

Authentic Followership Connecting Leadership Acceptance and Effectiveness

MASTER'S THESIS

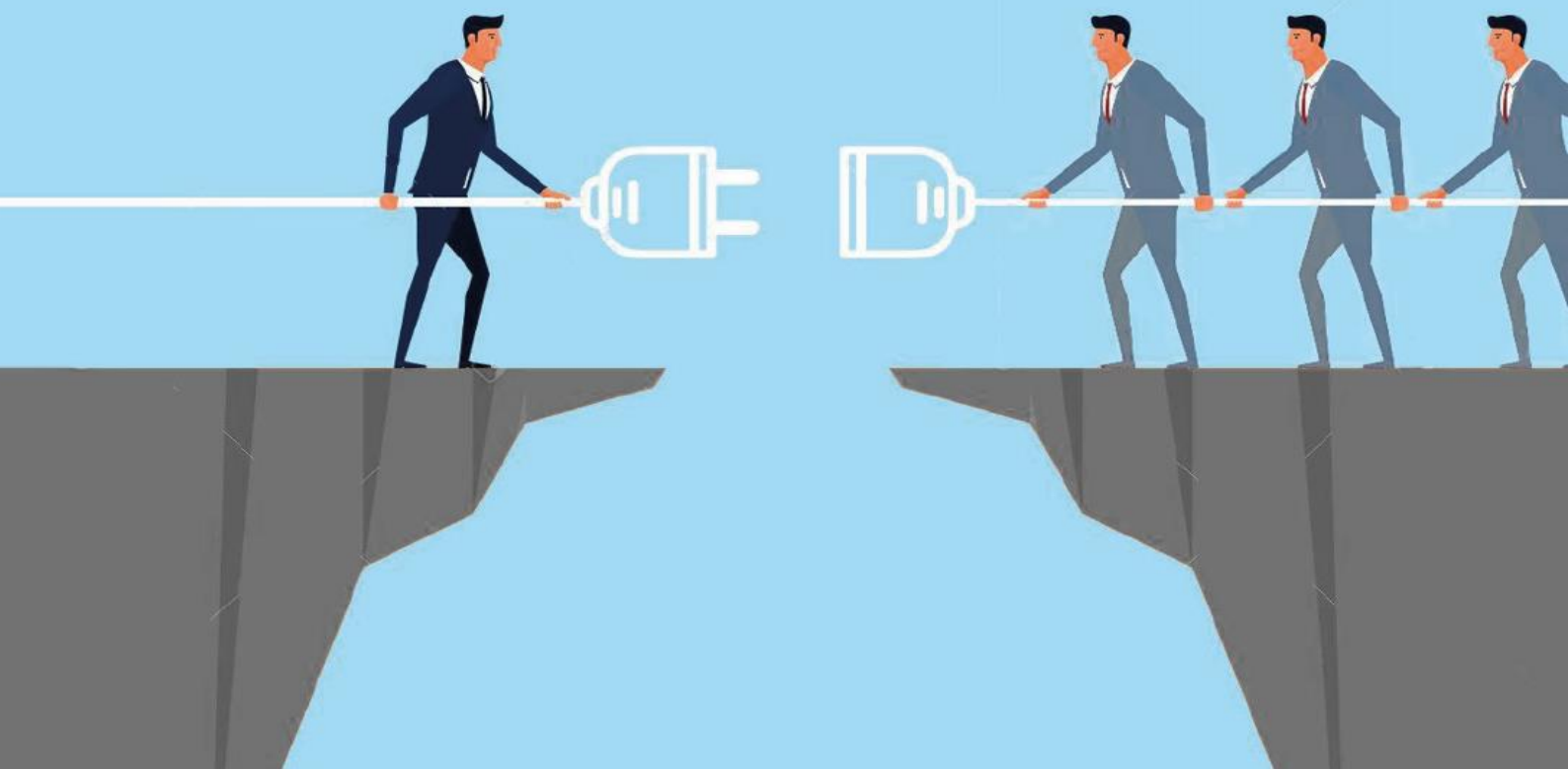
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Abstract

Denne afhandling søger, at finde de mest effektive ledelsesstile i danske virksomheder på baggrund af data fra danske organisationsmedlemmer samt internationale ledere i Danmark. Afhandlingens titel fokuserer på det nye akademiske område – autentisk følgeskab – og dennes relation til lederens accept og effektivitet. Accept omfatter medarbejderens grad af tro på lederen, hvilket påvirker effektiviteten. Afhandlingen følger som udgangspunkt GLOBE's teoretiske model, hvor ledelsesaccept og ledelseseffektivitet er modellens konkluderende element. Organisationskultur er et bærende element i afhandlingen og dennes relation til autentisk følgeskab illustreres i form af teoretiske og praktisk (u)sammenhænge.

Det videnskabsteoretiske perspektiv er henholdsvis socialkonstruktivisme og hermeneutik. Disse kommer til udtryk i form af respondenternes opfattelse af virkeligheden, samt afhandlingens progression. Afhandlingen benytter både kvalitativ og kvantitativ metode i form af semi-strukturerede interviews med internationale ledere og en spørgeskemaundersøgelse blandt danske organisationsmedlemmer.

Afhandlingen påviser at danske organisationsmedlemmer endnu ikke er autentiske følgere, men det øgede fokus på autenticitet blandt virksomheder og samfundet generelt, peger på at autentisk følgeskab får større betydning i fremtiden – både professionelt og personligt. Herunder indikerer afhandlingen, at den mest effektive ledelsesstil i danske virksomheder er karismatisk/værdibaseret ledelse. Dette eksemplificeret af både den kvalitative og kvantitative metode. Dertil tilføjer de kvalitative resultater, at den human-orienterede ledelsesstil også kan være effektiv i danske virksomheder. Dog argumenterer de kvantitative resultater for, at denne ledelsesstil er ineffektiv.

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THESIS PROGRESSION

INTRODUCTION

LITERATURE
REVIEW

METHODOLOGY

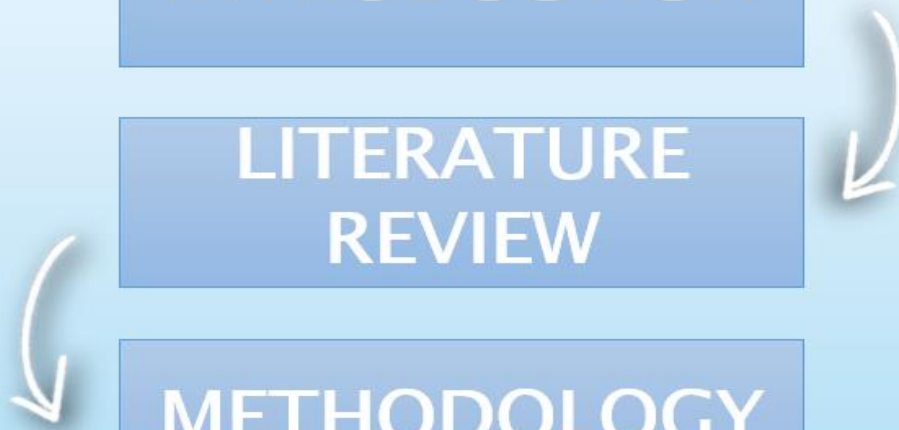
THEORETICAL
FRAMEWORK

QUALITATIVE
ANALYSIS

QUANTITATIVE
ANALYSIS

COMPARATIVE
ANALYSIS

CONCLUSION



1.0 Introduction

In terms of square kilometres, Denmark is a very small country. More precisely, the Nordic country ranks as number 130 out of a total of 196 countries and states. The poet, Robert Browning, once said, “*Less is more*” with the notion that simplicity and clarity lead to good design – and design is something the Danes know a great deal about – both in explicit and implicit constructions. Looking at the indicators for national wealth, Denmark finds itself in the company of the world elite. Normally, a nation’s economic performance depends on their *gross domestic product* (GDP), which moves Denmark out of the top spots, but this model alone does not include cost of living or the population size. In addition to being a very small country, Denmark has one of the highest living costs in the world. When considering these factors, i.e. by including the *purchasing power per capita* (PPP), there is no doubt that Danish businesses are performing with excellence on the global market. On the list of countries by GDP (PPP), The International Monetary Fund (IMF) placed Denmark as no. 20 in 2017 whereas the World Bank placed the small country as no. 14 in 2016 – overtaking great nations such as The United Kingdom, France and Canada (IMF Outlook, 2017 & World Bank, 2016).

As all things in life, there are also pros and cons when performing with brilliance. The first challenge is for the Danish government and especially private Danish companies to attract and gain new knowledge that will help them stay competitive on the global market. If a company lacks the ability to attract and hold onto new talent, the outcome will most likely be that their competitors will outrun them in a matter of short time. Chief Consultant, Jens Troldborg, in DA (Danish Employers’ Association) concludes that:

“We see the shortage of labor as the biggest problem in the labor market at present. Other countries have a greater labor shortage than us, making only the challenge worse. Especially when it comes to Poland, Sweden and Germany because we compete for the same workforce. This means that competition will be bigger”. (Fagbladet3F, 29/01/2018).

The employment rate in Denmark is at an all-time high. Statistics Denmark recently showed that the fourth quarter of 2017 set a record, as 2.764.250 were employed in Denmark mounting in a total of 19 quarters with continuous improvement (Dansk Industri, 06/03/2018). However, it leaves one question - Why does Troldborg talk about labor being one of the biggest problems in the Danish economy? In order to find the answer, we need to find a new object as an alternative for “workers” – a more specialized and specific one. Furthermore, Troldborg recognizes that “*This applies to more*

specialized areas, such as in IT. The right labor might not be found in Europe. We can see that it can be a problem” (Fagbladet3F, 29/01/2018). Thus, one of the “real” objects being niche groups seated by very skilled employees for positions that only can be filled by significant and rare talent.

One object or aspect, there is yet to be covered, and in addition might be one of the most critical aspects if not carefully taken into consideration, is *cross-cultural management*. Some Danish organizations reach a point where they must approach leaders of international character, as their business moves back and forth in the global market, creating a demand for a strong organizational leader with flair for international conventions. Hiring an international leader can create internal organizational barriers between the manager and the followers. For one, there are cultural contingencies, as one’s perception of “culture” is very subjective and definite to the individual’s perception of the organizational collective. Bringing in a new leader threatens the present culture, as the person has the capability to change the existing situation. In order to uncover the aspects of the cultural barriers and opportunities, the GLOBE’s nine societal dimensions play a central part of cultural analysis foundation, which originates from Geert Hofstede’s cultural dimensions and Fons Trompenaars’ seven dimensions of culture (House et al., 2014, p. 12).

The paper takes – from a theoretical point of view – three different perspectives, which all are in near correlation with each other. Before the term *cross-cultural management* was mentioned. By allocating the word into *culture and management*, the first two perspectives become known. The third perspective is within a rather new theoretical orientation, *followership theory* and *authentic leadership*. The close correlation and dependence of followership theory and authentic leadership will be elaborated under the theoretical framework. As leadership theories are wildly spread and acknowledged e.g. transactional and transformational leadership theories, followership theory has played a very small role until recently. There seems to be a shift in flow, and followership theory along with authentic leadership theories is prevailing (Wernsing, 2017, p.3).

The aim of this study is to find perceptions of the Danish followers. How are they led, and how do they really wish to be led? Finding answers to these questions will ultimately help serve (international) leaders with an approaching formula to Danish followers, resulting in a faster improvement of the relationship between management and organizational followers. The study wishes to search for the formula by scrutinizing the explicit and implicit mind-set of the followers. The study will search for traits and similarities in the generic Danish follower through quantitative

conjoint analysis with data derived from semi-structured interviews. Ideally, the investigation will illustrate the relation between culture, leader self-awareness and its bond to the followers.

The interviews involve international leaders and managers who have led or still lead Danes in multinational organizations. Therefore, the leaders might apprehend Danish followers and their beliefs in different perspectives as their cultural background and experience are on counterpoint.

Research Question

- *What are the most efficient leadership approaches in Danish businesses according to Danish followers and international managers?*

The knowledge gained from this paper illustrates coherence and incoherence of authentic followership and culture in organizations admitting to international leadership.

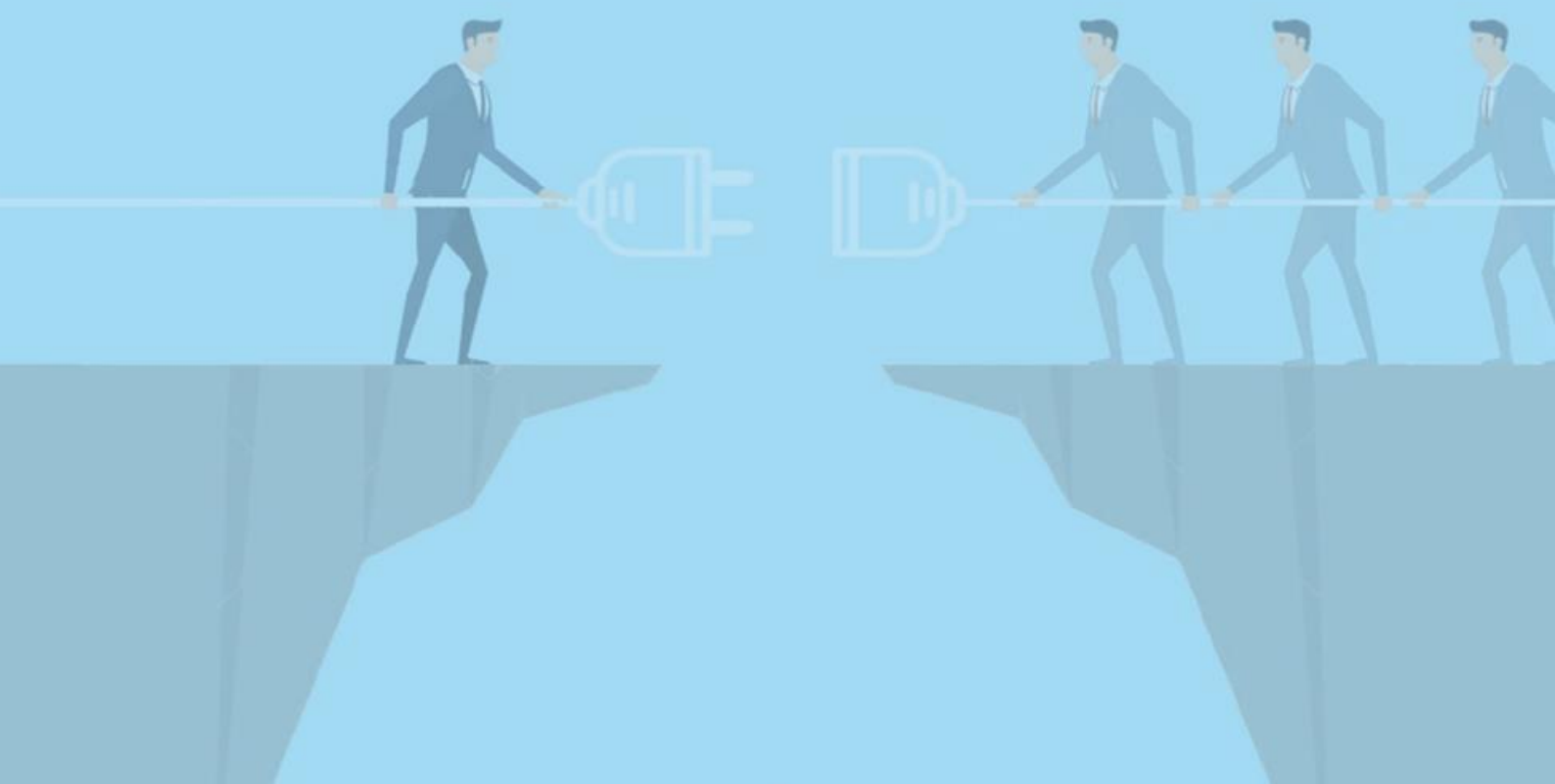
Delimitation

The qualitative part of the dissertation focuses on the interviews conducted from three international leaders with a management position located in Denmark. The three leaders are all from the Western World (England, England & the Netherlands). We have not been able to locate and conduct an interview with a non-Western leader located in Denmark. We were not able to reach any foreign leaders from South America, Africa and Asia. We did set up a meeting with an Australian leader, unfortunately he did not keep the appointment. This could have been interesting to get experiences, beliefs and insights from a leader with origin outside the Western World due to the more distinct societies, norms, cultures and beliefs.

