Millennials & Cross-cultural leadership

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Abstract: As globalization and technological development have become increasingly influential in the last decade a new type of pressure on leaders around the world has emerged that entails a need for Cross-cultural leadership abilities. Being engulfed in these developments has arguably influenced the new generation of leaders Millennials, to cope with these complexities better than previous generations. This thesis therefore explores the generational differences in leadership traits by using one of the most rigorous frameworks, namely the GLOBE research program, to compare the two previously dominating generations Baby Boomers and Generation Xers to the Millennial generation. This enables an investigation of the research question: *How does leadership preferences vary when comparing the Baby boomer generation and Generation X to the Millennials by utilizing the GLOBE research programs Culturally endorsed Leadership Traits?* While previous research have identified key trends associated with the generational traits of Baby boomers, Generation Xers and the results of the GLOBE study, little has been researched in comparison to the Millennials. This thesis applies a quantitative method gathered in two culturally separate societies (Sweden and Taiwan), similar to the original GLOBE research program, to identify differences in the valuation of leadership traits and put the findings into a generational context. The results indicate that Charismatic/value-based leadership continues to be an important leadership trait. Team oriented leadership is regarded as increasingly important in the Millennial generation, endorsed by a high valuation of the traits team integrator and diplomatic leadership. This is possibly derived from the Millennial generations increased presence in online communities and an attained global mindset available through an increased physical and virtual mobility. It is also suggested in the valuation of Participative leadership that previous research advocating that Millennials have narcissistic tendencies are not entirely applicable, as the results rather point to a practical necessity of self-reliance identified in the sample. These findings contribute to both academia and business by highlighting the limitations associated with the GLOBE research program and suggesting areas of future research. In addition, the findings could be used by human resources in recruitment and management training.

Key words: *Millennial generation, Cross-Cultural leadership, GLOBE, Baby Boomer, Generation X, Sweden, Taiwan, Leadership traits, CLT.*

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Definitions

Globalization: refers to the inexorable integration of markets, nation-states, and technologies that is enabling individuals, corporations and nation-states to reach around the world farther, faster, deeper, and cheaper than ever before (Freidman T.L., 2000).

Global Leadership and Organizational Behaviour Effectiveness (GLOBE) Research Program: is a multi-phase, multi-method research project that involved contributions from around 170 scholars from all over the world, conducted between 1994 – 1997. It was directed towards the development of systematic knowledge concerning the inter-relationship between culture and leadership in 62 societies (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004).

GLOBE societies: refers to the GLOBE's operationalization of societal cultures present within nations which consists of commonly experienced language, ideological belief system (including religion and political belief systems), ethnic heritage, and history (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004).

Culturally endorsed leadership traits (CLTs): refers to the 21 leadership traits identified in the GLOBE research study. These consist of traits that were universally viewed as crucial in creating leadership effectiveness (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004).

Leadership: describes the use of non-coercive influence to shape the goals of a group, to motivate behavior toward reaching those goals, and to help determine the groups' culture (Yukl, G., 1964). An outstanding leader is therefore a person in an organization or industry who is exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004).

Generation: is defined as an identifiable group that shares birth years, age location, and significant life events at critical development stages; the first wave, core group, and last wave (Kupperschmidt, B. R., 2000). A generational group could also be referred to as a cohort and includes those who share historical or social life experiences, the effects of which are relatively stable over the course of their lives. These life experiences tend to distinguish one generation from another (Jurkiewicz, C. L., Massey Jr, T. K., and Brown, R. G., 1998). A cohort also develops a personality that influences a person's feelings toward authority and organizations, what they desire from work, and how they plan to satisfy those desires (Kupperschmidt, B. R., 2000).

Millennials: refers to the generational cohort born between 1982 – 2004. These are often referred to as Generation Y, Generation Z, Net generation, iGeneration, or Digital Natives by researchers. They are signified by having been fully emerged in the digital world whilst growing up (Vogel, P., 2015).

Generation X: refers to the generational cohort born between 1964 – 1981. These are occasionally referred to as Post-boomers, 13th generation or MTV generation in previous research. The group is signified as to being influenced by the Vietnam war, the Watergate scandal, the Cold War and the Rise of mass media (Vogel, P., 2015).

Baby boomers: refers to the generational cohort born between 1946 – 1964. In previous research these are occasionally called the Me-generation, and the cohort has been the source of many important contemporary cultural and economic changes. They are largely identified to have been influenced by the Post WWII economic growth and prosperity, the Vietnam war, the Cold War, space exploration and the Atomic Age (Vogel, P., 2015).

1. Introduction

International business has grown so rapidly in the past decades that many experts believe this period in history will be referred to as *the era of globalization* in retrospect (Freidman, T. L., 2000). In 1950, international merchandise trade only accounted for about 24.3% of the total GDP of the world's nations; by 2014, it represented 60.2% (The World Bank., 2016). This increase is an example of a factor that puts greater pressure on managers to adapt to an internationalized climate through effective leadership and cross-cultural communication, collaboration, and cooperation. This is not only important for effective practice of management of international businesses but also for the betterment of human condition as the interconnectivity extends to include cultures (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). In this environment, leadership take on additional complexities as a result of the increasingly global workforce, customers, suppliers, competitors, and creditors that are likely to be found in international organizations (Nardon, L., and Steers, R., 2008). However, there are some indications that managers previously lacked the skillset necessary for managing these businesses (Browaeys, M. J., and Price, R., 2010). For example, in a survey from 1998 of Fortune 500 firms, having competent global leaders was rated as the most important factor for business success. In the same survey, 85% of executives stated that they did not think their employer had an adequate number of global leaders and more than 65% believed that their existing leaders needed additional skills and knowledge before they could meet or exceed the challenge of global leadership (Gregersen, H. B., Morrison, A. J., and Black, J., B. 1998)

Research on global leadership is still in its early phases of development (Surratt, C. G., 2001) but there is some evidence that suggests that the future leaders in society will be able to handle these complexities better than previous generations. The future leaders in society, born between 1982 – 2004, are often referred to as the Millennial generation and there is evidence that they may differ in their way of viewing the world due to their generational traits and global connectivity (Vogel, P., 2015). Millennials spend an average of 7.43 hours online every day and the most common activities is social networking and connecting with international sources of information (Statista., 2016). Growing up amongst technological advancements and increasing internationalization could indicate that the Millennials have managed to attain an increasingly global mindset and different leadership traits than previous generations (Tapscott, D., 2009). As Millennials are still relative newcomers to the world of work; where the oldest university-educated Millennials entered the workforce about a decade ago and the youngest will not enter the workforce for some years to come, it comes as no surprise that little has thus far been written on what this generation will bring to positions of leadership (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L., 2016). This is important to note, as changes in our current understanding of global leadership may come soon. The Millennial generation is moving ahead quickly, with many members of the generational cohort expecting to assume leadership positions at an earlier stage in their careers than previously (Ng, E.S.W., Schweitzer, L. and Lyons, S.T., 2010).

One of the most extensive studies within the field of cross-cultural leadership is the GLOBE research project (Browaeys, M. J., and Price, R., 2010). By investigating 62 societies, the

study managed to pinpoint the globally most significant *Culturally endorsed Leadership Traits* (CLTs) which contributes to make a leader outstanding (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). This rigorous analysis of different societies both enabled regional comparison and a possibility to identify relevant global trends. However, as the GLOBE research was conducted in 1994 – 1997 and targeted middle managers with extensive experience, its' respondents were part of the Baby Boomer generation (born between 1946 – 1964) and Generation X (born between 1964 – 1981). Hence, the GLOBE research study reflects these generations' perception of leadership. This provides a unique opportunity to compare the perception of leadership traits between Baby boomers, Generation Xers and other generations. The following study therefore aims to investigate the perception of the GLOBE leadership traits within the Millennial generation by quantitatively sample two separate societies (Sweden and Taiwan) as a case study. This will enable a comparison of regional differences as well as implicate global trends within the next generation of leaders, an area that is underdeveloped within the field of research. The results will also shed light on the effects of today's globalization and leadership tendencies within the next generation of leaders by comparing research on generational traits and putting these into a cross-cultural leadership context (see figure 1 for an illustration of the research gap).
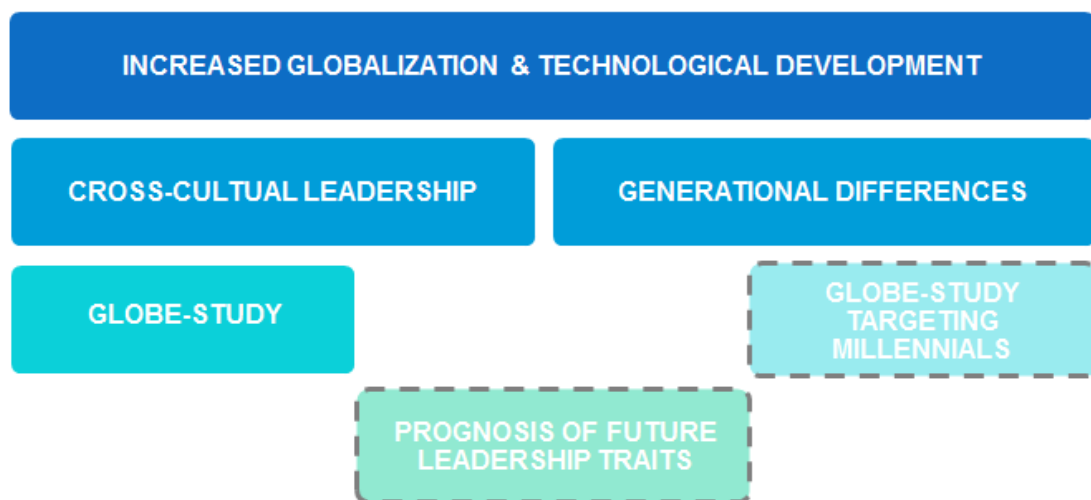
Figure 1: The research gap marked with lined boxes

1.1. Aim & research question

By conducting a case study on two samples of Millennials from two separate societies in the world (Sweden and Taiwan), the aim of this thesis is to identify generational changes in the GLOBE's *Culturally endorsed Leadership Traits* (CLTs). Further, the research desires to highlight any gaps and potential additions to the current research on leadership for Millennials, where and if it is of value. The thesis therefore aspires to answer the following research question, with subsequently presented hypotheses:

How does leadership preferences vary when comparing the Baby boomer generation and Generation X to the Millennials by utilizing the GLOBE research programs Culturally endorsed Leadership Traits?

1.2.   Demarcations

This thesis is about leadership and not organization nor management. This is a significant note as the aim is not to evaluate which leadership style is most effective depending on structure, vision and mission of a specific company as it is often referred to in a management setting. The aim is neither to evaluate the effectiveness of the leadership styles in this context, but rather to investigate differences in the concept of leadership between generations with help from empirical findings. It is also important to distinguish from leadership in organizations and leadership per se. Hence, the research conducted in this thesis has its foundation in leadership literature and scholars investigating the latter phenomenon. As such, leadership in this study is referred to as the use of non-coercive influence to shape the goals of a group, to motivate behavior toward reaching those goals, and to help determine the culture in a group. Some people mistakenly equate management and leadership. However, there are clear and substantive differences between these two important processes. Management tends to rely on formal power and authority and to focus on administration and decision making. Leadership, in contrast, relies more on personal power and focuses more on motivation and communication (Ralstone, A. D., et al., 1993). Furthermore, although expatriating is an important research field in connection to the topic of global leadership, it is not developed upon further in this thesis. This is due to that these individuals could skewer the culturally endorsed perception of leadership. Excluding expats in the empirical sample is thus argued to be a justified.

1.3.   Expected contribution

The findings of the research conducted will be relevant for both academia and business. Firstly, the findings of this study could result in implications regarding the link between leadership traits and research on generational behavior. This could also create suggestions for future research in the field and inspire others to investigate the relationship further. This could also indicate how a development of the GLOBE study should be formulized and evaluate if the tool is sufficient in exploring the preferences of leadership traits. Secondly, regarding the contributions to the business sector, one can argue that the findings of this study could contribute in several manners. The findings could mitigate generational and cross-cultural conflicts, for example human resource staffing will be able to use the findings to assist in selection of managers who work in global environments. Human resource training could also be easier as interpersonal conflicts based on generational misunderstandings could be avoided. Furthermore, the research is relevant for endorsing effective management as this requires an understanding of the leadership attributes dominating the future generation of leaders.

1.4.   Structure of paper

To guide the reader through the thesis it has been divided into six chapters, aiming to investigate the research field. In *Chapter 1*, the introduction aims to clarify the purpose of the study, explain the background and put the research into the appropriate context. The section also includes the research question, demarcations, and the expected contribution. *Chapter 2*

presents the theoretical framework of previous research within the field and it is the foundation for the empirical research and analysis. In *Chapter 3*, the methodological considerations will be discussed. This has been made to ensure that the right research approach was taken when conducting the thesis. It consists of the scientific approach, data collection, data documentation and quality considerations. Following this, *Chapter 4* displays the empirical results gathered. *Chapter 5* will present the analysis and discuss the elaboration of findings, provide the reader with a contextual perspective that aims to capture the empirical findings and review them in the light of the theoretical framework, and present the research limitations. Finally, *Chapter 6* will conclude by addressing the research question, theoretical contribution, practical contribution, and future research.

2. Theoretical framework

This section presents the theoretical framework and it is divided into five main parts. The first (2.1) introduces Cross-cultural leadership and subsequently introduces the findings of the GLOBE research project (2.2). Thereafter, explanatory theories on the generational traits of Baby boomers and Generation Xers are presented and put into the context corresponding to the geographical samples (2.3). In the next section (2.4) the Millennial generation will be discussed and relevant hypotheses will be introduced, relating these back to the main research question. Lastly, the chapter summarizes the hypotheses rendered (2.5).

2.1. Cross-cultural leadership

Globalization presents numerous organizational and leadership challenges. They include the design of multinational organizational structures, the identification and selection of leaders appropriate to the culture in which they will be functioning, the management of organizations with culturally diverse employees, as well as cross-border negotiations, sales, and mergers and acquisitions (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). Cross-cultural research and development of cross-cultural theory is needed to fill the knowledge gap of how to handle these challenges (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). Although this field of research is relatively new, it recognizes the moderating effect that culture can have on leadership processes and it also seeks to discover the similarities and differences between cultures regarding what is generally considered to constitute appropriate and inappropriate leader-follower relationships. It refers to leadership as to how a person attempts to influence the activities and goals of a culturally diverse group by appealing to their systems of shared knowledge and meaning (Jackson, B., and Parry, K.., 2011). This also highlights that differential demands are placed on leaders which vary according to demographic composition of organizations, national or regional political systems, or strategic requirements of the leaders' organizations (Bass, B., 1990). This interplay is constantly evolving and fluctuant over time as people move cognitively closer to one another enabled by increasing globalization. Previous research has noted that cultures are not static but they are dynamic and constantly evolving, hence it is important to continuously conduct research in the field (Dorfman, P. W., 2004).

