East meets West

"A study of Swedish and South Korean business students' attitudes of ideal leadership"

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East meets West – a study of Swedish and South Korean business students' attitude on ideal leadership

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Abstract

Background: The on-going globalisation forces different cultures, religions and beliefs to cope together. This makes it essential for organisations to have leaders that understand the importance of adapting to new market cultures and understanding the people within them. The authors of this thesis spent the fall semester of 2010 in South Korea and during that time developed a vast interest in South Korean culture and the perception of leadership that Koreans have. There is no single answer to, whether leadership is universal and whether leadership perception is similar across different cultures and individuals. Therefore it is important to have an understanding of the emerging workforce, which in most cases is in the "twenty-something" generation and about to join the workforce. Thus understanding the perception of this generation regarding ideal leadership is a relevant aspect. In this case the main point of interest is directed toward the perception of ideal leaders from two nations, Sweden and South Korea.

Purpose: The purpose of this study is to identify similarities and dissimilarities between South Korean and Swedish business students, when it comes to attitude towards how they believe an ideal leader should behave.

Methodology: A quantitative research method has been used and to gather the empirical data an on online social survey was used. Swedish and South Korean business students are the two groups being targeted. To analyse the data we

conducted a *t*-Test and a Cronbach Alpha reliability test was used to measure the reliability of the questions in the survey.

Conclusions: A significant difference in ideal leadership behavior expectations between the two respondents groups was identified for the LPI dimensions *enable others to act* and *model the way.*

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1. Introduction

1.1 Background

The on-going globalisation is constantly breaking new grounds and forces different cultures, religions and beliefs to cope together. With todays technology it is as easy to make business with your neighbour as with countries far away overseas. This makes it essential for companies to have leaders that understand the importance of adapting to new market cultures. Several studies confirm that culture is an important factor that is affecting leadership styles and peoples attitude towards leadership (Blake & Mouton, 1970; Misumi, 1974). Hofstede (1984) defines culture as "The collective programing of the mind which distinguishes the members of one human group from another." Cultural values are one of the strongest driving forces that shape our perception of the world around us, and the view of leadership is no exception. It is relevant to understand the view of how an ideal leader should behave and how such and ideal view vary between different cultures.

The authors of this thesis spent the fall semester of 2010 in South Korea and during that time developed a vast interest in South Korean culture and the perception of leadership that Koreans have. South Korea has often been called the "forgotten market" and together with Japan they stand for 70 percent of the retail market in Asia according to the Swedish Trade Council (STC, 2011a). According to the STC (2011c) more than 300 Swedish companies are selling their products or services in Korea today and almost 90 of them have their own Korean subsidiaries. Many well-known Swedish companies have entered the Korean market lately, some of them are H&M, J.Lindeberg, Cheap Monday, Happy Socks, WeSC, Nudie Jeans, Acne Jeans and Hästens, just to mention a few (STC, 2011c).

Early 2011, Korea and the European Union signed a new free trade agreement. When this agreement is executed later this year it is expected to remove 98,7 percent of all the tolls between South Korea and EU within the next five years. (STC, 2011b) The agreement is estimated to create new trade opportunities for goods and services to a value of 19.1 billion euros (European Parliament, 2011). The Swedish export to Korea has increased during the last years and with the free trade agreement being executed the trade between the two actors will continue to grow (STC, 2011b). The expansion of Swedish organisations in Korea forces them to adapt to the Korean culture and their business models. This makes it highly essential for organisations to have managers that are aware of the dissimilarities and similarities between business culture and peoples attitude on leadership.

1.2 Problem discussion

Gregersen, Morrison, & Black (1998) study on global leadership states that 85 percent of the Fortune 500 companies had the opinion that they did not possess a sufficient amount of global leaders, 67 percent of these companies was under the impression that the managers was in need of additional training and capacity building. Dickmann & Harris (2005); Friedman & Berthion (2005) argues that for many organisations it has become a crucial human resource management issue to breed international managers that can handle the intricate task of running a global organization. Different cultural groups may have different conceptions of what leadership should entail, for example different leadership prototypes (Koopman, Den Hartog, & Konrad, 1999). Therefor it is of importance to consider individual's unique experiences and motivation. For example, different individuals may structure their social world differently and do not necessarily have the same perceptions of a specific manager. Accordingly there is no single answer to, whether leadership is universal and whether leadership perception is similar across different cultures and individuals. (Shondrick, Dinh, & Lord 2010) It could therefore be important to have an understanding of the emerging workforce, which in most cases is the twenty-something generation and about to join the workforce (Bradford, 1992). Thus understanding the perception of this generation is regarding ideal leadership is a relevant aspect. In this case the main point of interest is directed toward the perception of ideal leaders from two nations, Sweden and South Korea. What is the perception of this generation regarding leadership and what similarities or dissimilarities exist between two nations as differs as Sweden and South Korea? These issues are of particular interest when it comes to understand what implications needs to be considered by management to understand the dimensions of leadership expectations from this certain group. Hence achieving this understanding as a manger in South Korea and Sweden could be of particular interest to gain knowledge of the emerging work forces perception of leadership.

As described by the World Business Culture homepage[1] (2011a) Korean management style is in generally characterized by a distinct level of hierarchy. The relationship between manager and subordinate is clear; instructions must be obeyed and usually are. The manager's role is often not unlike a father, the subordinates are loyal, respectful and obedient, and in return they receive support and help. When handling group situations managers do not tend to confront and blame, a good manager put large efforts in making sure that his/her team has a beneficial working relationship and make sure that all members are incorpo-

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[1] The information found on the World Business Culture site was researched, written and developed by Global Business Culture. Global Business Culture is a consultancy and training provider in the field of cultural difference in business with a particularly strong profile in a number of leading industrial sectors including telecoms, finance and the law. For more than a decade, they have worked in close partnership with many of the world's leading organisations and have a proven record of assisting them to optimise the success of their international work.

rated. The purpose of this is to make sure that the group feels involved in the decision and to ensure that the manager maintains an influence over the outcome. (World Business Culture, 2011a)

According to the World Business Culture (2011b) Swedish management style focus on consensus and the use of a democratic approach. Managers act like facilitators or coaches and instead of giving direct instructions often offer advice and suggestions. The managers is not expected to know everything instead the person doing a certain task is expected to have most knowledge in that particular field. (World Business Culture, 2011b)

The Swedish management style can make decisions hard to be reached and the process can draw out on time. It is important that managers include everyone in the process and that all involved parts can speak there mind and have their opinion equally valued. A result of the consensual approach and openness of discussion, information flows well between departments. There is a low degree of social distance between managers and subordinates and work-related responsibility is promoted rather than a hierarchical status. (World Business Culture, 2011b)

In a constantly globalizing world it is therefore highly interesting to investigate how the emerging workforce in two different cultures perceives how an ideal leader should behave. Since business students are a major part of the total number of students in both South Korea and Sweden and most business related educations have some kind of management or leadership related courses. These students are a great part of the emerging workforce and mainly consist of young people, which probably do not have any experience of being in a management position and taking managerial decisions but instead receiving them. But they may on the other hand be the future managers and could have very different values then the large part of the current workforce. Therefore it ought to be intriguing to investigate their standpoint on ideal leadership behaviour.

1.3 Purpose
The purpose of this study is to identify similarities and dissimilarities between South Korean and Swedish business students when it comes to attitude towards how they believe an ideal leader should behave.

1.4 Research Question
The problem discussion above leads to the following question:

Are there differences between the Swedish and South Korean business students in how they perceive an ideal leader should behave?

1.5 Delimitation

We do not intend to make any generalisations to populations in this study instead we want to present a picture of how two nations perceive ideal leadership and compare the results to what the theory states. The delimitations that have been made to narrow the scope of the thesis concerns geographical and respondent's aspects. Respondents selected to participate in the survey are only from South Korea and Sweden. Furthermore only students majoring in business administration were asked to participate and we have no intentions of investigating or to make allowances of gender, personality-, nor background differences. Time and resources constraint are the reasons for these delimitations.

2. Theoretical framework

For our theoretical chapter we have chosen to highlight and apply four main theories that we found most suitable for our essay. Selected theories that will be presented below are: Leadership behaviour expectations, South Korean- and Swedish Management Culture, Hofstede's cultural dimension and Inglehart's World Value Survey.

2.1 Leadership Behaviour Expectations

Lord, Foti, & Vader (1984) states that when somebody identifies a person as a leader it is mainly because of that this is a person's individual characteristics match the cognitive prototype of a leader that somebody has. According to Schein (2010) the culture and norms in a group are highly affected and created by its leader and his/her behaviour.

Kouzes and Posner (1997) discuss different levels of leadership behaviour. In their study they analysed over 400 cases and 20.000 surveys, through this they could reveal patterns of leadership behaviour and expectations. These behaviours and expectations were later categorized into five practices, presented below:

2.1.1 Challenging the Process

These types of leaders are looking for innovative ways to develop the organisation by searching for new opportunities that will improve the company's present position (Kouzes & Posner, 2001; Mancheno-Smoak, Endres, Polak, & Athanasw, 2009). This leadership behaviour is experimental, challenging and risky practices that campaign learning from mistakes (Kouzes & Posner, 1997). Leaders learn from mistakes and move forward to new opportunities and challenges (Mancheno-Smoak et al., 2009).

2.1.2 Inspiring a Shared Vision

Kouzes and Posner (2001) explains that this practices includes leaders that wants to make a difference by painting an ideal and unique picture of what the organisation can accomplish. Leaders are creating plausible visions and dreams that include other people that they believe in.

2.1.3 Enabling Others to Act

Leaders are trying to involve others in the work by creating collaborations and team spirit. Trust, mutual respect and human dignity are core values in this dimension of leadership behaviour. It is fundamental to involve everyone in the work and make each member feel appreciated, powerful and capable. (Kouzes & Posner, 2001)

2.1.4 Modelling the Way

Leaders are acting as role models by setting a good example for others. They formulate principles in how members should behave and treat others, but also explains how goals and interim goals should be fulfilled. In this dimension of leadership behaviour searching for opportunities and guide members where to go and how are essential. (Kouzes & Posner, 2001)

2.1.5 Encouraging the Heart

Leaders regularly celebrate accomplishments together with the members and make them feel like heroes by recognizing their work (Kouzes & Posner, 1997; 2001).

These five practices of leadership are a part of the Leadership Practices Inventory (from now LPI) that Kouzes & Posner (1997) developed. LPI is a tool to scrutinise what people do when they are at their "personal best" in leading others, (Berry, 2007). Kouzes and Posner (1997; 2001) describe it as a tool that can be used in organisations to present information about leadership behaviour and expectations, which Matviuk (2007) confirms in his study.