Consequently, we will not analyze the gender egalitarianism in GLOBE's Nine Cultural Dimensions. Equality is high in the Western World compared to other continents. Therefore, it is irrelevant to analyze in our study since there will not be an interview with a non-Western leader. We are aware that gender egalitarianism appears in GLOBE's matrix called Societal Culture Dimension as Predictors of Culturally Endorsed Implicit leadership Theory (CLT). Otherwise, the cultural dimension will not be included in the dissertation. Furthermore, the GLOBE Theoretical Model 2013 consists of several areas. We have chosen to avoid some of the areas, because they do not fit into this

study. The areas that would be excluded *economic performance of societies, physical and psychological well being of societies and strategic organizational contingencies.*

Chapter 2. LITERATURE REVIEW



2.0 Literature review

The introduction clarified that the study's aim is to find perceptions of Danish followers on explicit and implicit levels combined with international leaders' beliefs and experiences of the same. As authentic followership is a rather new field within the academic world, the literature review aspires to delineate the historical groundwork and evolvement of leadership from past to present time. Another objective is to shed light on the currents, which have led to the contemporary theory, used in this paper – the scientific theoretical aspect also plays a central part in this discussion.

The following section will review literature on theoretical and empirical basis. First, the field of leadership is reviewed chronologically by studying the early theories going from past to present. In order to assess an objective view, scholars with critical views on the different streams will be included.

Defining Leadership

Before reviewing leadership literature, it is important to define the concept and components of leadership. In spite of multitude approaches to leadership, the following are central aspects to the phenomena: 1. Leadership is process, 2. Leadership involves influence, 3. Leadership occurs in groups, 4. Leadership involves common goals (Northouse, 2016, p. 6). Combining the before mentioned characteristics, Peter G. Northouse defines leadership as *“a process whereby an individual influences a group of individuals to achieve a common goal”*. In the extensive work, *Leadership theory: past, present and future* (1997), the author, Melissa Horner, presents different definitions on term. On one hand, she presents leadership, in alignment with Northouse, as a process, but then states *“... but most theories and research on leadership look at a person to gain understanding”* (p. 270). Horner then remarks, *“Leadership is typically defined by the traits, qualities and behaviors of a leader”*. However, is leadership “just” about processes and behavior? Is it possible for the defining terms to be placed under one roof? Referring to other scholars the answer is *no*.

Van Seters & Field (1990) initiate their work, *The Evolution of Leadership Theory*, stating, *“Leadership is one of the most complex and multifaceted phenomena to which organizational and psychological research has been applied”* (p. 29). Other scholars seem to agree with Van Seters and Field. Burns (1978) established, *“Leadership is one of the most observed and least understood phenomena on earth”*. Finally, Stogdill (1974), who is one of the most quoted authors on leadership

(Yukl and Van Fleet, 1992; Horner, 1997; Van Seters and Field, 1990), expressed the belief, “*there are almost as many definitions of leaderships as there are persons who have attempted to define the concept*” (p. 259).

In order to understand what is known and assumed about leadership, the following presents a review on the research of leadership. The streams presented align with the work of Horner (1997), Yukl and Van Fleet (1992). Both present the streams according to the work of Stogdill (1974), but whereas Horner’s method is more “locked” to the structure of Stogdill’s work, Yukl and Van Fleet address the theories because they find them historical important, bearing Stogdill in mind. Thus, the following structure is a hybrid of the before mentioned.

Great Man Era & The Trait Approach

The first stream or era in the history of leadership theory dealt with the attributes of great leaders. Leaders were identified by these attributes, and a person was seen as a leader, if one possessed the internal qualities that were innate (Horner, 1997). In the nineteenth century, the idea of the “great man” ruled leadership theory. In short, the mindset of this ideal was that only a very limited number of individuals at any given time had the potential to be a true leader and change the course of history. The notion of the great man theory may work *in theory* – and be used in case studies – but it is effectively irrefutable, thus unusable as a scientific theory (Van Wart, 2003). Prolonging the great man theory, *the trait approach* became popular among scholars (Van Seters and Field, 1990). Like the great man theory, the trait approach focuses on attributes. In the quest of finding and documenting these traits, hundreds of trait studies were conducted during the 1930’s and 1940’s (Yukl and Van Fleet, 1992). The objective with the studies was that if the traits that differentiate leaders from the followers could be identified and successful leadership could be implemented, then successful leaders could be put in the “right” position many years before they would have reached the position otherwise (Horner, 1997). The theoretical era of great man and trait approach is named the *personality era* (Van Seters and Field, 1990). From a scientific point of view, the era and the theory encircling this have some critique points. First, the results did not give any clear indications of the traits that create successful leaders (Yukl and Van Fleet, 1992; Horner, 1997). It was found that some traits separate a leader from a non-leader, but as Yukl and Van Fleet put it “*these findings only tell us something about the type of people most likely to occupy leadership positions... Results for the relationship between traits and leader success were usually weak and inconsistent*” (p. 150). Horner (1997) agrees

with Yukl and Van Fleet in their conclusion of lacking evidential material for the trait approach to be effective when dealing with leadership. This is exemplified in the following statement:

“Though much research was done to identify the traits, no clear answer was found with regard to what traits consistently were associated with great leadership. One flaw with this line of thought was in ignoring the situational and environmental factors that play a role in a leader’s level of effectiveness” (p. 270).

What is interesting in the statement above, is that Horner involve other variables which could have been implemented in order to make the approach more self-supportive i.e. ignoring the situational and environmental factors. In conclusion, the personality era is too simplistic. The findings have provided minimal value to the academic and professional community, resulting in almost complete extinction of the approach (Van Seters and Field, 1992, p. 30).

The Behavioral Approach

Moving forward to the 1950’s, leadership researchers became interested in leaders behaviors with the objective to determine what successful leaders do in the context of the organization, classifying what behaviors increase leader effectiveness (Horner, 1997, p. 270; Yukl and Van Fleet, 1992, p. 154). Yukl and Van Fleet (1992) describe the objective within as:

“A primary objective of behavior research has been to identify the consequences of different types of leadership behavior. The typical approach in this research is to examine differences in behavior patterns between effective and ineffective leaders, or to assess the correlation between measures of leader behavior and criteria of leadership effectiveness” (p. 157).

The behavioral approach became widely known after the famous *Michigan* and *Ohio State leadership studies* (Horner, 1997; Yukl and Van Fleet, 1992), as both took the approach and reached similar results i.e. both identified two primary factors: *consideration* and *initiation of structure*. As subordinates filled out questionnaires, which was the studies empirical foundation, the results deduced the before mentioned factors. Consideration is described as the act of dealing with *people-oriented behaviors* and initiation of structure is the *task-oriented behaviors*. Leadership academics refer to these factors as the *two-factor conceptualization of leadership* (Yukl and Van Fleet, 1992, p. 155, 157). The approach demonstrated that leadership is not necessarily an inborn trait, but instead

leadership tools and methods can be taught to employees. Especially, since research within this era verified behaviors that differentiate leaders from followers, thus these behaviors could be taught to aspiring individuals (Horner, 1992, p. 270). Mainly, the research effort behind the behavioral approach is considered unsuccessful (Yukl and Van Fleet, 1992, p. 157). It is due to a selection reason, but the primary being that the conceptualization of leadership behavior has added little knowledge about effective leadership. Secondly, Yukl and Van Fleet (1992) argue that consideration and initiation of structure could be seen as values, instead of distinct types of leadership behavior. The problem is that if the behavior type in fact is values, then it can create implications for what is weighted most – the individual or task? Finally, the scholars noted that the approach lacks attention to the situational relevance of leadership behaviors like “*effective leaders select behaviors that are appropriate for their situation*” (Yukl and Van Fleet, 1992, p. 158).

The Situational Approach

The situational approach emphasizes the significance of contextual factors of a relative to the organization on both an internal and external level. It focuses on the interaction between the leader’s traits, the leader’s behaviors, and the situation in which the leader exists (Yukl and Van Fleet, 1992, p. 167; Horner, 1997, p. 271; Van Seters and Field, 1990, p. 34). The theories within this approach are also known as *contingency theories*, which create the belief that each constant are contingent to one another. The constants or variables work with the objective of finding how these moderates the relationship between leader attributes (Yukl and Van fleet, 1992, p. 167). The before mentioned represents one category within the situational approach, the other line of research focus on how variations occur in managerial behaviors across distinctive leadership positions (Yukl and Van fleet, 1992, p. 167). The former category is the one reviewed in the following as part of the theoretical framework.

Yukl and Van Fleet describe situational contingency theories through:

“Situational theories are based on the assumption that different behavior patterns (or trait patterns) will be effective in different situations, and that the same behavior pattern is not optimal in all situations” (p. 168).

Melissa Horner underlines the importance of the approach as:

“This concept was a major insight at the time, because it opened the door for the possibility that leadership could be different in every situation. With this idea a more realistic view of leadership emerged, allowing for the complexity and situational specificity of overall effectiveness” (p. 271).

Contingency Theory

In the following, the three most influential contingency theories (Van Setters and Field, 1990, p. 35) are reviewed. Charismatic and transformational leadership theories also involve situational elements (Yukl and Van Fleet, 1992, p. 168), but these are reviewed subsequently in the chapter concerning culture.

LPC (Least Preferred Co-worker) Contingency Theory, by Fiedler (1967, 1978), focuses on balancing the influence of three situational variables i.e. position power, task structure, and leader-member relations (Yukl and Van Fleet, 1992, p. 171). The objective is to find and describe situational favourability by scrutinizing the relationship between leader trait and leader effectiveness. More precisely, Fiedler created eight classifications of situational favourability and developed a questionnaire to measure leader style – *Least Preferred Co-worker scale* (Horner, 1997, p. 271). Fiedler’s research demonstrated that certain leadership styles can be more effective in certain situations: *“The model specifies that high LPC leaders are more effective in some situations and low LPC leaders are more effective in others”* (Yukl and Van Fleet, 1992, 171). The theory has been criticized for being too simplistic (Horner, 1997, p. 271). In addition, Yukl and Van Fleet (1992) point out methodological problems in form of *“... weak measures, possible confounding of variables, and questionable analyses”* (p. 171).

The second contingency theory for review is the *path-goal theory*. The theory suggests that leaders have the responsibility for ensuring motivated followers, and leadership is seen as the interaction between goals of the followers and the leader (Horner, 1997, p. 271). The theory was revised by House and Mitchell (1974), who added the leadership behaviors – participative and achievement-oriented leadership to the theory (Yukl and Van Fleet, 1992, p. 169). Through these, leaders should be able to motivate higher performances by influencing followers to make them believe that they will reach a more profitable outcome by making a serious effort (Yukl and Van Fleet, 1992, p. 169). The theory is criticized for conceptual limitations. According to Yukl and Van Fleet (1992), *“The theory*

focuses on subordinate motivation as the explanatory process for the effects of leadership, and it ignores other explanatory processes, such as leader's influence on organization of the work, resource levels, and skill levels" (p. 169).

The third theory that Van Seters and Field (1990) appointed to be within the three most noteworthy is the *Normative Decision Theory* (Vroom and Yetton, 1973). The theory specifies the decision procedures most likely to result in effective decision-making concerning a specific situation (Yukl and Van Fleet, 1992, p. 170). The model contains numerous decision rules, which are based on assumptions about the probable effects of using each decision procedure under a specific set of conditions. Thus, the theory describes what leaders should do given certain circumstances with regard to level of involvement of followers when making decisions (Horner, 1997, p. 271). Even though the theory has been recognized for the use of specific aspects and important situational variables (Yukl and Van Fleet, 1992, p. 170), which aims at a small part of leadership, the theory has some conceptual flaws. First, decision-making is considered to be single occurrences. The problem with that mindset is that the processes around important decision-making in organizations often (to always) include *"reciprocal influence processes with multiple parties interacting repeatedly over an extended time period"* (Yukl and Van Fleet, 1992, p. 171). Second, the theory implies that the leader possess a broad set of skills which makes them able to operate the decision procedures within the approach. Yukl and Van Fleet (1992) state that this is often *not* the case (p. 171). Finally, the scholars mention that the approach does not acknowledge *"the possibility that effective leaders are able to influence the situation and thereby avoid constraints on the range of feasible decision procedures"* (p. 171).

Transactional Approach

Having reviewed the three most noteworthy contingency theories, one important theory – in both past and present literature (Horner, 1997, p. 272; Van Seters and Field, 1990, p. 36) - remains. By looking at the works of Horner (1997), Yukl and Van Fleet (1992), and Van Seters and Field (1990), there seems to be some disagreement as to which approach the *vertical dyad linkage theory* falls under. Horner (1997) argues that the theory, which is also known (in revised form) as the *leader-member exchange theory*, emerged from the normative decision theory, thus being a contingency theory (p. 272). Yukl and Van Fleet (1992) claims that the LMX theory belongs within the *power and influence approach*, where one of the objectives is to understand how influence behavior is related to effective leadership (p. 160, 162). Finally, Van Seters and Field (1990) make the appeal that LMX is a theory

within the *transactional approach* or *era*. Proposing the argument that “*leadership resided not only in the person or the situation, but also and rather more in role differentiation and social interaction*” (p. 35). In Horner’s (1997) description of transactional leadership, she writes, “*Transactional leadership stems from more traditional views of workers and organizations, and it involves position power of the leader...*” (p. 274). Following the quote, it is arguable that the LMX theory roots in both the transactional and power approach.

The LMX theory enjoys recognition as a result of its ability to examine both downward and upward dyadic links formed by a leader, and it considers the implications for leader effectiveness and advancement in the organization (Yukl and Van Fleet, 1992, p. 162). The theory is partly inadequate due to a number of conceptual weaknesses. The measures need refinement and clearer separation (Yukl and Van Fleet, 1992, p. 163). In addition, the before mentioned authors note that “*Actual research on the process of role making is still very limited*” (p. 163.)

Subsequent to the transactional era, an even broader aspect to leadership emerged: the focus on *organizational culture* (Horner, 1997, p. 272). Van Seters and Field (1990) describe the cultural era as “*a logical descendant of the transactional era, since culture can be created by emergent leadership at lower company levels of the organization*” (p. 37).

Cross-cultural Management & Organizational Culture

Before digging into the cultural aspect, a closer look on the term *culture* needs to be reviewed, because how is “culture” defined? The sociologist, Edward B. Tylor, formulated in 1871 the first general concept of culture (Bakka & Fivelsdal, 2014, p. 141). Tylor stated: “*Culture or Civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society*” (Tylor, 1871). The definition was groundbreaking for anthropologist and sociologist due to the following aspects:

1. Culture is seen as a complexity that connects the individual parts. This refers to as *cultural systems* or *patterns* in contemporary literature.
2. Key elements in culture are values, norms, and institutions.
3. Culture is learned (not innate), is shared (not individual - although culture is reflected in the individual behavior), it is held in a common group of people i.e. socialization.

In 1961, Kluckhohn and Strodtbeck constructed a comparative model with six cultural orientations:

1. *The nature of people*. 2. *The relationship to nature*. 3. *The relationship to other people*. 4. *The modality of human activity* (doing and being). 5. *The temporal focus of human activity* (future, past, present). 6. *The concept of space* (private/public).

Their work is referred to as the *value-orientation concept* and is a result of interaction between three elements: the cognitive, the affective and the directive (Browaeys & Price, 2008, p. 5, 81).

Famous scholars in culture and management (Hofstede, Schein, Trompenaars) were inspired by the work of Kluckhohn and Strodtbeck dimensions as these assist in the definition of creating the cultural profile and discovery of preferences. The following section illustrates the link between the value-orientation and the three before mentioned scholars, which work led up - and in many ways still leads - the contemporary cultural paradigm.

Edgar Schein's (1985) view on culture separates from Hofstede's (1980) and Trompenaars' (1993) as it directs towards the organizational culture rather than cross-cultural management (Trompenaars and Hofstede). Hence, the main reason for its inclusion is not only the organizational coverage. Schein's theoretic approach also separates from Hofstede and Trompenaars. He relies on functionalism and considers culture on account of the functions that continuity contributes to the organizational existence (Bakka & Fivelsdal, 2014, p. 144). In Schein's point of view, there are four classes of culture: *macro-cultures* (nations, or global existences), *organizational cultures*, *subcultures* (groups in the organizational culture), and *micro-cultures*. Edgar Schein notes that culture can be identified – in an organizational context – on three levels; *artifacts* (what is visible), *values* (strategies, objectives, philosophies), and *basic assumptions* (unconscious taken for granted, beliefs and values: not visible). Therefore, Edgar Schein's work relates to Kluckhohn and Strodtbeck's value-orientation through its relationship with nature, human activity, human nature, and relationships with people.

Having these aspects in mind, Edgar Schein created his definition of culture as:

“A pattern of shared basic assumptions that a group learns as it solves its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.” (Schein, 1985, Ch.1)

Fons Trompenaars' seven dimensions strongly affiliate with Kluckhohn and Strodtbeck's value-orientation. This is mainly because his dimensions focus on society orientation with regard to their

relations with other people (Browaeys & Price, 2008, p. 82). Whereas Trompenaars' theory shows its distinction or evolvement from the value-orientation is within its cross-cultural relation. Browaeys and Price (2008) specify:

“The standpoint of Fons Trompenaars is that each culture has its own specific solutions for universal problems. ...Trompenaars attempts to show the effects of culture on management by describing different cultural orientations based on academic and field research...” (p. 82).

