58	Organized	=	*Well organized, methodical, orderly*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
59	Cunning	=	*Sly, deceitful, full of guile*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
60	Informed	=	*Knowledgeabl e; aware of information.*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐

61	Effective bargainer =	*Is able to negotiate effectively, able to make transactions with others on favorable terms*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
62	Egotistical =	*Conceited, convinced of own abilities*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
63	Non-cooperative =	*Unwilling to work jointly with others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
64	Logical =	*Applies logic when thinking*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
65	Status-conscious =	*Aware of others' socially accepted status*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
66	Foresight =	*Anticipates possible future events*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐

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67	Plans ahead =	*Anticipates and prepares in advance*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
68	Normative =	*Behaves according to the norms of his or her group*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
69	Individually-oriented =	*Concerned with and places high value on preserving individual rather than group needs*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
70	Non-egalitarian =	*Believes that all individuals are not equal and only some should have equal rights and privileges*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
71	Intuitive =	*Has extra insight*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
72	Indirect =	*Does not go straight to the point, uses metaphors and examples to communicate*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐

			Outstanding Leader	□ □ □ □ □ □ □
73	Habitual =	*Given to a constant, regular routine*		
			Me	□ □ □ □ □ □ □
74	Self-effacing =	*Presents self in a modest way*	Outstanding Leader	□ □ □ □ □ □ □
			Me	□ □ □ □ □ □ □
75	Able to Anticipate =	*Able to successfully anticipate future needs*	Outstanding Leader	□ □ □ □ □ □ □
			Me	□ □ □ □ □ □ □
76	Motive arouser =	*Mobilizes and activates followers*	Outstanding Leader	□ □ □ □ □ □ □
			Me	□ □ □ □ □ □ □
77	Sensitive =	*Aware of slight changes in other's moods, restricts discussion to prevent embarrassment*	Outstanding Leader	□ □ □ □ □ □ □
			Me	□ □ □ □ □ □ □
78	Convincing =	*Unusually able to persuade others of his/her viewpoint*	Outstanding Leader	□ □ □ □ □ □ □
			Me	□ □ □ □ □ □ □

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79	Communicative =	*Communicates with others frequently*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
80	Excellence-oriented =	*Strives for excellence in performance of self and subordinates*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
81	Procedural =	*Follows established rules and guidelines*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
82	Confidence builder =	*Instills others with confidence by showing confidence in them*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
83	Group-oriented =	*Concerned with the welfare of the group*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
84	Class conscious =	*Is conscious of class and status boundaries and acts accordingly*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐

85	Non-participative =	Does not participate with others	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
86	Self-sacrificial =	Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
87	Patient =	Has and shows patience	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
88	Honest =	Speaks and acts truthfully	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
89	Domineering=	Inclined to dominate others	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
90	Intra-group face saver =	Ensures that other group members are not embarrassed or shamed	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

#	Trait		Description	Rating							
91	Dynamic	=	*Highly involved, energetic, enthused, motivated*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
92	Coordinator	=	*Integrates and manages work of subordinates*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
93	Elitist	=	*Believes that a small number of people with similar backgrounds are superior and should enjoy privileges*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
94	Team builder	=	*Able to induce group members to work together*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
95	Cynical	=	*Tends to believe the worst about people and events*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐
96	Performance-oriented	=	*Sets high standards of performance*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
				Me	☐	☐	☐	☐	☐	☐	☐

				Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
97	Ambitious =	*Sets high goals, works hard*			
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
98	Motivational =	*Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
99	Micro-manager =	*An extremely close supervisor, one who insists on making all decisions*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
100	Non-delegater =	*Unwilling or unable to relinquish control of projects or tasks*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
101	Avoids negatives =	*Avoids saying no to another when requested to do something, even when it cannot be done*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

				Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
102	Visionary =	*Has a vision and imagination of the future*	Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
103	Willful =	*Strong-willed, determined, resolute, persistent*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
104	Ruler =	*Is in charge and does not tolerate disagreement or questioning, gives orders*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
105	Dishonest =	*Fraudulent, insincere*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
106	Hostile =	*Actively unfriendly, acts negatively toward others*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐
107	Future-oriented =	*Makes plans and takes actions based on future goals*	Outstanding Leader	☐ ☐ ☐ ☐ ☐ ☐ ☐
			Me	☐ ☐ ☐ ☐ ☐ ☐ ☐

108	Good administrator =	*Has ability to manage complex office work and administrative systems*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
109	Dependable =	*Reliable*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
110	Dictatorial =	*Forces her/his values and opinions on others*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
111	Individualistic =	*Behaves in a different manner than peers*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐
112	Ritualistic =	*Uses a prescribed order to carry out procedures*	Outstanding Leader	☐	☐	☐	☐	☐	☐	☐
			Me	☐	☐	☐	☐	☐	☐	☐

END OF SECTION 4

Section 5

In this section we have listed some dispositions or inclinations of managers.

To what extent does each of these apply to you?

		Totally not applicable	Hardly applicable	Moderately applicable	Largely applicable	Completely applicable
1	Is nervous *(nervous = anxious, uneasy, apprehensive)*	☐	☐	☐	☐	☐
2	Makes contacts easily	☐	☐	☐	☐	☐
3	Is not easily hurt	☐	☐	☐	☐	☐
4	Finds it difficult to make contacts	☐	☐	☐	☐	☐
5	Understands other people's feelings	☐	☐	☐	☐	☐
6	Keeps to the background	☐	☐	☐	☐	☐
7	Avoids adventure	☐	☐	☐	☐	☐
8	Changes easily from one activity to another	☐	☐	☐	☐	☐
9	Avoids surprises	☐	☐	☐	☐	☐
10	Takes other people's habits into consideration	☐	☐	☐	☐	☐

11	Likes to work on his/her own	☐ ☐ ☐ ☐ ☐
12	Is looking for new ways to attain his/her goal	☐ ☐ ☐ ☐ ☐
13	Wants to know exactly what will happen	☐ ☐ ☐ ☐ ☐
14	Keeps calm at ill-luck	☐ ☐ ☐ ☐ ☐
15	Leaves the initiative to others to make contacts	☐ ☐ ☐ ☐ ☐
16	Takes the lead	☐ ☐ ☐ ☐ ☐
17	Radiates calm	☐ ☐ ☐ ☐ ☐
18	Easily approaches other people	☐ ☐ ☐ ☐ ☐
19	Finds other religions interesting	☐ ☐ ☐ ☐ ☐
20	Works mostly according to a strict scheme	☐ ☐ ☐ ☐ ☐
21	Is timid	☐ ☐ ☐ ☐ ☐
22	Knows how to act in social settings	☐ ☐ ☐ ☐ ☐
23	Tends to wait and see	☐ ☐ ☐ ☐ ☐
24	Works according to plan	☐ ☐ ☐ ☐ ☐

25	Is under pressure	☐ ☐ ☐ ☐ ☐
26	Sympathizes with others	☐ ☐ ☐ ☐ ☐
27	Enjoys other people's stories	☐ ☐ ☐ ☐ ☐
28	Gets involved in other cultures	☐ ☐ ☐ ☐ ☐
29	Remembers what other people have told	☐ ☐ ☐ ☐ ☐
30	Has a feeling for what is appropriate in a specific culture	☐ ☐ ☐ ☐ ☐
31	Gets upset easily	☐ ☐ ☐ ☐ ☐
32	Is a good listener	☐ ☐ ☐ ☐ ☐
33	Worries	☐ ☐ ☐ ☐ ☐
34	Notices when someone is in trouble	☐ ☐ ☐ ☐ ☐
35	Has an insight into human nature	☐ ☐ ☐ ☐ ☐
36	Is apt to *(apt to =inclined, tends)* feel lonely	☐ ☐ ☐ ☐ ☐
37	Seeks contact with people from a different background	☐ ☐ ☐ ☐ ☐
38	Has a broad range of interests	☐ ☐ ☐ ☐ ☐

39	Is insecure	☐ ☐ ☐ ☐ ☐
40	Puts his or her own culture in a perspective	☐ ☐ ☐ ☐ ☐
41	Is open to new ideas	☐ ☐ ☐ ☐ ☐
42	Senses when others get irritated	☐ ☐ ☐ ☐ ☐
43	Likes to imagine solutions for problems	☐ ☐ ☐ ☐ ☐
44	Works according to strict rules	☐ ☐ ☐ ☐ ☐
45	Pays attention to the emotions of others	☐ ☐ ☐ ☐ ☐
46	Enjoys unfamiliar experiences	☐ ☐ ☐ ☐ ☐
47	Prefers to work alone rather than within a group	☐ ☐ ☐ ☐ ☐

END OF SECTION 5

Appendix C.