2.2 Culture

2.2.1 South Korean Management Culture

The South Korean management style has been mainly influenced by three factors, which can be historically traced. The first era of influence is called Confucianism and was practiced from 1392 – 1910. Confucianism is characterized by political power being greatly centralized to a selected few who claimed moral supremacy over the population. The second event was the Japanese occupation in 1910 where Japanese influence outweighed Confucianism. This lasted until 1945 when it was replaced by the third source, the American influence which was the major source of influence until 1965 when relations between Korea and Japan was stabilized. These influences are apparent today hence many Korean companies have close ties to Japanese and American companies. These three sources of influence together with Koreas own tradition and experiences formed a melting pot that created the managerial system existing in South Korea today. (Chen, 2004)

Hierarchal, authoritarian and centralised manner are common characteristics that defines how Korean business culture is structured. Korean organisations reflect the country's social pattern, there is traditional respect for authority, seniority, and job status. This also means that a significant degree of loyalty to the employer is expected. (Morden & Bowles, 1998)

Fukuyama (1995) and Chen (2004) argues that top-down decision-making, authoritarian leadership and centralization characterize the Korean management system. Common features in Korean management are a low level of trust both horizontally and vertically as well as a low degree of consultation with subordinates. There is also a tendency of unwillingness and lack of interest among Korean managers to consider subordinates capability to contribute outside their position. (Whitley, 1999)

2.2.2 Swedish Management Culture

Inglehart (1998) measured the cultural distance between Sweden, Norway and Denmark and determined that the cultural distance was so small and the similarities between the nations where so great that they form a close cultural cluster. Other studies confirms this, Hofstede (1980) places Sweden, Norway and Demark almost identically in the value dimensions model. It can therefore be assumed that characteristics significant for Scandinavian management style can be applied in all the three countries (Grenness, 2003).

A departure point for Scandinavian management could be the Scandinavian model that Grenness (2003) interprets as a model based on cooperation between employers, employees and politicians. Scandinavian managers typically strive for reaching consensus and they want to make decisions through a democratic process. Furthermore, striving for consensus could also be a way of avoiding conflicts. (Grenness, 2003) An approach also commonly used is participation, were managers keep other people in mind and together they create a new reality. Other common traits that characterize Scandinavian managers are cooperation, and power sharing (Grenness, 2003; Brewster, Lundmark & Holden 1993).

In Scandinavia there is a dismissal of the conventional structure of authority, which has led to an alternative type of management with focus on shared visions and strategic dialogues. Another trend that lately characterizes Scandinavian management is a structure promoting long-term ties between owners, managers, workers, and society, were the role of the company includes promotion of goals of society at large. (Grenness, 2003)

2.2.3 Cultural Dimension - 5-D Model

National culture, which is defined as the elements that characterizes the values and beliefs of every specific culture is the starting point used to develop the cultural dimensions, (Hofstede 1984). In 1980, Geert Hofstede published his research made on the multinational company IBM. In his research he compared the answers from employees in subsidiaries in 40 different countries. By comparing answers of employees from each country and categorizing them by position in the company, age and gender Hofstede came to the conclusion that the answers differed considerably between national cultures. This research made up the

foundation of the 5-D model created by Hofstede (Matviuk, 2004). Since this research was made it has been both praised and criticized. One of the main criticizers is McSweeney (2002) that raises three main points of criticism.

- IBM is a micro-location is not typical of a nation.
- Employees of a company are not representatives of a country
- The main dimensions of culture cannot be identified by a questionnaire

The 5-D model is a model that allows for distinction between different national cultures. The model is used to explain intercultural differences, it is made up of five dimensions that represents certain topics in the cultural systems of countries and are focused on five essential areas of human behaviour. Each specific country's score on the five dimensions determines the model for its culture. The five dimensions are: (Hofstede, 2001)

1. Power distance
2. Individualism
3. Masculinity
4. Uncertainty avoidance
5. Long-term Orientation

The measurement Hofstede (2001) use to describe the score each country receives in the 5-D model is an index scale. The highest score a country has received on the index scale is 112 (Greece on uncertainty avoidance) and the lowest is 5 (Sweden on masculinity). Hence a high score on a dimension indicates that the country has values related to the high characteristics described for the particular dimension. A low score on a particular dimension indicates that values relate to low characteristics. (Hofstede, 2001) As figure 1 shows, Sweden and South Korea's scores are different on all the five dimensions.

2.2.3.1 Power distance (PDI)
Power distance is used to describe the degree to which members in society with low power expect and accept that power is unequally distributed. If a society has high score of power distance, the people in it accept a hierarchical structure. In societies that have a low score of power distance people require equal distribution of power and will not accept inequalities of power. (Hofstede 2001)

Table 1. **Characteristics of Power Distance**

Low characteristics	High characteristics
Low dependence needs	High dependence needs
Inequality minimized	Inequality accepted
Hierarchy for convenience	Hierarchy needed

Superiors accessible	Superiors often inaccessible
All should have equal rights	Power holders have privileges
Change by evolution	Change by revolution

2.2.3.2 Individualism (IVD)

Is easiest described by putting it in relation to collectivism, which is the level to which individuals are connected to groups, families and organization that looks after them in exchange for loyalty. While on the other hand individualism is people that only looking after themselves and their immediate family. The society's position on this dimension is decided by peoples' self-image being defined as "I" or "we". (Hofstede, 2001)

Table 2. Characteristics of Individualism

Low characteristics	High characteristics
"We" consciousness	"I" consciousness
Relationships have priority over tasks	Private opinions
Fulfil obligations to family in-group, society	Fulfil obligations to self
Penalty implies loss of face and shame	Penalty implies loss of self respect and guilt

2.2.3.3 Masculinity (MAS)

This dimension is measured from two extremes, a masculine society to a feminine society. In a masculine society the dominant values are achievement and success and in a feminine society the dominant values are caring for others and quality of life. (Hofstede, 2001)

Table 3. Characteristics of Masculinity

Low characteristics	High characteristics
Quality of life, serving others	Performance ambition, a need to excellence
Striving for consensus	Tendency to polarise
Work in order to live	Live in order to work
Sympathy for the unfortunate	Admiration for the successful achiever
Intuition	Decisiveness

2.2.3.4 Uncertainty avoidance (UAI)

The degree to which people feel threatened by uncertainties and ambiguities and by trying to avoid such situations. The main point here is how a society deals with the circumstance that the future can never be predicted. (Hofstede, 2001)

Table 4. Characteristics of Uncertainty Avoidance

Low characteristics	High characteristics
Relaxed, less stress	Anxiety, greater stress
Hard work is not a virtue in itself	Inner urge to work hard
Emotions are not shown	Showing emotions accepted
Conflict and competition seen as fair play	Conflict is threatening
Acceptance of dissent	Need for agreement
Flexibility	Need to avoid failure
Less need for rules	Need for laws and rules

2.2.3.5 Long-term orientation (LTO)

The degree to which a society shows a rational future-oriented perspective rather than a conventional historical or short-term point of view. Long-term orientation focuses on societies search for virtue, while the short term is concerned with establishing the absolute truth. (Hofstede, 2001)

Table 5. Characteristics of Long-term Orientation

Low characteristics	High characteristics
Absolute truth	Many truths
Conventional/traditional	Pragmatic
Concern for stability	Acceptance of change
Quick results expected	Perseverance

2.2.3.6 Sweden and South Koreas score in the 5-D model

Figure 1. Sweden and South Koreas score in Hofstede's 5-D model
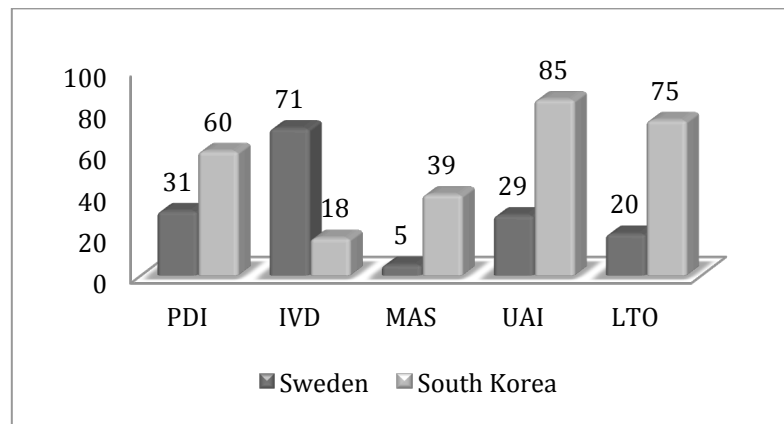
Hofstede (2001)

The highest dimension in the case for South Korea is uncertainty avoidance at the score of 85. This indicates that the society have a low level of tolerance regarding uncertainty. To lessen the level of uncertainty efforts are taken, for example, strict rules, laws, policies, and regulations are adopted and implemented. The population in the society strive to control everything because of the will to eliminate or avoid the unexpected. This result in high uncertainty avoidance characteristic, which is manifested in the society by an attitude characterized by not being eager to accept change and by being very risk adverse. (Hofstede, 2001)

The lowest dimension in the case for South Korea is individualism, at the score of 18. This indicates that the society is more collectivist as compared to individualist. Characteristics that influence a collectivist society is strong and enduring commitment to a member group like family, extended family, or extended relationships. In this collectivist culture loyalty is very important, and over-rides most other societal rules and regulations. In this kind of society strong relationships where everyone takes responsibility for members of their group are essential. (Hofstede, 2001)

Appendix 1 show a map where Hofstede (2001) describes which countries is considered to have low and high characteristics and which index is defined as high and low. This model shows that Sweden is categorised as a country with small power distance and with weak or low uncertainty avoidance. While South Korea, is categorised as a country with large power distance and with strong or high uncertainty avoidance. (Hofstede, 2001)

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2.2.4 The World Values Survey

Every nation's position in the world value survey cultural map has been decided according to the values of the people in it and not by its geographical location. The map is not used to measure geographical closeness but instead cultural proximity. (Inglehart & Welzel, 2005)