When developing the seven dimensions, Trompenaars and his colleague, Charles Hampden-Turner, spent 10 years researching the preferences and values of individuals in different cultures. They found that people from different cultures vary in specific, even predictable, ways. *Relation* and *attitude* are key words in the mind of Trompenaars. He analyzes culture within three dimensions: 1. *Relations with other people*. 2. *Attitudes to time*. 3. *Attitudes to environment*. It is mainly due to the belief that each culture has its own way of thinking, its own values and beliefs, and its own preferences. The two scholars concluded that what distinguishes people from different cultures is where these preferences fall on the following seven dimensions:

1. *Universalism versus particularism.*
2. *Individualism versus communitarianism.*
3. *Specific versus diffuses.*
4. *Neutral versus emotional.*
5. *Achievement versus ascription.*
6. *Sequential time versus synchronous time.*
7. *Internal direction versus outer direction.*

Geert Hofstede's culture dimensions might be the most famous and recognized theory in the area of cross-cultural management. His work is traceable in other cross-cultural doctrines (Trompenaars, GLOBE) and is still considered contemporary research by managers and scholars. Since his first publication in 1980, *Culture's Consequences: International Differences in Work-Related Values*, he has written nine books continuing to explore the arena of cross-cultural management.

Hofstede's dimensions do not fit in any given cultural or specific situation. As Browaeys and Price (2008) portray it *"they describe tendencies within a certain cultural grouping; they present orientations adopted by the majority of members of a cultural grouping in normal situations"* (p. 21). The argument for it to be used in a more general perspective is found in the method Hofstede used when creating the model. As he applied a statistical method in his research, it lacks individual dimensions or dimensions that can be adapted to the individual situation e.g. how to differentiate a cultural dispute in a small versus a large organization.

In general, Hofstede and advocates of his cultural dimensions used his research results to yield contrast between national cultures on the following dimensions:

1. *Power distance*
2. *Uncertainty avoidance*
3. *Individual versus group orientation*
4. *Masculine versus feminine orientation*
5. *Short-term versus long-term orientation*

The theoretical framework illustrates the dimensions close bond to the GLOBE cultural dimensions.

Transformational & Charismatic leadership

Transformational and charismatic leadership followed the cultural era. An approach, which Van Seters and Field described as *"the most promising phase in the evolutionary development of leadership"* (p. 37). Transformational and charismatic leadership build on a leader's ability and perception to influence followers. Transformational leadership theory wishes to find and describe the most effective method to influence changes in the attitudes and assumptions of followers and reinforce commitment from the organizational members (Yukl and Van Fleet, 1992, p. 174). Charismatic leadership is characterized more narrowly and *"refers to follower perception that a leader possesses a divinely inspired gift and is somehow unique and larger than life"* (Yukl and Van Fleet, 1992, p. 174). House's Theory of Charismatic Leadership and Bass' Theory of Transformational Leadership are reviewed in the remainder of this section.

Robert J. House's (1977) theory examines and identifies the behaviors of charismatic leaders, how they differentiate from other types of leadership. In addition, House tried to describe the environment of which charismatic leadership is most likely to succeed. A term, which has resonated throughout

the literature review, is leader traits, and House's theory is no exception as the theory specifies traits that surge the leaders chance of being perceived as charismatic (Yukl and Van Fleet, 1992, p 174). Experiments following this leadership approach showed evidence that charismatic behavior resulted in higher satisfaction and performance among followers. In present day, the average leader (and organizational member) might say that showing confidence in subordinates obviously increases performance, but the experiments conducted from House's theory was the first to show evidence of such (Yukl & Van Fleet, 1992, p. 175). The charismatic leadership theory was criticized by Bass (1985), who "*noted some conceptual limitations and recommended extending the theory to include additional traits, behaviors, indicators of charisma, and facilitating conditions*" (Yukl and Van Fleet, 1992, p. 175).

Bass' theory of transformational leadership attempts to describe the underlying processes of transformational leadership and the distinctive features from what differentiates transformational from charismatic and transactional leadership. Essentially, Bass sees transformational leadership when a leader transform followers by making them more conscious of tasks - the value they hold and the outcomes they may bring. When doing so, a leader stimulates needs by introducing them to transcend self-interest for the sake of the organization (Horner, 1997, p. 274; Yukl and Van Fleet, 1992, p. 176). Bass has identified three components of transformational leadership: *charisma*, *intellectual stimulation* and *individualized consideration*. He defines charisma like in the previous review. Intellectual stimulation is concerned with the process making followers aware of problems and influencing them. Individualized consideration is characterized as:

"a subset of behaviors from the broader category of consideration, and it includes providing support, encouragement, and developmental experiences to followers" (Yukl and Van Fleet, 1992, p. 176).

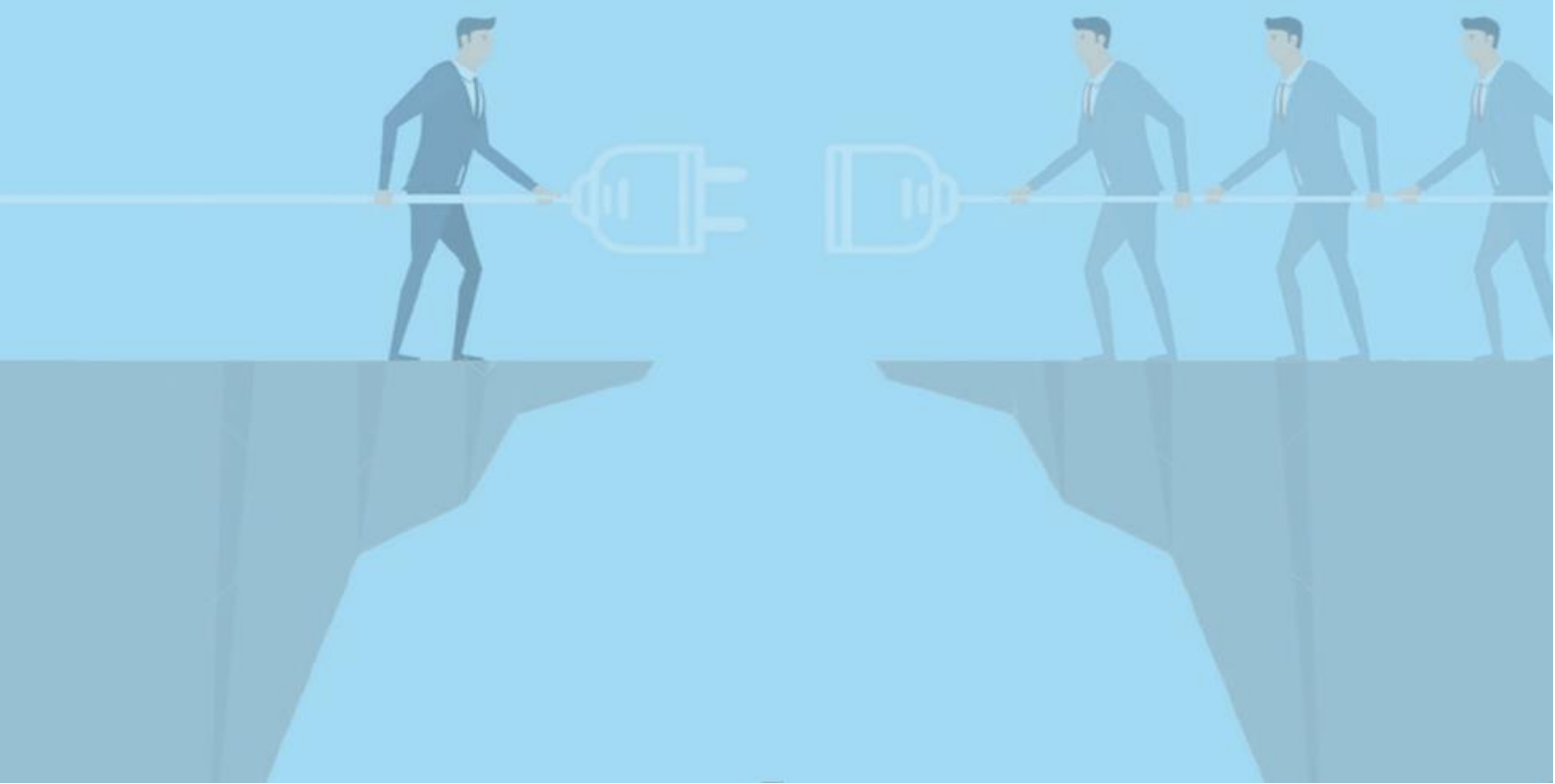
Finally, it is worth mentioning that transformational leaders seek to enable and lift the level of follower performance, whereas some charismatic leaders need to keep their subordinates dependent and instill personal loyalty instead of commitment to the organization and its ideals.

Sub-conclusion

The review of leadership theories, starting from the early 20th century, illustrated a predominant pattern of conceptual shortcomings e.g. too narrow attention in many of the approaches and the

underlying studies. The trait approach demonstrated lack of attention and concern to the behavioral aspects of leadership. In the behavior approach, the “issue” was turned upside down as leader traits was an important facet that was left out of the equation, bearing in mind that traits have an enormous influence on a leader’s behavior. The situational approach moved the research area of leadership to a more realistic idea of the area, but even then weakening the conceptual foundation heavily inflicted leadership theory. The power of a leader’s influence was still neglected and empirical research was yet again too narrow and questionable. The cultural era showed how one approach is able to create numerous theories that are quite dissimilar. The significance of the scientific foundation, on which the separate theory has been formed, clearly demonstrates its importance e.g. Schein versus Hofstede. Finally, the transformational and charismatic approach verified – as many of the former ones – that omitting particular aspects generate theories that in the long run is not sustainable, as a new leadership paradigm will take its place.

Chapter 3. METHODOLOGY



3.0 Methodology

In this paragraph, we will describe the methodological approach of the dissertation and which methodological considerations that will support the answer to the dissertation's research question. The paragraph is divided into three areas: the theory of science, the chosen analytical approach/strategy and empirical methods in form of data collection and data processing.

In the first part, we will introduce the dissertation's theory of science. It is relevant to clarify the theory of science due to its importance in how to approach and argue in the dissertation. The theory of science is fundamental to include in our research since it gives the scope in which you should interpret and understand the selections and deselections of the dissertation (Andersen, 2008, 45). The chosen approach is also influenced by the production of knowledge that affects the understanding of the problem area (Andersen, 2008, p. 45).

The second part of the paragraph is to describe the analytical strategy and the division of the two main areas/perspectives in the dissertation - *the leadership perspective and followership perspective*. The two parts will be combined in the end of the assignment to acquaint how to lead Danish employees in the best way possible from the Danes' perspective and to get new, valuable knowledge in international leadership in Danish businesses with Danish employees.

The third part of the method describes the empirical method that we apply and how the empirical research assists in answering the research question. Terms such as triangulation and induction will be introduced in our methodological approach, whereas we additionally will reflect on the collection of data and data processing. Furthermore, it is relevant to inform the reasons behind the chosen empirical method.

Theory of Science

What we want to study and examine effect the dissertation's perspective on theory of science. There is not one way to find the right answer when a problem is to be investigated/studied. The chosen theory of science(s) has importance in the disposition of the research design and analysis strategy (Fuglsang & Olsen, 2014, p. 31). In relation to our study, we desire to achieve greater insights and understanding of the global leadership in Danish businesses with a foreigner as the leader, and how Danish employees believe is the right way to lead them. With this as a departure point of the

dissertation, we have chosen to focus on the theories of sciences of social constructivism and hermeneutics. The theories' perspectives will assist us in the possibility to complement each other in obtaining deeper understanding of the problem area. Social constructivism is the basis on how we as researchers see the world and produce knowledge, which in this study also is our ontological stand (Fuglsang & Olsen, 2014, p. 32). Hermeneutics is our epistemological position concerning getting access and to be an interpretative tool in understanding the world (Fuglsang & Olsen, 2014, p. 31). The two theories can contribute to the dissertation in different ways. According to Klaus Rasborg, the foundation of social constructivism is that the reality is shaped by our acknowledgment. It is rooted in as an assumption that social phenomena develop and change through historical and social processes (Fuglsang & Olsen, 2014, p. 42), while we interpret and understand the world through Hermeneutics (Fuglsang & Olsen, 2014, p. 40). We will combine the two perspectives through triangulation, whereas the data collected from different respondents will be decoded through an interpretative process in order to be able to answer the research question and the underlying processes for both the leader and the employee.

Social Constructivism

We have chosen the social constructivist approach and therefore acknowledged that the reality is a social phenomenon and socially made (Fuglsang & Olsen, 2014, p. 403). The dissertation will then take into consideration that the reality is dynamic and changeable. When we humans form the reality, we are also the ones to affect how to see and understand it (Fuglsang & Olsen, 2014, p. 403). Through interaction between people, we modify and change people's social meanings (Fuglsang & Olsen, 2014, p. 380).

Social Construction of Reality

In the field of modern sociology, you find various beliefs of social constructionism. We will use Peter L. Berger and Thomas Luckmann's social construction of reality. Berger and Luckmann introduced the term *social construction* and the main concept is that society and its institutions is a product of recurrent action patterns and the meanings we give these patterns. In our interaction with other people, we develop certain habits, routines, roles and ways to interpret the meaning of our own and others actions. This creates specific returning actions patterns, which will create permanent social institutions (Fuglsang & Olsen, 2014, p. 422). They believe that actions with subjective meaning

create a society that is an objective reality. Those structures and institutionalized principals are created and re-created through our norms, routines and interpretations, which happens in our daily interaction with our surroundings. This will be objectified and internalized, so the society is a product of the human, and yet it is still an objective reality, because of the social construction and the processes it undergoes. (Fuglsang & Olsen, 2014, p. 422). Therefore, meaning is an on going dynamic process in which it creates, re-creates and reproduces itself constantly for the individual (Fuglsang & Olsen, 2014, p. 382). Berger and Luckmann are not just focusing on scientific knowledge. They include common knowledge, which is referred to as common sense and is the common meaning structures that make society stay in balance. We use this approach in the dissertation to examine a group of people such as foreign leader in businesses in Denmark and Danish employees in order to understand how they experience the world in relation to the research question constructed.

The dissertation's choice of seeing the world through the social constructivist lens makes us well aware that this includes both the respondents and us as researchers as well. This results in the fact that the dissertation's empirical findings are not definitive (Fuglsang & Olsen, 2014, p. 392). Still, we will study the data and try to summarize and conclude on the different data, meanings, and interpretations.

In the following, we will describe the second theory of science of our choice to this dissertation due to its relevance in our study as interpretive researchers.

Hermeneutics

Traditionally, Hermeneutics means "interpretation" and dates all the way back to ancient Greece. Interpretation and understanding are fundamentals in our approach to the world (Fuglsang & Olsen, 2014, p. 290-291). We interpret statements or actions, so it gives us an adequate and coherent meaning and understanding. We study social phenomena and actors, which are a part of the process of interpretation. We use linguistic expressions as symbols and codes, you need to interpret to decode the message. Therefore, Hermeneutics focus on the interpretation of texts, dialogues, conversations, social actions, and in practice (Fuglsang & Olsen, 2014, p. 291). Hermeneutics want in other words to interpret and understand individuals understanding of the world. We use Hermeneutics as a theoretical perspective to interpret the respondent's statement and opinions, so that we can understand their meaning in which they will be supportive in our research.

Philosophical Hermeneutics

As stated above, the basis of Hermeneutics is interpretation and understanding. Within the paradigm you have four approaches. This dissertation works with Hans-Georg Gadamar's philosophical Hermeneutics (Fuglsang & Olsen, 2014, p. 299). Gadamar's main focus is to show that interpretation and understanding are basic conditions for the human existence. He is concerned with why we as humans interpret instead of the other Hermeneutical branch of how we should interpret and do hermeneutical analysis (Fuglsang & Olsen, 2014, p. 299). When people talk about Hermeneutics, the Hermeneutic circle is a key element of the paradigm. The Hermeneutic circle is a cornerstone in the philosophical Hermeneutics and is characterized by being universal. When visualizing the circle it is more a spiral, which relates to the standpoint of Gadamar, because the process of interpretation and understanding is infinite (Fuglsang & Olsen, 2014, p. 300). We have chosen Gadamar's approach as we acknowledge that understanding of a phenomenon is a never-ending process, and that it is affected by historical and social context in which the phenomenon is initially influenced by. This draw parallels to individuals pre-understanding that has a say in how the perception of the statement, action or text is understood by the interpreter. Through our pre-understanding, the individual has developed its own understanding of the world. This includes us as researchers, which means that we also is influenced by historical and social context, which creates our pre-understanding and the fact that our dissertation will be affected by our interpretation and understanding of the researched phenomena. Consequently, we cannot define the knowledge as objective due to the influence of the study's interpretative basis and our personal interpretations, which are subjective. According to Gadamar, to understand is formed by pre-understanding and prejudice. If we want to understand a social phenomenon, we can never be unprejudiced, because it is a part of our understanding process. Our understanding and interpretation of meaning is built on an already given understanding of the world (Fuglsang & Olsen, 2014, p. 301). For Gadamar, understanding and prejudices is called the horizons of understanding, which constitutes our personal approach to the world, act in the world, and understand the world. The horizon of understanding precedes the term "fusion of horizon" (Fuglsang & Olsen, 2014, p. 302). This is where we as researchers and interpreters meet the object – in this case when we interviewed the respondents face-to-face. We have tried to make our horizon of understanding similar to the respondents' horizon of understanding to understand their statements and to interpret why they stated as they did. Meaning and understanding arise in this interaction

between the two parties when the interview evolves and opens up for new directions and questions constantly (Fuglsang & Olsen, 2014, p. 304).