The Common European Framework of Reference – English Language
Proficiency

Table C1

The Common European Framework of Reference – English Language Proficiency

User Level	Descriptors for Sub-levels
Basic User	A1 – Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	A2 - Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
INDEPENDENT USER	B1 - Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
	B2 – Can understand the main ideas of complex text on both

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concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

PROFICIENT USER
C1 – Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

C2 – Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Table C2

Multicultural personality (MP) scales and MPQ questionnaire statements

Scale name	Questionnaire Item Descriptions
Cultural Empathy	Understands other people's feelings, Takes other people's habits into consideration. Sympathizes with others, remembers what other people have told. Is a good listener, notices when someone is in trouble. Has an insight into human nature. Senses when others get irritated. Pays attention to the emotions of others. Enjoys other people's stories.
Emotional Stability	Is nervous*. Is not easily hurt. Keeps calm at ill-luck. Radiates calm. Is under pressure*. Gets upset easily*. Worries*. Is apt to feel lonely*. Is insecure*.
Social Initiative	Makes contacts easily. Finds it difficult to make contacts*. Keeps to the background*. Leaves the initiative to others to make contacts*. Takes the lead. Easily approaches other people. Is timid*. Knows how to act in social settings. Tends to wait and see*.
Flexibility	Avoids adventure*. Changes easily from one activity to another. Avoids surprises*. Likes to work on his/her own*. Wants to know exactly what will happen*. Works mostly according to a strict scheme*. Works according to plan*. Works according to strict rules*. Enjoys unfamiliar experiences.
Openmindedness	Is looking for new ways to attain his/her goal. Finds other religions interesting. Gets involved in other cultures. Has a feeling for what is appropriate in a specific culture. Seeks contact with people from a different background. Has a broad range of interests. Puts his or her own culture in a perspective, Is open to new ideas. Likes to imagine solutions for problems.

Note * = reverse scored

Table C3
Explanation of variables proposed for models and hypotheses

Hypo[a] No.	Variable Name	Description	Components	Measures	Calculation to be used in regressions
All	Multicultural leader effectiveness (MLE)	Observers'[1] (superior, peer or subordinate) ratings of leaders'[2] effectiveness in a multicultural business environment		Observer ratings given against 20 items from which 9 factors proposed: • Group organization • Follower satisfaction • Follower commitment • Status • Potential • Drive • Impact • Cross cultural competence • Versatility	For each observer the mean of the 9 scale values
H1.1a,	Emotional stability	One of the five factors making up multicultural personality (3)		Leaders' self-ratings against 10 items specific to emotional stability	For each leader the mean of the 10 items
H1.1b,	Openminded ness	One of the five factors making up multicultural personality (3)		Leaders' self-ratings against 9 items specific to openmindedness	For each leader the mean of the 9 items
H1.1c,	Flexibility	One of the five factors making up multicultural personality (3)		Leaders' self-ratings against 9 items specific to flexibility	For each leader the mean of the 9 items
H1.1d,	Social initiative	One of the five factors making up multicultural personality (3)		Leaders' self-ratings against 9 items specific to social initiative	For each leader the mean of the 9 items
H1.1e,	Cultural empathy	One of the five factors making up multicultural personality (3)		Leaders' self-ratings against 9 items specific to cultural empathy	For each leader the mean of the 9 items
H2	Match between observer rated leader attributes and observers' ILT's	Match between the observed attributes[3] of leaders and the attributes expected by individual	8.1 observers' ratings of leader attributes 8.2 observers' implicit	8.1 observers' ratings of leaders' actual attributes against 112 items grouped into 6 scales: • Charismatic/value-based • Team oriented • Self protective • Participative	For each observer the mean of the absolute difference in values (rated scores) between each respective scale i.e. the difference in values between each scale of 8.1 and 8.2

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		observers according to their implicit leadership theories (ILT's)	leadership theories	• Humane oriented • Autonomous 8.2 observers' ratings of outstanding leader attributes against the same items as 8.1and grouped into the same scales	
H3	Match between observer rated leader attributes and observers' CLT's	Match between the observed attributes[3] of leaders' and the attributes expected by individual observers according to their culturally endorsed implicit leadership theories (CLT's)[4]	9.1 observers' ratings of leader attributes 9.2 observers' culturally endorsed implicit leadership theories (CLT's)	9.1 observers' ratings of leaders' actual attributes against 112 items grouped into 6 scales: • Charismatic/value-based • Team oriented • Self protective • Participative • Humane oriented • Autonomous (as in 8.1) 9.2 CLT[4] values given for each observer according to their country of origin against each of the 6 scales as in 9.1	For each observer the mean of the absolute difference in values (rated scores) between each respective scale i.e. the difference in values between each scale of 9.1 and 9.2
H3.1	Universal positive leader attributes	Leader attributes which are universal facilitators of leadership effectiveness		10.1 observers' ratings of leaders' actual attributes against 22[5] questionnaire items	For each observer the mean of the 22 item scores
H3.2	Universal negative leader attributes	Leader attributes which are universal inhibitors of leadership effectiveness		11.1 observers' ratings of leaders' actual attributes against 8[6] questionnaire items	For each observer the mean of the 8 item scores
H3.3	Culturally contingent leader attributes	Leader attributes which are facilitators or inhibitors of leadership effectiveness depending on culture		12.1 observers' ratings of leaders' actual attributes against 35[7] questionnaire items	For each observer the mean of the 35 item scores
H4	Match between observer rated leader attributes and leaders' ILT's	Match between the observed attributes[3] of leaders' and the attributes expected to be demonstrated by leaders	13.1 observers' ratings of leader attributes 13.2 leaders' implicit leadership theories	13.1 observers' ratings of leaders' actual attributes against 112 items grouped into 6 scales: • Charismatic/value-based • Team oriented • Self protective • Participative • Humane oriented • Autonomous 13.2 leaders' ratings of	For each observer the mean of the absolute difference in values (rated scores) between each respective scale i.e. the difference in values between each scale of 13.1 and 13.2

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		according their implicit leadership theories (ILT's)		outstanding leader attributes against the same items as 13.1and grouped into the same scales	
H5	Match between observer rated leader attributes and leaders' CLT's	Match between the observed attributes[3] of leaders' and the attributes expected to be demonstrated by leaders according their culturally endorsed implicit leadership theories (CLT's)[4]	14.1 observers' ratings of leader attributes 14.2 leaders' culturally endorsed implicit leadership theories	14.1 observers' ratings of leaders' actual attributes against 112 items grouped into 6 scales: • Charismatic/value-based • Team oriented • Self protective • Participative • Humane oriented • Autonomous • 14.2 CLT[4] values given for each leader according to their country of origin against each of the 6 scales as in 15.1	For each observer the mean of the absolute difference in values (rated scores) between each respective scale i.e. the difference in values between each scale of 14.1 and 14.2

Notes:

[a]Hypothesis

[1] Observer = one of group of respondents (superiors, peers and subordinates) invited to complete a questionnaire by a leader[2]

[2]Leader = middle manager from the research sample

[3]Attributes = traits, characteristics and behaviors

[4] Culturally endorsed implicit leadership theories (CLT's) values per country given in Dorfman, Hanges and Brodbeck (2004)

[5] Universal positive leader attribute questionnaire items as identified in Dorfman, Hanges and Brodbeck (2004)

[6] Universal negative leader attribute questionnaire items as identified in Dorfman, Hanges and Brodbeck (2004)

[7] Culturally contingent leader attribute questionnaire items as identified in Dorfman, Hanges and Brodbeck (2004)

Appendix D.

Hypothesis Testing – Detailed hierarchical multivariate regression results.