2.2. The GLOBE research study

The *Global Leadership and Organizational Behavior Effectiveness* (GLOBE) research program was initiated in 1991 by Robert J. House of Wharton School of Business, University of Pennsylvania. As little research had been conducted in the field which connects culture and leadership, House organized a study that included over 62 societies and lasted over a decade. By surveying around 17.000 middle managers with rigorous experience between 1994 – 1997, the study was able to establish leadership clusters that clarified similarities and differences in norms, values, beliefs and practices among these societies. The sample consisted of 74.8% men and 51.4% of these held a position at a Multinational firm. All respondents indicated that they had an average full-time work experience of 19.2 years, of which 10.5 year were spent as managers. This ensures that the managers in the research were a part of either the Baby

Boomers (1946 – 1964) or Generation X (1965 – 1981), thus it can be concluded that the result of the study reflects these generations' perception of leadership.

2.2.1   Findings

One of the major findings in the GLOBE research program was that it effectively demonstrated that individuals within countries share a common frame of reference regarding effective leadership (Griffin, R., W. and Pustay, M., W., 2010). These ideas are rooted in people's early experiences with leaders and are shaped by one's culture and upbringing. They then become expectations about what good leadership is, and these expectations serve as a personal benchmark for people to determine if a leader is effective, good, and worth following (Griffin, R., W. and Pustay, M., W., 2010). In addition, these perceptions are not only shared within each country, but they are also shared within each societal cluster of countries (for example Nordic Europe, Confucian Asia etc. see appendix I for GLOBEs regional clusters) of what constitutes as effective leadership. Thus, the research found culturally endorsed leadership profiles that highlight elements of leadership perceived to be both culturally and globally common, as well as those which were culturally unique (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004).

GLOBE examined 382 leadership characteristics (such as; *modest*, *decisive*, *autonomous* and *trustworthy*) and these cumulated into a final summary of 21 components that were most influential. These were labeled *Culturally endorsed Leadership Traits* (CLTs) (see appendix II for descriptions of the 21 traits). The CLTs were graded on a seven-point scale, where 1 indicated that *"The behavior or characteristic greatly inhibits a person from being an outstanding leader"* and 7 corresponded to *"The behavior or characteristic contributes greatly to a person being an outstanding leader"*. The results enabled a sorting of these components that created six leadership clusters that represent leadership types; *Charismatic/Value-based, Team oriented, Self-protective, Participative, Humane oriented,* and *Autonomous leadership* (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004) (see table 1 for the CLT clusters and the global valuation of each cluster on a 7-point scale).

CHARISMATIC/VALUE-BASED Valuation: 4.5 - 6.5 Average: 5.5	TEAM ORIENTED Valuation: 4.7 - 6.2 Average: 5.45	SELF-PROTECTIVE Valuation: 2.5 - 4.6 Average: 3.55
Charismatic I: Visionary	Team I: collaborative team orientation	Self-centered
Charismatic II: Inspirational	Team II: Team integrator	Status consciousness
Charismatic III: Self-sacrifice	Diplomatic	Face-saver
Integrity	Malevolent *(reversed scored)*	Procedural
Decisive	Administratively competent	Conflict inducer

Performance oriented

PARTICIPATIVE Valuation: 4.5 - 6.1 Average: 5.3	HUMANE ORIENTED Valuation: 3.8 - 5.6 Average: 4.7	AUTONOMOUS Valuation: 2.3 - 4.7 Average: 3.5
Autocratic (reversed scored)	Modest	Autonomous
Non-participative (reversed scored)	Humane orientation	

Table 1: The six leadership clusters of GLOBE CLTs and global response variation

The findings and valuation of these six leadership clusters was established by GLOBE and reflects the respondent's perception of leadership dependent on their achieved score on a global average. The cluster *Charismatic/Value-based* leadership is a broadly defined leadership dimension that reflects ability to inspire, to motivate, and to expect high performance outcomes from others based on firmly held core values. This dimension includes six CLTs labeled visionary, inspirational, self-sacrifice, integrity, decisive and performance oriented. The cluster *Team oriented* is a dimension that emphasizes effective team building and implementation of a common purpose or goal among team members. This leadership dimension includes five CLTs; collaborative team orientation, team integrator, diplomatic, malevolent (reverse scored) and administratively competent. The average score derived from the ratings globally indicated that the Charismatic/value-based and Team oriented leadership clusters were regarded as most beneficial, with an average global rating of 5.5 and 5.45 respectively on a 7-point scale. The cluster *Participative* leadership reflects the degree to which managers involve others in making and implementing decisions. This subscale includes the CLTs non-participative and autocratic (both reverse scored). The Participative cluster was also regarded as beneficial, with an average global rating of 5.3. Furthermore, the cluster *Humane oriented* leadership reflects supportive and considerate leadership which includes compassion and generosity. The dimension therefore encompasses the two CLTs humane orientation and modesty. The cluster was regarded as beneficial and received a global average rating of 4.7. The cluster *Autonomous* leadership refers to independent and individualistic leadership attributes. This dimension is measured by a single subscale labeled autonomous leadership, consisting of individualistic, independence and autonomous traits. Lastly, *Self-protective* leadership is defined to focus on ensuring safety and security of the individual and group through status enhancement and face-saving. The leadership dimension includes the subscales self-centered, status consciousness, face-saver and procedural behavior. Both of these clusters received low scores, thus were regarded as less beneficial globally, with averages of 3.5 and 3.55 respectively (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). To describe a comprehensive context to these results, one can investigate research on generational traits describing the respondents' generational background and environment. These could add nuances to the results rendered in the GLOBE study to and clarify the influence of regional events and global generational trends relevant to the sample that participated in the original research program.

2.3.   Generational traits: Baby Boomers & Generation X

Just like individuals, generations have specific traits and characteristics that are shaped by the political, social, and economic setting within which the individuals are embedded (Vogel, P., 2015). Although it is difficult to put chronological boundaries between generations, there are patterns, periodic effects, cohort effects, and life cycle events, which allow one to describe specific generations and to draw a line between groups (Taylor, P. and Keeter, S., 2010). Previous studies have established widely accepted practitioner definition of the latest generations comprising four groups: *Traditionalists*, *Baby boomers*, *Generation X* and *Millennials* (O'Bannon, G., 2001; Kupperschmidt, B, R., 2000; Sirias, D., Karp, H. B. and Brotherton, T., 2007; Jurkiewicz, C. L., Massey Jr, T. K.. and Brown, R. G., 1998; Smola, K. W., and Sutton, C. D., 2002; Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016). With the retirement of the Traditionalists, the two groups Baby Boomers and Generation X dominate as the experienced employees and managers in the workforce when Millennials enter the market (Smola, K. W., and Sutton, C. D., 2002). These two generations have been the subject for the majority of cross-cultural leadership studies and, as a consequence, these studies have inevitably been conducted *before* the effects of globalization began to be felt significantly (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016). Furthermore, it is important to note that, similar to most business research, most studies regarding generational traits have been conducted in the United States, United Kingdom or Canada (Steelcase Workplace Futures., 2010). This could have influenced the results to be dominated by western perceptions of leadership. Therefore, the sheer scale of the GLOBE research project provides a unique opportunity for comparing the Millennials cross-cultural leadership to the previous results and note generational changes. Table 2 below presents a summarization of various factors related to each of these generational cohorts, including key influencing events of that period (mainly dominated by United States, United Kingdom and Canadian events), novel technologies, the generation's core values and traits, the attitude towards education, their work style and their attitude towards work in cohort effects.

	BABY BOOMERS	**GENERATION X**	**MILLENNIALS**
Other names	*Me-generation*	*Post-boomers, 13th generation, MTV generation*	*Generation Y, Generation Z, Digital Natives, Internet generation*
Years of birth	1946 – 1964	1965 – 1981	1982 – 2004
Key events of that period	Post WWII economic growth and prosperity, Vietnam, Cold War, Space exploration, Atomic Age	Vietnam, Watergate, Cold War, Rise of mass media	End of Cold War, Youth unemployment crisis, Technological revolution: WWW, War on terror
Other influencers	Grew up to become "radicals" of the 70s and 80s, Highest divorce rates	Dual income parents, Single parent, Taking care of themselves, Does financially worse than their parents	First cell phone, First computers at home, Academization, Global competition for jobs, Global opportunities, Low cost airlines,

			Social media
New communication technologies	Picture phones, Touch tone phones	Mobile phones	Text messaging, Email, MSN messenger, Facebook & Twitter, Whatsapp & WeChat, Instagram & Pinterest
Core values & Leadership Characteristics	Anti-policy making, Anti-war, Challenge and distrust authorities, Competitive, Dislike laziness, Entrepreneurial, Ethical, Everything is possible, Imbalance of family and work, Loyalty, Optimistic, Strong work ethics, Work very hard	Adaptable, Anti-establishment, Confident, Competent, Distrust, Diversity, Flexible, Global thinking, Highly educated, Dislike hypes, Independence, Loyalty, Skeptical, Self-reliant, Seek life balance (response to workaholic parents), Self-sufficient, Work to live	Achievement, Confidence/Narcissistic, Entrepreneurial, Flex-time/part-time work, Prioritize fun, Job hopping, Global community, Highly educated, Hopeful, Independent, Loyal to peers (but less to employers), "Me-first" attitude, Multi-lingual, Multi-tasking, Respect given for competence not title, Sabbaticals, Seek for life-contribution to world, Tech-savvy, Virtual connections, Worried about the future
Role/Attitude towards education	Birthright	Necessary means to reach goals	Expensive but necessary, Academization, Self-paced e-learning
Working style & Ethics	Advancement, Democracy, Equal opportunity, Flat hierarchy, Humane, Process-oriented, Warm environment, Work is an adventure	Access to information, Care less about advancement, Efficient, Flexible, Output focused, Work-life balance, Work is just a job	Achievement, Collaboration, Creative, Diverse, Goal oriented, Less loyal, Work is a means to an end
What they expect from work	Ability to shine, Contribution, Overall "fit" with company, Team	Ability to have an input, Flexibility, Modern, Work-life balance	Flexibility (and home office), Great people, High salaries, International opportunities, Learning, On-site access to social media, Opportunity to "leave a dent in the system", Work-life balance

Table 2. Summation of generational traits (Adaption of Vogel, P,. 2013. "(Intra)preneurial solutions to recruitment and retain tomorrow's leaders". ZfU Training. ; WMFC., 2013).

The findings of these generational characteristics studies provide a context to the global findings on beneficial leadership traits detected in the GLOBE research study. Some researchers have found that, since the Baby Boomer generation allegedly witnessed the weaknesses of political, religious, and business leaders whilst growing up, this have resulted in a lack of respect for-, and loyalty to authority and social institutions (Kupperschmidt, B, R., 2000). This attitude could take expression in the GLOBE-study as the rating of Self-Protective and Autonomous leadership clusters were relatively low. This is further supported as it was found that Generation Xers were also greatly influenced by seeing their parents lose their jobs, which has made them cynical and untrusting in authorities but also increasingly flexible (Kupperschmidt, B, R., 2000). This implicates that the generations dislike leadership that is self-centered, face-saving, too autonomous and procedural or has a low degree of status consciousness. Additionally, it is not surprising that leadership attributes reflecting irritability, non-cooperativeness, egocentricity, being a loner, ruthless and dictorial were associated with

ineffective leadership (Jackson, B., and Parry, K.., 2011). The globally high rating of Charismatic/Value-based leadership in the GLOBE study could also be connected to the fact that both generations dislike authorities and rather value loyalty to peers (O'Bannon, G., 2001; Kupperschmidt, B, R., 2000). Therefore, they may find it preferable to have emotionally inspiring leaders rather than working under a purely bureaucratic authority. Traits such as charisma, integrity, decisiveness and performance orientation thus becomes important to both generations. The fact that both Baby Boomers and Generation Xers felt high loyalty towards their peers could also provide an explanation towards the globally high rating of Team oriented leadership (Dorfman, P. and Scandure, T., 2004). For example, Boomers' positive work abilities include consensus building, mentoring, and collectively effect change (Kupperschmidt, B, R., 2000). In addition, it has been found that Generation Xers grew up in homes where both parents worked or with only one parent due to the increased divorce rate (Sirias, D., Karp, H. B. and Brotherton, T., 2007). This is believed to have led to a tendency amongst Generation Xers to be more dependent on friends for support (Kupperschmidt, B, R., 2000). Both generations therefore use teams to support their individual efforts and relationships (Sirias, D., Karp, H. B. and Brotherton, T., 2007), while craving mentors (Jurkiewicz, C. L., Massey Jr, T. K.. and Brown, R. G., 1998) and value a stable family (O'Bannon, G., 2001). Furthermore, there is evidence that protesting against power in their youth influenced the behavior of Baby boomers as they are now in positions of corporate and national power (Miniter, R., 1997). The fact that the generation experienced great turmoil and threats of political conflict boosted ethics within the generation (O'Bannon, G., 2001). This could be supported though the globally high score of Humane oriented leadership found in the GLOBE research study. Similarly, Generation Xers have grown up with financial, family and societal insecurity dominated by rapid change, great diversity, and a lack of solid traditions. This has led to a sense of individualistic responsibility to change the world for the better (Jurkiewicz, C. L., Massey Jr, T. K.. and Brown, R. G., 1998), which could have influenced the valuation. These findings could motivate some of the globally identified trends displayed through the GLOBE research study, however, as this thesis aims to gather samples from Sweden and Taiwan it is relevant to describe how the Baby Boomers and Generation Xers in these regions previously rated the GLOBE CLTs.

2.3.1. Two regional samples: Sweden & Taiwan

One of the features which made the GLOBE study unique was the vast international collaboration that provided a unique data sample to describe managers' perception of leadership on a global scale. It allowed a rating of the traits which did not share a common cultural heritage, but rather reflected the entire managerial force's perception around the world (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). In order to describe a generational trend a new study should therefore investigate at least two samples which do not share a mutual cultural background as this could provide a sample which could point to global trends (see GLOBE's regional sorting in appendix I).