The purpose of using philosophical Hermeneutic approach is to get insights in social actors subjective understanding of leadership, followership and culture in Danish businesses through interviews with specific experts and leaders from Danish businesses or multinational companies with a department in Denmark. We will then interpret the statements to seek new meaning and insight within the field of followership, leadership and culture in Denmark.

The Qualitative Method in Hermeneutics

Conversation is the main characteristic for qualitative analysis in Hermeneutics. The qualitative analysis focuses on the unique, the context-dependent, and to understand and find meaning (Fuglsang & Olsen, 2014, p. 318). Through gathered interviews with respondents, we will be able to examine their statements in order to understand what the respondents say about the topic in a conversation with us as researchers. It is essential for our research, because we will get insights in the respondent's opinion formation. In Gadamer's philosophical Hermeneutics, there does not exist a fixed and complete guide to the methodical process and interpretation technique (Fuglsang & Olsen, 2014, p. 318). Consequently, the researcher will decide his methodical process himself in relation to his research. The researcher will then have the influence of which process is the most suitable for his study, but it will also affect the analysis as the researcher's subjectivity, biases and pre-understanding already influences the study (Fuglsang & Olsen, 2014, p. 320). We have an effect on the meaning of the subject field, since we gather our own data, which means there is none of the research findings that are not a result of the researchers' mutual interplay with the subject field. The researcher is an active co-creator of the research material (Fuglsang & Olsen, 2014, p. 320), and own understanding and interpretation that form in how the analysis will be and how the research will be shaped will affect the dissertation.

We use semi-structured interviews as object for our qualitative method. This matches the philosophical Hermeneutics, since openness and the will to always ask questions in order to understand is a fundamental part of the never-ending process of understanding (Fuglsang & Olsen, 2014, p.320). Semi-structured interviews will be elaborated later in the dissertation.

Analytical strategy

As stated in the introduction of the methodology, the dissertation will be divided into two perspectives, which will be analyzed. The perspectives are *a leadership perspective* and *a followership perspective*. We will use relevant theory and data to assist the research and to answer the research question.

The analysis of the leadership perspective focuses on the insights and findings from three interviews with international leaders located in Denmark, whereas the analysis of the followership perspective focuses on data gathered through a questionnaire with 402 Danish respondents.

In addition to the two separate analysis, we wish to combine the two perspectives in a comparative analysis. In the comparative analysis, we will combine the theories, insights and findings, where we also will introduce and analyze other relevant theory based on the findings from the perspectives.

Empirical framework

In the following, we will explain the choice of empirical method based on and in relation to the theory of science and analytical strategy.

Triangulation

Our study is an exploratory study. An exploratory study is a valuable means of finding out what is happening, to seek new insights, to ask questions and to assess phenomena from a new perspective (Saunders et al., 2009, p. 139), which is the objective of our study. Therefore, we have chosen to use triangulation to achieve deep insight in order to answer the research question due to the fact that we seek new insights and to assess the researched phenomena in a new light. Triangulation refers to the use of different data collection techniques within one study in order to ensure that the data is telling you what you think it is telling you (Saunders et al., 2009: 146). It is a combination of different methods to uncover a problem. Bryman defines triangulation as using more than one method or source of data in the study of social phenomena (Bryman, 2008, p. 379). We are using three types of empiricism: a qualitative research and a quantitative research, which will be supported by secondary data from relevant articles and studies. We want to obtain more reliable knowledge and to get a deeper understanding of the followers, the leaders and the type of leadership within the organizations that we are studying. Triangulation will help us see the problem from different angles and will give us the

opportunity to gain better insights in our research than if we were only to use one method (Bryman, 2008). We are studying social phenomena in which triangulation will strengthen the understanding of these social phenomena and the field of study. The qualitative method will be semi-structured interviews that will contribute to the research area and analysis, and also act as an object for the quantitative research through questionnaire. The interviews help in identifying a direction for the questionnaire and to define which areas that may be relevant to explore quantitatively. Therefore, the quantitative research will be conducted through questionnaire based on the interviews in order to combine and approve or disapprove the statements of the interviewed person. In relation to triangulation, this shows the importance of using different methods that can complement each other to give a deeper insight and a true indicator of our data.

Research approach

Collecting data using triangulation helps us to do a thorough research that constitutes the analysis. The collected data and triangulation gave insights in identifying similarities, challenges and differences between the respondents' statements. This made it easier to select relevant theories as tools to assist the problem area. Consequently, our research approach is the inductive approach. In the inductive approach, you would collect data and develop theory as a result of your data analysis (Saunders et al., 2009, p.124). Usually, induction is attached to interpretivism in which we also operate. The Hermeneutics circle is fundamental for Gadamar's philosophical Hermeneutics (Fuglsang & Olsen, 2014, p. 300). The principal of part and whole in the Hermeneutics circle is crucial in the understanding process. Neither the whole text nor any individual part can be understood without reference to one another. There, it is impossible to understand the whole without including the individual parts (Fuglsang & Olsen, 2014, p. 300). All the respondents' statements are individual parts you need to interpret in order to understand the whole. Our research approach is inductive, since we will deduce general conclusions based on the collected empirical data. In addition, the inductive approach acknowledges that the researchers are a part of the research process (Fuglsang & Olsen, 2014, p.127) and may influence the research through the principles of Hermeneutics and Social constructionism. Therefore, the dissertation is a result of the insights, experience, and knowledge we as researchers have gained through analysing and interpreting the data – and gained with an open mind in the understanding process (Fuglsang & Olsen, 2014, p. 302).

Interviews

Interviews is an important qualitative tool for the study in which it will help us get insights, new knowledge and access to how the respondents understand the world from their perspective. We use semi-structured interviews, which will be introduced and described in the following. Afterwards, we will introduce the considerations of the chosen respondents and why they benefit the study.

Semi-structured interviews

An interview is a conversation that has a structure and a purpose determined by the one party – the interviewer. It is a professional interaction, which goes beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge (Kvale, 2007, p. 24). A semi-structured life-world interview is defined as an interview with a purpose of obtaining descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena (Kvale, 2007, p. 24). Semi-structured interviews come close to an everyday conversation, but it has a purpose. It involves a specific approach, because it is neither an everyday conversation nor a structured questionnaire (Kvale, 2007, p. 27). Our semi-structured interviews focus on the respondents' experience, work and belief of culture, leadership and followership in Danish businesses. We sought to be open-minded, so the interview could open potential new subjects, perspectives, or issues could arise throughout the interview, which is in accordance to the semi-structured discipline (Kvale, 2007, p. 65). By using semi-structured interviews, we could ask follow-up questions to the respondent's statements to gain more insights from the point of view of the respondent. It also functioned as a helper that could assist the quality of the interview and the answers, because the respondent may see this as us being very interested in their experience, leadership approach in Denmark, and understanding of culture.

Foreign business leaders in Danish businesses

Who we would interview had major impact on the form of the dissertation and which perspective to analyze. We quickly found out that what we wanted to study needed data from leaders/executives/CEO or other top management employees with responsibility. To be able to get insights, experiences and beliefs from leaders were essential to get reliable and valid knowledge for

the dissertation. Additionally, the leaders needed to be foreigners working or that had worked in Denmark for a Danish business or business with a department located in Denmark. The interviews will be fundamental in the analysis of the leadership perspective of how international leaders experience the Danish business culture, adapt Danish culture, leadership style, and work ethics. It will also be a cornerstone in the comparison to our quantitative method in the followership perspective. We have conducted 3 interviews from business leaders. We found it fitting to interview 402 people to get more insights in how the respondents see the world in relation to the research area and also instead of interviewing lots of people superficially. We focused on gathering valuable knowledge and enough empirical basis to form answers that could be generalizable.

The respondents are all international leaders located in Denmark. The interviews were face-to-face meetings and 2/3 of the interviews were performed in English, whereas one interview was performed in Danish. All the respondents are foreigners. Some of the respondents understood and spoke Danish more or less, but to be coherent and easier to be able to combine the answers of the respondents, we decided to do all the interviews in English. All the respondents were able to stick to the themes and were very cooperative and truthful without contradictory statements throughout the interview. It gives the interviews more credibility, reliability and validity. Every interview lasted for approximately one hour.

We believe that the respondents fitted the criteria of our leadership perspective and the result has been valuable data/knowledge to analyze.

The respondents:

- **Name:** *Edward Walker*
Country: *England*
Position: *Former General Council / Head of Legal, STARK Group*
- **Name:** *Barnaby Hampson*
Country: *England*
Position: *CFO, Techtronics Inc.*

- **Name:** *Karin Middelburg*
Country: *The Netherlands*
Position: *HR Director, Phillips*

Setting the interview stage

The aspects of setting the interview stage are often relevant when conducting interviews. In this case, we did semi-structured interviews in which we were setting the interview stage. In the briefing, which is the intro of the interview (Kvale, 2007, p. 69) we told about us, informed about the use of tape recorder, but the three respondents are all confident in their jobs and almost set the stage for us - Barnaby Hampson gave us a tour in the building and Karin Middelburg offered something to drink whilst small talking. We conducted interview of their knowledge, experience, beliefs etc. in an environment they feel confident and secure in. 2 out of 3 of the interviews were conducted at their daily environment in form of their job location. The last one was performed at Norstat's offices, where Edward Walker also acted confident and secure as he would in his normal environment. Consequently, we will not elaborate on this, since we find it more appropriate to seek into the quality of the interview.

Interview quality

The quality of the interview is decisive for the quality of the subsequent analysis, verification and reporting of the interview findings. A sophisticated theoretical analysis based upon interviews of dubious quality may turn out to be a magnificent edifice built on sand (Kvale, 2007, p. 93). Steinar Kvale describes the terms *reliability* and *validity* to determine the quality of the knowledge gathered through the interviews (Kvale, 2007, p. 133). Reliability refers to the interviews' trustworthiness and consistency. It is also concerned of whether a finding is reproducible. Will the respondent change his/her answers doing an interview or will he/she reply differently to different interviewers? (Kvale, 2007, p.133). Validity refers to the correctness, trust and strength of statement. In other words, validity in social sciences focuses on whether we as researchers investigate what we wanted to investigate in the research question (Kvale, 2007, p. 133). We tried to avoid letting our own subjectivity influence the respondent to enhance the reliability but having in mind our choice of using a social constructivist and Hermeneutic approach. Additionally, we had follow-up questions during

the interviews to potentially get valuable statements and information from the respondent, which is in line with the quality criteria for an interview (Kvale, 2007, p. 93). It is also coherent with the use of semi-structured interviews, where you deviate from the structured interview by strengthen the reliability of the quality of the interview with additional questions. Validity of our interviews is on how we asked the questions and do they relate to the research question, whereas we also will check, question and theorize the interview findings in an on-going process (Kvale, 2007, p. 138).

Questionnaire

Questionnaire is a quantitative research method. The definition of a questionnaire can vary and to clarify the approach we use in the study is therefore relevant. We use questionnaire as a tool in data collection in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al., 2009, p. 360). This includes an online questionnaire where the interviewer does not need to be present. It is a commonly used technique, because each respondent is asked to respond to the same set of questions and it provides an efficient way of collecting response from a large number of respondents (Saunders et al., 2009, p. 361). To produce and use a questionnaire is not an easy task. You need to know precisely what you want required with the interview to answer the research question (Saunders et al., 2009, p. 361). Therefore, our questions are carefully formed so that they can relate to the theory, the research question and a comparison to the collected semi-structured interviews. Our questionnaire relates to the followership perspective in the dissertation. Through structured questions, we seek to get information, insights and knowledge from a large amount of people on how the Danes see and value business culture and leadership at their work, and also which attributes and criteria a leader should possess when leading Danish employees. The collected data will be analyzed and later in the dissertation be compared to the findings in the leadership perspective, where we through qualitative data obtained knowledge of how leaders perceive Danish business culture, work ethics, and styles to approach Danish employees as a foreigner, to try to answer the research question, find similarities and differences.

We have gathered 402 replies on the questionnaire. 402 respondents were chosen to reduce statistical uncertainty by 5%. Normally, you calculate 10% of a sample of 100 respondents as statistical uncertainty but to reduce the uncertainty by 50%, you will have to time the respondents of the sample by 4. We have 402 respondents which we believe are representatively to examine and extract themes

concerning our study. The design of the questionnaire and its respondents will be introduced in the following.

Design of questionnaire

Designing a questionnaire is not simple. How you plan what data you need to collect, how we attend to analyze them, and design questions is crucial, if we want to answer our research question (Saunders et al., 2009, p. 367). You distinguish between three types of data variables that can be collected through questionnaires. We use one of those – *opinions variables*. Opinion variables record how respondents feel about something or what they think or believe is true or false (Saunders et al., 2009, p. 368). We examined how the Danes feel about different aspects of business culture and leadership. From the beginning, we did not want to make a lot of questions with the result of losing the respondent's attention. We believed a questionnaire with too many questions, too long descriptions and too time taking could lead to less honest and truthful answers. Therefore, we focused on forming simple questions with no professional language use, so the average Dane was able to decode, understand, and answer as they felt. Furthermore, we did not want irrelevant questions such as gender, age etc., because we already divided the potential respondents in groups (more about that in the section "*Norstat and respondents*"). The questionnaire is 11 questions, where the questions vary in how to answer them. Some will be answered through a scale and others with several options. We designed both closed questions and forced-choice questions. Closed questions were used when the respondent only had the opportunity to answer, "*Yes, no, I don't know*", whereas forced-choice questions were used when the respondent was instructed to choose one of several options between a number of alternative answers (Saunders et al., 2009, p. 374). Closed questions and forced-choice questions did make it easier for our partner at Norstat to conduct and arrange the data and for us to see similarities and differences in the respondents' answers.

The structure and progression of the questionnaire was to not start with general questions and be more specific as the respondent navigated through the questions. The questions were designed with the purpose of relating the answers to theory that is relevant for the dissertation – in particular Globe's 9 perspectives will be referred to throughout both the leadership perspective, followership perspective, and in the comparative analysis. It was formed to see which values and beliefs the respondents have in different aspects of their work in businesses in Denmark concerning business culture and

leadership. The questions are easy to understand verbally and ask their opinion on practice they all have experienced when having a job.

If a question in a questionnaire is to be reliable and valid, there are four stages that must occur (Saunders et al., 2009, p. 372):

1. *Researcher is clear about the data required and designs a question*
2. *Respondent decodes the question in the way the researcher intended*
3. *Respondent answers the question*
4. *Researcher decodes the answer in the way the respondent intended*

We believe that our questionnaire was reliable and valid due to the four stages above. They were not formed randomly and all fit a purpose that linked to theory and the problem area – still with the Hermeneutics and Social constructivism principles of subjectivity, bias, pre-understanding, and understanding in mind.

Data Weighting

Weighting is used to adjust the proportion of the different target groups of the collected data, to reflect on the real target population. A representative study is based on a representative sample extraction, where sampling bias will be presented since only a part of the sample is interviewed. Moreover, the response rate will be slightly different (for many reasons) in different demographic groups. The sample extraction and the difference in response rate means that the selection is not likely to be identical to the population / target group. This may be adjusted by weighting the data.