Table D1

Detailed hierarchical regression results for Hypothesis H 1.1a

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.37	.16	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.02	.04	-.03
	Leader Finn or non-Finn	-.07	.04	-.11
	Follower vs peer	.02	.04	-.03
	Follower vs superior	-.01	.05	-.01
	Emotional stability	.09	.04	.13**

Notes:

Dependent Variable: Multicultural leader effectiveness

$R^2 = .03$ for Step 1, $\Delta R^2 = .02$ for Step 2 ($p < .01$)

* $p < .05$, ** $p < .01$

N=337

Control variables in Step 1 coded as follows:

     Observer same (= 1) or different (= 0) nationality to leader

     Observer Finn (= 1) or non-Finn (= 0)

     Leader Finn (= 1) or non-Finn (= 0)

     Follower (= 0) vs Peer (= 1)

     Follower (= 0) vs Superior (= 1)

VIF value for *emotional stability* = 1.15

Table D2
Detailed hierarchical regression results for Hypothesis H 1.1b

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.40	.18	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.08	.04	-.13*
	Follower vs peer	.02	.04	.04
	Follower vs superior	.00	.05	.00
	Openmindedness	.08	.05	.10

Notes:
Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .01 for Step 2 (p <.10)
* p <.05, ** p <.01
N=337
Control variables in Step 1 coded as follows:
     Observer same (= 1) or different (= 0) nationality to leader
     Observer Finn (= 1) or non-Finn (= 0)
     Leader Finn (= 1) or non-Finn (= 0)
     Follower (= 0) vs Peer (= 1)
     Follower (= 0) vs Superior (= 1)
VIF value for *openmindedness* = 1.05

Table D3

Detailed hierarchical regression results for Hypothesis H 1.1c

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.25	.14	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non -Finn	-.03	.04	-.04
	Leader Finn or non-Finn	-.10	.04	-.16**
	Follower vs peer	.02	.04	.03
	Follower vs superior	-.01	.05	-.01
	Flexibility	.14	.04	.19**

Notes:
Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .04 for Step 2 ($p < .001$)
* $p < .05$, ** $p < .01$
N=337
Control variables in Step 1 coded as follows:
     Observer same (= 1) or different (= 0) nationality to leader
     Observer Finn (= 1) or non-Finn (= 0)
     Leader Finn (= 1) or non-Finn (= 0)
     Follower (= 0) vs Peer (= 1)
     Follower (= 0) vs Superior (= 1)
VIF value for *flexibility* = 1.0

Table D4

Detailed hierarchical regression results for Hypothesis H 1.1d

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.44	.15	
	Observer same or different nationality to leader	-.02	.04	-.04
	Observer Finn or non -Finn	-.04	.04	-.06
	Leader Finn or non-Finn	-.08	.04	-.13*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	.00
	Social initiative	.07	.04	.11

Notes:
Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .01 for Step 2 (p <.10)
* p <.05, ** p <.01
N=337
Control variables in Step 1 coded as follows:
      Observer same (= 1) or different (= 0) nationality to leader
      Observer Finn (= 1) or non-Finn (= 0)
      Leader Finn (= 1) or non-Finn (= 0)
      Follower (= 0) vs Peer (= 1)
      Follower (= 0) vs Superior (= 1)
VIF value for *social initiative* = 1.04

Table D5
Detailed hierarchical regression results for Hypothesis H 1.1e

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.42	.21	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.02
	Follower vs superior	-.01	.05	-.01
	Cultural empathy	.08	.06	.08

Notes:
Dependent Variable: Multicultural leader effectiveness
$R^2 = .03$ for Step 1, $\Delta R^2 = .01$ for Step 2 ($p > .10$)
* $p < .05$, ** $p < .01$
N=337
Control variables in Step 1 coded as follows:
  Observer same (= 1) or different (= 0) nationality to leader
  Observer Finn (= 1) or non-Finn (= 0)
  Leader Finn (= 1) or non-Finn (= 0)
  Follower (= 0) vs Peer (= 1)
  Follower (= 0) vs Superior (= 1)
VIF value for *cultural empathy* = 1.02

Table D6
Detailed hierarchical regression results for Hypothesis H2

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.70	.31	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.05	.04	-.07
	Leader Finn or non-Finn	-.08	.04	-.12*
	Follower vs peer	.03	.04	.04
	Follower vs superior	.02	.05	.02
	Observers' ILT's -Charismatic/value-based	-.02	.05	-.04
	Observers' ILT's -Team oriented	.01	.06	.02
	Observers' ILT's - Self-protective	.02	.04	.03
	Observers' ILT's - Participative	.00	.04	.01
	Observers' ILT's - Humane oriented	-.08	.03	-.19*
	Observers' ILT's - Autonomous	.03	.03	.12
	Leader attributes -Charismatic/value-based	.04	.05	.10
	Leader attributes -Team oriented	.08	.06	.15
	Leader attributes - Self-protective	-.05	.04	-.11
	Leader attributes - Participative	-.03	.04	-.08
	Leader attributes - Humane Oriented	.03	.03	.10
	Leader attributes - Autonomous	-.05	.03	-.18*
Step 3	(Constant)	3.84	.33	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.05	.04	-.07
	Leader Finn or non-Finn	-.08	.04	-.12*
	Follower vs peer	.03	.04	.05
	Follower vs superior	.02	.05	.03
	Observers' ILT's -Charismatic/value-based	-.02	.05	-.04
	Observers' ILT's -Team oriented	.02	.06	.03
	Observers' ILT's - Self-protective	.01	.04	.02
	Observers' ILT's - Participative	.01	.04	.03
	Observers' ILT's - Humane oriented	-.08	.03	-.20*
	Observers' ILT's - Autonomous	.04	.03	.13
	Leader attributes -Charismatic/value-based	.03	.05	.07
	Leader attributes -Team oriented	.07	.06	.13
	Leader attributes - Self-protective	-.05	.04	-.10
	Leader attributes - Participative	-.04	.04	-.11
	Leader attributes - Humane Oriented	.03	.03	.10
	Leader attributes - Autonomous	-.06	.03	-.20*
	Match between leader attributes and observers' ILT's	-.07	.06	-.09

Notes: Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .10 for Step 2, ΔR^2 = .00 for Step 3 (p >.10)
 * p <.05, ** p <.01   N=337
Control variables in Step 1 coded as follows:
    Observer same (= 1) or different (= 0) nationality to leader
    Observer Finn (= 1) or non-Finn (= 0), Leader Finn(=1) or non-Finn (=0)
    Follower (=0) vs Peer (=1), Follower (=0) vs Superior (=1)
VIF value for *match between leader attributes and observers' ILT's* = 1.89

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Table D7
Regression results for further testing of hypothesis 2 at second order scale level of match variable

Second order scale	Overall MLE N=337		Cross cultural competence N=337		Multicultural leader effectiveness scales							
					Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
Charismatic/ Value-based	-.16	.09	-.05	.57	-.09	.35	-.10	.28	**-.21***	**.03**	.19	.32
Team oriented	-.09	.32	-.08	.36	-.06	.46	-.02	.83	-.10	.28	-.05	.59
Self Protective	-.12	.06	-.10	.11	-.07	.28	-.09	.16	-.07	.30	-.10	.09
Participative	-.02	.78	-.07	.23	-.02	.79	-.09	.15	.02	.75	-.09	.12
Humane oriented	-.12	.06	-.08	.21	-.08	.17	.00	.97	**-.16***	**.01**	-.04	.51
Autonomous	.01	.87	.03	.60	.06	.32	.02	.70	-.00	.95	-.05	.40

Notes:

Dependent variable: multicultural leader effectiveness

$* p < .05, ** p < .01$

Table D8
Detailed hierarchical regression results for Hypothesis H3

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	4.26	1.41	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.05	.09	-.08
	Leader Finn or non-Finn	-.08	.04	-.13*
	Follower vs peer	-.03	.04	.04
	Follower vs superior	.01	.05	.01
	Observers' CLT's -Charismatic/value-based	.12	.19	.07
	Observers' CLT's -Team oriented	-.19	.24	-.10
	Observers' CLT's - Self-protective	-.15	.10	-.16
	Observers' CLT's - Participative	-.04	.12	-.03
	Observers' CLT's - Humane oriented	.07	.11	.07
	Observers' CLT's - Autonomous	-.03	.08	-.03
	Leader attributes -Charismatic/value-based	.02	.05	.04
	Leader attributes -Team oriented	.11	.06	.21
	Leader attributes - Self-protective	-.03	.03	-.06
	Leader attributes - Participative	-.02	.03	-.06
	Leader attributes - Humane Oriented	-.01	.03	-.02
	Leader attributes - Autonomous	-.03	.02	-.10
Step 3	(Constant)	4.10	1.41	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.10	-.07
	Leader Finn or non-Finn	-.08	.04	-.12*
	Follower vs peer	.03	.04	.04
	Follower vs superior	.01	.05	.02
	Observers' CLT's -Charismatic/value-based	.13	.19	.08
	Observers' CLT's -Team oriented	-.18	.24	-.09
	Observers' CLT's - Self-protective	-.12	.10	-.13
	Observers' CLT's - Participative	.00	.12	.00
	Observers' CLT's - Humane oriented	.06	.11	.06
	Observers' CLT's - Autonomous	-.04	.08	-.04
	Leader attributes -Charismatic/value-based	.00	.05	.01
	Leader attributes -Team oriented	.10	.06	.20
	Leader attributes - Self-protective	-.03	.03	-.05
	Leader attributes - Participative	-.03	.03	-.10
	Leader attributes - Humane Oriented	-.00	.03	-.01
	Leader attributes - Autonomous	-.03	.02	-.11
	Match between leader attributes and observers' CLT's	-.13	.08	-.11

Notes: Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .07 for Step 2, ΔR^2 = .01 for Step 3 (p >.10), * p <.05, ** p <.01
Control variables in Step 1 coded as follows:
   Observer same (= 1) or different (= 0) nationality to leader
   Observer Finn (= 1) or non-Finn (= 0), Leader Finn(=1) or non-Finn (=0)
   Follower (=0) vs Peer (=1), Follower (=0) vs Superior (=1)
VIF value for match between leader attributes and observers' CLT's = 1.81

Table D9
Regression results for further testing of hypothesis 3 at second order scale level of match variable

Second order scale	Overall MLE N=337		Cross cultural competence N=337		Multicultural leader effectiveness scales							
					Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
Charismatic/ Value-based	-.08	.29	-.03	.80	-.04	.78	-.23	.08	-.10	.45	.02	.88
Team oriented	-.15	.06	-.02	.77	.00	.99	-.06	.44	**-.19***	**.02**	.02	.78
Self Protective	-.05	.53	-.11	.15	-.11	.17	-.15	.06	**-.17***	**.04**	-.02	.84
Participative	-.04	.45	-.02	.77	-.05	.55	-.03	.73	-.08	.35	.00	.97
Humane oriented	.00	.96	-.03	.55	-.02	.71	.01	.80	-.10	.07	.03	.55
Autonomous	-.17	.22	.04	.52	.01	.81	-.02	.77	.01	.86	.01	.90

Notes:

Dependent variable: multicultural leader effectiveness

* $p < .05$, ** $p < .0$

Table D10

Detailed hierarchical regression results for Hypothesis H3.1

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.20	.14	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.06
	Leader Finn or non-Finn	-.07	.04	-.11*
	Follower vs peer	.04	.04	.05
	Follower vs superior	.00	.05	.00
	Universally positive leader attributes	.09	.02	.21**

Notes:
Dependent Variable: Multicultural leader effectiveness
$R^2 = .03$ for Step 1, $\Delta R^2 = .04$ for Step 2 ($p < .001$)
* $p < .05$, ** $p < .01$
 N=337
 Control variables in Step 1 coded as follows:
 Observer same (= 1) or different (= 0) nationality to leader
 Observer Finn (= 1) or non-Finn (= 0)
 Leader Finn (= 1) or non-Finn (= 0)
 Follower (= 0) vs Peer (= 1)
 Follower (= 0) vs Superior (= 1)
 VIF value for *universally positive leader attributes* = 1.04

Table D11

Detailed hierarchical regression results for Hypothesis H3.2

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.87	.15	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.10	.04	-.15*
	Follower vs peer	.02	.04	-.02
	Follower vs superior	.00	.05	.00
	Universally negative attributes	-.04	.04	-.06

Notes:
Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .00 for Step 2 (p >.10)
* p <.05, ** p <.01
N=337
Control variables in Step 1 coded as follows:
    Observer same (= 1) or different (= 0) nationality to leader
    Observer Finn (= 1) or non-Finn (= 0)
    Leader Finn (= 1) or non-Finn (= 0)
    Follower (= 0) vs Peer (= 1)
    Follower (= 0) vs Superior (= 1)
VIF value for *universally negative attributes* = 1.04

Table D12

Detailed hierarchical regression results for Hypothesis H3.3

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.44	.21	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.04
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	-.01	.05	-.01
	Culturally contingent leader attributes	.06	.05	.08

Notes:
Dependent Variable: Multicultural leader effectiveness
R^2 = .03 for Step 1, ΔR^2 = .01 for Step 2 (p >.10)
* p <.05, ** p <.01
N=337
Control variables in Step 1 coded as follows:
      Observer same (= 1) or different (= 0) nationality to leader
      Observer Finn (= 1) or non-Finn (= 0)
      Leader Finn (= 1) or non-Finn (= 0)
      Follower (= 0) vs Peer (= 1)
      Follower (= 0) vs Superior (= 1)
VIF values for culturally contingent leader attributes= 1.04

Table D13

Detailed hierarchical regression results for Hypothesis H4

	Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.04	.04	-.05
	Leader Finn or non-Finn	-.09	.04	-.14*
	Follower vs peer	.02	.04	.03
	Follower vs superior	.00	.05	-.00
Step 2	(Constant)	3.54	.44	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.07	.04	-.11*
	Leader Finn or non-Finn	-.14	.04	-.22**
	Follower vs peer	.05	.04	.07
	Follower vs superior	.02	.05	.02
	Leaders' ILT's - Charismatic/value-based	.04	.06	.05
	Leaders' ILT's - Team oriented	.11	.06	.14*
	Leaders' ILT's - Self Protective	-.13	.04	-.25**
	Leaders' ILT's - Participative	.02	.03	.04
	Leaders' ILT's - Humane Oriented	-.09	.03	-.18**
	Leaders' ILT's - Autonomous	-.02	.02	-.07
	Leader attributes -Charismatic/value-based	.02	.04	.03
	Leader attributes -Team oriented	.07	.05	.14
	Leader attributes - Self-protective	-.03	.03	-.06
	Leader attributes - Participative	-.01	.03	-.04
	Leader attributes - Humane Oriented	-.01	.02	-.02
	Leader attributes - Autonomous	-.03	.02	-.11
Step 3	(Constant)	3.56	.44	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.07	.04	-.11
	Leader Finn or non-Finn	-.14	.04	-.22**
	Follower vs peer	.05	.04	.08
	Follower vs superior	.02	.05	.02
	Leaders' ILT's - Charismatic/value-based	.05	.06	.06
	Leaders' ILT's - Team oriented	.12	.06	.15*
	Leaders' ILT's - Self Protective	-.13	.04	-.25**
	Leaders' ILT's - Participative	.02	.03	.04
	Leaders' ILT's - Humane Oriented	-.08	.03	-.18**
	Leaders' ILT's - Autonomous	-.02	.02	-.06
	Leader attributes -Charismatic/value-based	.01	.04	.03
	Leader attributes -Team oriented	.07	.05	.13
	Leader attributes - Self-protective	-.03	.03	-.06
	Leader attributes - Participative	-.02	.03	-.05
	Leader attributes - Humane Oriented	-.01	.02	-.03
	Leader attributes - Autonomous	-.03	.02	-.11
	Match between leader attributes and leaders' ILT's[1]	-.04	.06	-.05

Notes:
Dependent Variable: Multicultural leader effectiveness, N=337,[1]VIF value =1.73
R^2 = .03 for Step 1, ΔR^2 = .17 for Step 2, ΔR^2 = .00 for Step 3 (p >.10), * p <.05, ** p <.01
Control variables in Step 1 coded as follows: Observer same (= 1) or different (= 0) nationality to leader, Observer Finn (= 1) or non-Finn (= 0), Leader Finn (= 1) or non-Finn (= 0), Follower (= 0) vs Peer (= 1), Follower (= 0) vs Superior (= 1)