Taiwan

At the time of the GLOBE study, Confucian Asia was one of the world's most rapidly industrializing regions. Taiwan along with South Korea, Singapore, and Hong Kong in

particular had made such rapid strides since 1945 that the four counties were collectively known as the *Four Tigers*, as a reference to the Chinese heritage that the countries share. In fact, Taiwan's economic development in the 90's was so fast-paced that it could no longer compete as a low-wage manufacturing center and was no longer regarded as an emerging market by the World Bank (Wall Street Journal., 2011). Previous studies that focused on the meaning of the GLOBE results in Taiwan, argue that the national culture has had a major impact on employees' work-related values and attitudes (Robbins, S.P., Millett, B., Cacioppe, R. and Marsh, T.W., 1998). Cultural issues in eastern countries may have an impact on the work values and attitudes of the generational groups in a way that differentiated results and conclusions drawn from western research (Yu, H. C., and Miller, P., 2005). In Taiwan, the traditional Chinese culture dominates, and it is the result of the combination of three doctrines; Buddhism, Taoism and Confuciansim. These include certain implications about the most preferable traits that traditionally have been beneficial for leaders in Taiwan (see table 3 below) (Haber, D., and Mandelbaum, J., 1996)

Business style	BUDDHISM	TAOISM	CONFUCIANISM
	Obey	Control	Friendship
	Trust	Collectivism	Network
	Morals and stable mentality	Hierarchy	Loyalty

Table 3: Traits associated with the Taiwanese cultural heritage (Yu, H. C. and Miller, P., 2005)

In relation to the GLOBE findings, it has been displayed that Generation Xers in Taiwan place high value on the importance of participative decision-making and enjoy having a high degree of independence in their job through autonomy. They also prefer a relationship-oriented leadership style (Yu, H. C. and Miller, P., 2005). On the other hand, Baby Boomers prefer teamwork and are more comfortable with leadership and direction from their supervisor. Thus, a task-oriented leadership style is suggested as preferred by the Baby Boomer (Yu, H. C. and Miller, P., 2005). Researchers also indicate that Baby Boomers tend to be more loyal to employers and willing to accept a 'chain of command' leadership style. However, Xers seek their own power and voices and see authority as unreasonable toughness. They also prefer their employer to treat them as a partner rather than a worker. Xers prefer to be managed under a relationship-oriented leadership style (Yu, H. C. and Miller, P., 2005). Furthermore, it is important to note that it has been implicated that Taiwan has gone through a process of *westernization* and modernization associated with its economic development that has made it unavoidable for the Taiwanese not to be exposed to western management concepts (Lee, J., 1996). Thus, many researchers indicate that the social trend towards westernization led to a more individualistic and *goals and results*-oriented attitude for eastern employees (Lee, J., 1996). This is in contrast to the traditional Chinese management that has been embedded in a collective society where individuals can expect others to look after them in exchange for unquestioning loyalty. In moving towards a more individualistic society, more emphasis is placed on individual rights, reward-performance and individual achievement. Moreover, research has found that traditional Chinese management attributes such as modesty and caring for the weak have been challenged with the arrival in workplaces

of a younger generation where performance and competition are among the young Taiwanese generations values (Yu, H. C. and Miller, P., 2005).

In addition to these studies, The World Values Map is a common tool to describe the values of a specific country. The WVS data asserts that there are two major dimensions of cross-cultural variation in the world; *Traditional values* versus *Secular-rational values* and *Survival values* versus *Self-expression values*. The global cultural map shows how scores of societies are located on these two dimensions. Moving upward on this map reflects the shift from Traditional values to Secular-rational and moving rightward reflects the shift from Survival values to Self–expression values. The Traditional values emphasize the importance of religion, parent-child ties, deference to authority and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia and suicide. These societies have high levels of national pride and a nationalistic outlook (World Values Survey., 2016). Figure 2 below describes how the two selected societies placed in both 1996 and 2015 (see appendix III for original World Values Map 1996 and 2015).
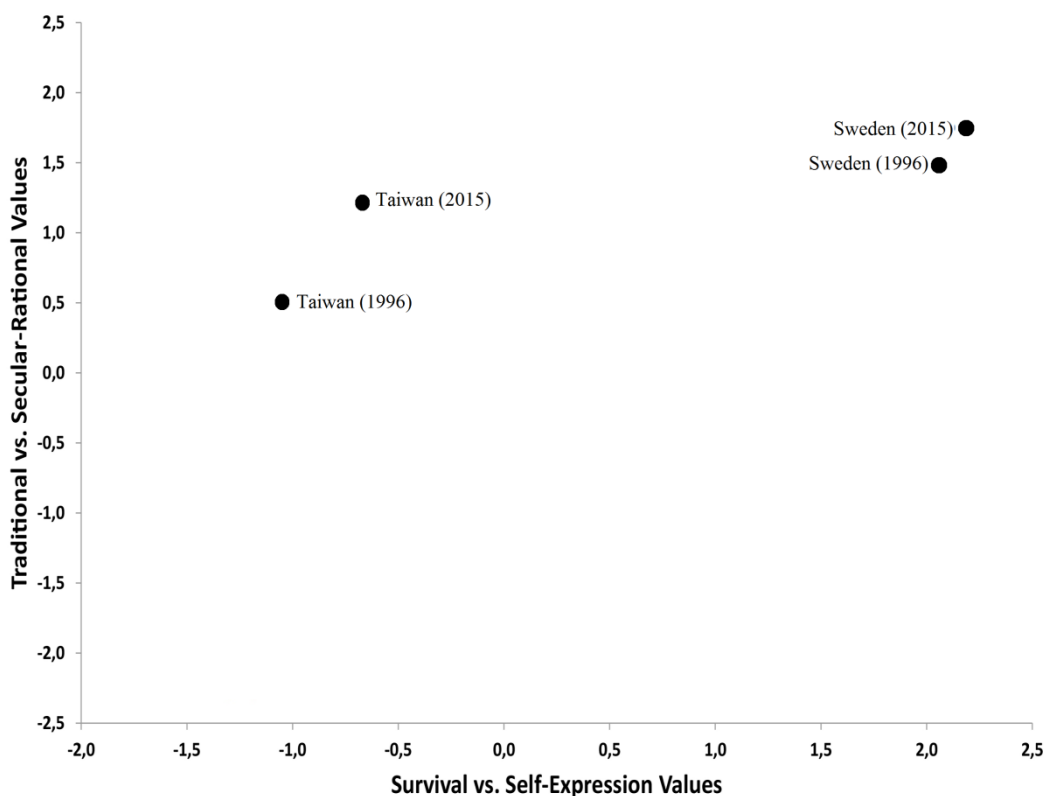

Figure 2: Results of Taiwan and Sweden World Values Survey 1996 compared to 2015 results (World Values Survey., 2016)

It is visible that the Taiwanese society was more dominated by collectivistic-oriented values than western counterparts at the time of the GLOBE study in 1996 (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). However, as the economic growth spurred global trade, raised the GDP and increased income levels, the country has moved to more Secular-rational values visible in the measurement conducted in 2015. The secular-

rational values have the opposite preferences to the traditional. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia and suicide are seen as relatively acceptable (World Values Survey., 2016). On the other axis it is possible to see the same trend. In 1996, Taiwan was mainly dominated by survival values that place emphasis on economic and physical security. It is linked with a relatively ethnocentric outlook and low levels of trust and tolerance (World Values Survey., 2016). However, in 2015, Taiwan has moved further towards most western societies and self-expression values. These give high priority to environmental protection, growing tolerance of foreigners, homosexuality and gender equality, and rising demands for participation in decision-making in economic and political life (World Values Survey., 2016). These changes could implicate that the values of the Taiwanese population have shifted further from a collectivistic view of leadership and team work as a mean for survival to another type of leadership today.

Sweden

Nordic Europe and Sweden has a different background than Taiwan in terms of both leadership and values. The region identified in the GLOBE study was based on the Scandinavian region that has a common cultural heritage of historically belonging to the same kingdom (see appendix 1 for GLOBEs regional clustering) (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). In addition, Sweden has had a historically more stable economic growth compared to Taiwan. The country has also had a strong socialistic tradition that enables individual security through taxes and a welfare state. This decreased risk for the individual led to the country having a very high rating in both secular-rational values and self-expression at a much earlier stage than Taiwan, hence placing Sweden in the high right corner (World Values Survey., 2016).

When analyzing Swedish leadership in relation to the GLOBE program, it has been suggested that, according to the Swedish middle-managers, an outstanding leader should inspire and engage the organization members to do their best to achieve a visionary future, and he or she should be honest and trustworthy (Holmberg, I. and Åkerblom, S., 2006). Such a leader should work not for his or her own self-interests but for the common good, and should also be good at creating a team spirit within the organization (Holmberg, I. and Åkerblom, S., 2006). Although these notions portray an influential person, the preferred working mode is clearly team-work with collaboration and consultation rather than supervision and instruction, a finding that is also supported by the inhibiting subscales Non-participative, Autocratic and Self-centered. Thus an outstanding leader possesses qualities that are associated with a Charismatic/Value based and Team oriented leadership style. The strong focus on team-building, collaboration and participation on the one hand, and the relative emphasis put on autonomy is indicative of such subtleness (Holmberg, I. and Åkerblom, S., 2006). The combination indicates a distinctive feature of leadership and teamwork in Sweden, namely that social ties within a work-team generally stem from a common commitment to a particular cause or goal rather than from strong interpersonal ties among the team members (Smith, P. B., Andersen, J. A., Ekelund, B., Graversen, G., and Ropo, A., 2003). Since, management teams in Swedish companies are regularly involved in common problem-solving activities,

finding solutions by way of discussion, active participation and dialogue (Edström, A. and Jönsson, S., 1998; Jönsson, S., 1995), leadership has been found to be vague and imprecise, allowing individual team members to retain a certain degree of autonomy and freedom-under-responsibility in relation to the team (Edström, A. and Jönsson, S., 1998). Implicit leadership theories in Sweden also revealed that there is a norm in Sweden that leaders should not be self-centered, status conscious or non-participative. This implicates an ideal of an extremely low-key leader, who nonetheless plays a crucial role in a team or organization, suggests a more process-oriented understanding of leadership in the first place in a global comparison.

Results in the GLOBE study

In summation, the differences between the two countries are visible in the previous results of the GLOBE study. Table 4 below describes the regional results of the GLOBE cluster rating in societal, regional, as well as the global average.

Scale 1-7. 7=contributes greatly to outstanding leadership	CHARISMATIC/ VALUE BASED	TEAM ORIENTED	SELF-PROTECTIVE	PARTICIPATIVE	HUMANE ORIENTED	AUTONOMOUS
Taiwan	5.58	5.69	4.28	4.73	5.35	4.01
Confucian Asia	*5.63*	*5.61*	*3.75*	*4.99*	*5.04*	*4.04*
Sweden	5.84	5.75	2.82	5.54	4.73	3.97
Northern Europe	*5.93*	*5.77*	*2.72*	*5.75*	*4.42*	*3.94*
Global average	5.5	5.5	3.5	3.6	5.3	4.7

Table 4: Results of Taiwan and Sweden in the original GLOBE research (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004)

It is visible that Taiwan has a comparatively low rating of Charismatic/Value-based and Team oriented leadership (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). This could have been affected by the fact that the country increasingly depended on a collective to survive in their everyday work. Meanwhile, the Swedish data sample could afford to demand inspirational leadership and teams that motivate them. In addition, this is also reflected as the Swedish data sample had higher demands on Participative leadership (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004), where one could have regarded the hierarchical authority with less respect, thus demanding that leaders take an active part in a team. The Taiwanese sample may also have placed a higher importance on Humane oriented leadership compared to the Swedish (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004) as they did not take these traits for granted in a corporate setting compared to the Swedish sample who could largely depend on their social welfare for support. Lastly, these trends are also visible in the rating of Autonomous and Self-protective leadership, where the Taiwanese sample rated both of these clusters higher than the Swedish (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). This could also indicate that the Taiwanese had greater understanding for self-protective behavior as they did not have an equally developed social security system

and did not place demands on managers to step out of hierarchical orders to increase worker autonomy. These findings reflect the perception of leadership of the Baby Boomers and Generation Xers. As these values are dynamic and constantly changing it is possible that the new generation of leaders have other perceptions.

2.4. The Millennial generation & rendering of hypotheses

As the technological development and increasing globalization puts a new type of pressure on organizations around the world, it is necessary to understand what it means to be leading and being led by the next generation (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016). The Millennials, born between 1982 – 2004, are the leaders of tomorrow and they have been known to significantly differ from previous generations (Strauss, W. and Howe, N., 1991). As the Internet protocol was standardized in 1982, the same year as the first Millennials were born, the generation has had a constant access to a worldwide network. In fact, the generation's constant online presence has sprung the nickname *Digital natives* (Vogel, P., 2015). This is believed to have influenced the characteristics of the generation towards an increasingly global mindset. Furthermore, researchers believe that this type of technological interconnectivity will increase dramatically in the next ten years, whereby it is essential to understand the leadership that will be applied by the next generation and investigate how the view of Cross-cultural leadership has changed in the Millennial generation compared to previous generations by conducting a comparison with the previous GLOBE study (Palfrey, J. and Gasser, U., 2008; Tapscott, D., 2009). To investigate these potential changes and how the leadership traits vary in the Millennial generation compared to the original GLOBE study, the most well-established theories surrounding the Millennial cohort (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016) have been the foundation for the rendering of the hypotheses present in the thesis. These different areas are presented below and will formulate a background for each hypothesis.

2.4.1. The importance of inspiration

Research has concluded that Millennials place significantly greater value on leisure than previous generations and views work as less central in their lives. They are also less likely to work overtime and would stop working if they had enough money (Vogel, P., 2015). Compared to Generation Xers and Baby Boomers, Millennials also value intrinsic rewards higher; where factors like interesting job, learning new skills, and using skills are more important (Tapscott, D., 2009). On the other hand, a need for belonging and interpersonal interactions at work is not a priority for this generational cohort possibly because of their increasing online social networking enabling virtual interaction (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016). These factors actualize a new type of workplace that requires motivating leadership to keep Millennials interested in the participating in the corporate environment. Furthermore, Millennials' locus of control has been identified to be more external, which means that they experience little sense of impact on the unfolding of events around them. This resulted in that they often find the modern workplace stressful and ambiguous (Twenge, J.M., Campbell, S.M., Hoffman, B.J., and Lance, C.E., 2010). This further implicates a new type of pressure on leaders to act as a unifying force and ability to

govern complex groups and create an appropriate level of autonomy and guidance. Millennials are also more likely to challenge conventional norms, need direction and leadership, and more likely to expect immediate recognition for their efforts compared to previous generations (Gursoy, D., Chi, C., and Karadag, E., 2013). This implicates that Millennials strive to find a workplace that inspires them to apply themselves on an everyday basis, where they can be guided by person they like on a personal level and whom they trust. All of these findings point to a new type of leader emerging that uses Charismatic/Value-based leadership to guide the workforce forward and lead groups. It is therefore interesting to investigate how the relevant CLTs identified in the previous GLOBE study have changed when targeting the Millennial generation. Based on these findings, the following hypothesis is formed:

H1: *Millennials rate Charismatic II (Inspirational) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Charismatic/Value-based CLTs*

2.4.2. New types of relationships
Being a digital native has some positive implications, for example the Millennial generation has a demonstrated a greater ease with multitasking, information acquisition, social networking and creating virtual relationships than previous generations (Myers, K. and Sadaghiani, K.., 2010; Kwoh, K. L., 2012). However, research has also found that the reliance on technology from an early age causes the brain to be wired differently (Small, G., and Vorgan, G., 2008) resulting in difficulties with interpersonal interaction, especially face-to-face interaction and nonverbal communication (Vogel, P., 2015). This could implicate that Millennials will find it more important than previous generations to find leaders that can overcome these difficulties by possessing great communicative skills (Tapscott, D., 2009). In addition, research indicates that effective teamwork is more important to Millennials as they value time-efficient interactions due to new social norms and online communication. This implicates that a leader that integrates a group could be regarded as more beneficial than previously (Tapscott, D., 2009). This implicates that leaders need to be more collaborative, act as team integrators and avoid malevolent behavior when organizing complex groups and this may have changed compared to previous generations. Therefore, the following is hypothesized:

H2: *Millennials rate Team II (Integrator) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*

2.4.3. The global mindset
The increased physical and virtual mobility of the world's population also plays a significant role in the cross-vergence of values amongst Millennials (Surratt, C. G., 2001). For example, Millennials are the classified as the most international generation so far, as they physically and virtually experience other cultures to a greater scale than ever (Vogel, P., 2015). This mobility has also resulted in a higher proportion of the current millennial generation being born or raised bi-/multi-cultural (Selmer, J., and Lam, H., 2004; Tarique, I., and Weisbord, E.,

2013; Useem, R. H., 1993). Furthermore, the youth unemployment is another driver of mobility largely experienced by older members of the Millennial cohort. Be it voluntary or not, most Millennials therefore contribute to creating more diverse countries in terms of nationalities, cultures and languages (Vogel, P., 2015). The individuals who successfully integrate cultures are recognized to be cognitively highly flexible and behaviorally highly adaptive and are likely, not just to cope especially well with the demands of global work as cultural differences and similarities continue to shift, but to use their capabilities to leverage the mix of cultural values to their own advantage (Fitzsimmons, S.R., 2013; Brannen, M. Y., and Thomas, D.C., 2010). Added to this, research has found that Millennials regard the classic view of citizenship as eroding as a consequence of the intensification of the information technology that makes it possible to physically and virtually move through societies more easily. These factors combined could indicate that Millennials perceive themselves as global citizens with a global mindset rather than constrained by national boundaries (Webster, F., 2001). This is in stark contrast to previous generations which did not have the same access to other societies as easily because of technological constraints but also a less developed globalization (Vogel, P., 2015). This could implicate that the Millennials values the skill of effectively understanding others by using diplomatic traits, being a win-win problem solver and an effective bargainer across different cultures to be more beneficial than previous generations identified in the previous GLOBE study. This leads to the following hypothesis:

> **H3:** *Millennials rate Diplomatic skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*

2.4.4. Narcissism

There is also a substantial amount of research that have detected narcissistic tendencies among the Millennial generation. As technological connectivity has democratized, researchers have identified that the Millennial generation underwent a revolution in consciousness that emerged from the notion of intellectual openness. This refers to the fact that the internet allows for all to voice their concerns, thoughts and interests. This infuses confidence into the fact that everyone's opinion is equally valued, whereby Millennials assumes the same applies in the real world, often coming across as over-confident (Tapscott, D., 2009). In addition, social media has created a norm to be instantly confirmed that builds a culture boosting self-esteem and self-confidence, thus it has been suggested that the Millennials only care about how others perceive them (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L., 2016). It has also been found that Millennials see a value in investing in their own personal brand and development to succeed in their careers, which could encourage narcissistic behavior (Tapscott, D., 2009). As a result, the Millennials might believe that an elitist leadership style is necessary to govern their peers and inspire them by being unattainable. Furthermore, Millennials find it is more accepted to have a know-it-all attitude in the workplace (Vogel, P., 2015). As a result Millennials perception of beneficial leadership traits might differ from the original GLOBE study, whereby the following is hypothesized:

> **H4:** *Millennials rate Autocratic leadership skills higher than in the original GLOBE study,*

contributing to a lower rate in the cluster Participative CLTs

2.4.5. Increasing demand for self-fulfillment

The Millennial generation has been found to have a practical view of their increased individualism. For example, they have been found to view self-reliance as a necessity to navigate in life and they have also had the opportunity, through multiple online communities, to experiment and morph their own identities to suit the given context to create their own happiness (Tapscott, D., 2009). This self-reliance and individualism is further enhanced as the global connectivity opens endless possibilities to succeed in both career and personal life (Vogel, P., 2015). In a world of endless possibility to achieve your full potential it is not surprising to learn that anxiety and depression are more common in this generation than previous generations (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L., 2016). The constant drive to contribute in any given context paired with an over developed self-esteem and will to be appreciated have effect on their perception of leadership (Vogel, P., 2015). Many Millennials recognize the possibility that anyone can become the next big entrepreneur without possessing any predetermined privileges or heritage (Gursoy, D., Chi, C., and Karadag, E., 2013). This notion could bring the generation to value non-participative leadership higher as this recognizes a traditional loner as a potential leader, compared to the previous GLOBE research program. Thus, the following was hypothesized:

> **H5:** *Millennials rate Non-participative skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*

2.5. Summary of hypotheses

Research question: How does the GLOBE Culturally endorsed Leadership Traits differ from the previous GLOBE research program when analyzing the Millennials?
H1: *Millennials rate Charismatic II (Inspirational) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Charismatic/Value-based CLTs*
H2: *Millennials rate Team II (Integrator) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*
H3: *Millennials rate Diplomatic skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*
H4: *Millennials rate Autocratic leadership skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*
H5: *Millennials rate Non-participative skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*

3. Methodology

The following section provides a presentation of the chosen methodology. The first part (3.1) aims to capture the methodological fit and scientific approach. The second part (3.2) addresses how the data was collected. The third part (3.3) describes the pilot study conducted, which is followed by a description of how the data was analyzed (3.4). Lastly, the chapter finishes with a quality consideration (3.5).

3.1 Methodological fit

The methodological approach chosen in this thesis is a quantitative study since a finished framework is present and a transferable general conclusion can be derived. Added to this, a quantitative study allows delineating fine differences between the respondents by applying a numerical scale. It also entails using a consistent device to measure changes from previous findings, which is beneficial to display numerical changes over time. This type of approach also provides the opportunity to estimate the degree of the relationship between concepts by applying statistical analysis (Bell, E. and Bryman, A., 2006).

3.1.1 Research approach

A research approach determines how a study combines existing theory and gathers empirics to examine the given subject. Since the thesis is based on previous research, a deductive approach is most suitable (Bell, E. and Bryman, A., 2006). A potential risk with this is that the results could be influenced to correlate with the intended, which could indicate that the study could oversee new types of information. However, as it allows the study to map the individual samples view on a predetermined and detailed relationship it was deemed as suitable. (Jacobsen, D. I., 2002) The study is also classified as an individually based approach, this entails that the sum of the opinions of many individuals is used as an empirical source. Thus, a sample of respondents has been surveyed, where the collective perceptions are highlighted. This is further classified as an extensive method where the empirical result is generalized (Jacobsen, D. I., 2002) and it will enable operationalization and comparison to prove or disapprove of the hypotheses (Bell, E. and Bryman, A., 2006).

3.1.2 Research method

The research method is derived from the previous GLOBE research study and investigates 21 *Culturally endorsed Leadership Traits* (CLT's) in a questionnaire to compare these across generations. The items in the questionnaire were derived from the previous study as it enables one to identify changes between the studies. The original questionnaire in its complete format was not published in the previous study but extensively described along with examples. This provided the outline for the new version, closely mimicking the previous version. It included a short description of each CLT and was valued by each respondent on a Likert scale from 1-7, where 1 corresponded to *"This behavior or characteristic greatly inhibits a person from being an outstanding leader"* and 7 corresponded to *"This behavior or characteristic contributes greatly to a person being an outstanding leader"* (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004) (see table 5).

Example of CLT items & definitions:	*Sensitive*: Aware of slight changes in moods of others *Motivator*: Mobilizes and activates followers *Evasive*: Refrains from making negative comments to maintain good relationships and save face *Diplomatic*: skilled at interpersonal relations and tactful *Self-interested*: pursues own best interests
Response alternatives:	1 = This behavior or characteristic *greatly inhibits* a person from being an outstanding leader 2 = This behavior or characteristic *somewhat inhibits* a person from being an outstanding leader 3 = This behavior or characteristic *slightly inhibits* a person from being an outstanding leader 4 = This behavior or characteristic *has no impact* on whether a person from being an outstanding leader 5 = This behavior or characteristic *contributes slightly* to a person from being an outstanding leader 6 = This behavior or characteristic *contributes somewhat* to a person from being an outstanding leader 7 = This behavior or characteristic *contributes greatly* to a person from being an outstanding leader

Table 5: Example of CLT definition & rating (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004)

All descriptions of the 21 traits were available from the previous study and were therefore used. In addition, the survey contained six demographic questions aimed at targeting the respondent's age, gender identification, nationality, computer access, computer usage and internet usage (see full questionnaire in appendix IV). Furthermore, the theoretical framework was derived from following references present in the original GLOBE study and completed with searches through more recent literature and articles in databases (such as; Emerald, Statista, Scopus and BSP) by using key words like: *Cross-cultural leadership, generational traits, Millennials, Generation X, Baby boomer, leadership traits* and *leadership*. Their references for other literature and studies were also investigated, and were used to create an appropriate theoretical framework. The findings from formulating the theoretical framework displayed a rigorous background of research within the valuation of Charismatic/Value-based, Team oriented and Participative leadership traits, thus these areas were deemed as most appropriate to investigate through hypotheses.

3.2   Data collection

The respondent sample was a convenience sample. This entails some risk as the respondents are chosen on the basis of their availability which could cause them to be biased. However, this risk is mitigated if there is relatively little variation in the population the sample is chosen from (Jacobsen, D. I., 2002). As no major differences were expected within the population, using a convenience sample for the purposes of this thesis is appropriate. In order to isolate the generational differences, samples from two separate societies, Taiwan and Sweden, were chosen. Both societies participated in the previous GLOBE study which enables generational comparison and the selection was limited to two out of convenience. Furthermore, as the two

societies have separated cultural heritages the samples could indicate global trends in generational differences. The responses were collected in person at the two different universities (Stockholm School of Economics in Sweden and National Chengchi University in Taiwan). The respondents answered the survey on paper and it was in English. The responses were collected by randomly inviting students to answer the survey on campus premises. The data collection in Sweden was conducted between the 21th and 30th of September 2016, and in Taiwan during the 4th and 15th of October 2016. As the targeted respondents for the investigation was a person belonging to the Millennial cohort and is of a Swedish or Taiwanese nationality, other respondents were excluded. To ensure scrutiny, a sample of 100 respondents from each nationality was the initial target amount. A total of 192 responses were collected of which, 109 were Swedish and 83 were Taiwanese. In total 11 responses had to be excluded as they were not completed or unclear (e.g. multiple answers indicated). This resulted in a final sample of 181 responses of which, 105 Swedish and 76 Taiwanese. The demographics of the samples are illustrated in figure 3 and 4 below.
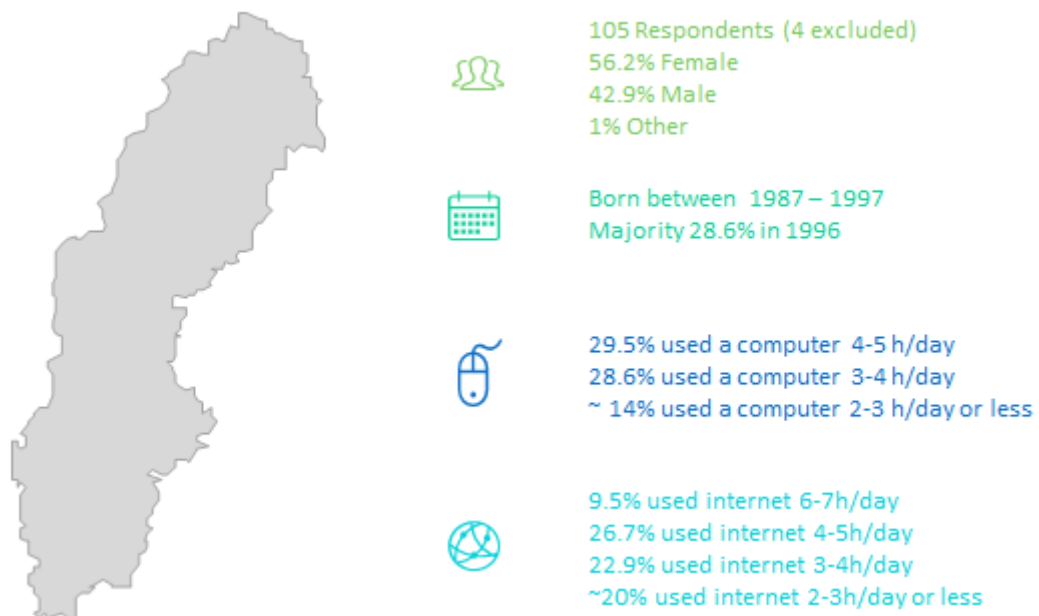
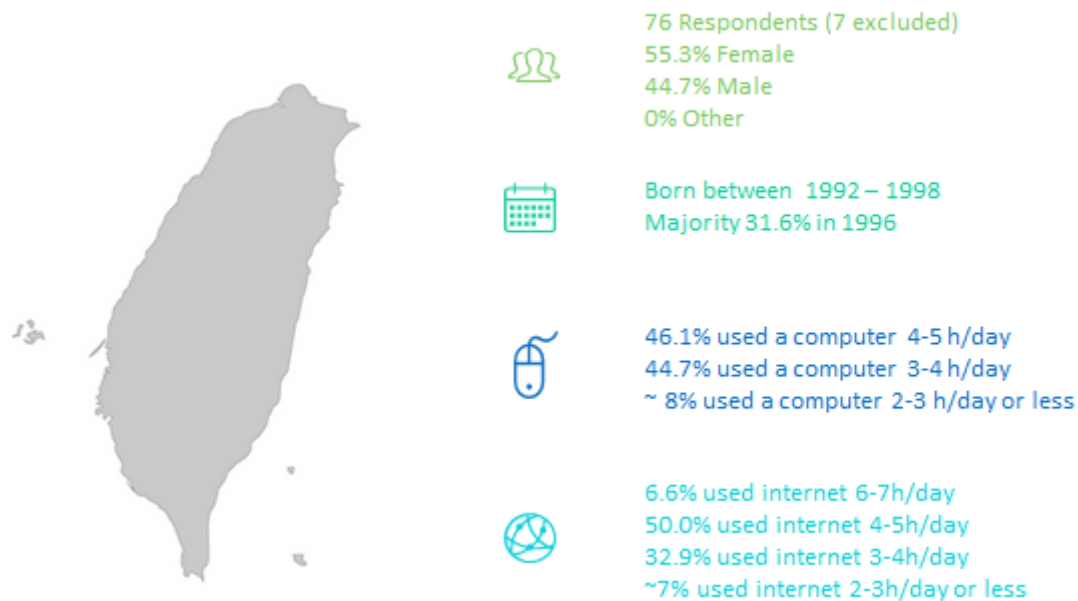*Figure 3: Summary of demographics of Swedish respondents*

76 Respondents (7 excluded)
55.3% Female
44.7% Male
0% Other

Born between 1992 – 1998
Majority 31.6% in 1996

46.1% used a computer 4-5 h/day
44.7% used a computer 3-4 h/day
~ 8% used a computer 2-3 h/day or less

6.6% used internet 6-7h/day
50.0% used internet 4-5h/day
32.9% used internet 3-4h/day
~7% used internet 2-3h/day or less

Figure 4: Summary of demographics of Taiwanese respondents

3.3 Pilot study

To insure that the data would have a high validation and reliability, a pilot study was conducted. A sample of 5 respondents within each society was asked to complete a first draft of the questionnaire not knowing the purpose of the research. Furthermore, a native English speaker was asked to complete the survey. After completing the questionnaire the respondents underwent an unstructured interview based on an interview guide (see appendix V). The goal of the interview was to detect differences in perception of the language and thereby ensure minimal discrepancy as well as clarify definitions rendered from the original GLOBE study to ensure the vocabulary was not outdated. The questionnaire was adjusted according to the feedback and the variable Conflict inducer was excluded from the questionnaire. Both the Swedish and Taiwanese pilot studies revealed that the respondents found this CLT confusing in regards to the provided definition. Both samples argued that the definition indicated that it seemed to assume a limited set of actions present to solve a conflict, which is not true. This was believed to create confusion in the data sample as it was a too widely defined trait; hence it was eliminated from the questionnaire.