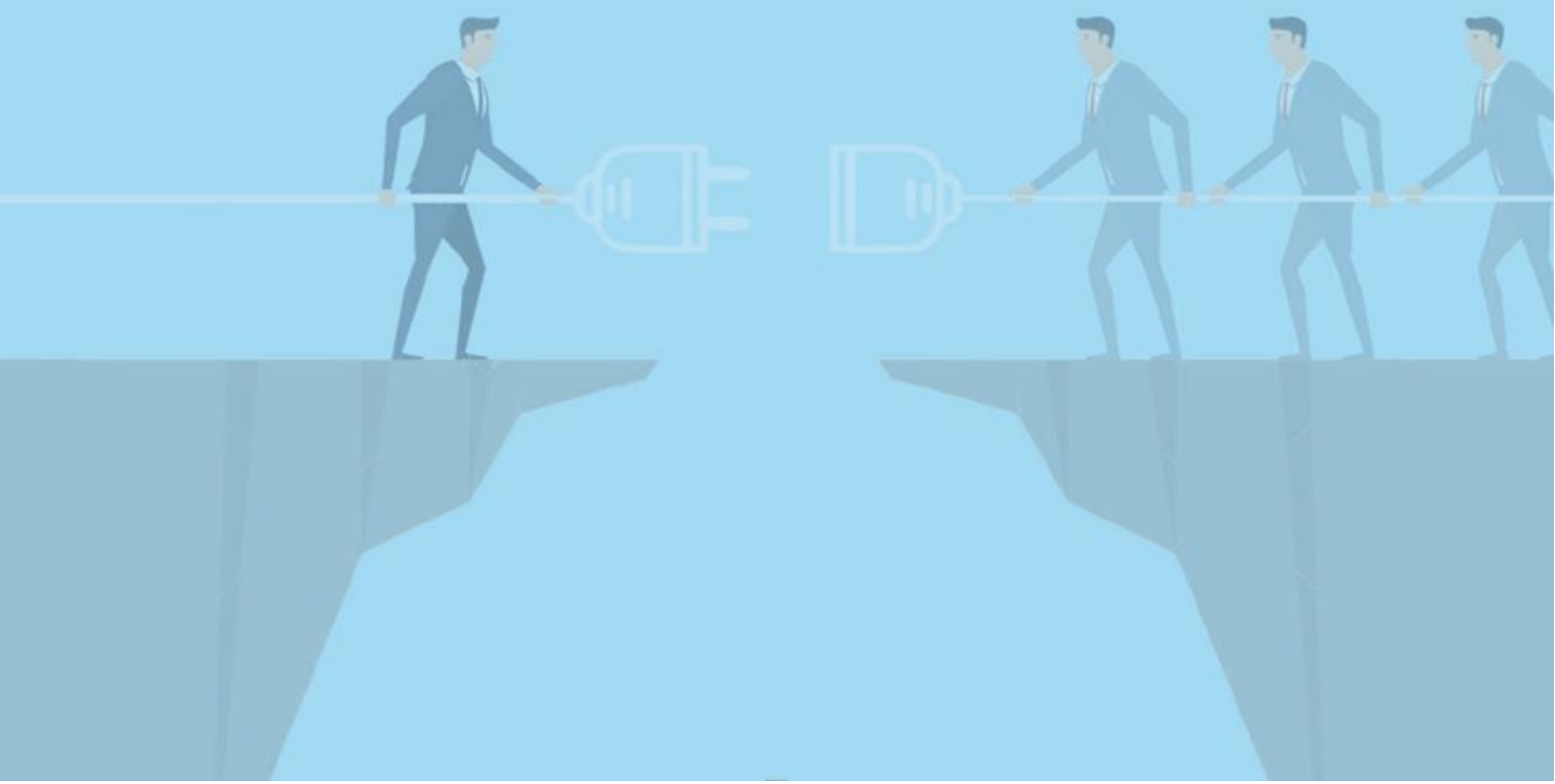
If for example the number of men in the collected data is lower than the number of men in the target population, this may be adjusted by giving the men a weight higher than 10.000. This will give men the same influence on the data as if the number of men were equal to the real target population (Kviserud, 2018, Norstat internal doc.).

We will weight the data collected from the 402 respondents, so it equals the real target population. We will weigh demographics in form of Danish regions, gender and age. Age is weighted in groups of age 18-29, 30-39, 40-49, 50-59 and 60+. In the following, you will see the quantitative weighting table of this papers quantitative data.

| age | gender | DK_region | Count | Population | weight |
|---------|--------|-------------|-------|------------|-------------------|
| 18 - 29 | Mand | Hovedstaden | 11 | 42096 | 0,424456710278599 |
| 30 - 39 | Mand | Hovedstaden | 12 | 29919 | 0,276535623857927 |
| 40 - 49 | Mand | Hovedstaden | 8 | 32976 | 0,457186339734232 |
| 50 - 59 | Mand | Hovedstaden | 10 | 33248 | 0,368765924878305 |
| 60 - 99 | Mand | Hovedstaden | 12 | 58541 | 0,541083323515722 |
| 18 - 29 | Kvinde | Hovedstaden | 32 | 37320 | 0,129353121959012 |
| 30 - 39 | Kvinde | Hovedstaden | 15 | 27500 | 0,203341813726207 |
| 40 - 49 | Kvinde | Hovedstaden | 7 | 31374 | 0,497115277702287 |
| 50 - 59 | Kvinde | Hovedstaden | 12 | 31757 | 0,29352390811378 |
| 60 - 99 | Kvinde | Hovedstaden | 11 | 62614 | 0,631341040891871 |
| 18 - 29 | Mand | Sjælland | 0 | 63123 | 1 |
| 30 - 39 | Mand | Sjælland | 4 | 47735 | 1,32361656521189 |
| 40 - 49 | Mand | Sjælland | 7 | 49461 | 0,783700476523007 |
| 50 - 59 | Mand | Sjælland | 7 | 47155 | 0,747162329318906 |
| 60 - 99 | Mand | Sjælland | 12 | 82100 | 0,758834677587345 |
| 18 - 29 | Kvinde | Sjælland | 3 | 56961 | 2,10591873666518 |
| 30 - 39 | Kvinde | Sjælland | 2 | 43799 | 2,4289549361984 |
| 40 - 49 | Kvinde | Sjælland | 3 | 46505 | 1,71934746315223 |
| 50 - 59 | Kvinde | Sjælland | 8 | 44415 | 0,615779090226101 |
| 60 - 99 | Kvinde | Sjælland | 6 | 90125 | 1,66601645109767 |
| 18 - 29 | Mand | Syddanmark | 13 | 93309 | 0,796095998474629 |
| 30 - 39 | Mand | Syddanmark | 12 | 79361 | 0,733518621778433 |
| 40 - 49 | Mand | Syddanmark | 7 | 78136 | 1,23805059407617 |
| 50 - 59 | Mand | Syddanmark | 6 | 70835 | 1,30942885229962 |
| 60 - 99 | Mand | Syddanmark | 10 | 110890 | 1,22992220313268 |
| 18 - 29 | Kvinde | Syddanmark | 13 | 87705 | 0,748283654805188 |
| 30 - 39 | Kvinde | Syddanmark | 7 | 73451 | 1,16381762805223 |
| 40 - 49 | Kvinde | Syddanmark | 10 | 72365 | 0,802627110016198 |
| 50 - 59 | Kvinde | Syddanmark | 7 | 65863 | 1,04358715928175 |
| 60 - 99 | Kvinde | Syddanmark | 7 | 122368 | 1,93889852431547 |
| 18 - 29 | Mand | Midtjylland | 5 | 134861 | 2,99158694628327 |
| 30 - 39 | Mand | Midtjylland | 10 | 112264 | 1,24516174779049 |
| 40 - 49 | Mand | Midtjylland | 8 | 134120 | 1,85946845842901 |
| 50 - 59 | Mand | Midtjylland | 8 | 127206 | 1,76361127887654 |
| 60 - 99 | Mand | Midtjylland | 10 | 206539 | 2,29080081082893 |
| 18 - 29 | Kvinde | Midtjylland | 15 | 124204 | 0,918395150256357 |
| 30 - 39 | Kvinde | Midtjylland | 10 | 110147 | 1,22168131399094 |
| 40 - 49 | Kvinde | Midtjylland | 8 | 130787 | 1,81325903125973 |
| 50 - 59 | Kvinde | Midtjylland | 9 | 122950 | 1,5152046059174 |
| 60 - 99 | Kvinde | Midtjylland | 8 | 234085 | 3,24540466814313 |
| 18 - 29 | Mand | Nordjylland | 6 | 38652 | 0,714506162195032 |
| 30 - 39 | Mand | Nordjylland | 3 | 29084 | 1,07527151098418 |
| 40 - 49 | Mand | Nordjylland | 1 | 33048 | 3,66547650546747 |
| 50 - 59 | Mand | Nordjylland | 4 | 31751 | 0,880405353766473 |
| 60 - 99 | Mand | Nordjylland | 3 | 54195 | 2,00365628998033 |
| 18 - 29 | Kvinde | Nordjylland | 6 | 35665 | 0,659289616958652 |
| 30 - 39 | Kvinde | Nordjylland | 3 | 28147 | 1,04062946017301 |
| 40 - 49 | Kvinde | Nordjylland | 3 | 32072 | 1,1857415726958 |
| 50 - 59 | Kvinde | Nordjylland | 6 | 30812 | 0,569578905866535 |
| 60 - 99 | Kvinde | Nordjylland | 2 | 60843 | 3,37416162887553 |

Figure 1.1 - Quantitative Weighting Table

Chapter 4. THEORETICAL FRAMEWORK



4.0 Theoretical Framework

The theoretical framework will be introduced in this chapter. The theories and models that will be applied to answer the research question suitably will be clarified. As the dissertation will be divided into two perspectives, the theories introduced and clarified will also explicitly have a short formulation of why and how the theory is relevant for the respective perspective and study. Some theories may be used in both perspectives because of the relevancy in both fields. The chosen theories constitute the analysis in which we intend to combine with the collected data.

The starting point is to explain the main source of theory that will act as the backbone of the theories, analysis and data applied in the dissertation.

Modified GLOBE Theoretical Model 2013

The GLOBE project is a well-known and well-respected research program. Since the early 1990s, the GLOBE project has grown into a worldwide project of the effects of culture on leadership and organizational effectiveness (House et al, 2014, p. 4). In 2004, GLOBE stated about the subject area of investigation, which is still prevailing today:

“ At the present time there is a greater need for effective international and cross-cultural communication, collaboration, and cooperation, not only for the effective practice of management but also for the betterment of the human condition. Ample evidence shows that cultures of the world are getting more and more interconnected and that the business world is becoming increasingly global. As economic borders come down, cultural barriers will most likely go up and present new challenges and opportunities in business. When cultures come into contact that may converge on some aspects but the idiosyncrasies will likely amplify. The information resulting from the GLOBE research program can be used as a guide when individuals from different cultures interact with each other” (House et al., 2014, p. 4).

A theoretical model has been modified due to research results from over two decades of research and new knowledge gained by researchers worldwide (House et al., 2014, p.5). The model (Figure 2.1) is the fundament of the GLOBE study. It is an integrative theory linking culture, leadership and organizational effectiveness. It relates to national culture, aspects of leadership and organizational

processes, and that culture has a sustained influence on societal human welfare and economic success of that culture (House et al., 2014, p.5). In details, GLOBE research is that the attributes and characteristics that differentiate societal culture from each other may suggest organizational practices and leader attributes/behaviors that will be frequently enacted and effective in that culture (House et al., 2014, p. 5). The premise; that leader effectiveness is contextual by being embedded in the societal and organizational norms, values and beliefs of the employee. This fits and is the reason why the GLOBE theoretical model 2013 act as cornerstone in our study. Figure 1.1 consists of different areas that are interlinked and affects each other. The model will be the backbone of the dissertation, whereas different areas of the model will be examined and analyzed related to this study. GLOBE is relevant for the study, because it emphasizes on leadership, culture and the link/relationship between the two aspects, which is the basis of our research. The appropriate areas to investigate will be supported by additional theory and applied to the data, while irrelevant areas of the model would not be a part of the study. *Economic performance of societies, physical and psychological well-being of societies and strategic organizational contingencies* will be excluded, whereas *societal culture, norms and practices, culturally endorsed implicit leadership theory, leader attributes and behaviors, fit, leader acceptance and effectiveness* will be included.

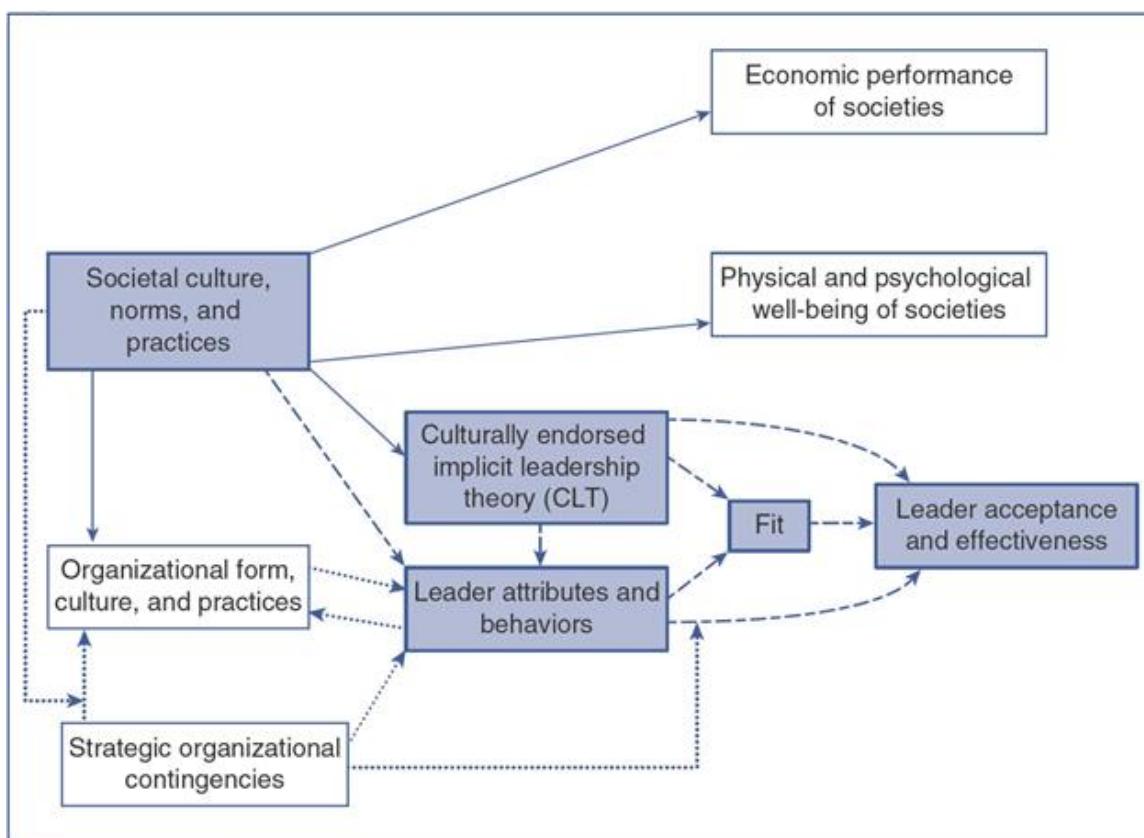


Figure 2.2 – Modified GLOBE Theoretical Model

The Nine GLOBE Cultural Dimensions

With inspiration from available literature and attention to earlier cultural studies i.e. Geert Hofstede's cultural dimensions and Fons Trompenaars seven dimensions of culture, GLOBE researchers conceptualized and measured nine cultural dimensions, that can be applied to both societies and cultures (House et al., 2014, p. 12). The nine GLOBE cultural dimensions are *Performance Orientation*, *Assertiveness*, *Future Orientation*, *Humane Orientation*, *Institutional Collectivism*, *In-Group Collectivism*, *Gender Egalitarianism*, *Power Distance*, and *Uncertainty Avoidance* (House et al., 2014, p. 12). In the GLOBE questionnaires, the authors were focusing on having a mathematical comparative basis i.e. their questions should be answered on a scale from where the calculated dimension scores (*mean*). In this study the questionnaire is based on questions leading to reflective conversation with the aim of receiving answers that are more thoughtful.

The nine cultural dimensions make it possible to capture similarities and differences in norms, beliefs, values, and practices among societies, which we will link to followership. As mentioned in the Methodology, the questions in the questionnaire are based on connecting the answers to the nine cultural dimensions.

In the following, a short explanation of the nine cultural dimensions will occur:

- *Performance Orientation* refers to the degree to which a collective supports, encourages and rewards members for improvement and excellence, or if a collective should encourage and reward. A low score indicates that family and background is valued more than training, improvement and development, which businesses with a high score emphasize (House et al., 2014, p. 12-13).
- *Assertiveness* is to which extent you are/should be confrontational and aggressive in the relationship/interaction with others. You have a can-do attitude and enjoy competition, if you score high, whereas scoring low indicates that you prefer harmony, loyalty and solidarity in relationships (House et al., 2014, p. 12-13).
- *Future Orientation* focuses on individuals' engagement in planning processes and investing in the future. High future orientation tends to have long-term horizons and is more systematic when

planning. Scoring low, you tend to be less systematic and have a more opportunistic approach in actions (House et al., 2014, p. 12-14)

- *Humane Orientation*: How does the group react to making mistakes? Being very tolerant of mistakes, provided with social support and encouraging and motivating people will give a high score. If that is not the case, you will rank low (House et al., 2014, p. 12-14).
- *Institutional Collectivism* refers to the degree to which organizational societal institutions practices encourage collective distribution of resources and collective action. In other words, is the norm to emphasize group performance and group loyalty or is individual achievement and rewards the norm? (House et al., 2014, p. 12-15).

The Six Global Leadership Dimensions

GLOBE's definition of leadership varies. The main author of *Strategic leadership across cultures* (2014), Robert J. House, states that the final definition of leadership the authors came up with needed specific areas to be included. The definition became:

“Leadership is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members of” (House et al., 2014, p. 37).