Figure 2. **The World Value Survey Cultural Map 2005-2008**
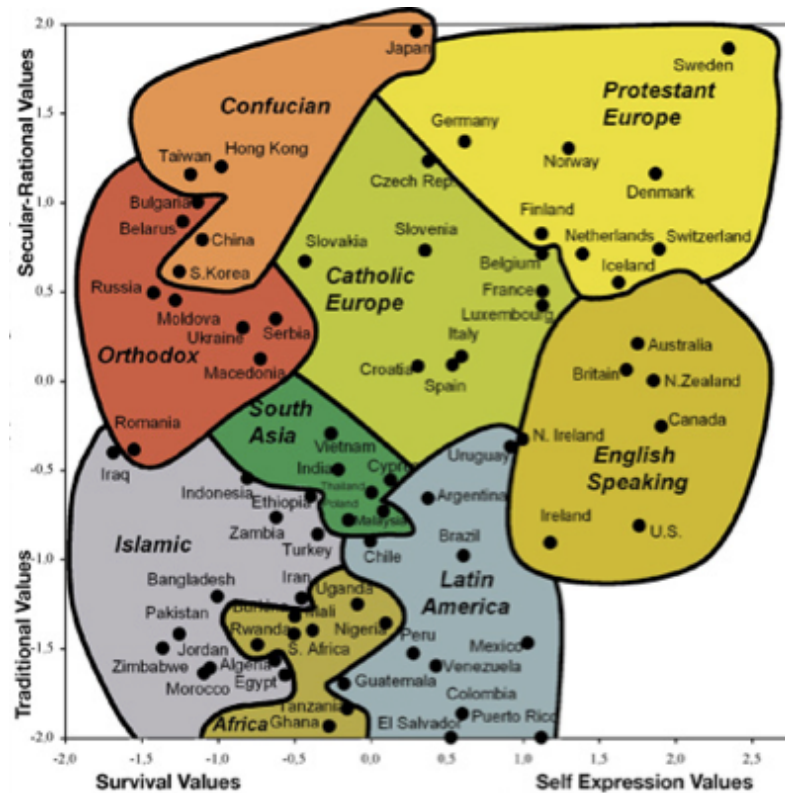
Inglehart & Welzel (2010)

The purpose with the world values survey is to create a broad measurement of all major areas of human concern. It covers the biggest areas of human concern ranging from religion, politics, economy and social life. However there are two dimensions that are dominating, both these dimensions are extensively correlated with scores of other significant factors. The two dimensions are: (Inglehart & Welzel, 2005)

1. Traditional/Secular-rational
2. Survival/Self-expression values.

2.2.4.1 The Traditional/Secular-rational values

According to Inglehart and Welzel (2005) this dimension describes the gap between societies were religion is a critical aspect and those societies were it is not. Several more dimensions are closely connected with this dimension. For example, societies that are close to the traditional end of the pole are characterized by, strong parent-child ties and respect to authority. Traditional societies also high-

light absolute standards, traditional family values, and reject divorce, abortion, euthanasia, and suicide. The traditional societies also have a nationalistic attitude and high levels of national pride. While on the other hand, societies with secular-rational values have the opposite preferences on all of these topics. (Inglehart & Welzel, 2005)

2.2.4.2 Survival and Self-expression values

This dimension is connected to the transformation from industrial societies to post-industrial societies, hence creating a separation between survival and self-expression values. When there is progress in a society and the wealth of the citizens' increases causing a new generation growing up taking survival for granted. This leads to a shift in priorities, from economical and physical safety to increasing emphasis on subjective wellbeing, self-expression and quality of life. There has been a shift from traditional towards secular and rational values in most industrial societies. When a society has been industrialized and becomes more of a knowledge society there is also a shift from survival values towards increasing emphasis on self-expression values. The shift towards survival and self-expression values also contains separation between materialist and post materialist values. This is due to the cultural change, which is taking place in generations taking survival for granted. Values that are promoted in the self-expression dimension are environmental protection, tolerance of diversity and rising demands for participation in decision-making in economic and political life. These values also create a shift for higher tolerance of subgroups like homosexuals, foreigners and gender equality. (Inglehart & Welzel, 2005)

Societies that are ranked high on self-expression values have a tendency to rank high on interpersonal trust as well. Furthermore a shift towards self-expression values affect how children are raised, there is a highlighting on imagination and tolerance. This creates a culture of trust and tolerance, which is characterized by individual freedom, self-expression and the right to have activist political orientations. All these elements are described to be essential to democracy. (Inglehart & Welzel, 2005)

3. Methodology

Our empirical framework in this study has been gathered from an online survey that later has been analysed with the help of SPSS through a t-Test and a Cronbach Alpha test was used to measure the reliability of the question. We used webropol.com² to program our survey and transcribe the result into Excel files that later were inserted to SPSS. The survey was available for respondents between the dates 7th of April to the 16th of May on a web-address also created with the help of webropol.com.

3.1 Research Area

There are several reasons why we chose to investigate in this research area. First of all we have a strong interest in leadership behaviour; secondly we have a strong interest for culture differences and finally both authors have a relationship to South Korea through exchange semesters located in Seoul. During our time in Korea we have experienced their leadership culture from a Swedish perspective. With this study we are combining our interest for leadership and South Korea, by doing so investigate if there are any differences between South Korean and Swedish business students view on ideal leadership.

After reading about different instruments on how to study ideal leadership expectations between nations, we chose to use modified version of Leadership Practices Inventory (LPI) by Matviuk (2001). LPI has been used as an instrument to explain leadership expectations in several similar studies before (Matviuk, 2001; Bauer, 1993; Fields & Herold, 1997; Mancheno-Smoak et al., 2009). According to Lord & Maher (1991) and Gudykunst et al. (1996) people's leadership behaviour expectations on ideal leaders is directly linked to people's culture expectations about leadership behaviours. According to Matviuk (2001) LPI is the most appropriate method to analyse and define expectations on ideal leaders between cultures, this is one of the reasons why we thought it was appropriate to use this method in our research.

This study is scientifically contributing in form of investigating ideal leadership perception of the emerging work force, in this case being business students in South Korea and Sweden. Conducted through an online-based survey resulting in a comparison of the two groups determining the perception of ideal leadership for each group. This can be considers to be of scientific value because the study is focused on a group in society that are about to join the workforce and have therefore not in any large extent been exposed to the managerial processes. This makes their perception of ideal leadership interesting to study since it gives a rather untainted perception on what ideal leadership is, according to the people taking part in our survey.

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² Webrepol.com is an online-based survey tool developed to be as easy and fast to use for basic survey needs as it is for the demanding needs of analysts and experts.

This study may be helpful for giving some indications about the ideal leadership perception of business students in Sweden and South Korea, which are a part of the emerging workforce. It could also be extended to providing insight in the recruitment process of new leaders to provide a measuring pole for leadership traits that are preferred by Swedish and South Korean business students.

3.2 Research Design

The thesis has been conducted through a quantitative approach since the primary data was collected through an online survey and was encoded in a numerical manner. According to Johanessen and Tufte (2002) a research study can be approached and conducted in two ways, qualitative and quantitative. Johanessen and Tufte (2002) further explain that the main difference between the two approached is how data are handled. The quantitative approach is characterized by hard data where theoretical variables are transformed to operational variables that can be measured in numbers and the data analyses are performed by calculations after data collection. Furthermore the quantitative approach offers a low degree of flexibility. The qualitative approach focuses on soft data such as texts, where data must be processed and interpreted. (Johanessen and Tufte 2002)

We chose to use a quantitative method because our purpose was to compare two respondent groups and measure similarities and dissimilarities between them. A quantitative approach was superior in our case because we used an online social survey with likert-scale questions. The result from the survey was therefore most accurately measured using a quantitative method where the data analyses were executed by calculations. Furthermore a quantitative approach was superior to use over a qualitative because of the geographical circumstances, since the purpose was to compare business students in Sweden and South Korea. It would have been very hard to find suitable respondents to schedule and conduct interviews with in South Korea.

3.3 Data Collection

3.3.1 Primary Data

The thesis primary data collection was based on a survey, directed towards South Korean- and Swedish business students. Because of the geographical aspect regarding the respondents and the fact that more half of the respondents lives in South Korea it was superior to use an Internet based survey for the collection of primary data. It would have been very time and cost consuming to do in another way.

3.3.2 Secondary Data

The secondary data is primary being collected from validated scientific articles and literature. A couple of unpublished doctoral dissertations have also been used in the description of LPI. A small percentage of the secondary data is from different official homepage's, such as the Swedish Trade Council, the European Parliament and World Business Culture.

3.4 Instrument

3.4.1 Online social survey

The purpose of surveys according to Bell (2000) is to get information that can be analysed to be able to crystallise a pattern or make comparisons between one or more groups. This survey was conducted using the online-based tool webropol.com, which provided the respondents with information necessary for them to understand the purpose of the survey and how to complete it. There are two types of online social surveys; Email surveys and Web surveys (Bryman 2008). In this case a web survey has been used. When using a Web survey the researcher invites respondents to visit a website were they can locate the questionnaire and answer it online. To be able to participate the respondent has to have access to a computer and Internet connection (Bryman 2008). There are several advantages with online surveys, e.g. low cost, fast response and fewer unanswered questions. Some disadvantages with this survey method are low response rate, restricted to online populations, requires more motivation from respondents and enhanced risk of multiple replies (Bryman 2008).

3.4.2 Leadership Practices Inventory (LPI)

Kouzes and Posner (1997) developed the Leadership Practices Inventory with the ambition to create an instrument that could explain leadership expectations from a follower's viewpoint. LPI grow through a triangulation of qualitative and quantitative research methods and studies (Bauer, 1993). Matviuk (2001) modified this instrument when he studied different leadership expectations between U.S. American and Mexicans. Matviuk's (2001) modified version of LPI can be used to compare leadership behaviour experiences between two culturally different groups. It identifies information about leadership behaviour and provides feedback on the use and expectations on five leadership practices, *Challenging the Process*, *Inspiring a Shared Vision*, *Enabling Others to Act*, *Modeling the Way*, and *Encouraging the Heart*. These are the same leadership practices Kouzes and Posner (1997) talked about.

The survey we used in this study is the modified version LPI version by Mativuk (2001). This version contains 30 questions (*see appendix 2*). The reason for the choice of instrument is that we, just like Matviuk (2001) did, want to study different leadership expectations between two nations. In this survey respondents were asked to answer the 30 LPI questions (*see appendix 2*) that are divided into

the five leadership practices described earlier, six questions for each practice. On each question respondents had to specify their level of agreement with the help of a likert-scale. The answer alternatives that being used, were: (1) Almost never; (2) Rarely; (3) Seldom; (4) Once in a while: (5) Occasionally; (6) Sometimes; (7) Fairly Often; (8) Usually; (9) Very Frequently, (10) Almost always. A likert-scale were used because it requires respondents to reveal their level of agreement or disagreement in a certain question or statement (Patel & Davidson, 1991).