3.4 Approach to analysis and interpretation

The empirics collected were digitalized and registered by hand. Thereafter statistical analysis was conducted using the software IBM® SPSS® (version 23).

3.5 Quality of the Study

To ensure a high quality of the study, it is important to remain critical throughout. Therefore a section now follows to discuss the reliability, validity and the transferability of the research results.

3.5.1   Reliability

Reliability is concerned with issues of consistency of measures (Bell, E. and Bryman, A., 2006). The research reliability was increased as a pilot study was conducted (Jacobsen, D. I., 2002). Furthermore, a statistical Cronbach's alpha test was used in the analysis to determine the internal reliability of the empirical results. This obtained a value of 0,625 which is regarded as acceptable (Bell, E. and Bryman, A., 2006).

3.5.2   Validity

The validity of the study is concerned with the question if the measurement actually measures a concept (Bell, E. and Bryman, A., 2006). This study has a constructed validity as it has a deductive approach where the research hypotheses developed from theoretical frameworks. This has also been paired with previous research to establish a focus on certain clusters within the framework that could be further elaborated on by using data on all CLTs. Since both culture and leadership are complex in nature this could add nuance to the results and possibly add implications. Added to this, the items in the original GLOBE questionnaire is the basis of this study, and these have been screened for appropriateness by using item evaluation and double translation in the original research program (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). However, it is also important to note that there is risk that cultural systematic biases may occur if respondents complete a survey that is not in their native language (Harzing, A. W., 2005). This was mitigated as it was assumed that English would not be the native language of any of the respondents. Furthermore, much effort was put into making sure that all respondents would be able to understand the questions and response options similarly by conducting a pilot study. Besides careful consideration of the formulation of the questions, the understandability of the survey was pre-tested with both native and non-native English speakers and it was made sure that the terms used would be as comprehensible as possible. Added to this, the validity of the study may also be influenced by cultural response biases. This entails that respondents from different countries have a tendency to exhibit different response patterns in questionnaires, for example Asian countries tend to avoid the extreme ends of the scale (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). By critically analyzing the empirical data and keeping this research in mind when conducting the analysis, the potential effects will be noted. It should also be noted that there is a possibility of conflicting response patterns in the Millennial generation among those to attend tertiary education and those who do not, whereby the sample might be too narrow to generalize. However, the study could still provide future implications as there is much evidence that value differences has growing similarities across national borders, creating a cross-vergence which is continuing to unfold in complex ways (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016). It could also be argued that the generational cohorts defined contain a wide age-group where internal variance may be present. However, as these cohorts are rendered from previous theories, it is suggested that there are overarching tendencies among generations (Taylor, P. and Keeter, S., 2010). This entails that, even though the sample in this thesis is narrow, it could still provide implications about the group.

3.5.3 Transferability

Transferability describes to what extent the findings are transferrable into other contexts (Bell, E. and Bryman, A., 2006). This increases the more empirically similar the research is to the original study (Jacobsen, D. I., 2002). Since the study is numerically generalizable and bares the same structure as a previous rigorous research project it has a high transferability.

4. Empirical results

The following section will present the results of the quantitative study and test the hypotheses. First, the findings will be presented in order of research question (4.1). This will be followed by a section describing other observations in the data (4.2). Lastly, a summary of the hypotheses will be provided (4.3).

4.1. Hypothesis testing

H1: Charismatic II (Inspirational)

The first hypothesis suggested that the Millennial generation should have obtained a higher score in the Charismatic II (Inspirational) leadership variable than the original GLOBE study, hence contributing to a higher score in the Charismatic/Value-based cluster. The result of an empirical test through an independent t-test displayed that the Charismatic II (Inspirational) variable received the score M=6.22. Divided by region, one could recognize that the Swedish data sample rated this variable with a higher score (M=6.68) than the Taiwanese sample (M=5.59)(F=2.37, *p*=0.13). There was no significant difference in the reported valuation of the trait for Swedish and Taiwanese respondents, t(179) = 9.47, *p* = 0.00.

These cumulated into a higher global overall score in the cluster Charismatic/Value-based leadership (M=5.58), but not at a significantly higher level compared to the previous GLOBE study. Dividing the cluster by region it was also displayed that the cluster score had increased in the Swedish rating (M= 5.97) and decreased in the Taiwanese (M=5.03). Thus, the hypothesis is rejected.

Hypothesis	Status
H1: *Millennials rate Charismatic II (Inspirational) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Charismatic/Value-based CLTs*	**Rejected**

Scale 1-7. 7=contributes greatly to outstanding leadership	ORIGINAL GLOBE: CHARISMATIC/ VALUE BASED CLUSTER	MILLENNIALS GLOBE: CHARISMATIC/ VALUE BASED CLUSTER	MILLENNIAL RATING OF CTL: CHARISMATIC II (INSPIRATIONAL)
Taiwan	5.58	5.03	5.59
Sweden	5.84	5.97	6.68
Global average	5.5	5.58	6.22

Table 6: Results of Hypothesis 1

H2: Team II (Integrator)

The second hypothesis was derived from previous research that indicated that the Millennial generation should have obtained a higher score in the variable Team II (Integrator) than the original GLOBE study, thus contributing to an overall higher score in the Team Oriented cluster. The result of an independent t-test indicated that the Team II (Integrator) variable received the score M=6.30. Divided by region, one could recognize that the Swedish data

sample received a higher score (M=6,62) than the Taiwanese sample (M=5,87)(F=0.48, p=0.49). Although, this difference was not significant.

These cumulated into a higher global overall score in the cluster Team Orientation (M=6,07) which is higher than the original GLOBE study, which was significant. There was a significant difference in the reported valuation of the cluster for Swedish and Taiwanese respondents, t(179) = 6.56, p = 0.00. Based on these findings, the hypothesis is accepted.

Hypothesis	Status
H2: *Millennials rate Team II (Integrator) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*	**Accepted**

Scale 1-7. 7=contributes greatly to outstanding leadership	ORIGINAL GLOBE: TEAM ORIENTED CLUSTER	MILLENNIALS GLOBE: TEAM ORIENTED CLUSTER	MILLENNIAL RATING OF CTL: TEAM II (INTEGRATOR)
Taiwan	5.69	6.28	5.87
Sweden	5.75	5.77	6.62
Global average	5.5	6.07	6.30

Table 7: Results of Hypothesis 2

H3: Diplomatic

The third hypothesis stated that the Millennial generation should value the variable Diplomatic higher than the original GLOBE study, thus contributing to a higher score in the Team Oriented cluster. The result of an empirical test through an independent t-test displayed that the Diplomatic variable received the score M=5.80. Divided by region, one could recognize that the Swedish data sample received a higher score (M=6.01) than the Taiwanese sample (M=5.51)(F=0.192, p=0.66). However, this was not significantly different.

This cumulated into a higher global overall score in the cluster Team Orientation (M=6.07), which is higher than the original GLOBE study, which was significant. There was also a significant difference in the reported valuation of the cluster between the Swedish and Taiwanese respondents, t(179) = 3.40, p = 0.00. Based on these findings, the hypothesis is accepted.

Hypothesis	Status
H3: *Millennials rate Diplomatic skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*	**Accepted**

Scale 1-7. 7=contributes greatly to outstanding leadership	ORIGINAL GLOBE: TEAM ORIENTED CLUSTER	MILLENNIALS GLOBE: TEAM ORIENTED CLUSTER	MILLENNIAL RATING OF CTL: DIPLOMATIC
Taiwan	5.69	6.28	5.87
Sweden	5.75	5.77	6.62
Global average	5.5	6.07	6.30

Table 8: Results of Hypothesis 3

H4: Autocratic

The fourth hypothesis suggested that the Millennial generation would rate Autocratic leadership higher than the original GLOBE study, thus contributing to a lower score in the Participative based cluster (as it is reversely scored). An empirical test through an independent t-test displayed that the Autocratic variable received the score M=4.70. Divided by region, one could recognize that the Swedish sample rated this variable with a higher score (M=4.97) than the Taiwanese sample (M=4.32) (F=16.34, p=0). There was a significant difference in the reported valuation of the trait for Swedish and Taiwanese respondents, t(179) = 2.75, p = 0.01.

This cumulated into an overall global score in the Participative cluster M=5.03, which is lower than the original GLOBE study, with an acceptable level of significance. However, dividing the cluster by region it was displayed that the score had decreased in the Swedish rating (M=5.21) and marginally increased in the Taiwanese (M=4.76), which was not significant t(179) = 1.22, p = 0.226. Thus, the hypothesis is rejected.

Hypothesis	Status
H4: *Millennials rate Autocratic leadership skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*	**Rejected**

Scale 1-7. 7=contributes greatly to outstanding leadership	ORIGINAL GLOBE: PARTICIPATIVE CLUSTER	MILLENNIALS GLOBE: PARTICIPATIVE CLUSTER	MILLENNIAL RATING OF CTL: AUTOCRATIC
Taiwan	4.73	4.76	4.32
Sweden	5.54	5.21	4.97
Global average	3.6	5.03	4.70

Table 9: Results of Hypothesis 4

H5: Non-Participative

The fifth hypothesis suggested that the Millennial generation would rate the variable Non-Participative leadership higher than the original GLOBE study, thus contributing to a lower score in the Participative based cluster. The result of an empirical test through an independent t-test displayed that the Non-participative variable received the score (M=5.36). Divided by region, one could recognize that the Swedish data sample rated this variable with a higher score (M=5.47) than the Taiwanese sample (M=5.21)(F=7.71, p=0.06).

This cumulated into an overall global score in the Participative cluster M=5.03, which is lower than the original GLOBE study, with an acceptable level of significance. However, there was not a significant difference in the reported valuation of the cluster for Swedish and Taiwanese respondents, t(179) = 1.22, *p* = 0.226, although as both did not increase, the hypothesis is rejected.

Hypothesis	Status
H5: *Millennials rate Non-participative skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*	**Rejected**

Scale 1-7. 7=contributes greatly to outstanding leadership	ORIGINAL GLOBE: PARTICIPATIVE CLUSTER	MILLENNIALS GLOBE: PARTICIPATIVE CLUSTER	MILLENNIAL RATING OF CTL: NON-PARTICIPATIVE
Taiwan	4.73	4.76	5.21
Sweden	5.54	5.21	5.47
Global average	3.6	5.03	5.36

Table 10: Results of Hypothesis 5

4.2. Other observations

In the following section observations outside of the hypotheses will be presented as it provides context to the subsequent analysis of the acceptance or rejection of each hypothesis.

4.2.1. Overview of clusters rated by each society

To enable a comparison of the generational impact on cluster level, several tests were conducted divided by society. To indicate the change over time, these were compared to the previous GLOBE study results rendered in the respective society.
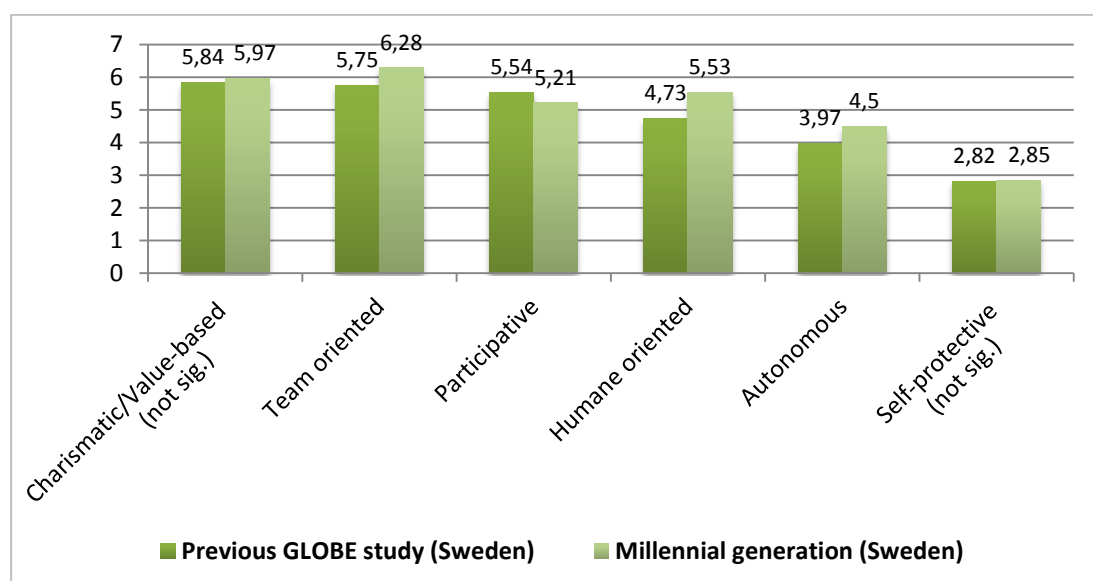
Table 11: Average rating of all CLT clusters by Swedish Millennials compared to the previous GLOBE study results in Sweden