The core concept in the definition of leadership is the importance of influencing followers and having a vision for the purpose of achieving something (House et al., 2014, p. 37). Gary A. Yukl describes the actual process of leading as:

“Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (House et al., 2014, p. 37).

GLOBE has shown that culture influences the leadership processes. Implicit leadership theories (ILT) have been developed, whereas culturally endorsed implicit leadership theory (CLT) is based on the basis of ILT. This provides conceptual framework to help explain the mechanisms by which cultural

values impact leadership (House et al., 2014, p. 52). The basic conceptualization of ILT is that people have general ideas about leaders and leadership that include the personal qualities and behaviors necessary to be an effective leader (House et al., 2014, p. 52). As presented in GLOBE theoretical model, the proposition of the GLOBE research is that societal attributes and characteristics affect a leader's attributes and characteristics (House et al., 2014, p. 52). To understand the attributes of leaders, GLOBE researchers have developed six global leadership dimensions. The dimensions relate to CLT in the GLOBE theoretical model. They will support our research because of the focus on which beliefs and attributes are essential for a international leader in Danish business culture, if the leader changed or adapted to "the Danish way" of doing business, and/or if the leader found different leadership beliefs and attributes important to different situations. The six global leadership dimensions will be analyzed in the leadership perspective.

The six global leadership dimensions are:

- ***Charismatic/Value-based leadership:***

Charismatic/Value-based leadership defines the ability to inspire, motivate and expect high performance from members based on the business' core values. You will be inspirational, visionary, honest and performance-oriented in your leadership dimensions and attributes (House et al., 2014, p. 19-20).

- ***Team-Oriented leadership:***

Team-Oriented leadership emphasizes on team building and has a holistic view by creating a common purpose for the members. As a leader, you are organized, a communicator and is diplomatically a win-win problem solver (House et al., 2014, p. 19-21).

- ***Participative leadership:***

Participative leadership refers to the degree to which the leader involves other members in the decision-making (House et al., 2014, p. 19).

- ***Humane-Oriented leadership:***

Through humane-oriented leadership, the leader shows support to its member. The person will also attribute of being generous and compassionated (House et al., 2014, p. 19).

- ***Autonomous leadership:***

Autonomous leadership is the independency and individualistic leadership attributes. The leader does not tend to rely on others and has unusual behavior and characteristics that is to be seen as different and unique (House et al., 2014, p. 19).

- ***Self-Protective leadership:***

GLOBE describes the self-protective leadership, from a Western perspective, as being a dimension in which you focus on ensuring the safety and security of the individual and group through status enhancement and face-saving (House et al., 2014, p. 19).

Situational leadership is another theory that can be related to the six global leadership dimensions. The theory is introduced in the following.

Situational Leadership

To understand the six global leadership dimensions and to what extent the leader acts upon one or several of the dimensions in Danish businesses, it is relevant to examine how the leader interacts with the member of the business. Through interviews with international leaders, we may get insights and findings of the international leaders' leadership approaches. Situational approach is the term that refers to the interaction between leader-follower and from a leadership perspective; it is leadership in situations (Northouse, 2016, p. 93).

The situational approach emphasizes that leadership is the combination of being directive and supportive, and that the two scopes have to be applied appropriately in a given situation. The leader should evaluate the followers to determine the extent of what is needed in the situation (Northouse, 2016, p. 93). Additionally, the leader has an understanding that the followers' skills and motivation may vary over time and that he/she also should evaluate on himself/herself and the directive and supportive approach in order to meet these changing needs of followers (Northouse, 2016, p. 94). Northouse summarizes the situational approach as:

“The essence of the situational approach demands that leaders match their style to the competence and commitment of the followers. Effective leaders are those who can

recognize what followers need and then adapt their own style to meet those needs”
(Northouse, 2016, p. 94).

To understand situational leadership, the dynamics are illustrated in figure 3.1, which will be introduced further. Additionally, the model will be presented in the analysis as well, where it contributes to the understanding of situational approaches among experienced international leaders towards Danes. Do their approach vary in situations or do the leader seem to adapt another leadership style when working with Danish employees.



Figure 3.1 - Situational Leadership II (SLII)

The SLII model is comprised of two major dimensions: *leadership style* and *development level of the followers* (Northouse, 2016, p. 94). When concentrating on leadership style, the model focuses on behavior patterns by the leader. It distinguishes between directive behaviors and supportive behaviors. Directive behaviors assist members to reach a goal by giving directions, timelines, defining roles among others. It is one-way communication of what is to be done, how to do it and who should do it (Northouse, 2016, p. 94). Supportive behaviors are more focused and give more influence to the

members. You should feel comfortable with the situation and your co-workers. It is two-way communication and social and emotional support to others that is important (Northouse, 2016, p. 94).

The SLII model consists of four categories of directive and supportive behaviors. S1 is a high directive-low supportive leadership, which is a directing style. Leaders want result and use his/her time on giving instructions and goal achievement. Here, the leader also supervises the members. S2 is called the coaching style with high-directive and high-supportive style. The leaders are both goal-oriented and supportive. They try to encourage the members and soliciting input, but are aware that they are the ones with the final decision of what and how to reach the goals. S3 is a supporting approach. The leader has a high supportive-low directive style and tries to be supportive, so the followers' skills come in play. The followers will have control on day-to-day decisions and will be listened to, be recognized and have social support from their leader. S4 is a delegating approach with a low supportive-low directive style. The leader is involved in the planning process, control of details and goal clarification. Hereafter, the team of followers agrees on the plan, but how they take responsibility for getting the job done and how they to it, is up to themselves. Therefore, the control lies at the followers (Northouse, 2016, p. 94-96).

The second part of the SLII model is the development levels of followers. Development level indicates whether a person has mastered the skills to achieve a specific goal, and whether the person has developed a positive attitude regarding the goal (Northouse, 2016, p. 96). If the follower is at a high development level, the person is interested and confident in his work and knows how to achieve the goal. Followers at a developing level are not as skilled for the task but believe and have the motivation to get it done (Northouse, 2016, p. 96). The development levels have four categories that describe various combinations of commitment and competence for followers on a giving goal. The categories are D1-D4, where D1 followers are new to a goal and do not know how to do it, but they are excited about the challenge ahead, and D4 followers are highest in development by having the skills and motivation to do the job (Northouse, 2016, p. 94).

Authentic Followership – The AF Model

Looking through the literature review, it quickly becomes clear that the academic orientation of authentic followership is a rather new perspective. According to De Zilwa (2016), followership has been viewed in a pejorative term “*conveying images of passivity, deference, obedience and*

submission to leaders”. However, contemporary theory moves this idea and argues that authentic leadership and followership is desirable for many organizations and plays a decisive role in helping organizations and leaders to become more efficient (De Zilwa, 2016, Carsten & Uhl-Bien, 2012). Nevertheless, what is authentic followership, what differentiate it from authentic leadership and how can it increase organizational efficiency? The following paragraph highlights the explanations to these interrogatives.

Conventionally, the first followership theories occurred 15-20 years ago. Four constructs laid the groundwork; (1) Gardner et al., 2005 suggested that the goal of authentic followership was to create authentic leadership, (2) Goffee and Jones, 2006, aimed at authentic followership to deal with followers’ needs and make them satisfied with their organization, (3) Avolio and Reicher, 2008, constructed a model that focused on the psychological traits of followers’ ability to deal with authenticity and act authentic. Finally, (4) Leroy et al., 2012, proposed a model where they defined authentic followership *“as the satisfaction of a follower’s needs, positing that a followers’ most important need is for autonomous motivation towards tasks”* (De Zilwa, 2016, p. 3).

This paper follows another theoretical path within authentic followership, than the ones mentioned above. Instead, the authentic followership model (AF) created by De Zilwa (2014) supports the followership perspective. De Zilwa’s AF construct differs from the four groundbreaking theories in two ways. The most important one being that the AF model not only looks to the individual level. It scales the perspective into a circular model measuring the individual, relational relationship and the organization. The model is exemplified in figure 4.1. Second, De Zilwa mentions, *“the new conceptual framework for AF is grounded on the premise that it is valuable endeavor in and of itself, rather than viewing AF as a conduit for authentic leadership”* (De Zilwa, 2016, p. 4). Before reviewing the AF model the paper argues for the relevance of why organizations and leaders need authentic followership.

The Organization

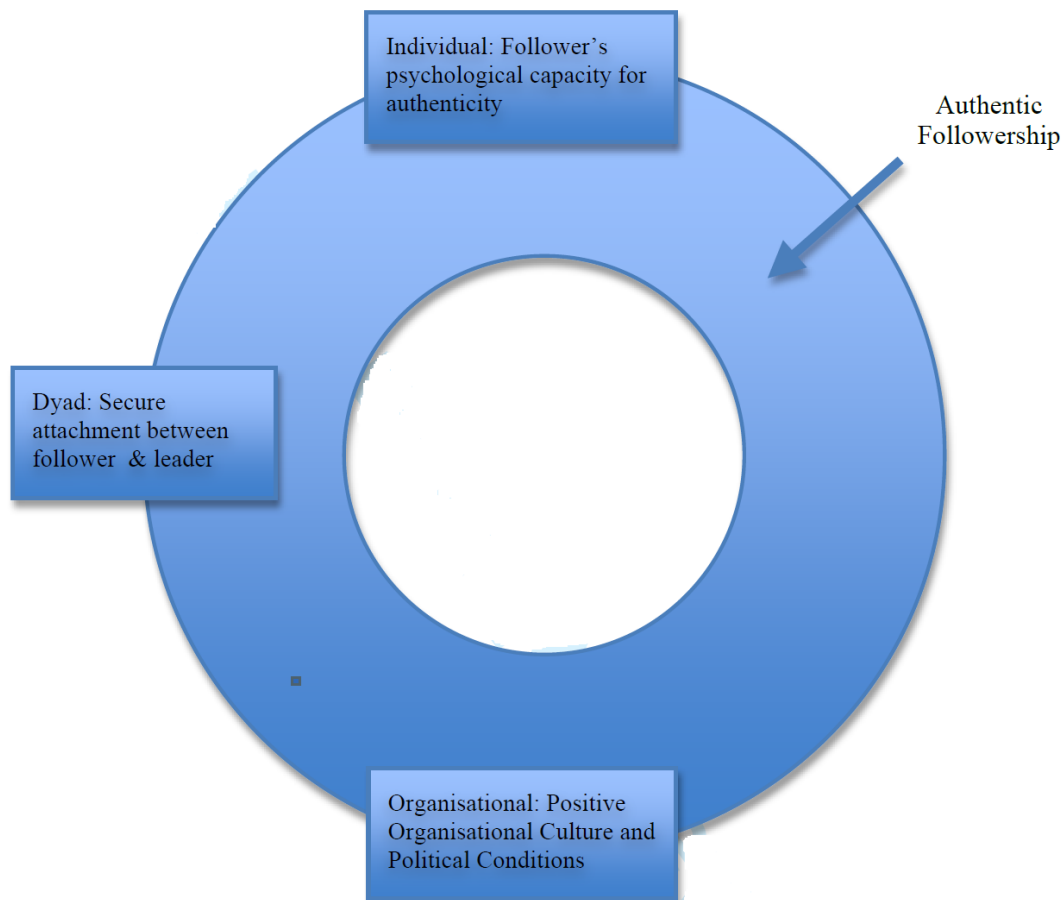


Figure 4.1 – The AF Model

In most organizations, the leadership makes decisions and strategies without consulting the subordinates. De Zilwa argues that over time the relationship and power distance become entrenched, meaning that the roles of leaders and followers become normatively prescribed and rarely questioned (De Zilwa, 2016, p. 2). The current business paradigm is that this is the most efficient way to lead an organization, but in the past years more scholars and business executives have challenged this idea (De Zilwa, 2016, p. 2, Wall Street Journal, 2018). It is mainly due to two things. One being that utilizing authentic followership increases efficiency amongst the followers. The engagement and innovative potential is not exploited under the conventional style, but AF helps harnessing the full vitality of the employees. Also, leadership approaches such as transformational leadership sees the

leader as one who has the correct answers to almost any organizational challenge or question. De Zilwa states that “*leaders can and do fall short of these ideals, making unethical or imprudent decisions*” (De Zilwa, 2016, p. 3). Basically, De Zilwa’s belief when dealing with AF is that it can work as an “antidote” for ineffective leadership preventing undesirable outcomes during the decision-making, as the authentic follower is on guard bearing ethics and organizational goals and visions in mind. This is illustrated in the following quote from the author behind the AF model.

“AF empowers followers, providing them with agency and voice. AF is grounded in the principles and values of truth, integrity and ethics. When workers enact AF they prioritize the needs and interests of the entire firm over their individual needs and aspirations, or those of the incumbent leader” (De Zilwa, 2016, p. 3).

The three levels (individual, relational and organizational) of the AF model are all equally important. As illustrated in the figure 4.1, the model is circular with a non-linear feedback loop meaning that each component interact continuously allowing AF to emerge and be sustained (De Zilwa, 2016, p. 4)

The first component refers to the individual follower - how a follower behaves and thinks. The key words here are *psychological capacity*. Not all followers are able to act authentic. Being able to do so requires a specific mindset for authenticity. Kernis et al. (2016) stated four attributes that De Zilwa builds this component around:

1. *Awareness* – how a follower comprehends his/hers own mindset. In this dimension, it is important that the follower is conscious about the strengths, weaknesses, traits and general emotions.
2. *Unbiased processing* – refers to the process of being objective and understanding the aspect of objectivity. In continuation of the former, De Zilwa states that this aspect also involves “*seeking truth, integrity and ethical judgements*” (De Zilwa, 2016, p. 5).
3. *Action* – this area determines if a follower takes action according to his/hers own beliefs and values, opposite to action where the followers hide beliefs in order to please the leader or coworkers.

4. *Relational orientation* – If a follower possess this aspect then he or she allows others to see “the real” person in the best and worst way.

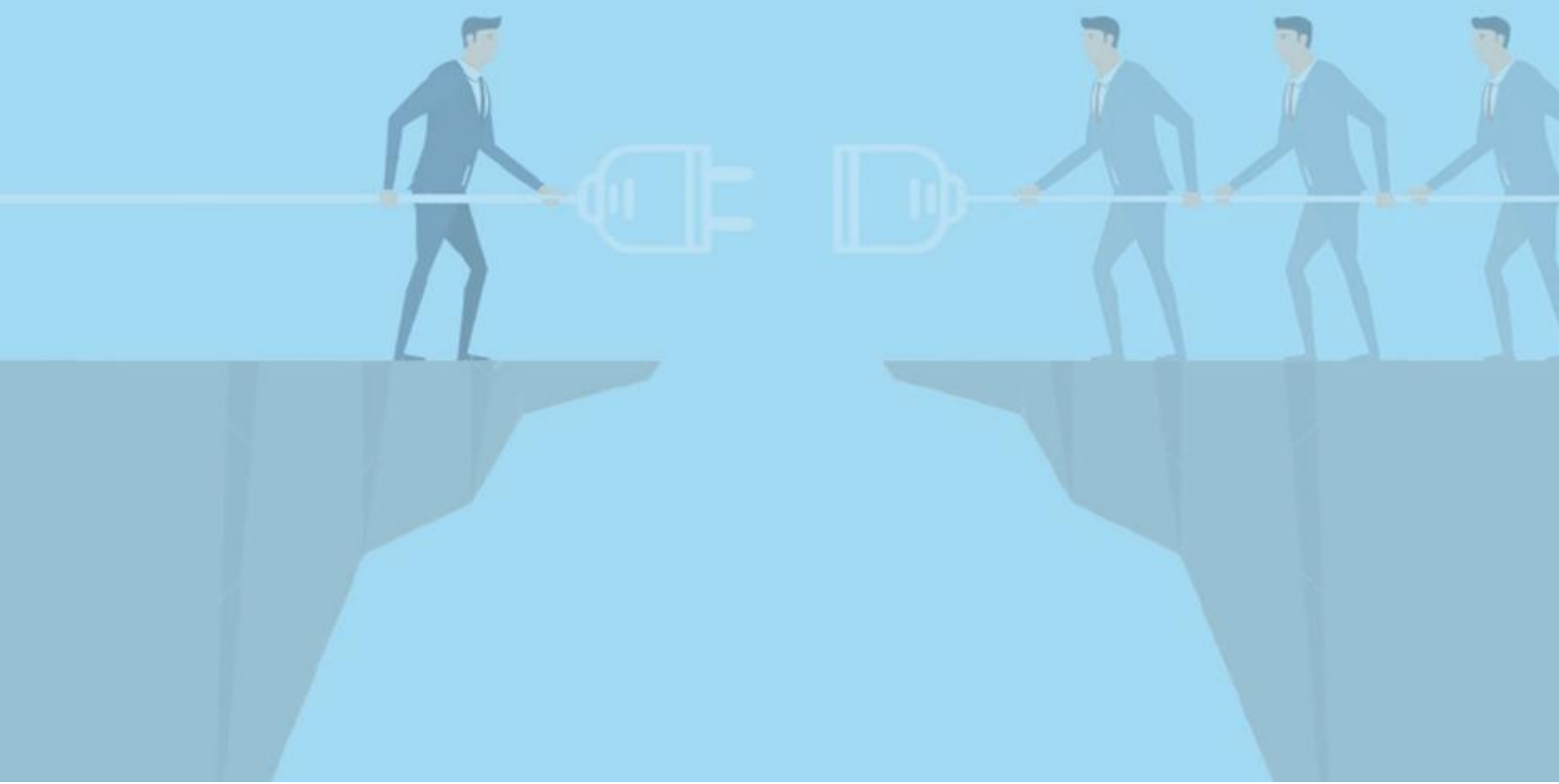
The second component involves the dyad relationship between the follower and leader. Here it is important that the relation is strong and has evolved through numerous interactions. De Zilwa (2016) states “*the follower needs to have a secure pattern of attachment to the leader and by extension to the firm itself*”. When the followers have a strong bond to the leader, then they also feel more confident about expressing their beliefs and values. The bond creates a feeling of security, which is desirable when revealing the truth, or getting to know the truth in for example critical feedback. If a leader breaks the attachment pattern by denying the follower protection through what the follower believes to be unfair treatment, then the follower will try to find assistance elsewhere or become emotionally self-sufficient. Finally, it is important to establish that a follower with secure attachment pattern to the leader is not dependent on the leader but instead seeks agency, as they are self-directed and self-motivated (De Zilwa, 2016, p. 6).