3.4.3 Sampling
In this study we used a convenience sampling selection to reach our respondents. This type of sampling is a non-probability sampling, which means that it is not conducted according to the standards of probability sampling and because of that some parts of the populations have no chance of being selected (Bryman 2004). According to Bryman (2008) this type of sampling makes it impossible to generalize the findings, because it is hard to get representatives from the whole population. Convenience sampling is most frequently used when there are time limitations and budget constraints involved (Bryman 2004; 2008; Adér, Mellenbergh & Hand 2008). Bryman (2004; 2008) claims that convenience sampling sometimes gets to much criticism and perhaps should have a more prominent role than today. Adér et al. (2008) states that the most significant advantages with convenience sampling are the low cost, its efficiency and that it gives the researcher the possibility to be sure of receiving a homogeneous data.

The criteria we had for our respondents were that they currently study business administration and that they are Swedish or South Korean citizens. To get in contact with these students in South Korea we contacted faculty members at three business schools (Korea University, Yonsei University and EHWA University) all located in Seoul. To reach appropriate students in Sweden we asked Swedish friends through email and social media to distribute our online survey to people that fulfilled our criteria's. The fact that we have respondents from several different universities can have affected the respondent's answer and interpretation of the questions. This is something we are aware of but we are not taking it in to consideration in this study.

In total, 167 people viewed the survey, 43 Swedish business students and 124 South Korean business students visited the homepage. Out of these 167 people 52 answered, 25 Swedes and 27 Koreans. Our response rate for Korean students is therefor 20 percent and our response rate among Swedes is 58 percent. Our low response rate among Koreans is related to chosen sampling method, which is one of the disadvantages with it. Because of the low number of respondents in this survey we cannot make any generalisations of the whole population, however we can compare our results with what the theory states. Chosen method is

perhaps not the most optimal for this type of research, but the cost and time factors created limitations. Taken this into consideration, it was the most appropriate selection of respondents as also Adér et al. (2008) confirms.

3.5 How to analyse and interpret the data

When analysing the data we gathered from our survey we used SPSS and to make a comparison between the two respondent groups we chose to perform an independent sample *t*-Test to identify significant differences and a Cronbach Alpha test to measure the reliability of the questions. The t-test is a statistical examination of two population means. We used it because our purpose was to compares the mean scores of two groups on a given number of variables. With the *t*-test we are able to determine a p-value (probability) that can be used to determine whether the population means differ. We conducted an independent sample t-Test to compare the means of two sets of values from one variable. The independent samples test table that appeared after running the test displayed the two means, standard deviation and standard error for the two means. The table also showed further information about the mean in two rows of numbers, one row for equal variances and one for unequal variances. Which row we looked at to decide the t-test depended on the significance of the "Levene"-test for Equality Variance, if it was high (larger than 0.05 or so) then the numbers in the first row was applicable. On the other hand, if the significance of the t-Test was low (0.05 or less) it indicated a significant difference in between the two means and then the second row was applicable.

Cronbach alpha is a test for a survey's internal consistency that measures the reliability of the questions used in a survey. If the reliability is acceptable the questions measure what they are meant to measure and if the survey is performed again the answers will probably be the same.

3.6 Validity and Reliability

Several authors have proven that LPI is reliable and valid to use, some of them are Matviuk (2001); Bauer (1993); Fields & Herold (1997); and Mancheno-Smoak et al., (2009). Fields and Herold's results showed the validity for LPI by linking the 30 questions to the five LPI dimensions and showed that the values where significant. LPI has been tested and used successfully in many different industries; some of the leadership studies that used LPI are: Larson (1992) and Fulks (1994). Furthermore testing the Cronbach Alpha reliability proved the reliability of LPI, it ranged from 0.81 and 0.91 (Kouzes and Posner, 1997). This is why we consider the LPI and especially the modified LPI by Matviuk (2001) to be useful in our study of Korean and Swedish business students and their expectations on ideal leadership. It is proven to be valid and has a high reliability.

A Cronbach Alpha reliability test was carried out to show if the respondents have understood the questions correct and that they interpreted them in the homogenous way. The Cronbach Alpha reliability test was used to measure the extent to which several statements capture the same dimension. In our case we use it to check reliability and to show us if every LPI dimension measures what it claims to measure. Our purpose with this is to crystallise if the questions are reliable and to see if different respondents understand these questions in the same way. When analysing the Cronbach Alpha reliability we looked at the five LPI dimensions to see if the respondents understood the question correct. If the result were over 0.7 it shows that that the respondents understood the question in a homogenous way. Which indirectly means that there were no misinterpretations of the question and that it can be considered to be reliable. We also consider a result over 0.6 to be acceptable because of the proven to be reliable and valid according to Kouzes and Posner (1997). A result less then 0.6 has poor reliability.

4. Result & Analysis

First in the result and analysis part we will present demographic information from our survey respondent groups. The focus will then be to analyse the result of the survey under the five LPI dimensions; challenge the process, inspire a shared vision, enable others to act, model the way and encourage the heart. In this phase we will connect empirics with earlier presented theory to identify similarities and dissimilarities between the two respondent groups.

4.1 Introduction

The two respondent groups in this survey contains of Swedish business students and South Korean business students. Table 6 shows the number and percent of participants by nationality and gender. This survey had in total 52 respondents, 27 Koreans- and 25 Swedish business students.

Table 6. **Participants by Gender**

	Swedish Business Students			South Korean Business Students		
Gender	Number	%	% Of Total	Number	%	% Of Total
Male	17	68	32.7	11	40.7	21.2
Female	8	32	15.3	16	59.3	30.8
Total	25	100	48	27	100	52

When asking the respondents about their age they could chose between four age groups. Table 7 present the number and percentage of participants by nationality and age.

Table 7. **Number and Percentages of Swedish (N = 25) and South Korean (N = 27) participants by recoded age**

	Swedish Business Students			South Korean Business Students		
Age Group	Number	%	% Of Total	Number	%	% Of Total
15-20	0	0	0	1	3.7	1.9
21-25	14	56	26.9	19	70.4	36.5
26-30	9	36	17.3	7	25.9	13.5
31+	2	8	3.9	0	0	0
Total	25	100	48.1	27	100	51.9

Figure 3 illustrates the mean differences of the five LPI dimensions between South Korean- and Swedish business students in our survey. It shows that there are differences when it comes to the mean result between how the two respondents groups perceive ideal leadership behaviour in the five dimensions.

Figure 3. **South Korean and Swedish mean values in LPI's five dimensions**
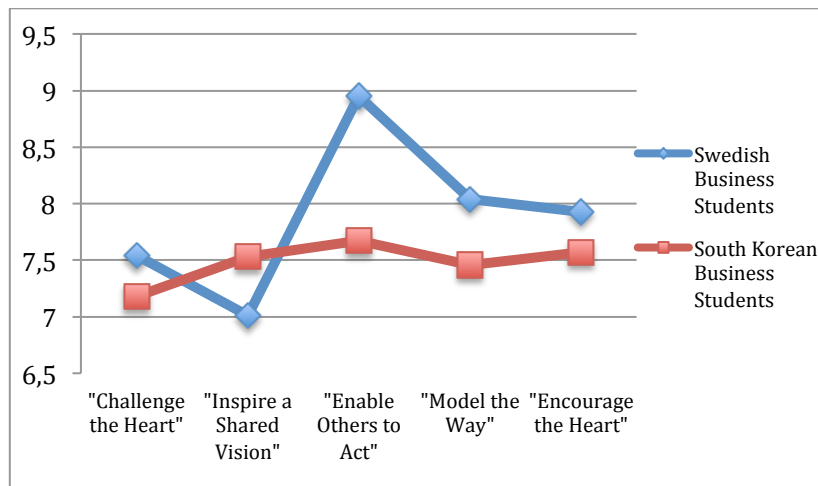
Note. Y-Axel = Mean score (1-10); X-Axel; Leadership Practices Inventory

4.2 Result of Leadership Practices Inventory

The survey shows that there was no significant difference between the Swedish and South Korean respondent groups in three of the five LPI dimensions. These three dimensions are *challenge the process, inspire a shared vision and encourage the heart (see table 8).* The dimensions that showed a significant difference between the respondent groups where *enable others to act* and *model the way (see table 8).* The difference here was that the Swedish respondent group rated these two dimensions of significantly more importance in comparison to the South Korean respondent group.

Table 8. **All five LPI dimensions**

LPI – Dimensions	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
1.*"Challenge the Process"*	7,54	1,228	7,18	1,153	-1,093	,279
2.*"Inspire a Shared Vision"*	7,01	1,477	7,53	,921	1,528	,133
3.*"Enable Others to Act"*	8,95	,526	7,67	,931	-6,191	,000**
4.*"Model the Way"*	8,04	,899	7,46	1,011	-2,191	,033*
5.*"Encourage the Heart"*	7,93	1,001	7,57	,942	-1,356	,181

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

4.3 Cronbach Alpha Reliability

In table 9 the result of the Cronbach Alpha reliability test is presented for all the five LPI dimensions.

Table 9. **Cronbach Alpha Reliability**

Dimension	Sweden	South Korea
Challenge the process	,78	,70
Inspire a shared vision	,81	,62
Enable others to act	,48	,68
Model the way	,37	,73
Encourage the heart	,73	,67

Note. Participants; South Korean, n = 27; Swedes; n = 25.
Cronbach Alpha < 0,6 = Low reliabilty; Cronbach Alpha 0,6 – 0,69 = Acceptable reliability: Cronbach Alpha > 0,7 = Good reliability of the questions measuring the dimension.

Challenge the process dimension:

Both respondent groups perceived the questions in this dimension the same way and the dimension captured what it was meant to capture. The respondents' interpretation of this dimension was therefore homogenous and the reliability of the questions was high.

Inspire a shared vision dimension:

In the Swedish respondent group there was a consistency on how they perceived this dimension it therefore captured what it was meant to capture in the Swedish respondent group.

The South Korean respondent groups result the Cronbach Alpha test for this dimension is lower then 0.7 this indicates that all the respondents may not have perceived the questions in this dimension in the same way. Though it is still over 0.6 that we consider to be acceptable.

Enable others to act dimension:

The participants in the Swedish respondent group may not have understood the questions for this dimension in the same way, as the Cronbach Alpha result for the Swedes is 0.48. This means that this dimension might not have captured what it was meant to capture in the Swedish respondent group.