Table D14
Regression results for further of testing hypothesis 4 at second order scale level of match variable

Second order scale	Overall MLE N=337		Cross cultural competence N=337		Multicultural leader effectiveness scales							
					Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
Charismatic/ Value-based	-.22	.19	.00	.99	-.07	.68	-.19	.29	-.27	.13	-.20	.26
Team oriented	-.02	.84	-.16	.88	.04	.69	-.10	.25	-.02	.79	.03	.77
Self Protective	-.03	.58	-.05	.34	-.03	.64	.00	.98	-.03	.55	.01	.83
Participative	-.02	.81	.04	.53	-.09	.14	-.05	.40	**.13***	**.05**	-.10	.12
Humane oriented	-.05	.39	-.05	.34	.01	.93	-.10	.11	-.04	.55	.00	.95
Autonomous	-.09	.13	.09	.12	.06	.29	.01	.88	**.16***	**.01**	.02	.76

Notes:

Dependent variable: multicultural leader effectiveness

* $p < .05$, ** $p < .01$

Table D15

Detailed hierarchical regression results for Hypothesis H5

Independent variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (β)
Step 1 (Constant)	3.72	.03	
Observer same or different nationality to leader	-.03	.04	-.05
Observer Finn or non -Finn	-.04	.04	-.05
Leader Finn or non-Finn	-.09	.04	-.14*
Follower vs peer	.02	.04	.03
Follower vs superior	.00	.05	-.00
Step 2 (Constant)	5.64	1.52	
Observer same or different nationality to leader	-.02	.04	-.02
Observer Finn or non -Finn	-.05	.04	-.08
Leader Finn or non-Finn	-.12	.10	-.19
Follower vs peer	.03	.04	.04
Follower vs superior	.01	.05	.01
Leaders' CLT's - Charismatic/value-based	.54	.23	.21**
Leaders' CLT's - Team oriented	-.55	.25	-.24*
Leaders' CLT's - Self Protective	-.26	.11	-.27*
Leaders' CLT's - Participative	-.11	.11	-.08
Leaders' CLT's - Humane Oriented	-.05	.12	-.05
Leaders' CLT's - Autonomous	-.16	.08	-.16
Leader attributes -Charismatic/value-based	.01	.04	.01
Leader attributes -Team oriented	.11	.06	.21
Leader attributes - Self-protective	-.03	.03	-.06
Leader attributes - Participative	-.02	.03	-.07
Leader attributes - Humane Oriented	.00	.02	.00
Leader attributes - Autonomous	-.03	.02	-.10
Step 3 (Constant)	5.43	1.51	
Observer same or different nationality to leader	-.01	.04	-.02
Observer Finn or non - Finn	-.06	.04	-.09
Leader Finn or non-Finn	-.13	.00	-.20
Follower vs peer	.03	.02	.05
Follower vs superior	.01	.00	.01
Leaders' CLT's - Charismatic/value-based	.55	.21	.21*
Leaders' CLT's - Team oriented	-.52	.20	-.23*
Leaders' CLT's - Self Protective	-.24	.10	-.24*
Leaders' CLT's - Participative	-.04	.12	-.02
Leaders' CLT's - Humane Oriented	-.07	.10	-.06
Leaders' CLT's - Autonomous	-.17	.07	-.17*
Leader attributes -Charismatic/value-based	-.01	.04	-.03
Leader attributes -Team oriented	.08	.06	.16
Leader attributes - Self-protective	-.01	.03	-.02
Leader attributes - Participative	-.04	.03	-.12
Leader attributes - Humane Oriented	.01	.02	.03
Leader attributes - Autonomous	-.04	.02	-.13*
Match between leader attributes and leaders' CLT's[1]	-.20	.08	-.18*

Notes: Dependent Variable: Multicultural leader effectiveness

R^2 = .03 for Step 1, ΔR^2 = .11 for Step 2, ΔR^2 = .02 for Step 3 (p <.05)

* p <.05, ** p <.01, N=337, [1]VIF value = 1.27

Control variables in Step 1 coded as follows: Observer same (= 1) or different (= 0) nationality to leader, Observer Finn (= 1) or non-Finn (= 0), Leader Finn (= 1) or non-Finn (= 0) , Follower (= 0) vs Peer (= 1), Follower (= 0) vs Superior (= 1)

Table D16
Regression results for further testing of hypothesis 5 at second order scale level of match variable

Second order scale	Overall MLE N=337		Cross cultural competence N=337		Influence N= 336		Team Commitment N=336		Versatility N=333		Group organization N=332	
	β	Sig	β	Sig.	β	Sig.	β	Sig.	β	Sig.	β	Sig.
Charismatic/ Value-based	-.17	.22	-.08	.56	-.07	.60	**-.33***	**.02**	-.16	.24	.07	.95
Team oriented	-.10	.25	-.07	.37	-.00	.97	-.10	.24	**-.19***	**.03**	.05	.52
Self Protective	-.08	.36	-.02	.81	-.07	.43	-.09	.31	-.12	.17	-.14	.89
Participative	-.00	.98	.00	1.00	-.03	.68	-.00	.97	-.03	.72	.04	.59
Humane oriented	**-.12***	**.03**	-.06	.28	-.08	.17	-.06	.31	**-.17****	**.00**	-.01	.90
Autonomous	-.06	.28	.02	.78	-.04	.48	-.10	.09	-.05	.41	-.15	.89

Notes:

Dependent variable: multicultural leader effectiveness (MLE)

* $p < .05$, ** $p < .01$

Table D17

Detailed hierarchical regression results for competitive test universal positive leader attributes, emotional stability, flexibility, match between leader attributes and leaders' CLTs

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	5.49	1.74	
	Observer same or different nationality to leader	-.02	.04	-.03
	Observer Finn or non -Finn	-.10	.10	-.15
	Leader Finn or non-Finn	-.11	.11	-.18
	Follower vs Peer	.03	.04	.04
	Follower vs Superior	.01	.05	.01
	Observers' CLT's -Charismatic/value-based	-.08	.21	-.05
	Observers' CLT's -Team oriented	.11	.26	.06
	Observers' CLT's - Self-protective	-.10	.11	-.11
	Observers' CLT's - Participative	.01	.13	.01
	Observers' CLT's - Humane oriented	.07	.11	.07
	Observers' CLT's - Autonomous	.05	.09	.04
	Leader attributes -Charismatic/value-based	.01	.04	.02
	Leader attributes -Team oriented	.11	.06	.21
	Leader attributes - Self-protective	-.02	.03	-.05
	Leader attributes - Participative	-.02	.03	-.06
	Leader attributes - Humane Oriented	.00	.02	-.01
	Leader attributes - Autonomous	-.03	.02	-.10
	Leaders' CLT's - Charismatic/value-based	.57	.25	.22*
	Leaders' CLT's - Team oriented	-.59	.29	.26*
	Leaders' CLT's - Self Protective	-.24	.12	-.24
	Leaders' CLT's - Participative	-.11	.13	-.08
	Leaders' CLT's - Humane Oriented	-.08	.13	-.07
	Leaders' CLT's - Autonomous	-.18	.09	-.18
3	(Constant)	4.73	1.79	
	Observer same or different nationality to leader	.00	.04	-.01
	Observer Finn or non -Finn	-.08	.10	-.12
	Leader Finn or non-Finn	-.06	.11	-.10
	Follower vs Peer	.03	.04	.05
	Follower vs Superior	.00	.05	.00