When investigating the cluster rating gathered in Sweden (see table 11) as rated by the Millennials compared to the previous GLOBE study, some changes are visible. The valuation of the clusters Charismatic/Value-based, Team oriented, Humane oriented, Autonomous and Self-protective leadership has increased. The only cluster that received a lower rating than the original GLOBE study was the evaluation of the Participative leadership. Furthermore, all of these variations except the changes in Charismatic/Value based and Self-protective leadership were statistically significant.
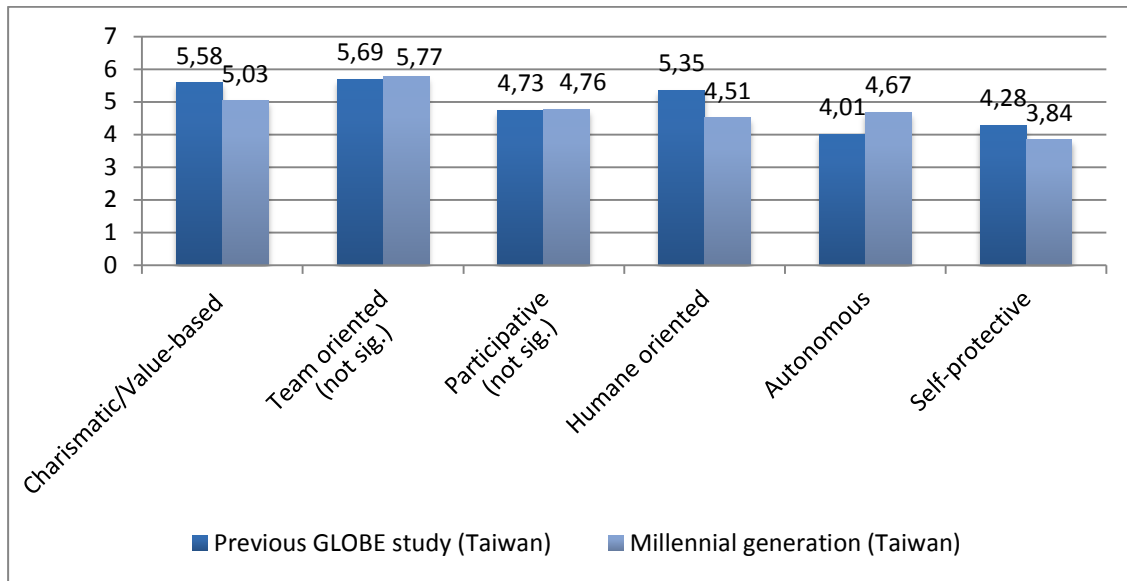
Table 12: Average rating of all CLT cluster by Taiwanese Millennials compared to previous GLOBE study results in Taiwan

In comparison, the data collected in Taiwan (see table 12) displays an increase in the rating of the clusters Team oriented, Participative and Autonomous leadership, compared to the previous GLOBE study. A decrease is noticeable in the clusters describing Charismatic/Value-based, Humane oriented and Self-protective leadership. Furthermore, all changes except the clusters Team oriented and Participative leadership were statistically significant.
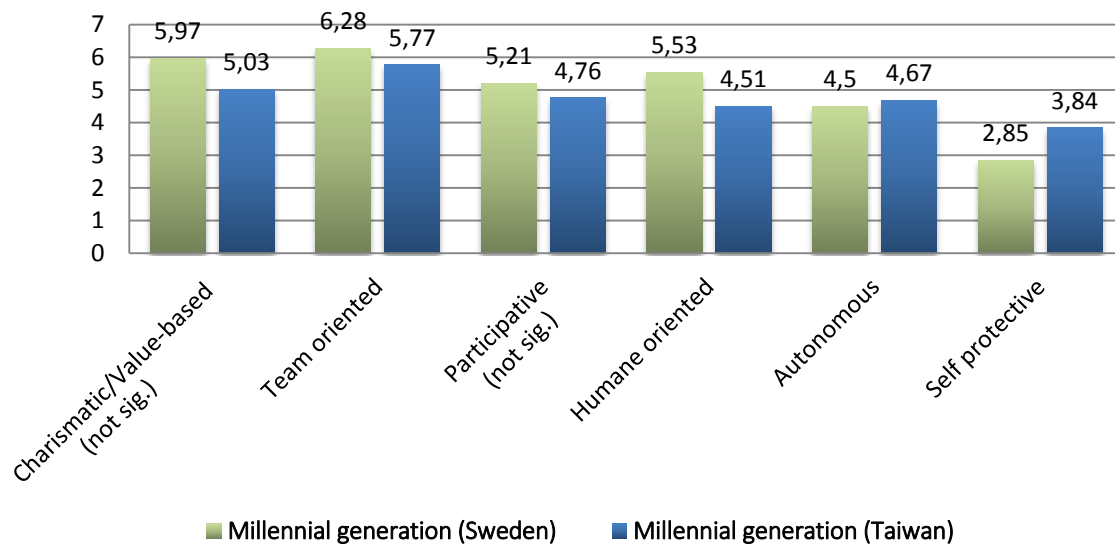
Table 13: Average rating of all CLT cluster by Taiwanese Millennials compared to previous GLOBE study

Lastly, when comparing the two groups of Millennials from different societies (see table 13), the result implicate that there are some differences in perception regarding the clustered traits. The Taiwanese Millennials rated all clusters as less beneficial than the Swedish cluster, except the Autonomous and Self-protective leadership. However, the difference between Charismatic/Value based and Participative leadership were not statistically significant.

4.2.2. Overview of the Millennials compared to previous the GLOBE

Comparing the rating of the clustered traits as a total of both samples representing the Millennial generation, with the global averages from the previous GLOBE study, some changes are visible (see table 14). Overall, the rating of a Charismatic/Value-based, Team oriented, Autonomous and Self-protective leadership has increased. The level of how beneficial Participative and Humane oriented leadership had decreased compared to the GLOBE study average. However, the changes in Charismatic/Value based, Autonomous and Self-protective leadership were not significant.
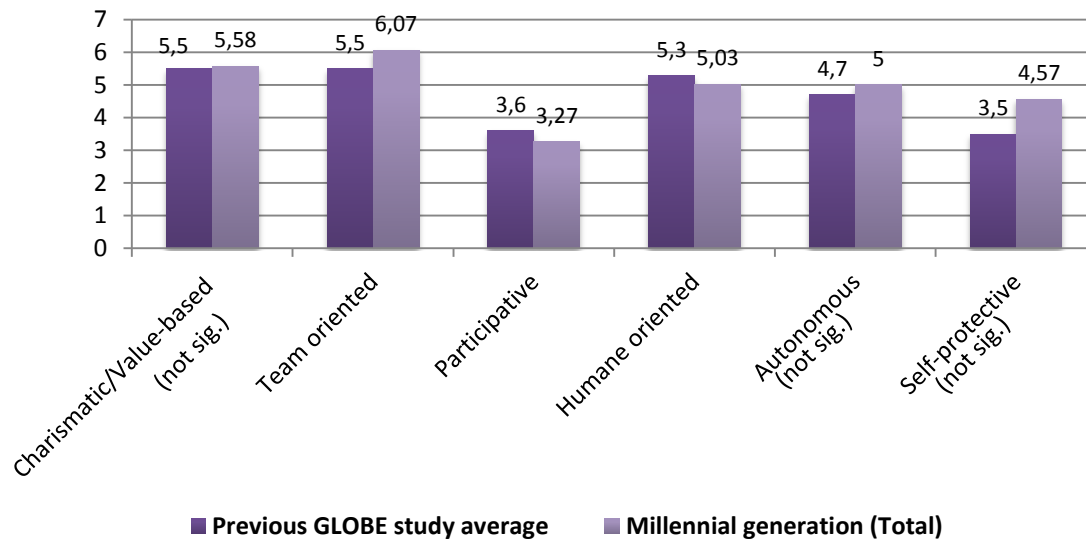
Table 14: Average rating of all CLT clusters by all Millennials in the data set compared to previous GLOBE study

4.2.3. Average Millennial CLT Rating

Lastly, an independent t-test was conducted to investigate the specific rating of each CLT across the dataset of Millennials (see table 15). The results indicated that the Millennial generation found traits like Charismatic I (Visionary), Charismatic II (Inspirational), Integrity, Team II (Integrator), Team I (Collaborative), Diplomatic and Administratively competent to be the most beneficial leadership traits. All of these scored an average over five on the seven-point scale, corresponding to these being viewed as slightly beneficial. The rating also implicates that being Malevolent, Self-Centered and Non-Participative is viewed as the least beneficial traits with an average of less than three on the seven-point scale, indicating that these slightly inhibits leaders from being outstanding.
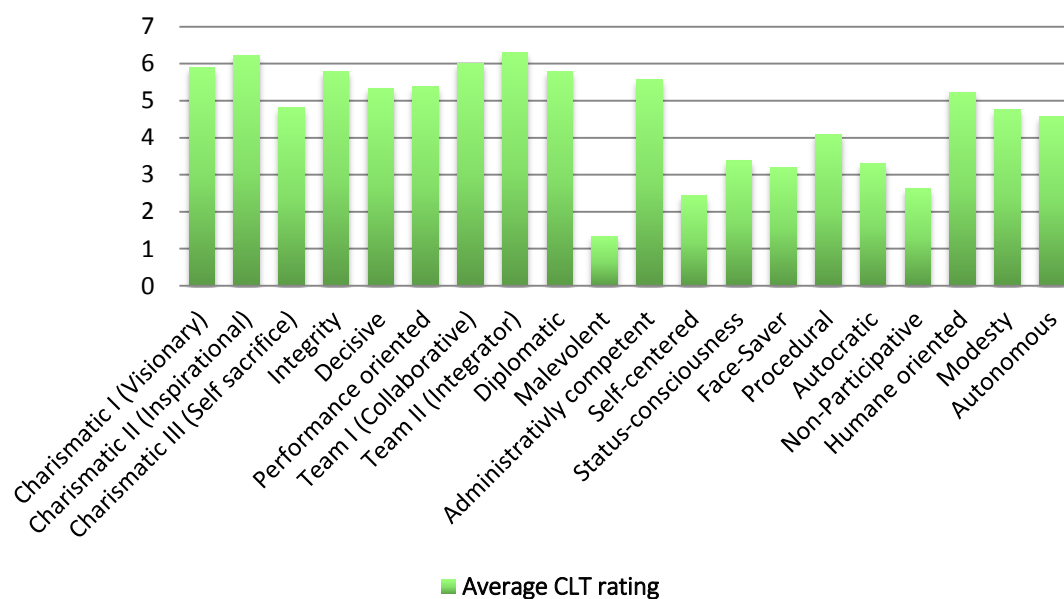
Table 15: Average rating of all CLT traits by Millennials

4.3. Summation of hypothesis testing

Hypotheses	Status
H1: *Millennials rate Charismatic II (Inspirational) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Charismatic/Value-based CLTs*	**Rejected**
H2: *Millennials rate Team II (Integrator) skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*	**Accepted**
H3: *Millennials rate Diplomatic skills higher than in the original GLOBE study, contributing to a higher rate in the cluster Team-orientation CLTs*	**Accepted**
H4: *Millennials rate Autocratic leadership skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*	**Rejected**
H5: *Millennials rate Non-participative skills higher than in the original GLOBE study, contributing to a lower rate in the cluster Participative CLTs*	**Rejected**

5.   Analysis

The following section will analyze implications rendered in the empirical results by using theories aimed at investigating the research question. In the first chapter (5.1) the Millennials perception of Charismatic/value-based leadership will be discussed. Following this, the valuation of Team-oriented leadership will be analyzed (5.2). In the final chapter (5.3), the implications about Participative leadership will be discussed.

5.1.   The historical importance of Inspirational leadership

Despite the fact that all nations around the world have been influenced by different factors throughout history, some global trends have been recognized to shape its generations on a global scale (Steelcase Workplace Futures., 2010). An example of this is the historical appreciation of Charismatic/Value based leadership. The Baby Boomer generation and Generation X have been speculated to need leaders with these clustered abilities because of their lack of respect for formal authorities (Kupperschmidt, B, R., 2000; O'Bannon, G., 2001; Sirias, D., Karp, H. B. and Brotherton, T., 2007; Jurkiewicz, C. L., Massey Jr, T. K.. and Brown, R. G., 1998). This has led to an appreciation of encouraging leadership that inspires the workers in the office in a non-hierarchical manner to contribute. The results of this study implicate that this trend seems to be echoed by the Millennial generation, although possibly for different reasons. On a global level, the empirical result of this study indicates that the rating of Charismatic/Value based leadership has not significantly increased compared to the previous GLOBE study. Since it only marginally increased, this indicates that the intrinsic motivations that the Millennials find beneficial for a leader are met by the same traits as appreciated by the Baby boomers and Generation Xers. The Millennial work-life balance prioritization and limited interpersonal contact (Vogel, P., 2015;Tapscott, D., 2009) are therefore thought to be met by conventional methods that are deemed to universally signify an outstanding leader. Charismatic leaders have been previously recognized as easy to follow and the loner-attitude of the Millennials, might be overrated by previous researchers (Twenge, J.M., Campbell, S.M., Hoffman, B.J., and Lance, C.E., 2010; Gursoy, D., Chi, C., and Karadag, E., 2013). It is also possible that the clustered traits are universally endorsed because the visions articulated by, and integrity enacted by value-based leaders that stress values that have universal appeal (Hanges, J. P., House. J. R., Javidan. M., Dorfman W. P., and Gupta. V., 2004). This could also apply in terms of end-values that are intrinsically motivating and does not need to be linked to other values. The same need as Millennials have for leaders to act as a unifying force, give direction and motivate can thus be regarded as similar to that of previous generations.

It may also be argued that some cultures could value leaders who can find pragmatic accommodations with all influential parties more highly. In such cultures, value-based leadership may be far less important than the ability to achieve pragmatic results regardless of the means by which such results are attained. In Sweden, no significant increase was identified, which could implicate that the sensation of self-fulfillment and individualistic notion has stagnated the need for intrinsic motivation of charismatic leaders has reached a stable level where ambiguous leader-follower relationships are sufficient (Edström, A. and

Jönsson, S., 1998). This implicates that the generational effects in Sweden were moderate, and that leadership has been associated with visions, inspirational personas and guidance has been admitted as beneficial behaviors for a long time. Interestingly, the opposite was visible when analyzing the Taiwanese sample. For this societal and generational cohort, the results indicated a significantly lower valuation of Charismatic/Value based leadership as beneficial. This could have its roots in the fact that Taiwan has a collectivistic heritage that needed leaders to a greater extent previously, now surpassing into being more dominated by self-fulfillment influenced values (Yu, H. C., and Miller, P., 2005; World Values Survey., 2016), this could have made the Millennial generation in Taiwan to disregard the classic view of western leadership tradition and rather rely on their own capabilities (Tapscott, D., 2009). This could have influenced them not see the benefit of becoming intrinsically motivated by a formal leader. This is interesting as it indicates a new type of leadership emerging that stems from eastern values (Haber, D., and Mandelbaum, J., 1996) and moderates the effects of westernization (Lee, J., 1996). These divergent developments in cultural background could therefore explain the fact that the valuation conducted by the different societal cohorts was not aligned despite the overall high valuation of the global CLTs in the cluster.