The South Korean respondent group have a result that was 0,68, which is very close to 0.7, this we consider to be acceptable. However all participant may not have perceive and understood the questions in the same way since the Cronbach Alpha is 0.68.

Model the way dimension:

It is likely that Swedish participants have not understood this question in the same way since the Cronbach Alpha is 0.37. We can therefore not with confi-

dence say that this dimension capture what it was meant to capture in the Swedish respondent group.

In the South Korean respondent group the participants have understood and perceived the questions the same way. This dimension captured what it was meant to capture in the South Korean respondent group, since the Cronbach Alpha is 0.73

Encourage the heart:
The Swedish respondent group perceived and understood the questions in this dimension the same way. This dimension did therefore capture what it was meant to capture in the Swedish respondent group, since the Cronbach Alpha is 0.73

The South Korean respondent group have a result that was 0,67, which is very close to 0.7, this we consider to be acceptable. However all participant may not have perceived and understood the questions in the same way since the Cronbach Alpha is 0.67.

4.3.1 Cronbach Alpha Reliability Analysis
The result of the Cronbach Alpha reliability test showed that two dimensions had a low reliability in the Swedish respondent group. These results where 0.48 for *enable others to act* and 0.37 for *model the way*. These two dimension where also those where it was a significant difference between the two respondent groups in the independent sample t-Test (*see table 8*). The Swedish respondents rated this dimension as significantly more important than the South Korean respondents. The weak Cronbach Alpha result in these two dimensions could be a reason for why the result in our survey indicates significant differences between the two respondent groups in these two dimensions. If we had a high Cronbach Alpha reliability result in both respondent groups in these two LPI dimensions, this might have given a better picture of the difference between the two groups.

However since LPI have been used and validated several times (Matviuk, 2001; Bauer, 1993; Fields & Herold, 1997; Mancheno-Smoak et al., 2009) the reliability for the LPI dimensions can still be seen as high, despite of the result the in our Cronbach Alpha reliability test.

4.4 Challenge the Process

Table 10. **Mean comparision for LPI dimension "Challenge the Process"**

LPI – "Challenge the Process"	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
Question 1	7,12	1,900	7,78	1,695	1,319	,193
Question 2	8,00	1,291	7,44	1,368	-1,503	,139
Question 3	7,48	2,044	7,00	1,480	-,891	,377
Question 4	8,64	1,350	7,00	2,075	-3,348	,002**
Question 5	6,12	2,166	6,81	1,841	1,249	,217
Question 6	7,88	1,740	7,04	1,990	-1,621	,111

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Table 11. **Mean for LPI dimension "Challenge the Process"**

LPI – Dimension	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
"Challenge the Process"	7,54	1,228	7,18	1,153	1,093	,279

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Kouzes & Posner (2001) and Mancheno-Smoak et al. (2009) claim that leaders who engage in *challenge the process* behaviours often tries to find innovative ways to develop the organisation and improve its current position. Kouzes and Posner (1997) explain this type of behaviour as experimental, challenging and risky.

We can see a significant difference when it comes to question number four *"Asks, What can we learn? When things do not go as expected"* (*see table 10*) in this dimension. The significant difference is that the Swedish respondents consider this behaviour to be much more important to engage in as an ideal leader than what the South Korean respondents consider it to be. Hofstede (2001) argues that in a society were masculine values are dominating a need for excellence is promoted. This could be a reason for the significant difference between the respondent groups in our survey since South Korea has a higher score than Sweden in the masculinity dimension (*see figure 1*), by Hofstede (2001).

We can see that there is no significant differences (*see table 11*) when it comes to how the two respondent groups answered on all *challenge the process*-statements, since the P-value (2-tailed) is 0,279. This does not necessarily mean that there is no differences between Swedish and South Korean business stu-

dents in general, what it shows is that there is no significant differences between the two respondent groups that participated in our survey.

One reason for this rather similar result could be that we chose to study two quite similar segments. Both groups are business students, which is a major field of study that usually has a strong international orientation. Today it may be much more common that course literature and articles are written in English and are therefore able to spread managerial management behaviours to a broader segment of students, which may have influenced the respondent groups. This could be a possible explanation for why we could not crystallise any significant differences in this dimension.

As mentioned Kouzes & Posner (2001; 1997) and Mancheno-Smoak et al. (2009) states that leaders with a strong emphasis on this dimension often tries to open new doors to improve the organisations position by being experimental, challenging and risky. Possibly this is why none of the two respondent groups consider this behaviour to be significantly important for an ideal leader to engage in. On the other hand Hofstede (2001) categorize Sweden as a culture with low uncertainty avoidance and South Korea as a culture with high uncertainty avoidance. Hofstede (2001) further argues that a culture with high uncertainty avoidance is characterized by an attitude that is reluctant to accept change and by being very risk adverse. Still there is no significant difference among the respondent groups regarding this dimension. A possible cause for this result could be that the Korean business students that participated in our survey belongs to a young generation that have a different opinion on this matter than the Korean population as whole. This is something we believe could be related to what Inglehart (2005) describes as a shift from survival towards self-expression values where a new generation shift their priorities from economical and physical safety to increasing emphasis on subjective wellbeing, self-expression and quality of life. From judging by Inglehart's (2010) World value survey cultural map from 2005-2008 *(see figure 2)* we believe that the Korean population in general could be closer to survival values, in comparison to the Korean respondents in our survey did. We believe they could be a part of this new generation where the focus has shifted.

There is no significant difference between the respondent groups in this dimension even though that the theoretical framework suggests that there are big difference between Sweden and South Korea when is comes to authority, which we see as strongly connected to this dimension, such as find innovative way to develop the organisation and improve its currents position in the market (Kouzes & Posner, 2001). Grennes (2003) argues that there is a dismissal of the conventional structure of authority in Scandinavian management. On the other hand top-down decision-making, authoritarian leadership and centralization are es-

sential behaviours in the Korean management system according to Fukuyama (1995) and Chen (2004). Furthermore Whitley (1999) claim that common features in Korean management are low level of trust as well as a low degree of consultation with subordinates. This argumentation suggests that actions that *challenge the process* would be hard to engage in for managers in South Korea. Because the low level of trust makes it had to be innovative. Still the Korean respondents show no significant difference from the Swedish respondent group. We suspect a reason for this could be that the Korean respondents have not had any, or very little experience themselves from working life and of managerial work since they still are studying. Furthermore our own experiences from interacting with Korean students during our exchange semester confirms that university students almost always goes straight away from high school to university without any contact with the working life.

4.5 Inspire a Shared Vision

Table 12. **Mean comparision for LPI dimension "Inspire a Shared Vision"**

LPI – "Inspire Shared Vision"	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
Question 1	7,40	1,826	8,41	1,279	2,319	,025*
Question 2	6,64	2,158	7,15	1,748	,936	,345
Question 3	6,32	2,734	7,37	1,668	1,657	,106
Question 4	7,48	1,584	7,56	1,450	,180	,858
Question 5	7,84	1,772	7,56	1,695	-,592	,557
Question 6	6,40	2,160	7,15	1,537	1,447	,154

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Table 13. **Mean for LPI dimension "Inspire a Shared Vision"**

LPI – Dimension	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
"Inspire a Shared Vision"	7,01	1,477	7,53	,921	1,528	,133

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Kouzes and Posner (2001) explain that leaders who engage in these practices strive for creating an ideal and unique picture of what the organisation could accomplish. These leaders are constructing plausible visions and dreams for the organisations environment (Kouzes and Posner, 2001).

The only question in this dimension who showed a significant difference between our respondent groups were question number one *"Talks about future trends that will influence how our work gets done"* (*see table 12).* In this question the South Korean respondents consider this behaviour to be more important than the Swedish respondents. The P-value (2-tailed) result was 0,025.

The overall P-value (2-tailed) result for this dimension was 0,133 (*see table 13)*, which means that we cannot find a significant difference between the two respondent groups. This indicates that our respondent groups might have similar expectations when it comes to this dimension. The lack of detected significant differences between these two groups we believe could be connected to the fact that it is common that business student are studying abroad for at least one semester during their education. Which might have created a more international and mutual approach amongst the business students in our survey when it comes their opinions on this dimension. Furthermore the Korean respondents that were asked to participate all studying at universities in the capital of South Korea, Seoul. This may have affected the respondents' attitudes since they all live in the capital, which may have given them a more international perception of ideal leadership behaviour than the rest of the population.

Chen (2004) talks about three sources of influences that have created the managerial system that exist in South Korea today, the American influence in the second part of the 20th century is one of them. This influence on Korea is still significant and the ties between Korean and American companies are visual (Chen, 2004). Since this may have caused a more western view on these issues that may be more similar to the Swedish view.

Hofstede (2001) describes the cultural dimension individualism as a society's position on people's self-image being defined as "I" or "we". In this theory Sweden is categorised by high individualism and South Korea by low individualism. We believe this is contradictory to the results the Swedish respondent group generated on this dimension, since having a shared vision focuses on the "we" aspect and not on the "I". This may imply that this dimension should be more important to the Korean respondent group and less important to the Swedish. On the other hand Grennes (2003) talks about how Scandinavian managers often strive for consensus and making democratic decisions. Which we interpret as being more related towards the "we" characteristic, hence the result the Swedish respondent group generated could be lacking significant difference from the South Korean respondent group because of this. Another reason for this, as McSweeney (2002) argues is that a questionnaire cannot identify the main dimensions of culture.

Grenness (2003) talks about the Scandinavian management style and that it is important for Scandinavian managers to promote goals for the organisation and create plausible visions for the future. We believe it is very common for all companies to have a well-formulated vision and mission. The fact that this behaviour is so common today could be a reason for a non-significant P-value (2-tail) in our survey *(see table13)* when it comes to this dimension. Today, people may take the leadership behaviours described in the *inspire a shared vision* dimension for granted. The respondents in our survey may consider this to be so fundamental for companies and leaders to engage in these behaviours, that they do not even reflect that much over it.

4.6 Enable Others to Act

Table 14. **Mean comparison for LPI dimension "Enable Others to Act"**

LPI – "Enable Others to Act"	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
Question 1	9,08	,759	8,70	1,265	-1,311	,197
Question 2	9,08	1,115	8,26	1,167	-2,123	,039*
Question 3	9,72	,737	8,26	1,483	-4,547	,000**
Question 4	7,84	1,248	7,15	1,322	-1,937	,058
Question 5	8,92	1,152	6,37	1,621	-6,491	,000**
Question 6	9,08	,862	7,26	1,701	-4,922	,000**

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Table 15. **Mean for LPI dimension "Enable Others to Act"**

LPI – Dimension	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
"Enable Others to Act"	8,95	,526	7,67	,931	-6,191	,000**

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

According to Kouzes and Posner (2001) are leaders that engage in these behaviours frequently emphasising on creating collaborations and team spirits within the organisation. They argue that core values that are fundamental for these leaders are trust, mutual respect and human dignity.