Observers' CLT's -Charismatic/value-based	-.05	.21	-.03
Observers' CLT's -Team oriented	.09	.26	.05
Observers' CLT's - Self-protective	-.10	.11	-.10
Observers' CLT's - Participative	.00	.13	.00
Observers' CLT's - Humane oriented	.06	.11	.06
Observers' CLT's - Autonomous	.05	.08	.05
Leader attributes -Charismatic/value-based	.00	.05	-.01
Leader attributes -Team oriented	.10	.06	.20
Leader attributes - Self-protective	-.01	.03	-.02
Leader attributes - Participative	-.01	.03	-.04
Leader attributes - Humane Oriented	.00	.02	.00
Leader attributes - Autonomous	-.03	.02	-.10
Leaders' CLT's - Charismatic/value-based	.47	.25	.18
Leaders' CLT's - Team oriented	-.54	.29	-.23
Leaders' CLT's - Self Protective	-.20	.12	-.21
Leaders' CLT's - Participative	-.09	.13	-.07
Leaders' CLT's - Humane Oriented	-.01	.13	-.01
Leaders' CLT's - Autonomous	-.19	.09	-.19
Flexibility	.08	.05	.10
Emotional stability	.06	.04	.08
4 (Constant)	4.77	1.79	
Observer same or different nationality to leader	.00	.04	.00
Observer Finn or non -Finn	-.08	.10	-.12
Leader Finn or non-Finn	-.07	.11	-.10
Follower vs Peer	.03	.04	.05
Follower vs Superior	.00	.05	.00
Observers' CLT's -Charismatic/value-based	-.03	.21	-.02
Observers' CLT's -Team oriented	.07	.26	.04
Observers' CLT's - Self-protective	-.10	.11	-.11
Observers' CLT's - Participative	-.02	.13	-.02
Observers' CLT's - Humane oriented	.06	.11	.06
Observers' CLT's - Autonomous	.04	.08	.04
Leader attributes -Charismatic/value-based	-.09	.08	-.20
Leader attributes -Team oriented	.04	.07	.08
Leader attributes - Self-protective	-.01	.03	-.02
Leader attributes - Participative	-.01	.03	-.02
Leader attributes - Humane Oriented	.00	.02	-.01
Leader attributes - Autonomous	-.03	.02	-.10
Leaders' CLT's - Charismatic/value-based	.46	.25	.18
Leaders' CLT's - Team oriented	-.52	.29	-.23
Leaders' CLT's - Self Protective	-.20	.12	-.20
Leaders' CLT's - Participative	-.08	.13	-.06

Leaders' CLT's - Humane Oriented	-.02	.13	-.01
Leaders' CLT's - Autonomous	-.18	.09	-.19
Flexibility	.08	.05	.10
Emotional stability	.06	.04	.09
Universally positive leader attributes	.13	.11	.30
5 (Constant)	4.15	1.78	
Observer same or different nationality to leader	.00	.04	.01
Observer Finn or non -Finn	-.08	.10	-.12
Leader Finn or non-Finn	-.07	.11	-.11
Follower vs Peer	.04	.04	.05
Follower vs Superior	.00	.05	.00
Observers' CLT's -Charismatic/value-based	-.03	.21	-.02
Observers' CLT's -Team oriented	.12	.26	.06
Observers' CLT's - Self-protective	-.04	.11	-.05
Observers' CLT's - Participative	.05	.14	.04
Observers' CLT's - Humane oriented	.06	.11	.06
Observers' CLT's - Autonomous	.04	.08	.04
Leader attributes -Charismatic/value-based	-.11	.08	-.25
Leader attributes -Team oriented	.01	.07	.03
Leader attributes - Self-protective	.01	.03	.01
Leader attributes - Participative	-.03	.03	-.08
Leader attributes - Humane Oriented	.01	.03	.02
Leader attributes - Autonomous	-.04	.02	-.13
Leaders' CLT's - Charismatic/value-based	.46	.25	.17
Leaders' CLT's - Team oriented	-.50	.28	-.22
Leaders' CLT's - Self Protective	-.20	.12	-.20
Leaders' CLT's - Participative	-.04	.13	-.03
Leaders' CLT's - Humane Oriented	-.03	.13	-.03
Leaders' CLT's - Autonomous	-.19	.09	.20*
Flexibility	.08	.05	.10
Emotional stability	.06	.04	.09
Universally positive leader attributes	.14	.11	.31
Match between leader attributes and leaders' CLT's	-.21	.08	.19*

a. Dependent Variable: Multicultural leader effectiveness

Notes:
R^2 = .03 for Step 1, ΔR^2 = .11 (p < .05) for Step 2, ΔR^2 = .02 (p < .00) for Step 3,
ΔR^2 = . 00 (p < .10) for Step 4, ΔR^2 = .02 (p < .01) for Step 5
N=337
* p <.05, ** p <.01
Control variables in Step 1 coded as follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)

Leader Finn (= 1) or non-Finn (= 0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)
VIF for universal positive leader attributes = 22.00
VIF for match between leader attributes and leaders' CLTs = 2.00
VIF for flexibility = 1.33
VIF for emotional stability = 1.27

Table D18

Detailed hierarchical regression results for competitive test universal positive leader attributes, emotional stability, flexibility

		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	3.07	.18	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non -Finn	-.02	.04	-.03
	Leader Finn or non-Finn	-.09	.04	.13*
	Follower vs Peer	.03	.04	.04
	Follower vs Superior	-.01	.05	-.01
	Flexibility	.12	.04	.17**
	Emotional stability	.06	.04	.09
3	(Constant)	2.70	.21	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non -Finn	-.02	.04	-.03
	Leader Finn or non-Finn	-.07	.04	-.11
	Follower vs Peer	.04	.04	.06
	Follower vs Superior	.00	.05	.00
	Flexibility	.10	.04	.14*
	Emotional stability	.06	.04	.08
	Universally positive leader attributes	.08	.02	.19**

a. Dependent Variable: Multicultural leader effectiveness

Notes:
R^2 = .03 for Step 1, ΔR^2 = .04 (p < .00) for Step 2, ΔR^2 = .03 (p < .00) for Step 3
N=337
* p <.05, ** p <.01
Control variables in Step 1 coded as follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)
Leader Finn (= 1) or non-Finn (=0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)
VIF for universal positive leader attributes = 1.04
VIF for flexibility = 1.03
VIF for emotional stability = 1.15

Table D19

Detailed hierarchical regression results for competitive test universal positive leader attributes, flexibility

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non - Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	3.25	.14	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non - Finn	-.03	.04	-.04
	Leader Finn or non-Finn	-.10	.04	.16*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	-.01
	Flexibility	.14	.04	.19**
3	(Constant)	2.86	.18	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non - Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.08	.04	.13*
	Follower vs Peer	.04	.04	.06
	Follower vs Superior	.00	.05	.00
	Flexibility	.12	.04	.16**
	Universally positive leader attributes	.08	.02	.19**

a. Dependent Variable: Multicultural leader effectiveness

Notes:
R^2 = .03 for Step 1, ΔR^2 = .04 (p < .00) for Step 2, ΔR^2 = .03 (p < .00) for Step 3
N=337
* p <.05, ** p <.01
Control variables in Step 1 coded as follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)
Leader Finn (= 1) or non-Finn (= 0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)

VIF for universal positive leader attributes = 1.04
VIF for flexibility = 1.03

Table D20

Detailed hierarchical regression results for competitive test universal positive leader attributes, emotional stability

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	3.37	.16	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.02	.04	-.03
	Leader Finn or non-Finn	-.07	.04	-.11
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	-.01	.05	-.01
	Emotional stability	.09	.04	.13*
3	(Constant)	2.90	.20	
	Observer same or different nationality to leader	-.03	.04	-.04
	Observer Finn or non -Finn	-.02	.04	-.03
	Leader Finn or non-Finn	-.06	.04	-.09
	Follower vs Peer	.04	.04	.06
	Follower vs Superior	.00	.05	.00
	Emotional stability	.08	.04	.12*
	Universally positive leader attributes	.09	.02	.21**

a. Dependent Variable: Multicultural leader effectiveness

Notes:
$R^2 = .03$ for Step 1, $\Delta R^2 = .02$ (p < .05) for Step 2, $\Delta R^2 = .04$ (p < .00) for Step 3
N=337
* p <.05, ** p <.01
Control variables in Step 1 coded as follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)
Leader Finn (= 1) or non-Finn (= 0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)
VIF for match universal positive attributes = 1.04
VIF for emotional stability = 1.15

Table D21

Detailed hierarchical regression results for competitive test flexibility, emotional stability, match between leader attributes and leaders' CLTs