5.2.   Global networks and Team-oriented leadership

A new culture of inter-connectivity is emerging in Millennials that involves much more than the pop culture of music and the movies. This is a new culture in the broadest sense, defined as the socially transmitted and shared patterns of behavior, customs, attitudes and tacit codes, beliefs and values, art, knowledge and social forms (Tapscott, D., 2009). This is rooted in the experience of being a part of the biggest and most globally connected generation ever and most importantly, it is a culture stemming from the Millennial generations use of interactive digital media. With the advent of internet, millions of Millennials around the world routinely gather online to interact (Myers, K. and Sadaghiani, K.., 2010; Kwoh, K. L., 2012). These virtual communities spark interaction which help people grow, requiring them to develop certain values, to exercise judgement, to analyze, to evaluate, to criticize or to come to the aid of another (Vogel, P., 2015). One could argue that Millennials are moving towards greater social inclusion with technology and these trends are visible as the cluster Team orientation is significantly valued higher by this generation compared to previously measured. In contrast to Baby Boomers and Generation Xers, Millennials finds it increasingly beneficial to have leaders that are more collaborative, team integrators, avoids malevolent behavior and are administratively competent.

The communities and the international populations of the virtual world transmit a global orientation onto Millennials in their search for information, activity and communication. In line with previous research, the result recognizes that it is increasingly important for the Millennials to have leaders around them that possess great communicative skills. In addition, this connectivity lets a team collaborate more effectively and utilize the intellectual capital of many different sources in an efficient manner (Tapscott, D., 2009). In Sweden, this development was visible as a significant increase could be observed. This could implicate that the reliance that the Baby Boomers and Generation Xers felt towards their peers

(Kupperschmidt, B, R., 2000) is even stronger in the Millennial generation, although, the latter group base this appreciation on virtual communities and interconnectivity as opposed to traumatic experiences in the immediate family. For example, this could be stemming from the team spirit present in Swedish businesses as described by previous research (Holmberg, I. and Åkerblom, S., 2006). In Taiwan, the increase was not significantly higher but the results could still implicate that the same trend was visible in the data sample. The increase could be mitigated by the fact that a strong sense of community was already established in Taiwanese culture (World Values Survey., 2016; Lee, J., 1996), where the need for a team is necessary for survival and does not require extensive encouragement or integration to function on a practical level (Yu, H. C., and Miller, P., 2005).

In addition, it was hypothesized that a high valuation of the trait describing Diplomatic leadership would contribute to the new cluster valuation. The internet is encouraging people to move from national to global orientation and many researchers believe that the global awareness amongst Millennials will lead to a population that is more tolerant than previously (Tapscott, D., 2009; Vogel, P., 2015; Selmer, J., and Lam, H., 2004; Tarique, I., and Weisbord, E., 2013; Useem, R. H., 1993; Webster, F., 2001). This was also supported by the findings in the study, as the trait was amongst the most highly rated CLTs in the Team oriented cluster. The ability to connect with a wide variety of communities has increased the chances of a global civil society emerging, which is visible in both data samples. Another observation that supports the emergence of a new view of citizenship and nationality is the valuation of the Humane oriented leadership and the CLT Integrity. As previous research has indicated that the Millennial generation sees themselves as citizens of the world rather than constrained by a specific country (Fitzsimmons, S.R., 2013; Brannen, M. Y., and Thomas, D.C., 2010; Vogel, P., 2015), a global sense of consciousness is recognized by the valuation of these variables. In Sweden, the valuation of the Humane oriented cluster significantly increased which could point to a more global mindset evolving, where Millennials value individual rights higher and have a strong sense of common good and of collective social and civic responsibility. Furthermore, this is in line with the fact that the Millennials are more educated and knowledgeable than any previous generation in a global setting (Tapscott, D., 2009; Surratt, C. G., 2001). This increase could also implicate that they feel more strongly than previous generations about social issues, value equal rights and have trouble comprehending racial and gender discrimination because of the facelessness of the internet identity. However, this was not as highly valued when analyzing the Taiwanese sample. The reason for this could be that the country has not yet developed as high level of self-fulfillment and individualistic sense of responsibility yet (World Values Survey., 2016). The respondents may reason that they are not personally responsible and therefore does not passionately strive to change these issues on a personal level, which is mirrored in their view of beneficial leadership. It might even be so that the Taiwanese, comparative to Sweden's, recent wealth has not yet created such a stable welfare state (Wall Street Journal., 2011) that could allow an extensive universal embrace of global issues on an individual level.

5.3.   The impact of narcissism and Participative leadership

As previous research has pointed out that Millennials have a strong sense of independence and autonomy one could assume that traits related to a participative behavior would be regarded as less beneficial by the Millennial generation. These generational trends have partly been derived from theories surrounding the active role that Millennials play as information seekers available through interactive technologies rather than the passive role of information recipients, visible in previous generations (Tapscott, D., 2009). This previously unprecedented access to information and its interactive environment gives the Millennials power to acquire the knowledge necessary to confront information they may interpret not to be correct and advocate their own opinions with confidence. This encourages an attitude that, possibly, has not been accepted by the older generation, where knowledge has been tightly associated with age. This has resulted in that keywords like narcissism, over-confidence and self-absorption comes into play when describing the younger generational cohort (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L. 2016; Vogel, P., 2015). In line with these theories, the results in this study indicated that the idea of participative leadership as beneficial has decreased, although not significantly. One could argue that the narcissistic behavior has its roots in the increasing level of self-fulfillment detected in the World values study and societal trends at large. It is possible that the non-participative and elitist behavior has been popularized amongst the Millennials since it has been utilized as a marketing tool for many of the generation's entrepreneurial inspirations (Gursoy, D., Chi, C., and Karadag, E., 2013). For example, there are multiple examples of young self-taught entrepreneurs where one person alone, created a mythology around him or herself to be a self-learned genius that created an empire (Tapscott, D., 2009). In addition, the seemingly unlimited information flow might encourage Millennials to invest in their own brand to a larger extent than previous generations, and become even more self-reliant in building their own future (Tapscott, D., 2009). In order to stand out and manage others perception of your personality and accomplishments, a Millennial might find it beneficial to develop a self-proclaiming and elitist behavior. This is further indicated as the Swedish data sample, that have a longer tradition of values reflecting self-fulfillment and secular-rational values (World Values Survey., 2016), cumulated in a lower rating of Participative behavior than the Taiwanese. Although, the difference was not significant, one could argue that these claims also find their support in the fact that both societal cohorts saw an increase the valuation of the cluster describing Autonomous behaviors. In addition, the results also indicated that the valuation of the Non-participative traits was rated at a higher level in Sweden than in Taiwan. This strengthens the perception that Sweden has a society more developed for individualistic behavior, with a strong tradition surrounding the welfare state that secures the individual (Edström, A. and Jönsson, S., 1998). In contrast, one could argue that Taiwan has not yet reached this state as it traditionally has functioned on co-dependence to a larger extent (Yu, H. C., and Miller, P., 2005).

Lastly, it is also interesting to weigh these findings in contrast to the high valuation of the Team oriented traits, like Team collaboration, where it is possible to argue that the Millennial self-navigation does not necessarily mean a rise in individualism, self-absorption or ethos in individuality per se, but rather that Millennials strongly rely on their own knowledge,

leveraging it by utilizing independent sources for guidance and seeks emotional support through family and friends, but also interest groups and online in virtual communities. This mitigates the theories on Millennials being narcissistic and non-participative, but suggest that a new type of relationship to groups is evolving. One could argue that this is also supported by the fact that even though the valuation of Self-protective clustered variables increased, all ego-centric CLTs (self-centered, face-saver, procedural, malevolent, and status consciousness) remained under 4 on the valuation scale. That indicates that the respondents were skeptical of their benefits.

5.4. Limitations

There are some difficulties associated with investigating a culturally linked phenomenon using a quantitative approach that could have influenced the level of significance in the data sample, resulting in an implication-based analysis. For example, it is possible to identify a potential problem regarding language in a cross-cultural research environment. When conducting research in more than one country, the researcher usually encounters respondents with different native languages (Harzing, A. W., 2005). When confronted with a linguistically diverse population, a researcher can translate the questionnaire into as many languages as necessary – as was the case in the original the GLOBE research study. However, translation is not an unambiguous process and is recognized to be both time consuming and expensive (Harzing, A. W., 2005). Fortunately, respondents in both Sweden and Taiwan were deemed to have sufficient language capabilities and therefore were able to respond to the questionnaire in its original language, in this case English. However, some research has found that this might influence the results rendered. Language has an impact on the way people respond to questions relating to cultural values and it has been concluded that questionnaires in English tend to inspire more homogenous results than those in the native language (Harzing, A. W., 2005). Questions that comprise an element of culture, and this might include questions that at first glance would be considered as neutral, the use of English-language questionnaires might obscure important differences between countries (Harzing, A. W., 2005). If differences between countries are of interest in the study design, researchers therefore recommended translating questionnaires. This is important to note for previous studies as these adjustments were not made in this study due to time constraints, it is possible that it has influenced the results.

Another factor which might have influenced the results of this study is the Asian/European scale-norms. Cross-cultural literature has noted that people from different cultures exhibits different response patterns when completing questionnaires (Triandis, H. C., 1994). In Asian cultures relevant for this study, people tend to avoid the extreme ends of the scale to avoid diverging from the group, whereas in European cultures, people tend to avoid the midpoint of a scale to avoid appearing non-committed (Stening, B. W., and Everett, J. E., 1984). The presence of these culturally based response patterns is believed to bias subsequent cross-cultural comparison based on self-reported data because these response patterns are not a function of the intended construct of interests. Thus, several cross-cultural researchers have argued that interpretation of the rank order of cultures based on average scale scores is

problematic. This might therefore help explain the marginal changes in the Taiwanese sample compared to the Swedish. This is also important to note since a future study within this research area should thus be qualitative to add additional nuance to the implicit data sample and thereby avoids the identified scale-norms.

Furthermore, it is possible that the sample itself is not representative for the entire Millennial generation as they were gathered at two universities. It is possible that the high educational level has influenced the results as tertiary education has international influences and actively works to include diverse research and internationally acclaimed theories which could have shaped the samples value perceptions (Butler, C., Sutton, C., Mockaitis, I. A., and Zander, L., 2016). In addition, both universities are located in the capital of each country respectively, which could have influenced the sample. It often more expensive to live in capitals, and thus there is a risk that the sample is an elite group and not a representative group of the entire generational cohort. It is also possible that these have had more international exposure than a Millennial residing in a rural area.

Another common issue when conducting a self-evaluating quantitative study is that it is difficult to ensure that the measurement actually reflects the behavior of the respondents. Naturally, this effect is present in most quantitative studies and should be taken into account when drawing conclusions. There is also some discourse regarding the acceptable level of statistically calculating the inner reliability in a sample. Some literature argues that a Cronbach Alpha test must reach 0.7 to ensure an internal reliability, whereas others argue that 0.625 is sufficient (Bell, E. and Bryman, A., 2006). However, as this study aims at identifying general patterns and render implications it is possible that this does not have a decisive effect. In addition, it could also be taken into account that this study intended to replicate the previous GLOBE research and thus, based its' clusters and variables upon a rigorous theoretical background, mitigating the effect of the measurement.

Lastly, it is important to point out that the samples in this study are demographically different than those in the original GLOBE study in various ways. Most notably, it is possible that the Millennial cohort will respond differently when valuating beneficial leadership traits when they themselves have been managers for some time, thus attained some experience similar to the original sample. Therefore, it is important to view the results of this study as a case study that only provides implications about perception for the future rather than predict Millennials absolute behavior. The size of the sample is also interesting to problematize because it might have influenced the results as it is much smaller than the original study. The gender distribution in the sample differs also from the original GLOBE sample and furthermore, the sample in this study is a narrow collection from a broadly defined generational cohort in regards to age. However, the generational cohorts identified in by previous researchers could also be argued to be stretched over too many years where the perception might differ internally in the generation. Since the sample in this study does not reflect the opinions of all age groups within the cohort it is possible that it has failed to identify an absolutely accurate reflection of the Millennial generations' perception. This is also important as one could argue that the exponentially rapid development seen in technology and globalization could have

influence the Millennials and created larger variations within the group itself than previous generations due to the increasingly rapid changes in their environment. This could indicate that the oldest Millennial are a lot more different than the youngest Millennial, compared to the internal variation within previous generational cohorts that has experienced a slower development and a less rapid change in their environment. It is therefore possible that the age distribution in the original GLOBE sample better mirrored the opinions of the widely described group as the sample contained a greater amount of respondents that experienced less change in their environment.

6. Conclusions

This final chapter will present the main findings rendered from the research (6.1). Thereafter, further research will be suggested (6.2).

6.1. Main findings

To shed light on the effects of today's globalization and technological development on leadership tendencies within the next generation of leaders in comparison between the Baby boomer and Generation Xers, the following research question was investigated: *How does leadership preferences vary when comparing the Baby boomer generation and Generation X to the Millennials by utilizing the GLOBE research programs Culturally endorsed Leadership Traits?.*

The findings implicated that Charismatic/value-based leadership was found to have been historically important and not significantly different from the previous GLOBE study. The Millennial generation are catered to with the same intrinsic motivation that the Baby Boomers and Generation Xers. In Sweden, the increase was moderate as the behavior was already well established as beneficial. This has possibly its roots in Sweden's general climate regarding leadership as previous research indicate that the country is dominated by secular-rational values and self-expression values, that demands a leader to be an inspiring team-member rather than a hierarchical procedural leader. This perception also dominates within the Millennial cohort at large, as they find similar behavior inspiring as the older generation. Surprisingly, the trait was less valued by Millennials in Taiwan than in the previous GLOBE study. This could indicate that a new type of leadership is evolving in the traditionally collectivistic Chinese region. As the country moves towards more secular-rational and self-expressionistic values, Millennials seem to be less dependent on an official leader as a unifying force and more dominated by self-reliance. This indicates that the change towards westernization is slower than estimated by previous researchers, and that the Millennials in the region still identify with a collectivistic approach, although the relationship is possibly more complex than previously anticipated.

It was also found that Team oriented leadership was valued higher by the Millennial generation than observed in the previous GLOBE study. It is possible to identify that these tendencies are linked to the increased social inclusion associated with the new global networks surrounding the cohort. Being a leader possessing skills like team integrator, could indicate that the social patterns of groups are more fluctuant in this generation due to virtual networks and open intellectualization. In Sweden, the results indicated that it team orientation is crucial in leadership. This was also recognized in the previous GLOBE study but it is believed to have increased in the Millennial cohort because of this change in network perceptions. Similarly, this trend was also visible in Taiwan although the cultural heritage of relying on groups to survive for practical reasons, is believed to slow down the change. In addition, the new type of networking and virtual connections is believed to have influenced the valuation of diplomatic leadership. The valuation indicates that these international virtual communities and online exchange of cultures and experiences has fueled an increasingly global mindset within the Millennial generation. This perception is mainly echoed in Sweden,

where related traits like Humane orientation and Integrity were also viewed as highly beneficial. Paired with the high level of individualism in the country and a secure welfare system that allows a person to heed to others problems, it is possible that Swedish Millennials, to a greater extent than the Taiwanese, feel an individual responsibility for global issues.