This is one of the dimensions were we could identify several significant differences amongst the result in our survey. Four questions *(see Table 14)* had a P-value (2-tailed) of 0,05 or less. In all of them the Swedish respondents considered the behaviour to be of much more importance than the Korean respondents

in our survey. The questions that showed a significant difference in this dimension are:

- **Question 2:** *"Actively listens to diverse points of view."*
- **Question 3:** *"Treats others with dignity and respect."*
- **Question 5:** *"Gives others a great deal of freedom and choice in deciding how to do their work."*
- **Question 6:** *"Ensures that people grow in their jobs by learning new skills and developing themselves."*

Seen to the whole dimension, the P-value (2-tailed) was 0,000 *(see table 15)*. This means that there is a significant difference between the two respondent groups. Grenness (2003) talks about the Swedish management and describes it as striving for accomplish consensus and it is important that decisions are being made through a democratic process. However in Korea were the managers according to Whitley (1999) are not, or to a very low level consulting with subordinates. We believe this management culture could have shaped our South Korean respondents to answer differently in the question in this dimension, since they are much related to respect, trust and making each member to feel appreciated, powerful and capable. Inglehart (2005) argues that societies that have high self-expression values like Sweden tend to have a culture with high trust, tolerance, individual freedom and self-expression, these are fundamental elements for democracy. We believe that there is a strong connection between democracy and the *enable others to act dimension*. This is because of the fundamental aspects of the "Enable other to act dimension", which are trust, mutual respect and human dignity, we see them as central cornerstones in democracy. With this we mean that Sweden's and Koreas position in Inglehart's (2010) study *(see figure 2)* could be an explanation to our respondent groups differences in these questions. The Swedish respondents put much more importance in these questions because of the democratic values. With this being said we do not claim that South Korea is a non-democratic society, but according to Inglehart (2010) it has less democratic values in comparison to Sweden and this may have shaped the respondents answers in our survey *(see figure 2)*.

In societies with low power distance people expect an equal distribution of power and authorisation, according to Hofstede (2001) Sweden is a society with very low power distance and Korea with a high power distance. We believe this could also be an explanation of the difference in this dimension, since the Swedish respondents are expecting a more even distribution of the power while the Koreans accept a high level of hierarchy. This may have caused the Swedish respondents to rate this behaviour as more important for a manager to engage in frequently. The Korean respondents may have considered these behaviours to be

stepping out of the manager's authority zone, hence breaking the power distance and breaking the managerial norm.

Analysis of enable others to act -result in the Cronbach Alpha test
We believe that the *enable others to act*-dimension is seen as fundamental for the students in the Swedish respondent group. Because of this some of the Swedish respondents may have interpret the questions under this dimension in a more general way then from an ideal leader perspective. This makes it hard to distinguish if the result in the Cronbach Alpha Reliability test would have been the same if we did the survey again and all respondents interpreted the question from an ideal leadership perspective instead.

Regarding the question *"Treats others with dignity and respect"* in this dimension: We think this really shows that this is a fundamental issue that the Swedish students believe is something that everyone must do, not only managers. Which may have caused all answers to be allocated in the high end of the scale. This may be due to the fact that Swedish management is characterized by flat organisations with low hierarchy as Grennes (2003) discuss, which we believe is related to that people in organisations can interact over official positions. Also Hofstede (2001) characterized Sweden as a country with low power distance where fundamental values are that all have equal rights and that superiors are accessible. We interpret this as the superiors are a part of the group and act more like coaches and not as authoritarian leaders. This may have contributed to that some respondents did interpret the questions differently. It can therefore not with certainty be said that the result in the Cronbach Alpha Reliability test would be the same if the survey were repeated.

4.7 Model the Way

Table 16. **Mean comparison for LPI dimension "Model the Way"**

LPI – "Model the Way"	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
Question 1	8,52	1,610	7,22	1,450	-3,058	,004**
Question 2	6,84	2,427	7,04	1,255	,363	,718
Question 3	9,08	1,256	8,07	1,615	-2,493	,016*
Question 4	7,96	2,208	7,59	1,600	-,691	,493
Question 5	8,80	1,080	7,74	1,723	-2,631	,011*
Question 6	7,04	2,031	7,07	1,639	,067	,034*

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Table 17. Mean for LPI dimension "Model the Way"

LPI – Dimension	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
"Model the Way"	8,04	,899	7,46	1,001	-2,191	,033*

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Kouzes & Posner (2001) describes the dimension *model the way* as leaders who are acting as role models by setting good example for others. They formulate principles in how members should behave and treat others, but also explains how goals and interim goals should be fulfilled. Searching for opportunities and guides members where to go and how. (Kouzes and Posner, 2001)

The results in this dimension show a significant difference between the two respondent groups. Question one, three and five *(see table 16)* illustrates that the Swedish respondents thought that these statements where of significantly more importance then the South Korean respondents.

- **Question 1:** *"Sets a personal example of what he or she expects from others"*
- **Question 3:** *"Follows through on the promises and commitments that he or she makes"*
- **Question 5:** *"Makes certain that we set achievable goals, make concrete plans and establish measurable milestones for the projects and programs that we work on"*

However question six (*see table 16*) shows a significant difference, declaring that the South Korean respondents thought this statement was of more importance.

- **Question 6:** *"Makes progress toward goals one step at a time"*

The dimension as whole (*see table 17*) shows a significant difference that describes this dimension as significantly more important for the Swedish respondent group. The P-value (2-tailed) result is 0,033.

The mean value on the six questions from the Swedish respondent group differs a lot in this dimension. We believe this could be due to that Sweden is defined as an "I" culture in Hofstede's (2001) individualism dimension. With this we mean that there are many different opinions among the individuals in the Swedish responded group on how to best act as a leader to be a role model and by setting a good example for others. We also believe that there could be a connection to managerial behaviour Kouzes and Posner (2001) talks about in *model the way*, searching for opportunities and guides members where to go and how. That we

think could be connected to the how (Grenness, 2003) describes Scandinavian management style, where an approach commonly used is participation, were managers keep other people in mind and together they create a new reality. This argumentation suggests that *model the way* behaviour is an important aspect in Scandinavian management and is perhaps, also the cause for this behaviour being significantly important for the Swedish respondent group.

Morden & Bowles (1998), Fukuyama (1995) and Chen (2004) describes Korean management style as very centralised and the South Korean respondents maybe do not expect that managers have the authority to engage too much in this behaviour because of the very centralised structure. Furthermore Whitley (1999) states that Korean management is characterized by low degree of consultation with subordinates. Perhaps the South Korean respondents do not expect managers to take that much notice of them by making big efforts to set goals for them and be a personal example. This might be a cause for the significant difference between the respondent groups.

Fukuyama (1995) and Chen (2004) describes Korean management as very authoritarian and Morden & Bowles (1998) explains that there is a traditional respect for authority, seniority, and job status. This also means that a significant degree of loyalty to the employer is expected. Perhaps the Korean respondents do not think that it is acceptable to demand this much attention from their managers. Because they want to be respectful to them and accept that they have a senior position and use their authority in the way they feel is fit to do. We also believe this could have a connection to what Inlgehart (2005; 2010) talks about regarding democracy and how South Korea is closer to survival values then self-expression values, which Sweden is closer to. Societies that are ranked high on self-expression values have a stronger connection to fundamental democratic elements then societies closer to the survival values. The respondents may have been influenced from their cultural norms and democratic values, which perhaps this is the reason for why we found a significant difference in this dimension.

The South Korean respondents maybe do not feel the need for a manager to engage in this behaviour so much because as Hofstede (2001) describes in the uncertainty avoidance dimension "an inner urge to work hard" in a culture with high uncertainty avoidance characteristics *(see table 4)* which South Korea is. We believe this might cause the South Korean respondents to see this behaviour as less relevant for managers to engage in. Because hard work is given for the respondents and they have less of a need for the manager to *model the way*.

Analysis of Model the Way-result in the Cronbach Alpha test
In this dimension there is a weak Cronbach Alpha result, this indicates that there are items in this particular dimension that does not correlate with the rest of the

items. This suggests that the respondents did not interpret the questions for the *model the way* dimension as belonging to the same dimension. The fact that there may have occurred some inconsistency for this dimension can also have affected the three dimensions that did not show a significant difference. The result may have been different if the respondents interpreted the *model the way* dimensions questions as belonging to the same dimensions. This could have affected the results for the other dimensions as well. However as mentioned before, LPI has been validated in several previous researches (Matviuk, 2001; Bauer, 1993; Fields & Herold, 1997; Mancheno-Smoak et al., 2009) and it is therefore hard to distinguish if the low Cronbach Alpha result for *model the way* dimension as well as *enable others to act* is due to misinterpretations by the respondents, or just random circumstances.

We also believe that the Swedish management system that is characterized by low hierarchy and cooperation between employers and employees (Grennes, 2003) could be connected to what Hofstede (2001) says about inequality being minimized in cultures with low power distance, which Sweden is. This may have caused misinterpretation of the questions. The low Cronbach Alpha reliability result may also be connected to the fact that respondents may have mixed feelings about the issues that characterize *model the way*. This could be related to the possibility that many of the students have not had that much working experience. This might have made them unsure about what to expect from mangers when they go out in the working life instead of relating the questions to what they think is ideal leadership according to them.

4.8 Encourage the Heart

Table 18. **Mean comparison for LPI dimension "Encourage the Heart"**

LPI – "Encourage the Heart"	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
Question 1	8,68	1,406	7,96	1,344	-1,880	,066
Question 2	7,40	1,528	7,48	1,252	,211	,834
Question 3	8,16	1,491	7,19	1,942	-2,018	,049*
Question 4	7,48	1,584	7,44	1,340	-,088	,931
Question 5	7,52	1,939	7,63	1,548	,226	,822
Question 6	8,36	1,186	7,70	1,636	-1,644	,106

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Table 19. **Mean for LPI dimension "Encourage the Heart"**

LPI – Dimension	Mean Swedish sample	SD Swedish sample	Mean Korean sample	SD Korean sample	t-value	P-value (2-tailed)
"Encourage the Heart"	7,93	1,001	7,57	,942	-1,356	,181

Note. SD = Standard Deviation. Participants; South Korean, n = 27; Swedes; n = 25.
*p < .05. **p < .01.