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	5.49	1.74	
	Observer same or different nationality to leader	-.02	.04	-.03
	Observer Finn or non -Finn	-.10	.10	-.15
	Leader Finn or non-Finn	-.11	.11	-.18
	Follower vs Peer	.03	.04	.04
	Follower vs Superior	.01	.05	.01
	Observers' CLT's - Charismatic/value-based	-.08	.21	-.05
	Observers' CLT's -Team oriented	.11	.26	.06
	Observers' CLT's - Self-protective	-.10	.11	-.11
	Observers' CLT's - Participative	.01	.13	.01
	Observers' CLT's - Humane oriented	.07	.11	.07
	Observers' CLT's - Autonomous	.05	.09	.04
	Leader attributes -Charismatic/value-based	.01	.04	.02
	Leader attributes -Team oriented	.11	.06	.21
	Leader attributes - Self-protective	-.02	.03	-.05
	Leader attributes - Participative	-.02	.03	-.06
	Leader attributes - Humane Oriented	.00	.02	-.01
	Leader attributes - Autonomous	-.03	.02	-.10
	Leaders' CLT's - Charismatic/value-based	.57	.25	.22*
	Leaders' CLT's - Team oriented	-.59	.29	.26*
	Leaders' CLT's - Self Protective	-.24	.12	-.24
	Leaders' CLT's - Participative	-.11	.13	-.08
	Leaders' CLT's - Humane Oriented	-.08	.13	-.07
	Leaders' CLT's - Autonomous	-.18	.09	-.18
3	(Constant)	4.73	1.79	
	Observer same or different nationality to leader	.00	.04	-.01

Observer Finn or non -Finn	-.08	.10	-.12
Leader Finn or non-Finn	-.06	.11	-.10
Follower vs Peer	.03	.04	.05
Follower vs Superior	.00	.05	.00
Observers' CLT's - Charismatic/value-based	-.05	.21	-.03
Observers' CLT's -Team oriented	.09	.26	.05
Observers' CLT's - Self-protective	-.10	.11	-.10
Observers' CLT's - Participative	.00	.13	.00
Observers' CLT's - Humane oriented	.06	.11	.06
Observers' CLT's - Autonomous	.05	.08	.05
Leader attributes -Charismatic/value-based	.00	.05	-.01
Leader attributes -Team oriented	.10	.06	.20
Leader attributes - Self-protective	-.01	.03	-.02
Leader attributes - Participative	-.01	.03	-.04
Leader attributes - Humane Oriented	.00	.02	.00
Leader attributes - Autonomous	-.03	.02	-.10
Leaders' CLT's - Charismatic/value-based	.47	.25	.18
Leaders' CLT's - Team oriented	-.54	.29	-.23
Leaders' CLT's - Self Protective	-.20	.12	-.21
Leaders' CLT's - Participative	-.09	.13	-.07
Leaders' CLT's - Humane Oriented	-.01	.13	-.01
Leaders' CLT's - Autonomous	-.19	.09	-.19
Flexibility	.08	.05	.10
Emotional stability	.06	.04	.08
4 (Constant)	4.12	1.79	
Observer same or different nationality to leader	.00	.04	.00
Observer Finn or non -Finn	-.09	.10	-.13
Leader Finn or non-Finn	-.07	.11	-.10
Follower vs Peer	.04	.04	.05
Follower vs Superior	.00	.05	.00
Observers' CLT's - Charismatic/value-based	-.06	.21	-.04
Observers' CLT's -Team oriented	.14	.26	.07
Observers' CLT's - Self-protective	-.04	.11	-.04
Observers' CLT's - Participative	.08	.13	.06
Observers' CLT's - Humane oriented	.06	.11	.06
Observers' CLT's - Autonomous	.04	.08	.04
Leader attributes -Charismatic/value-based	-.02	.05	-.06
Leader attributes -Team oriented	.08	.06	.15
Leader attributes - Self-protective	.00	.03	.01
Leader attributes - Participative	-.03	.03	-.09

Leader attributes - Humane Oriented	.01	.02	.03
Leader attributes - Autonomous	-.04	.02	.13*
Leaders' CLT's - Charismatic/value-based	.46	.25	.18
Leaders' CLT's - Team oriented	-.51	.28	-.23
Leaders' CLT's - Self Protective	-.20	.12	-.21
Leaders' CLT's - Participative	-.05	.13	-.03
Leaders' CLT's - Humane Oriented	-.02	.13	-.02
Leaders' CLT's - Autonomous	-.20	.09	.20*
Flexibility	.08	.05	.10
Emotional stability	.06	.04	.09
Match between leader attributes and leaders' CLT's	-.21	.08	.19*

a. Dependent Variable: Multicultural leader effectiveness

Notes:
R^2 = .03 for Step 1, ΔR^2 = .11 (p < .00) for Step 2, ΔR^2 = .02 (p < .05) for Step 3, ΔR^2 = . 02 (p < .05) for Step 4
N=337
* p <.05, ** p <.01
Control variables in Step 1 coded as follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)
Leader Finn (= 1) or non-Finn (= 0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)
VIF for match between leader attributes and leaders' CLTs = 2.00
VIF for emotional stability = 1.27
VIF for flexibility = 1.33

Table D22

Detailed hierarchical regression results for competitive test emotional stability, match between leader attributes and leaders' CLTs

		Unstandardized Coefficients		Standardized Coefficients
Model		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	5.49	1.74	
	Observer same or different nationality to leader	-.02	.04	-.03
	Observer Finn or non -Finn	-.10	.10	-.15
	Leader Finn or non-Finn	-.11	.11	-.18
	Follower vs Peer	.03	.04	.04
	Follower vs Superior	.01	.05	.01
	Observers' CLT's -Charismatic/value-based	-.08	.21	-.05
	Observers' CLT's -Team oriented	.11	.26	.06
	Observers' CLT's - Self-protective	-.10	.11	-.11
	Observers' CLT's - Participative	.01	.13	.01
	Observers' CLT's - Humane oriented	.07	.11	.07
	Observers' CLT's - Autonomous	.05	.09	.04
	Leader attributes -Charismatic/value-based	.01	.04	.02
	Leader attributes -Team oriented	.11	.06	.21
	Leader attributes - Self-protective	-.02	.03	-.05
	Leader attributes - Participative	-.02	.03	-.06
	Leader attributes - Humane Oriented	.00	.02	-.01
	Leader attributes - Autonomous	-.03	.02	-.10
	Leaders' CLT's - Charismatic/value-based	.57	.25	.22*
	Leaders' CLT's - Team oriented	-.59	.29	.26*
	Leaders' CLT's - Self Protective	-.24	.12	-.24
	Leaders' CLT's - Participative	-.11	.13	-.08
	Leaders' CLT's - Humane Oriented	-.08	.13	-.07
	Leaders' CLT's - Autonomous	-.18	.09	-.18
3	(Constant)	5.50	1.73	
	Observer same or different nationality to leader	-.01	.04	-.02
	Observer Finn or non -Finn	-.09	.10	-.13
	Leader Finn or non-Finn	-.08	.11	-.13
	Follower vs Peer	.03	.04	.05
	Follower vs Superior	.00	.05	.00
	Observers' CLT's -Charismatic/value-based	-.08	.21	-.05