The third component relates to the organizational culture. Within this aspect, it is critical that the organization has a “*positive culture, norms and political conditions for authentic followership to emerge and be sustained*” (De Zilwa, 2016, p. 6). When enacting a positive culture the followers and leaders engage in what De Zilwa refers to as *High Quality Connections* (HQCs). HQCs are when members share subjective experiences resulting in the creation of deeper and stronger bonds. The stronger the bonds are the more resilient followers become in terms of capacity to withstand a factor such as stress. On the other hand, if the organizational culture is negative, then the outcome will most likely being an increased rivalry and political conflict. The levels of trust will be very small as leaders and followers promote self-interest (De Zilwa, 2016, p. 6).

Chapter 5.

ANALYTICAL FRAMEWORK

Part 1 - QUALITATIVE ANALYSIS



5.0 Analytical Framework

As the Methodology indicates, the analysis will be divided into three parts. Part 1 is a qualitative analysis. It focuses on analyzing insights, findings, experiences and beliefs conducted through three interviews with international leaders located in Denmark. Part 2 is a quantitative analysis, that aims to analyze the quantitative data from 402 Danish respondents gathered through a questionnaire. Both analysis will be supported by relevant theories and models.

Furthermore, the qualitative analysis and the quantitative analysis will be combined in a comparative analysis (Part 3) to get a deeper understanding of the findings of the study and to answer the research question.

In the following, the qualitative analysis will be presented.

Part 1 - Qualitative analysis

Quotes on Danish Culture

The quotes on culture wishes to understand Danish culture and business culture roughly from an international point of view. The findings relate to the part of GLOBE Theoretical model named societal culture, norms, and practices of Danes. To start this section, the closing statement from the interview with Edward Walker described different aspects of Danish business and national culture, which will be analyzed further and supported by theory and/or statements from other international leaders.

“To repeat. I love the culture. From an international leader’s perspective, it is strange to understand how the country can work, when you are sitting alone in the office at 5 o’clock. Those that are here for a longer period of time can understand the underlying national culture that are driving this. I love the fact that there are loads of smaller supermarkets along Jægersborg Allé in Charlottenlund. It is bonkers for an international perspective, but this is Denmark and behind it is law and the cultural way of life, which is grapping the bicycle and daily shopping and to get back 6 o’clock, which underlines family and are amazing. It is not the most efficient culture,

but has a lot of great stuff in terms of full life and the holistic person. I would not want to change it” (Appendix 2).

The quote tells us a bit about the Danish way of life. Edward Walker likes the culture but expresses that seeing the culture as a foreigner could be bonkers. You are sitting alone in the office at 5 o'clock in the afternoon, which should not be possible when working in an international environment. He also thinks that the national culture affects and constitutes the Danes' work ethics. According to Geert Hofstede, Danish national culture scores high in indulgence, which describes Danes as a people that are optimistic, enjoying life, having fun, having a positive attitude and value leisure time. Additionally, Denmark is a feminine society where one of the dominant values and success criteria is quality of life (Hofstede Insights, 2018).

“When I came here, I was told that international people were not very efficient. Yeah, they get in at 8 o'clock in the morning and they work until 7-8 o'clock at night, but as Danes we can get in at 8 and get out at 4.30... (Appendix 2).”

”Danes' work is very productive in which you try to push everything into the eight hours you are at work, because you have to go home and have a life beside work. You will hear this from all Danes – and I have become like that myself” (Own translation – Appendix 3).

“There is this assumption, that you work 7-8 hours a day but when you go home you have forgotten what you are working with. This is a bit frustrating because I want people to do the extra mile out of pride and love for the job” (Appendix 2).

The statements are not presented to see whether the Danes are productive or not, but to see that the Danes value leisure time. Both respondents state that a Dane works for eight hours in order to have a life beside the job or to enjoy the rest of the day – perhaps with family, as Karin Middelburg exemplifies further:

”You have to go home to your family and children ... They have to pick up the children that have sports and leisure activities to attend. It is very important for Danes than for other cultures, where they say it is something they cannot do before the evening” (Own translation – Appendix 3)

Danes' job is not everything. They have a life beside work and communities, in which they interact at a more personal level. It can make it difficult for foreigners to be a part of the personal space.

”... .. In other cultures, you do drink coffee and talk more together. It is a dialogue-culture that you almost do not have in Denmark – yes you have breakfast, you have lunch, you eat cake and this is where you talk together. You are not just having a coffee and a long chat in the kitchen with a colleague” (Own translation – Appendix 3).

”In Denmark, you may not share everything with your colleague... It makes it hard for a foreigner to come to Denmark because you can hardly get through this family/friends for life-wall. You can knock on it but never become part of it ... Most foreigners I know, do not have Danish friends. It is difficult because in Denmark their friends come from their time in school, their families or sport - not from work” (Own translation – Appendix 3).

From an international perspective, the Danes tend to separate work and life, and it can be hard to become friends with your colleague outside the office. It is an individualistic society, where individuals take care of themselves with an “I” culture instead of a “We” culture (Hofstede insights, 2018). Karin Middelburg expresses that Danes are reserved and private people, which is in line with the difficulties of being a true friend if you do not engage in the same communities outside the office.

” The Danes are very private in general. You can see it. You can walk up the street and nobody says hello unless you are in a tiny town like Holte, where I live. The Dutch people would think it is strange. We greet all the time. Danes are a bit more introvert” (Own translation – Appendix 3).

Strengths and limitations at work

Danes at work focus on the attributes and values they have in their job. Edward Walker stated that national culture underlines the business culture in Danish businesses, and therefore it is relevant to understand how international leaders experience Danes at work, as it contributes to the Danish national culture, and hereby also the GLOBE Theoretical model. A lot of quotes will be introduced, some of them will be elaborated, and others will provide the necessary understanding itself. Also, it

is key to highlight that the statements may not agree with each other as different respondents provided different information and has subjective experiences and beliefs.

“Do you want the absolutely honest truth? ... There are very few Danes, I can think of perhaps three, who have a similar work approach to an international approach. It is very few I come across there are operating like an international... So yes, Danes are different” (Appendix 2).

Danes are different and do not have a similar work approach to an international, but how are Danes at work and where are their strengths and limitations in general. Despite being different from others, you do not see a typical Danish business culture according to Barnaby Hampson, who stresses the issue as:

“I would not say that there is one true Danish culture, but I would not see that anywhere in any culture. I think there are some common characteristics” (Appendix 4).

The Danish characteristics will be introduced, but first, how two of the three respondents see the business culture in companies will be presented. It is not to understand how they define culture, but to understand the importance of it for them in companies. For Barnaby Hampson, the culture is very important but it comes with a prize:

“It (Business culture) is very important. When you generate a strong culture and identity, you get a lot of positive things from it but you do also get a lot of negative things from it. So you need to be a little bit careful how strongly you reinforce culture. If people feel like too much of this is how things are done here, then they may not think enough outside that. You can strain people’s thoughts in a way of behaving quite a lot” (Appendix 4).

First, culture can generate positive aspects for a company, but with the positivity comes the negativity. The culture should not be a culture in which the employees feel locked. There should be a strong culture and identity, but it should also be possible to think outside the box and have a bit of freedom with responsibility in the work. You should be careful and have a game plan in how to

implement, reinforce or improve a business culture. Second, he states indirectly, that culture is something that comes from the leader. By saying that you can reinforce culture and strain people's thoughts of behaving, he sees culture as a discipline for the leader in a company. The role of the leader is interesting to investigate and will be analyzed further in this analysis.

Karin Middleburg also finds culture essential for her in companies but focuses on the ability to stand by the values of the company and the leader:

"I believe, it means everything to me. I cannot work in a company where you do not have a good culture. Actually, I have left a company because of the feeling that the culture was not good anymore ... If the CEO does not have the same belief and same values in general as yourself, then you would not be able to be there" (Own translation – Appendix 3).

Barnaby Hampson and Karin Middelburg thoughts on Danish business culture complement each other. They describe the Danes' qualities in several quotes:

"Danes have a pretty high degree of competence, people are well-trained and a good level of education. They are reliable as if you make an agreement or discuss something with a Dane, normally it is delivered, and you do not have to babysit too much. People take their work seriously. In general, Danes are very structural about the time planning and plan a lot in advance compared to me. It is a good thing from a structure point of view... Danes also like to be comfortable (Appendix 4)."

"Basically, Danish employees do not take lots of breaks at work. They work very consistently and intensively ... You are very productive when you try to squeeze it all into the eight hours you go to work..." (Own translation – Appendix 3).

"The Danes want to live up to the expectations, and will work until the result is completed and great. If that is what you promised, then you will do it – even though you may push yourself or work extra hours" (Own translation – Appendix 3).

"It is different from person to person of how efficient you are, but in general you do not waste your time at work" (Own translation – Appendix 3).

"The Danes are known among Scandinavians to be direct (Own translation – Appendix 3)."

Barnaby Hampson and Karin Middelburg express that Danes are efficient, productive, reliable and structural. They also praise the Danes' educational background. They believe, the Danish system educate them well (Appendix 4) and as Karin Middelburg says about deliver and think outside the box:

"They come in all kinds boxes as much as they want to, which is good, because they always have something to show. It depends very much on the person, but the Danish education system is aimed at thinking holistic and outside the box. You must be able to verbalize the things you think. I believe many Danes are good at this" (Own translation – Appendix 3).

On the other hand, both Barnaby Hampson and Karin Middelburg elaborate on the Danes' affiliation and attachment to their jobs and tasks in a negative way.

"Danes relax way too little. Therefore, there is probably also a lot of stress in the Danish working life, because we are persistent, want to get things done, have a high sense of responsibility, and we only have eight hours at work and a few hours in the evening to do it. At the same time, you also have your family. You want to achieve it all. That is why it is no wonder people get stress" (Own translation – Appendix 3).

"I think that is right. They see critics as a personal attack a bit. When things are not great, I see it as an opportunity to generate value and change momentum. Life is not always perfect and progressing the right way. Maybe Danes see it as more than a negative thing and start worrying about if something is wrong with them, have they done something wrong – and that is what I mean by taking the job too seriously. I find that quite often. They jumped to the conclusion of thinking they can be fired, which is not the case and a shame" (Appendix 2).

Danes take so much pride in their job that it may feel as a personal attack when confronted with negative critic. Geert Hofstede (2018) describes Denmark as having a very egalitarian mindset with equal rights and independency. Karin Middelburg addressed this matter and thinks that the pressure is due to the many roles and responsibilities, the Danes engage themselves in. She believes that it has something to do with egalitarianism, where both the man and the woman work in Denmark, which is not the case in many other countries – nor in a country like the Netherlands, that usually is a country Denmark tend to compare themselves with (Own translation – Appendix 3).

Edward Walker sees Danish business culture and work ethics a bit different than Karin Middelburg and Barnaby Hampson. He does not find Danes effective or productive. He loves their way of life but does not find it efficient in a professional, international context, even though he from the beginning was told differently.

“When I came here, I was told that international people were not very efficient. Yeah, they get in at 8 o’clock in the morning and they work until 7-8 o’clock at night, but as Danes we can get in at 8 and get out at 4.30, we do not mock around, we do not talk to anybody. We are focused on the work and we actually get more done those 6-8 hours than the international. At the risk of ruining the recording, it is bullshit. Absolutely wrong. I totally respect and love the Danish work culture, I think it is wonderful. It is a part of a wider thing and that should be respected, but is it capable on its own in competing with other international work ethics and drive? No. But it has a different purpose behind it, which is a really great purpose. I would not want that to change. I think, it can lead the rest of the world, but it is not as efficient as an international approach” (Appendix 2).

He also explicitly stated that experience matters and that Danes love titles to be recognized by, which he sees as boundaries in a company with international managers. Danes need to change their mentality in order to succeed in an international environment.

“There is an assumption in Danish culture for people to have a Master and to know everything when getting the Master. It is different outside DK. It is a quite strong assumption in DK. We know, that it is a beginning of a career because most of it comes through experience. This attitude is stronger than in the UK, which is not a good attitude, because humility is really important. When I was that kind of age I sold my soul for my job... Young lawyers here got a boundary. It is like I got my master, I know everything and by the way I need to go at 5 o’clock. What they do not realize is that it says something really strongly and negative to an international manager. As a manager, I will end up doing their work for them. In my field, if the CEO wants your advice at 8 o’clock in the night, he should get your advice at 8 o’clock at night. Do you need to jump on a plane to Russia tomorrow, you go. Therefore, the Danish

assumption is really weird for an international manager and is no good for his/her career (Appendix 2)."

According to Hofstede, Denmark scores low in power distance. Foreigners in Denmark describe that Danes do not lead - they coach. They expect to be consulted but do not lead (Hofstede insights, 2018).

"In Scandinavian businesses, there are lots of C's and you must listen to the ideas. The Danes do not want to be the A very often, but all wants to be heard (Edward: Bilag?)".

Edward Walker addressed the foreigners' description of Danes using his model ARCI. It fits perfectly in the Hofstede approach, where A is accountable that Danes do not want to be, and C is consulted that Danes expect to be in the process.

Consequently, Danes have characteristics culturally, but as it is shown, (Danish) culture has lots of aspects that relate to each other and is complexed. Some people may find them valuable, efficient, and great, while others may see them as limitations from an international business perspective. All the respondents find culture very important, but how they lead and whether they took any persuasions in their leadership approach towards Danish employees will be analyzed below. The analysis of the leadership approach will also be more focused on linking our various theories about leadership to their statements.

Quotes on Leadership

We will divide the area of the analysis into three sections, where each section focuses on the quotes on leadership from each leader because of their different statements. Furthermore, we will have the opportunity to elaborate on each leader's approach, leadership tools and adaptation. In the end, a sub conclusion will provide you with a short resume of the findings within the leadership perspective of the thesis, and compare and connect the two analysis perspectives in a comparative analysis/discussion.

The six global dimensions and situational leadership will be analyzed upon each leader, to provide insights in their leadership approach in general and towards Danish employees. The theories refer to

the ILT in the GLOBE Theoretical Model. First, the six global leadership dimensions will be analyzed and put into relation to the leaders' leadership approaches. This focuses on the attributes and beliefs of a good leader from a leader perspective. Secondly, situational leadership theory also refers to the GLOBE Theoretical Model but will provide insights in how and which tools the leaders have adapted or not to their Danish employees and vice versa. Here, the SLII will be analyzed.

Edward Walker - The Six Global Dimensions

Edward Walker can be categorized as having a charismatic-/value-based leadership dimension in the six global dimensions. What defines the charismatic-/value-based leadership dimension is the ability to inspire and expect high results from members. He states about his leadership style:

"... basically, I am very clear of where I am leading you and I want to be fantastic. We are going to be very honest in there to build the team and you encourage the people within it, but at the end of the day you are there to deliver the business results" (Appendix 2).

The above quote relates to the dimension, as he both wants the team to develop but expects results in the end as well. Edward Walker is well aware of his role as a leader and clear in how he wants to shape his team. He does not want any hidden agendas and values honesty. In this situational leadership, we will experience that he also has a team-oriented dimension to his leadership style by emphasizing a holistic view, focus on team building and create a common purpose for the teams members. He believes a good leader should possess or aim to possess certain attributes/characteristics:

"Enthusiastic, honesty, encouragement, decisive... People need something, someone or an idea they need to follow. I think in my book they need to follow a light. And I believe that people can follow someone, who is enthusiastic and motivated by what he is doing and where they are going. Honesty is probably the most important for both the employee and the leader. I am looking for this red line thing where I got the ability to not cross the line and it is not dominating, but employees need to know that you are in control. I will say that it is: excellence orientated (Appendix 2)".