Leaders that engage in behaviours related to the dimension *encourage the heart* are according to Kouzes and Posner (1997; 2001) regularly celebrating accomplishments together with the members. Leaders try to recognise the members' work and make them feel appreciated.

When it comes to the fifth dimension only one question (*"Makes sure that people are creatively rewarded for their contributions to the success of projects"*) showed a significant difference in the *t*-Test *(see table 18)*. It is the Swedish respondents that have the opinion that this behaviour is more important for leaders to engage in. In the other five question *(see table 18)* or in the total P-value *(see table 19)* we could not detect any significant differences between the respondent groups in our survey.

Hofstede (2001) categorizes Sweden as a culture with high individualism where people's self-image is defined as "I" and South Korea as a culture with low individualism where the self-image is defines as "we". Our interpretation of this is that according to Hofstede (2001) it should be a bigger difference between the two respondent groups in this dimension. Since *encourage the heart* is characterized by recognition of accomplishments, which we believe, is something more common in a "we" culture, where the group is more important then the individual. This suggests that South Korea which is a "we" culture would have a very different opinion then Sweden which is an "I" culture. However there are no significant differences between the respondent groups in our survey, perhaps it has to do with the fact that participants are business students and therefore have some experience of international management. It might also be because both groups belongs to the emerging workforce, which consist of young people that may have different values then the rest of the population.

Furthermore Grenness (2003) states that in Scandinavian management an approach also commonly used is participation, where managers keep other people in mind and together they create a new reality. We believe that this is connected to what Kouzes and Posner (2001; 1997) says about *encourage the heart* regularly celebrating accomplishments together with the members. This suggests that the *encourage the heart*-dimension could be important to Swedes and it could

explain why there are no significant differences between the two respondent groups in our survey.

Hofstede (2001) categorizes Sweden as a feminine culture and South Korea as a masculine culture. In a masculine culture admiration for the successful achiever is promoted. This suggests that South Koreans would like to celebrate accomplishments, which Kouzes & Posner (1997; 2001) describes as fundamental for this dimension. However there is no significant difference between the respondent groups. We think this may be because of the hierarchal structure that characterise the South Korean management system (Chen 2001) makes it hard for managers to risk getting to close to their subordinates hence making it hard to maintain a professional relationship and an authoritarian position. This may have been something the Korean respondents reflected over when rating this dimension and did therefore not rate it as significantly important. We have also from our own experiences in South Korea got the impression of the Korean people in general are very humble and not willing to take up to much attention. This may also be a contributing factor that makes Koreans not significantly more willing to celebrate accomplishments.

5. Discussion

The purpose of this study is to identify similarities and dissimilarities between South Korean and Swedish business students, when it comes to attitude towards how they believe an ideal leader should behave. In this study we do not intend to make any generalisations on populations, instead we want to present a picture of how two nationally different groups of business students perceive ideal leadership behaviours, to compare the results whit what the theory states. We have no intentions of investigating or to take consideration for gender, personality-, nor background differences. If the survey would have more respondents from both groups the result could have been different.

Previous research has shown that LPI has been used to see national differences on leadership expectations where these have proven that LPI is a valid tool to use for this (Matviuk, 2001; Bauer, 1993; Fields & Herold, 1997; Mancheno-Smoak et al., 2009). Our application of LPI was by using it to identify Swedish and South Korean business students' attitudes on how an ideal leader should behave. The findings that was crystallised cannot be considered to be the general perception of business students in South Korea and Sweden. However, what we can say is that it describes the perception of the two respondent groups that took part in our survey.

When it comes to the attitude the Swedish and the Korean respondent groups had on ideal leadership, we have discovered fundamental elements of leadership where the two groups attitude are separated. The behaviours that we found to be significantly different between the two respondent groups are connected to, two out of five LPI dimensions (*enable others to act* and *model the way*). In the other three (*challenge the process, inspire a shared vision* and *encourage the heart*) dimensions there was no significant difference for the dimension as a whole, however one question in each dimension showed a significant difference between the two respondent groups.

In the dimension *enable others to act* four questions showed a significant difference between the groups, the Swedish respondents considered this dimension to be significantly more important (*see table 8*). The questions in the "Enable other to act" dimension are connected to leadership behaviour where leaders involve others in the work by creating collaborations and team spirit. However because of a weak Cronbach Alpha result in the Swedish respondent group for this dimension we cannot be sure of that the respondents had a homogenous interpretation of the questions, which may have affected the *t*-Test result. The reason for the weak Cronbach Alpha reliability test is hard to determine, but we can make assumption for possible explanations. As we discussed earlier we believe that one of the reasons for the result in this particular dimension could be that the

Swedish respondent answered some of the question, especially the ones related to trust and respect in a more general way than just from an ideal manager perspective. This can have a connection to the fact that Sweden has a culture with higher trust, tolerance, individual freedom and self-expression than what South Korea has. Societies with just mentioned cultural values are according to Inglehart (2005) societies that have high self-expression, like Sweden, highlight values that are fundamental for democracy. We believe that this could be the reason for why the Swedish business student respondents consider these questions to be of more essential than the South Korean business student respondents. According to Kouzes & Posner (2001) trust, mutual respect and human dignity are fundamental behaviours for leaders in the *enable others to act* dimension, which further confirms the argumentation above, that Swedish respondents find this to be significantly more important. We do not suggest that the South Korean respondent group have totalitarian values, but our result shows that the leadership behaviour in the *enable others to act* dimension in more important to the Swedish respondent group.

The dimension *model the way* also received a weak Cronbach Alpha result amongst the Swedish respondent group. What we found notable from the *t*-Test from this dimension was that out of the four questions that showed a significant difference, one of them *("Makes progress toward goals one step at a time")* the South Korean respondent group considered to be more important. While the other three questions that showed a significant difference the Swedish respondents consider the leadership behaviours to be of more importance then the Koreans. This might be the explanation to the weak Cronbach Alpha result in this dimension. What we find interesting is that, something in this question was of significantly more importance to the South Korean respondent group. Perhaps the "one step at the time" aspect is particularly important to the respondents. However this is very close to what question five in *model the way* says: "*Makes certain that we set achievable goals, make concrete plans and establish measurable milestones for the projects and programs that we work on.*" Which was significantly more important to the Swedish respondent group. An explanation could be that is was some kind of misinterpretation of the *"Makes progress toward goals one step at a time"*-question, but it could also be that something in this question makes it more important to the South Korean respondent group.

The other three LPI dimensions did, as mentioned earlier not show any significant differences between the two respondents groups. However, this does not rule out the possibility that there are significant differences between Swedish and South Korean business students in general, what it shows is that there are no significant differences in the two respondent groups participating in this survey. Since all the Korean respondents asked to participate are studying at universities in capital of South Korea, Seoul. We cannot rule out the fact that it has influenced

them to be more international than the rest of the population. This may have influenced them to be more international than the rest of the population. The Cronbach Alpha reliability result showed that the reliability was acceptable for *challenge the process* for both respondent groups. In *inspire a shared vision* and *encourage the heart* it was acceptable in the Swedish respondent group. In the Korean respondent group the Cronbach Alpha was under 0,7 but over 0,6, which we consider to be acceptable. The relative high Cronbach Alpha result in these three dimensions indicates that the questions under this dimension had a homogenous interpretation from the respondent groups. This could imply that the respondents think rather a like regarding the leadership behaviours related to these dimensions.

There is no significant difference between these three *(challenge the process, inspire a shared vision* and *encourage the heart)*. We can therefore assume that there is no significant difference between the two respondent groups attitude toward the leadership behaviours connected to these three dimensions. The leadership behaviours related to *challenge the process* are: experimental, risk-taking, searching for new opportunities and learn from mistakes. For the *inspire a shared vision* leadership behaviours are positive, creating plausible visions and goals. Finally, leadership behaviours related to *encourage the heart* are: celebrating accomplishments together with members, recognising members work and make them feel appreciated. It is difficult to determine why no significant difference where detected between the respondent groups for these three dimensions. One of the reasons might be that both responded groups actually have similar attitudes towards these behaviours and had a similar attitude towards how frequently a leader should engage in these behaviours. Another reason might be that these three dimensions did not ignite a spark for these two responded groups, perhaps if the respondents would have had more experience of working and own experiences to compare with they would have answered different. However there were three questions that that showed a significant difference in these dimensions, there are:

- Challenge the Process: "*Asks, What can we learn? When things do not go as expected*" (The South Korean respondent group considered this to be an important behaviour for an ideal leader to engage in)

- Inspire a Shared Vision: "*Talks about future trends that will influence how our work gets done*" (The Swedish respondent group considered this to be an important behaviour for an ideal leader to engage in)

- Encourage the Heart: "*Makes sure that people are creatively rewarded for their contributions to the success of projects*" (The Swedish respondent

group considered this to be an important behaviour for an ideal leader to engage in)

Regarding all the five LPI it could also be discussed if the result would have been the same if more respondents had participated in our research. Perhaps the result would have been similar, but we cannot rule out the possibility that differences have been found. The result as a whole could also be put in an age perspective. The participants in our survey consisted of students, which have to be categorized as young people and the emerging workforce. The case might be that this young generation have different values when it comes to ideal leadership then the rest of the population in respective country. This is not taken in consideration in the theoretical framework describing each country's characteristics and is therefore almost impossible for us to measure, however the possibility that difference do exist between generations cannot be ruled out.

6. Conclusion

In this part we will present the answer to our research question, that is: *Are there differences between the Swedish and South Korean business students in how they perceive an ideal leader should behave?*

Through the data we gathered in our survey and from conducting an independent *t*-Test we can identify significant differences between our two respondent groups when it comes to how they perceive an ideal leader should behave.

- *Enable others to act:* A significant difference was detected.
The Swedish business students that participated in our survey, perception of how an ideal leader should behave includes trust, mutual respect and human dignity, they also want a leader to frequently emphasising on creating collaborations and team spirits within the organisation. These are the core values in the *enable other to act* LPI dimension. There is a significant difference and the South Korean responded group do not see this as important for managers to engage in as frequently.

- *Model the way:* A significant difference was detected.
The Swedish business students that participated in our survey, perception of how an ideal leader should behave includes act as a role model to others by setting a good example, formulate principles in how members should behave and treat others. Leaders should also explains how goals and interim goals should be fulfilled and search for opportunities and guide members where to go and how. There is a significant difference and the South Korean responded group do not see this as important for managers to engage in as frequently.