Observers' CLT's -Team oriented	.12	.26	.06
Observers' CLT's - Self-protective	-.11	.11	-.12
Observers' CLT's - Participative	.01	.13	.00
Observers' CLT's - Humane oriented	.08	.11	.08
Observers' CLT's - Autonomous	.05	.08	.05
Leader attributes -Charismatic/value-based	.01	.04	.03
Leader attributes -Team oriented	.10	.06	.19
Leader attributes - Self-protective	-.02	.03	-.04
Leader attributes - Participative	-.01	.03	-.04
Leader attributes - Humane Oriented	.00	.02	-.01
Leader attributes - Autonomous	-.03	.02	-.09
Leaders' CLT's - Charismatic/value-based	.53	.25	.20*
Leaders' CLT's - Team oriented	-.60	.28	.27*
Leaders' CLT's - Self Protective	-.24	.12	.25*
Leaders' CLT's - Participative	-.12	.13	-.08
Leaders' CLT's - Humane Oriented	-.07	.13	-.06
Leaders' CLT's - Autonomous	-.21	.09	.21*
Emotional stability	.08	.04	.11
4 (Constant)	4.88	1.73	
Observer same or different nationality to leader	-.01	.04	-.01
Observer Finn or non -Finn	-.09	.10	-.13
Leader Finn or non-Finn	-.09	.11	-.13
Follower vs Peer	.04	.04	.05
Follower vs Superior	.00	.05	.00
Observers' CLT's -Charismatic/value-based	-.09	.21	-.05
Observers' CLT's -Team oriented	.17	.26	.09
Observers' CLT's - Self-protective	-.05	.11	-.06
Observers' CLT's - Participative	.08	.13	.06
Observers' CLT's - Humane oriented	.07	.11	.07
Observers' CLT's - Autonomous	.04	.08	.04
Leader attributes -Charismatic/value-based	-.01	.04	-.02
Leader attributes -Team oriented	.07	.06	.13
Leader attributes - Self-protective	.00	.03	.00
Leader attributes - Participative	-.03	.03	-.10
Leader attributes - Humane Oriented	.01	.03	.03
Leader attributes - Autonomous	-.04	.02	-.12
Leaders' CLT's - Charismatic/value-based	.53	.25	.20*
Leaders' CLT's - Team oriented	-.58	.28	.26*
Leaders' CLT's - Self Protective	-.24	.12	.25*
Leaders' CLT's - Participative	-.07	.13	-.05
Leaders' CLT's - Humane Oriented	-.08	.13	-.07
Leaders' CLT's - Autonomous	-.22	.09	.22*

Emotional stability	.08	.04	.12
Match between leader attributes and leaders' CLT's	-.21	.08	.19*

a. Dependent Variable: Multicultural leader effectiveness

Notes:

$R^2 = .03$ for Step 1, $\Delta R^2 = .11$ ($p < .00$) for Step 2, $\Delta R^2 = .01$ ($p < .10$) for Step 3, $\Delta R^2 = .02$ ($p < .05$) for Step 4

N=337

* $p < .05$, ** $p < .01$

Control variables in Step 1 coded as follows:

Observer same (= 1) or different (= 0) nationality to leader

Observer Finn (= 1) or non-Finn (= 0)

Leader Finn (= 1) or non-Finn (= 0)

Follower (= 0) vs Peer (= 1)

Follower (= 0) vs Peer (= 1)

VIF for match between leader attributes and leaders' CLTs = 2.00

VIF for emotional stability = 1.27

Table D23

Detailed hierarchical regression results for competitive test flexibility , match between leader attributes and leaders' CLTs

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	3.72	.03	
	Observer same or different nationality to leader	-.03	.04	-.05
	Observer Finn or non -Finn	-.03	.04	-.05
	Leader Finn or non-Finn	-.09	.04	.14*
	Follower vs Peer	.02	.04	.03
	Follower vs Superior	.00	.05	.00
2	(Constant)	5.49	1.74	
	Observer same or different nationality to leader	-.02	.04	-.03
	Observer Finn or non -Finn	-.10	.10	-.15
	Leader Finn or non-Finn	-.11	.11	-.18
	Follower vs Peer	.03	.04	.04
	Follower vs Superior	.01	.05	.01
	Observers' CLT's - Charismatic/value-based	-.08	.21	-.05
	Observers' CLT's -Team oriented	.11	.26	.06
	Observers' CLT's - Self-protective	-.10	.11	-.11
	Observers' CLT's - Participative	.01	.13	.01
	Observers' CLT's - Humane oriented	.07	.11	.07
	Observers' CLT's - Autonomous	.05	.09	.04
	Leader attributes - Charismatic/value-based	.01	.04	.02
	Leader attributes -Team oriented	.11	.06	.21
	Leader attributes - Self-protective	-.02	.03	-.05
	Leader attributes - Participative	-.02	.03	-.06
	Leader attributes - Humane Oriented	.00	.02	-.01
	Leader attributes - Autonomous	-.03	.02	-.10
	Leaders' CLT's - Charismatic/value-based	.57	.25	.22*
	Leaders' CLT's - Team oriented	-.59	.29	.26*
	Leaders' CLT's - Self Protective	-.24	.12	-.24
	Leaders' CLT's - Participative	-.11	.13	-.08
	Leaders' CLT's - Humane Oriented	-.08	.13	-.07

	Leaders' CLT's - Autonomous	-.18	.09	-.18
3	(Constant)	4.55	1.79	
	Observer same or different nationality to leader	.00	.04	-.01
	Observer Finn or non -Finn	-.09	.10	-.13
	Leader Finn or non-Finn	-.08	.11	-.12
	Follower vs Peer	.03	.04	.05
	Follower vs Superior	.01	.05	.01
	Observers' CLT's - Charismatic/value-based	-.05	.21	-.03
	Observers' CLT's -Team oriented	.07	.26	.04
	Observers' CLT's - Self-protective	-.09	.11	-.09
	Observers' CLT's - Participative	.01	.13	.01
	Observers' CLT's - Humane oriented	.06	.11	.06
	Observers' CLT's - Autonomous	.05	.08	.04
	Leader attributes - Charismatic/value-based	-.01	.05	-.02
	Leader attributes -Team oriented	.11	.06	.22*
	Leader attributes - Self-protective	-.01	.03	-.03
	Leader attributes - Participative	-.01	.03	-.05
	Leader attributes - Humane Oriented	.00	.02	.00
	Leader attributes - Autonomous	-.03	.02	-.11
	Leaders' CLT's - Charismatic/value-based	.48	.25	.18
	Leaders' CLT's - Team oriented	-.51	.29	-.22
	Leaders' CLT's - Self Protective	-.19	.12	-.19
	Leaders' CLT's - Participative	-.09	.13	-.06
	Leaders' CLT's - Humane Oriented	-.01	.13	-.01
	Leaders' CLT's - Autonomous	-.16	.09	-.17
	Flexibility	.09	.04	.12*
4	(Constant)	3.94	1.78	
	Observer same or different nationality to leader	.00	.04	.00
	Observer Finn or non -Finn	-.09	.10	-.14
	Leader Finn or non-Finn	-.08	.11	-.13
	Follower vs Peer	.03	.04	.05
	Follower vs Superior	.01	.05	.01
	Observers' CLT's - Charismatic/value-based	-.06	.21	-.03
	Observers' CLT's -Team	.12	.26	.06

oriented

Observers' CLT's - Self-protective	-.03	.11	-.03
Observers' CLT's - Participative	.08	.13	.06
Observers' CLT's - Humane oriented	.05	.11	.05
Observers' CLT's - Autonomous	.04	.08	.04
Leader attributes - Charismatic/value-based	-.03	.05	-.07
Leader attributes -Team oriented	.09	.06	.17
Leader attributes - Self-protective	.00	.03	.00
Leader attributes - Participative	-.03	.03	-.10
Leader attributes - Humane Oriented	.01	.03	.03
Leader attributes - Autonomous	-.04	.02	.13*
Leaders' CLT's - Charismatic/value-based	.48	.25	.18
Leaders' CLT's - Team oriented	-.48	.28	-.21
Leaders' CLT's - Self Protective	-.19	.12	-.19
Leaders' CLT's - Participative	-.04	.13	-.03
Leaders' CLT's - Humane Oriented	-.02	.13	-.02
Leaders' CLT's - Autonomous	-.17	.09	-.17
Flexibility	.10	.04	.13*
Match between leader attributes and leaders' CLT's	-.21	.08	.19*

a. Dependent Variable: Multicultural leader effectiveness

Notes:
$R^2 = .03$ for Step 1, $\Delta R^2 = .11$ ($p < .00$) for Step 2, $\Delta R^2 = .01$ ($p < .10$) for Step 3,
$\Delta R^2 = .02$ ($p < .05$) for Step 4
N=337
* $p < .05$, ** $p < .01$
Control variables in Step 1 coded as
follows:
Observer same (= 1) or different (= 0) nationality to leader
Observer Finn (= 1) or non-Finn (= 0)
Leader Finn (= 1) or non-Finn (= 0)
Follower (= 0) vs Peer (= 1)
Follower (= 0) vs Peer (= 1)
VIF for match between leader attributes and leaders' CLTs = 2.00
VIF for flexibility = 1.33