Lastly, the findings from the study identified that Participative behavior was somewhat regarded as less beneficial for leaders. In line with previous theory, one could argue that this stems from the narcissistic behavior present within the Millennial generation. However, the marginal decrease and the significant increase of Team oriented leadership skills provide a juxtaposition that could be explained by the exchange between communities online that Millennials are enveloped in. The information and norms present in the virtual world has a spill-over effect in the behavior of Millennials in group context, signaling over-confidence and narcissism. At the same time, the cohort realizes that a more individualistic behavior is necessary and it inspires self-reliance, self-branding and an increased valuation of self-expression values (autonomy, non-participative and autocratic behaviors). This was especially visible in the Swedish data sample and possibly explained by the developed individualism present in the country.

The conclusions derived gave implications about how the GLOBE CLTs changed between generations and could be utilized by the academy. It implicated the main limitations of the study and suggest how future research could be conducted to further describe the relationship between Cross-cultural leadership and the Millennial generation. It also added a contribution to the research field of leadership traits, studies on generational traits and the development of Millennials as leaders by describing their perceptions regionally and globally through two samples. Furthermore, the implications gathered by this study are also relevant for business as the findings could be utilized by human resources to optimize staffing, prevent conflicts and more accurately recruit capable managers.

6.2. Suggested further research

The nature of this study opens up for several areas of future research. A larger sample with a multi-format approach could add contextual dimensions and deepen the coalition explanations in the research. Furthermore, qualitative interviews with members of the different generational cohort could highlight the coming challenges and prejudice present in the workplace as Millennials enter. Interviews, preferably paired with a quantitative study conducted in the native language of the respondents, could also explain behaviors in a more nuanced manner and provide implications that are outside of the theories covered in this deductive approach. It could also be suggested that future research should target Millennials that have been active as managers for a subsequent study as this could enable a more accurate comparison to the previous GLOBE study.

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8. Appendix

Appendix I: Grouping of all GLOBEs 62 societies
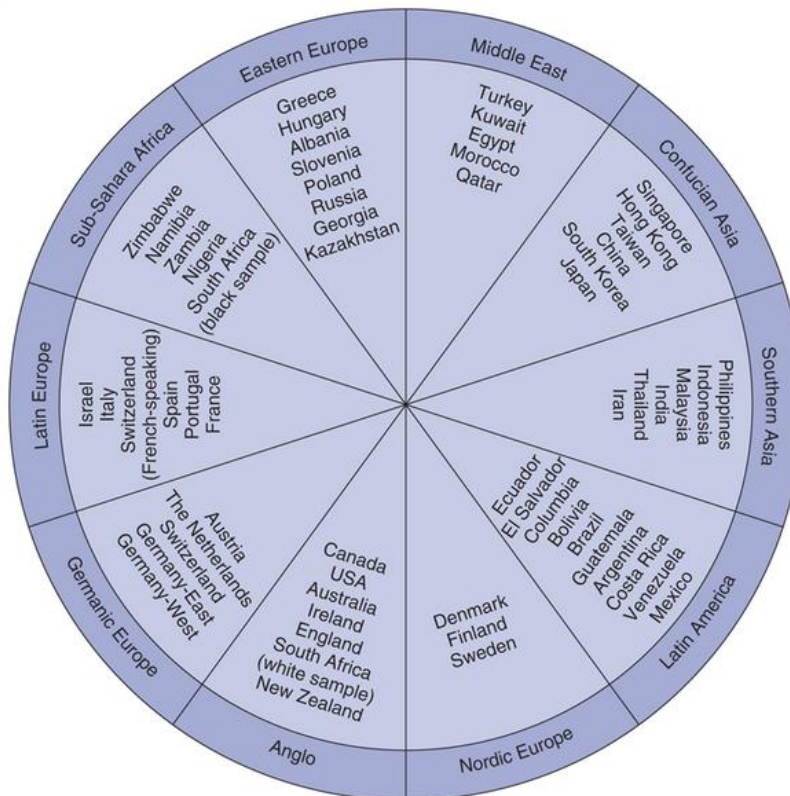
Appendix II: Descriptions of the 21 GLOBE CLTs

Administratively competent	Decisive	Non-participative *(reversed score)*
- Orderly - Administratively skilled - Organized - Good administrator	- Willfull - Decisive - Logical - Intuitive	- Non-delegator - Micromanager - Non-egalitarian - Individually oriented
Autocratic *(reversed score)* - Autocratic - Dictatorial - Bossy - Elitist	**Diplomatic** - Diplomatic - Worldy - Win-win problem solver - Effective bargainer	**Performance Oriented** - Improvement-oriented - Excellence-oriented - Performance-oriented
Autonomous - Individualistic - Independent - Autonomous - Unique	**Face-Saver** - Indirect - Avoids negatives - Evasive	**Procedural** - Ritualistic - Formal - Habitual - Procedural
Charismatic I: Visionary - Foresight - Prepared - Anticipatory - Plans ahead	**Humane Orientation** - Generous - Compassionate	**Self-centered** - Self-centered - Non-participative - Loner - Asocial

Charismatic II: Inspirational - Enthusiastic - Positive - Morale booster - Motive Arouser	Integrity - Honest - Sincere - Just - Trustworthy	Status Consciousness - Status-conscious - Class-conscious
Charismatic III: Self-Sacrifice - Risk taker - Self-sacrificial - Convincing	Malevolent (reversed score) - Hostile - Dishonest - Vindictive - Irritable	Team I: Collaborative Team Orientation - Group-oriented - Collaborative - Loyal - Consultative
Modesty - Modest - Self-effacing - Patient	Team II: Team Integrator - Communicative - Team Builder - Informed - Integrator	Conflict inducer - Risk taker - Self-sacrificial - Convincing

Appendix III: World Values Map 1996 and 2015

WVS, 2015
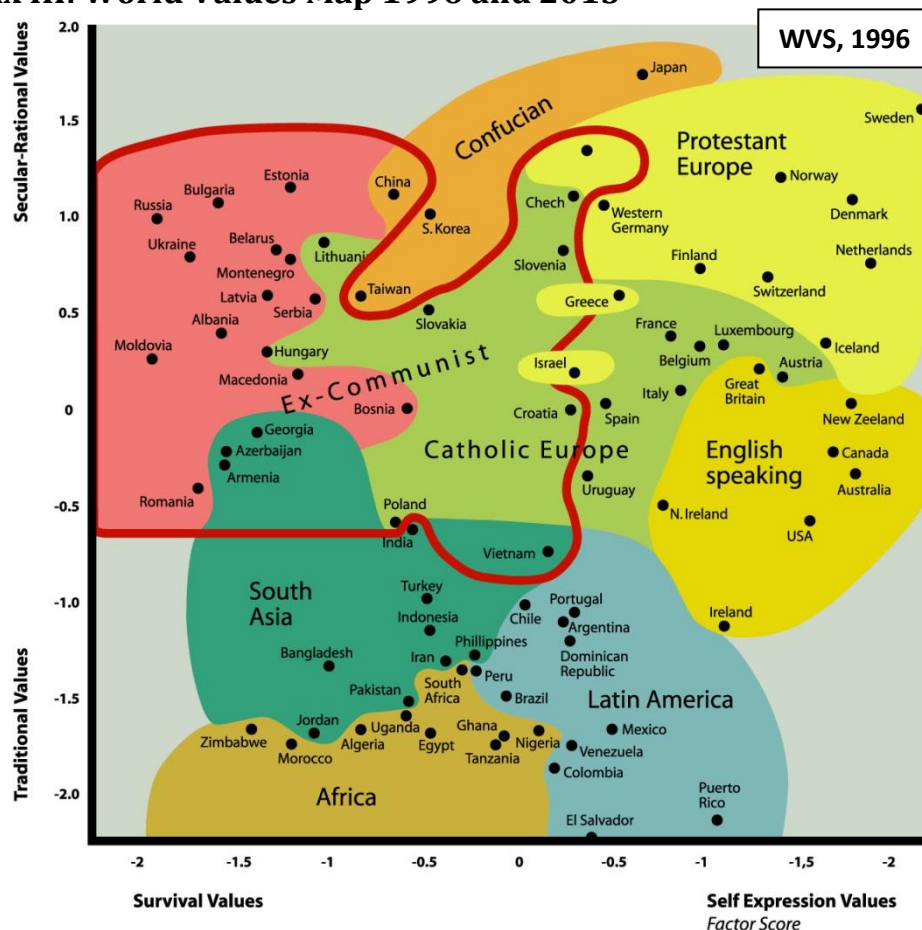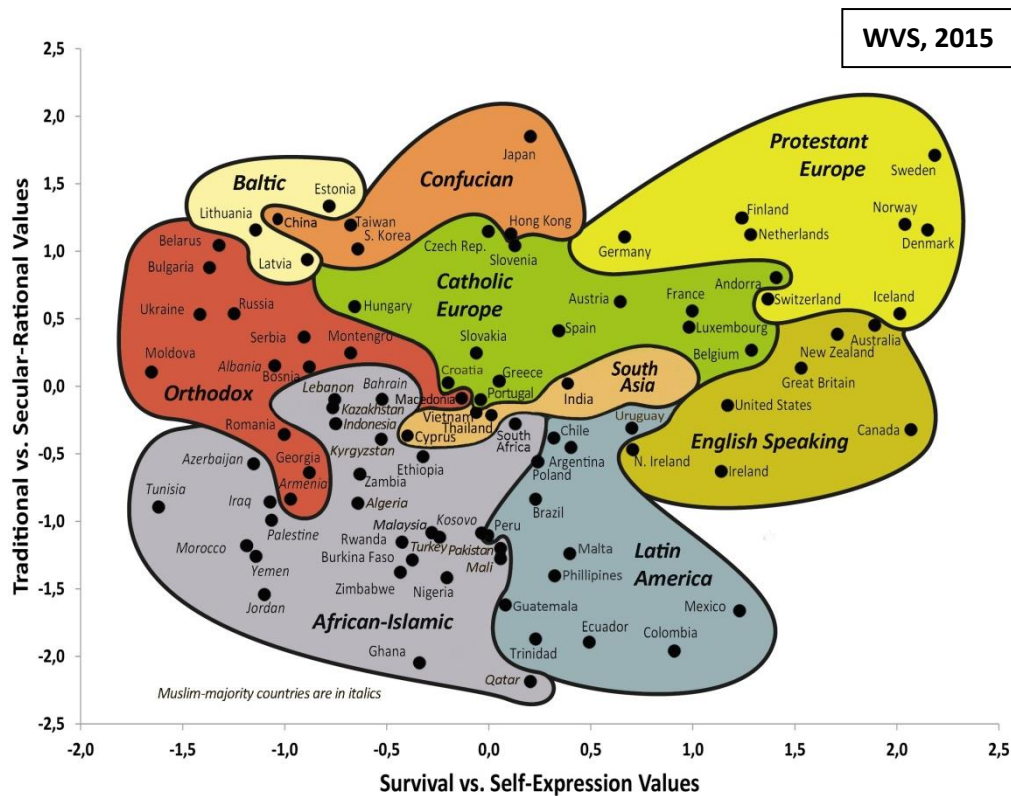
Appendix IV: Questionnaire (with value correspondence)

QUESTIONNAIRE

The following questionnaire is aimed at mapping your personal evaluation of certain leadership traits.

First a leadership trait will be defined and you will grade to what extent this particular trait contributes to forming an outstanding leader. Your response should reflect your own opinion of an outstanding leader (for example: the boss of your dreams).

Example:
Kind: A person is friendly, sympathetic, and nice
This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

The questionnaire will end with a few demographic questions.

The questionnaire takes approximately 5 minutes to complete.

Thank you!

Q1

Administratively competent: A person being orderly, administratively skilled, organized and a good administrator.

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q2

Autocratic: A person being dictorial, bossy and elitist

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (7)	Somewhat inhibits (6)	Slightly inhibits (5	Has no impact (4)	Contributes slightly (3)	Contributes somewhat (2)	Contributes greatly (1)
❑	❑	❑	❑	❑	❑	❑

Q3

Autonomous: A person being individualistic, independent and unique

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q4

Charismatic (Visionary): A person has foresight, is prepared, anticipatory and plans ahead

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q5

Charismatic (Inspirational): A person is enthusiastic, positive, a morale booster and a motive arouser

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q6

Charismatic (Self-sacrifice): A person is a risk-taker, self-sacrificial and convincing

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q7

Decisive: A person is willful, decisive, logical and intuitive

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q8

Diplomatic: A person is a win-win problem solver, worldly and an effective bargainer

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q9

Face-saver: A person avoids negatives, is evasive and indirect

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q10

Humane orientated: A person generous and compassionate

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q11

Integrity: A person is honest, sincere, just and trustworthy

This behavior or characteristic [...] a person from being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q12

Malevolent: A person is hostile, vindictive, dis-honest and irritable

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (7)	Somewhat inhibits (6)	Slightly inhibits (5)	Has no impact (4)	Contributes slightly (3)	Contributes somewhat (2)	Contributes greatly (1)
❑	❑	❑	❑	❑	❑	❑

Q13

Modesty: A person is self-effacing and patient

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q14

Non-participative: A person is a non-delegator, micromanager, non-egalitarian and individually oriented

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (7)	Somewhat inhibits (6)	Slightly inhibits (5)	Has no impact (4)	Contributes slightly (3)	Contributes somewhat (2)	Contributes greatly (1)
❑	❑	❑	❑	❑	❑	❑

Q15

Performance oriented: A person is improvement-oriented and excellence oriented

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q16

Procedural: A person is ritualistic, formal and habitual

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q17

Self-centered: A person is non-participative, asocial and a loner

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q18

Status consciousness: A person is status-conscious and class-conscious

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q19

Team (Collaborative team orientation): A person is group-oriented, collaborative, loyal and consultative

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q20

Team (Team Integrator): A person is communicative, team builder and informed

This behavior or characteristic [...] a person being an outstanding leader

Greatly inhibits (1)	Somewhat inhibits (2)	Slightly inhibits (3)	Has no impact (4)	Contributes slightly (5)	Contributes somewhat (6)	Contributes greatly (7)
❑	❑	❑	❑	❑	❑	❑

Q21

Nationality: _____

Q22

Year of birth: _____

Q23

Gender:
○ Female (1)
○ Male (2)
○ Other (3)

Q24

Do you own/have access to a Computer?
○ Yes (1)
○ No (2)

Q25

How many Hours per Day do you approximately use your computer?

- ○ 0-1h (1)
- ○ 1-2h (2)
- ○ 2-3h (3)
- ○ 3-4h (4)
- ○ 4-5h (5)
- ○ 6-7h (6)

Q26

How many Hours per Day do you approximately use the internet?

- ○ 0-1h (1)
- ○ 1-2h (2)
- ○ 2-3h (3)
- ○ 3-4h (4)
- ○ 4-5h (5)
- ○ 6-7h (6)

Appendix V: Interview guide for pilot study

After completing questionnaire

Background:

- Name?
- Nationality?
- Year of birth?

Questionnaire evaluation:

- What do you think is the purpose of the survey?
- Which traits did you find most beneficial? Why?
- Explain trait [select random trait].
- Which problems could you potentially see in the questionnaire? Why?
- Did you find any definition difficult to understand?