The other three LPI dimensions *(challenge the Process, inspire a shared vision and encourage the heart)* did not show any significant differences between the two respondents groups. We can therefore not say if there are any significant differences between the two groups regarding these three dimensions and their core values. However, we can conclude that the two respondent groups do not consider any of these three dimensions to be more or less important, then the other.

- Leadership behaviours related to *challenge the process* are: experimental, risk-taking, searching for new opportunities and learn from mistakes.

- Leadership behaviours related to *inspire a shared vision* are: positive, creating plausible visions and goals.

- Leadership behaviours related to *encourage the heart* are: celebrating accomplishments together with members, recognising members work and make them feel appreciated.

7. Suggestions for further research

There are several different actions that can be made to further develop our research and make it more sufficient and interesting. First of all we think it would be interesting to see a similar study as our, but with more respondents from both Sweden and South Korea. This is necessary to be able to make generalisations of the to populations (Swedish- and South Korean business students). To complement the LPI survey it would be good for the overall picture to also include focus group interviews in the survey. This would give the research a broader perspective and it could give the researcher/s the chance to ask important follow-up questions to respondents from both groups.

To minimise the risks of getting a low Cronbach Alpha result we recommend future researcher in this area to use LPI questionnaire that are formulated in the same language as spoken by the respondents as Matviuk (2001) did with the Mexican respondents who participated in that survey. This could limit the risks of misinterpretations and increase the validity of the research.

Finally, if possible, it would be interesting to do a LPI study like ours but instead of comparing nations or cultures, comparing different sample groups within the same country. Some segments that could be interesting to investigate the differences between are, students vs. people who have worked for at least five years or different generations.

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Appendix 1

The model below shows that Sweden is categorised as a country with small power distance and with weak or low uncertainty avoidance. While South Korea, is categorised as a country with large power distance and with strong or high uncertainty avoidance. (Hofstede, 2001)

Figure 4. **Uncertainty Avoidance and Power Distance Index**
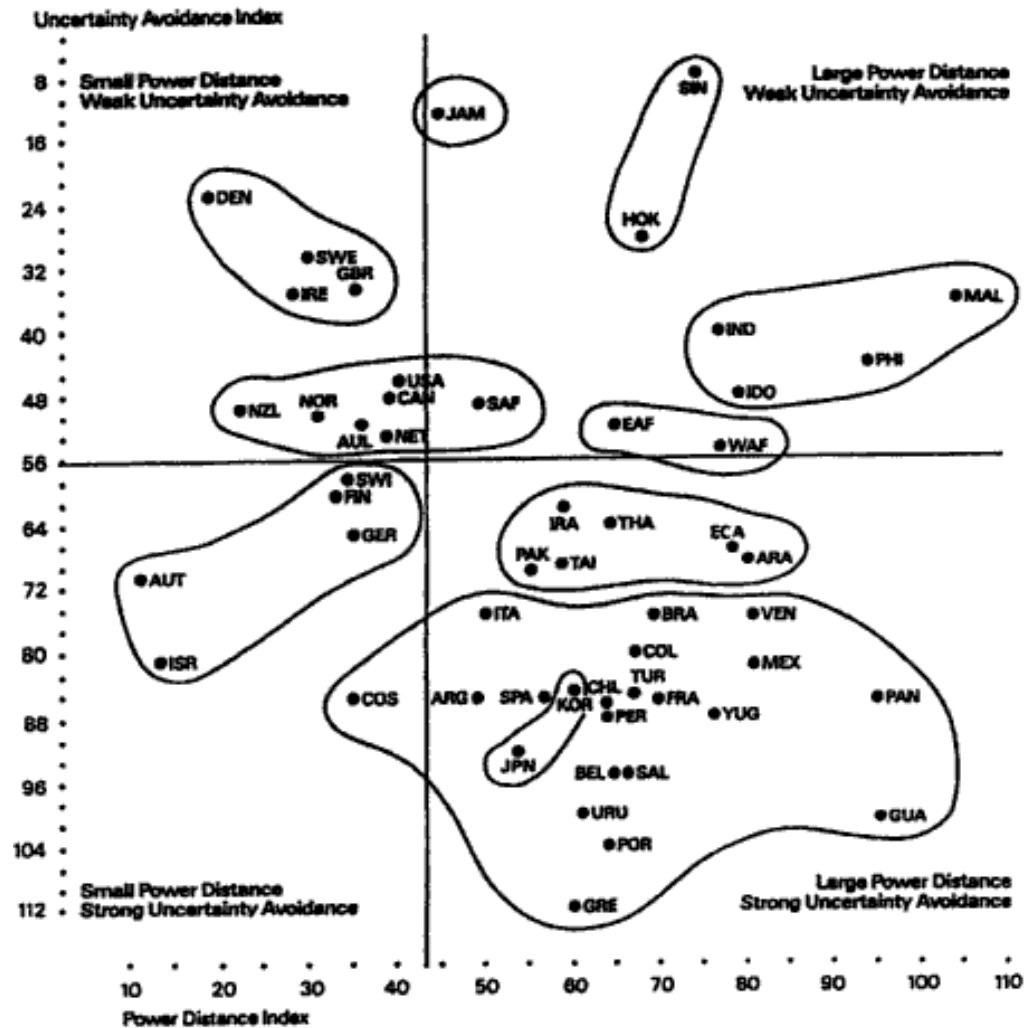
Hofstede (2001)

Appendix 2

Leadership Practices Inventory questions: (Matviuk, 2001)

The 30 questions included in the LPI are presented below and are divided into which leadership practice they belongs to. The same questions where used in our survey, but in a different order. See appendix five for a sample question with the liket-scale.

1. <u>"Challenge the process" statements:</u>
   Q1. *Seeks out challenging opportunities that test his or her own skills and abilities.*
   Q2. *Challenge people to try out new and innovative approaches to their work.*
   Q3. *Searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.*
   Q4. *Asks, "What can we learn?" when things do not go as expected.*
   Q5. *Experiments and takes risks even when there is a chance of failure.*
   Q6. *Takes the initiative to overcome obstacles even when outcomes are uncertain.*

2. <u>"Inspire a shared vision" statements:</u>
   Q1. *Talks about future trends that will influence how our work gets done.*
   Q2. *Describes a compelling image of what our future could be like.*
   Q3. *Appeals to other to share an exciting dream of the future.*
   Q4. *Shows others how their long-term interests can be realized by eliciting a common vision.*
   Q5. *Is contagiously enthusiastic and positive about future possibilities.*
   Q6. *Speaks with genuine conviction about the higher meaning and purpose of our work.*

3. <u>"Enable others to act" statements:</u>
   Q1. *Develops cooperative relationships among the people he or she works with.*
   Q2. *Actively listens to diverse points of view.*
   Q3. *Treats others with dignity and respect.*
   Q4. *Supports the decisions that other people make on their own.*
   Q5. *Gives others a great deal of freedom and choice in deciding how to do their work.*
   Q6. *Ensures that people grow in their jobs by learning new skills and developing themselves.*

4. <u>"Model the way" statements:</u>

Q1. *Sets a personal example of what he or she expects from others.*

Q2. *Spends time and energy on making certain that the people he or she works with adhere to the principles and standards that have been agreed on.*

Q3. *Follows through on the promises and commitments that he or she makes.*

Q4. *Is clear about his or her philosophy of leadership.*

Q5. *Makes certain that we set achievable goals, make concrete plans and establish measurable milestones for the projects and programs that we work on.*

Q6. *Makes progress toward goals one step at a time.*

5. "Encourage the heart" statement:

Q1. *Praises people for a job well done.*

Q2. *Makes it a point to let people know about his or her confidence in their abilities.*

Q3. *Makes sure that people are creatively rewarded for their contributions to the success of projects.*

Q4. *Publicly recognizes people who exemplify commitment to shared values.*

Q5. *Finds ways to celebrate accomplishments.*

Q6. *Gives the members of the team lots of appreciation and support for their contributions.*

Note: Q = Question

Appendix 3:

Introduction of online social survey   56

Leadership practices inventory

UNIVERSITY OF GOTHENBURG
SCHOOL OF BUSINESS, ECONOMICS AND LAW

The purpose of the survey is to investigate the view Swedish business students have on ideal leadership. The survey is therefore only directed to business students, if your major field of study is business administration (finance, marketing, accounting, management or other business administration related subjects) please proceed with the survey. Otherwise, please disregard to complete this survey.

Thank you so much for your time, it is very much appreciated.

1) Gender? *
○ Female
○ Male

2) Age *
○ 15-20   ○ 21-25   ○ 26-30   ○ 30+

3) Nationality *
○ South Korea   ○ Sweden

4) What university are you studying at? *

5) Is your major field of education business administration *(finance, marketing, accounting, management, economics)* or other business administration related subject? *

If your answer to this answer is NO, please stop here and do not proceed with the survey.

○ Yes
○ No

6) Level of education? *
○ Bachelor
○ One year master
○ Two year master
○ Other

Appendix 4:

Instructions for the online survey

Instructions

We would like you to describe how an ideal leader should behave, this means give us your opinion of what his or her behavior should be. On the following pages, 30 statements describe various leadership behaviors. Please read each statement carefully. Using the rating scale, decide how frequently an ideal leader should engage in the described behavior. Use the following rating scale:

1 = Almost Never
2 = Rarely
3 = Seldom
4 = One in a While
5 = Occasionally
6 = Sometimes
7 = Fairly Often
8 = Usually
9 = Very Frequently
10 = Almost Always

In selecting each response, please think about the extent to which an ideal leader should engage in the behavior. **Answer in terms of how you would like to see an ideal leader behave or in terms of how you think he or she should behave**. Answer in terms of how an ideal leader typically should behave—on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank underneath the statement. When you have responded to all 30 statements, turn to the response sheet on page 5. This **IS NOT** a test – there are no wrong answers, your opinion is the only right answer.

To what extent does an ideal leader typically engage in the following behaviors? Choose the number that best applies to each statement.

Appendix 5:

Sample of question from online survey. All LPI questions looked identical, the only thing changed was the LPI statement that the respondent rated on the likert-scale.

7) Seeks out challenging opportunities that test his or her own skills and abilities. *

○ 1. Almost Never
○ 2. Rarely
○ 3. Seldom
○ 4. Once in a While
○ 5. Occasionally
○ 6. Sometimes
○ 7. Fairly Often
○ 8. Usually
○ 9. Very Frequently
○ 10. Almost Always