With the statement above, Edward Walker is very clear about what he wants, and how he believes a leader should lead. He sees a leader as someone who is holding the light and guides the employees in a certain direction. To get to the destination, whether it is a long-term business strategy or in a shorter project, you need a person to lead and take responsibility. Additionally, the leader must be enthusiastic and motivated as it affects the members. Honesty between the parties is also essential to reach a common purpose, which from his orientation is something the Danes need to work harder on to become more efficient and to understand their own contribution in a task. He had used different tools to lead Danes and reach the common purpose.

Situational Leadership

Situational leadership signifies how the leader leads in situations. The three leaders are all foreigners and have experienced the Danish culture and business culture to be different from others. With situational leadership, you focus on finding the tools and the need of adaptation in order to “meet the Danes”, who are their employees and the ones they should reach results together with, in a business context.

Edward Walker finds his way of leading very contradictive in what the Danes are familiar with. He sees the international work ethic and efficiency very differently compared to the Danish one, even though he was told that Danes were efficient in all hours at work. Typically, he had to revise and change a lot of his ways of leading Danish employees, which will be shown in the following quotes.

“Massively. I had to change it (my leadership style), if those were the tools that I have got” (Appendix 2).

“I have to role with the Danish culture, do a lot of their stuff myself or keep revising, revising, revising what I am asking a person to do to fit within that time limit. And even then, there have been several occasions where this have been too much for the individual” (Appendix 2).

“Basically, I have had to reduce the work they have got, give them more time, I have had to be disappointed by non-delivery, revise and also change the message that I am giving to the employee. I should constantly revise in a positive way and work with the Danes in order to get a result. If I do not revise the exportations then it will hit them a lot emotionally and I will lose them from a project completely” (Appendix 2).

“Communication wise compared to other foreigners, I have had to simplify my communication massively and have spent a lot of time to learn to simplify it, which can be difficult for British people” (Appendix 2).

As shown, he revised his work ethics a lot. He is very critical about the way the Danes work. Northouse states, that effective leaders are those who can recognize what followers need and then adapt their own style to meet those needs (Northouse, 2016, pp. 94). Through the quotes above, Edward Walker recognized what the members needed and adapted to this to become more effective and to “not lose them from the project completely”. The leadership part of the SLII model focuses on the behavior of the leader. You distinct between a directive behavior and a supportive behavior. The quotes above show a directive behavior by Edward Walker. It is clear in the quotes, that he is the leader. He assists the members to reach a goal by giving directions and timelines by revising and changing his expectations and the employees’ workload. This indicates a directive behavior. Edward Walkers directive behavior will be categorized as S1 in the SLII model by scoring high in directive and low in supportive. He wants results, because in the end it is a business as he states several times during the interview.

Edward Walker can be tricky to put into a category in the SLII model due to his situational leadership tools he applied on his Danish team along the way. He described that Danes have a fundamental need of finding meaning and be inspired by something wider than what they do and to visualize it.

“... Danes need to see it. The wide boards were covered with drawings to visualize the idea and purpose or task for the client. Many of them would take a picture and that was extremely helpful. Danes wanted much more direction than I could give them or wanted to give them, because it was about the wider purpose they need to be inspired by” (Appendix 2).

He also implemented the model ARCI, which relates to S4 in the SLII model. You are low in directive and low in supportive – you give the control to the members/followers.

“One of the key things that I brought in from STARK was the concept of ARCI. It is about decision-making. One of the difficult things in different cultures is who makes the decision ultimately. A is accountable. There can only be one person accountable and make the decision. They decide left or right. They cannot make that decision

before they have C consulted with those in that box. So you will be listened to, but you do not make the decision. R is responsible, the people that are doing the work. I am who you inform. That has been very helpful as a communication tool, because it becomes clear of all our roles. In Scandinavian businesses, there are lots of C's and you must listen to the ideas. And the Danes may not want to be the A very often, but all wants to be heard" (Appendix 2).

ARCI makes Edward Walker S4 as well, because he gives the control to the members. He will still be a part of the planning, goal clarification and control the details, but the responsibility relies on A, which will change from project to project. Even though, Danes may not want to be the A, this is an effective tool in which he uses. ARCI, combined with the purpose of the business/project, created new work ethics for his business, which ultimately must have matured on Edward Walkers' leadership approach towards Danish employees into having a more supportive behavior, S4. This is due to his beliefs that the environment has changed in a positive way, and the employees have adapted to some of his international work ethic standards:

"They were able to work longer, harder but through inspiration – deep inspiration. When I arrived, the whole office was about tasks and the obsession of what is my role – where does my role start and finish and which box does I work in. But I do not work in a box, we should not work in a box. When we started to understand our purpose and understand why we are here as a business, then people tend to see outside these boxes. Through finding the purpose, they were able to work more and longer, because they could see the wider thing, you are making it less about the money, less about the box and more about this wider perspective of which you will celebrate all the time. People want to go the extra mile and be recognized... So your job as a leader is to give inspiration, so that when something comes up, the members act hereby in accordance with the wider why and purpose" (Appendix 2).

Karin Middelburg - The Six Global Dimensions

Karin Middleburg can be categorized as being human-oriented in the six global dimensions. This relates well to the fact that her profession with a job as the Human Resource Director at Phillips. In

the human-oriented dimension, the leader show support to the members and focus on them as being humans – just like everyone else. Her approach is suitable to this dimension:

"In general, I think management should be intuitive, thinking more about the individual situation. How the employees are in a given situation - are they busy, the level of task difficulty, and any problems at home? I have to think about every situation and adapt my management approach to the specific situation – so it is not depending on which nationality the person has. I look more at personality and situation" (Own translation – Appendix 3).

Middleburg is very human-oriented and considers both the professional and personal when leading them. She believes that a leader should be intuitive in general and values the member's personality and situation above nationality. Her aim is to guide the member in the best way possible and to give the member the tools to perform its optimal. What motivate the Danes are not the bonuses in form of money. Middleburg states the following about the motivation of the Danes:

"Danes are less motivated by money. The wage should be good, but Danish taxation is high, so giving extra bonus does not really matter. Personal attention is more important than financial attention" (Own translation – Appendix 3).

Individual attention is important for the Danes, which Middleburg encourages other leaders to do. She feels it is essential to see your employees, listen to them, and gain feedback from them as well, because you can never be the perfect leader. It is an on-going learning process and to become better, you need to get opinions and involve the people that actually are the ones that experience your leadership tools, tricks, and approaches every day. Consequently, Middleburg is not just having a human-oriented approach towards her employees, she also thinks that they should develop, support and evolve her leadership approach. Her team is a team in which all members should grow – additionally a team-oriented dimension.

"As a leader, you always strive for continuous improvement. I think, I am strong in many areas, but there are probably managerial areas where I am less strong. I study these areas with the objective of becoming more skilled" (Own translation – Appendix 3)

"Yes of course. They always can. Whether they actually do it is something else, but that is the way I get feedback. You must be open to external feedback, as it is gained through

dialogue with the employees. People should feel comfortable when talking with me or the other leaders ... I hope that people see me as confident, and that it is safe to come knock on my door, and that they are fond of me. One thing is to say it, another thing is if people actually feel that way. All of us know the academic wording, but does one also comply by these? That is the most important aspect" (Own translation – Appendix 3).

"Basically, everyone wants to be seen. It is super important, and you have to take it very seriously. You would like to be seen - not just greeted in the hallway. I really want to have personal contact with the individual, and that is forgotten by many leaders" (Own translation – Appendix 3).

Middleburg is primarily human-oriented, but she still has a bit of the team-oriented dimension as well. Additionally, she is the leader, has the responsibility and need to make decisions sooner or later. When describing her leadership style as being very democratic, she stated that you need to make decisions. This is common with her job as Director, but this opens up for her also being influenced by the value-based/charismatic dimension in certain situations. At the end, she needs to make the decision and you cannot stall too much in a dynamic, modern business environment.

"Otherwise, my management style is fairly democratic. I like input from others about what they think. You should not think about it for too long, because you have a lot of decisions to make" (Own translation – Appendix 3).

Situational Leadership

Karin Middleburg has worked in the field of HR for years. She is very experienced and has a personal interest in other people and other people's well being. This is typical and fundamental for a HR Director and she explicitly knows how she should behave in different situations towards different employees. She immediately stated about the character of the leader:

"As a leader, I think that it is important to be authentic in all situations – but again, you adapt to the individual situation" (Own translation – Appendix 3).

Authenticity has become a keyword among business and employees, where this dissertation will touch the term further in the comparative analysis with a focus on the AF model – figure 4.1.

Furthermore, Middleburg is clear of which attributes a good leader should possess and to what extent she tries to comply them upon herself:

"I think communicative, team-builder, informed, and being ambitious. Eventually, I think fair ... I would like to be that kind of leader - so I am hoping people think of me like that. These are also qualities I evaluate from other managers when we have 360 degree evaluations or when we need to hire people" (Own translation – Appendix 3).

Middleburg tries to be these attributes as a leader and she values being informative high:

"I am very informative. From what I have heard in the organization, what the important things are right now. It is complicated, because a day passes by so fast and you hear many things. Once a month, I have a meeting with my employees. Here, I gather everyone – also those from other countries through Skype, but I also have one-on-one meetings with them" (Own translation – Appendix 3).

When referring to the SLII model, Middleburg will be categorized as S3, which is low on directive and high on supportive towards her employees/the followers. S3 is a supporting approach. The leader has a high supportive-low directive style and tries to be supportive, so the followers' skills come into play. The followers will have control on day-to-day decisions and will be listened to, be recognized, and have social support from their leader (Northouse, 2016, pp. 95). Middleburg listens to her employees, believes that recognition and have direct contact with the employees, is a key to being a better leader. Additionally, she wants to be more than their boss in her team – she wants to support them. Danes are difficult to become close friends with as a foreigner, because Danes' closest friends are the ones from their childhood, sports and school in her experience. Still, she has created a culture in her team, where you are interested in the personal stuff, everyone's weekend and the well being of the members. She is socially supportive and adaptive, if she believes an employee needs a pause or a day off – even in a job where you are on standby all the time:

"I often say that the person needs to take a day off, which they are really happy about, but in a job like ours, there will always be some work to do even on your day off" (Own translation – Appendix 3).

As mentioned with Edward Walker as well, the Danes are C's in the ARCI. They love to be heard, consulted and discuss. Middleburg thinks that Danes always have something to say about the topic

and has elaborated on whether the Danes are easy to lead and whether they can be cynical or be distrustful:

"Danes are not always easy to lead... when I hear my husband, who has moved to Denmark five years ago, he says that the Danes are so complicated. They constantly have something to say. There is always some criticism. Without generalizing, the Danes may be a little dissatisfied about things. All the time, they have something to complain about, and while you laugh a lot at work, there is a sense of cynicism or an attitude of "yes yes, you say that, but you do not do it anyway". It is a kind of talking down. It is a shame. When foreigners say that Danes should be the happiest, I cannot see it at all"
(Own translation – Appendix 3).

It becomes more important to recognize, see, and show support to your employees as a leader instead of them thinking that you are not trustworthy. You need to be authentic in all situations, but it is something Middleburg acknowledges and finds important for every leader – especially due to her experiences of leaders forgetting to do this simple task. From her perspective, Danes should be more optimistic and positive. She cannot see how Danes are rated as the happiest people in the world (Own translation – Appendix 3). This is the belief she considers in her situational leadership of Danish employees in Phillips.

Barnaby Hampson - The Six Global Dimensions

Barnaby Hampson will be described as using participative leadership if you refer to the six global dimensions. Participative leadership refers to the degree to which the leaders involve other members in the decision-making (House et al., 2014, pp. 19). Barnaby explicitly wants to give some of the decision-making to his employees – unlike the CFO before him.

"...they have an expectation of me going to them to tell them exactly what to do, but I am more saying they should work it out themselves to give them the responsibility, and then we can talk about it and the issues later on" (Appendix 4).

This relates to participative leadership in which he fits within. Hampson also mentions that he is focused on developing and/or creating a more common culture in Techtronics, so he could have the

value-based/charismatic leadership dimension as well for trying to motivate member's environment, but he does not come across as performance-oriented nor that he expects result from the members. His only indication of being the one in charge and value-based/charismatic is his statement:

"Time is such a limited resource" (Appendix 4).

Instead he sees leadership as more than leading people directly. He is very focused on the culture of the company and the role of being a leader.

"It is part of your role as a manager to influence the culture - to show people how you should act and be a role model. People should be able to see what you are doing and see what qualities you bring and follow that. That promotes cultural change"
(Appendix 4).

"It is something I am very aware of all the time and I am doing lots of small bits to try to improve the culture and to make it a good place to work and sense of wellbeing. Small things like having real plants in the office" (Appendix 4).

When analyzing Hampson's statements, he has a bit of autonomous leadership dimension in his way of seeing his leadership role in Techtronics. Autonomous leadership is the independency and individualistic leadership attributes. The leader does not tend to rely on others and has unusual behavior and characteristics that is to be seen as different and unique (House et al., 2014, pp. 19). Reading between the lines, it appears that he thinks there is more to leadership than lead. You should be a role model and in his case, also the glue that binds the whole company together culturally, which is not in his job description, but as responsible for HR as well, he needs to be the facilitator. Hampson is highly adaptable and reflective, which helps him in his multi-functioned leadership position, whether it is a face-to-face conversation with an employee or a cultural change to act as an entity throughout the company:

"There can be a bit of a danger here... the other part of the culture that I am very focused on is trying to lift the level and the status of the supporting functions to tell that story, and actually sell that story back to the sales guys. It can sound ironic, but it is about lifting the perception of what we are doing. It is not an overnight thing; it is something that takes time. Everyone is different and I kind of have a game plan but do not have a paper/slides to show people" (Appendix 4).

As Edward Walker mentioned, it is important for Danish employees to find a purpose in everything they do. Hampson also see this as important and calls it “*to go the extra mile*”, and at Techtronics the employees buy the products themselves and identify with it, which is important for the purpose and the motivation for employees to potentially go the extra mile (Appendix 4). Hampson encourages members to go the extra mile. But for the members to do so, you need a leader. Hampson has elaborated on which attributes a leader should possess and whether he sees himself as a leader:

“I was trying to go for the ones that should be fundamental for a leader. Communicative is important. However good you are, you need to be able to relate and communicate to other people... encouraging is some kind of positive thing. People are always looking for something positive. Dependable, it is important to have credibility with your peers and team. Excellence oriented, I think it is good to have some direction in terms of quality, good work and moving things in a positive direction” (Appendix 4).

“I do find myself as leader and a role model, but then again I do not want to play that role the whole time necessarily. I do not have a belief in leadership of being very formal and traditional” (Appendix 4).

Being a foreign leader, he experiences the Danish business culture and work ethic every day, but he is not a leader that wants to change his own ways round the Danish business culture. He did not take any percussion when coming to Denmark (Appendix 4). On the other hand, he believed that Danes to some extent adapted his leadership style – even though they were used to a different kind of CFO before Barnaby Hampson. Additionally, he thinks his personality and adaptive leadership style suits the Danes and the Danish business culture.

“Did they adapt to you? It is a good question. I tend to think, that it is a bit of both. I am fairly intuitive and natural in adapting my style to the certain situation. I should not be too naïve. If we take an example from here, the guy before me was very much a finance guy doing the transactions and I am not only that kind of person. I like it, but I do not want to spend my time doing things other people can do. I try having this

helicopter view and my employees have found that difficult to deal with.” (Appendix 4).

“I believe my style relates to Danes, when they get to know it and are comfortable with it. There will always be an adjustment period and when you get beyond that, it is very nice and comfortable” Barnaby (Appendix 4).

Situational Leadership

Barnaby Hampson is reflective and believes that he should adapt to the member accordingly in different situations. As seen above, he believes that his leadership style relates to Danes by not being the typical finance guy, which he explicitly expressed when he started at Techtronics:

“What I did was basically to explain that you should not expect me to be the same person as the person before me and I am slightly different, and I am not going to tell you what to do. I was quite explicit about that. Of course, it is one thing saying it and another thing experience it. Additionally, I make sure I am not working with them day-to-day as they experienced before. I do the good morning and bye bye-thing, which is important everywhere but even more important in Denmark. I do make sure to have formal meetings with them and also spend personal time with all of them” (Appendix 4).

The quote above expresses several interesting observations. First, he explained that he would not be the same as the CFO before him. He will not tell them what to do, which indicates that he is giving some responsibility to his employees, so he can maintain the helicopter view of tasks, employees, the company, and the like. Secondly, he understands the importance of showing that his words carry meaning. Third, the employees will not have contact with him every day. He trusts them in their work, but will be informed and enlighten on their decisions of the certain task afterwards. Fourth, it is even more important to see your employees. Hampson emphasizes, along side Middleburg, about the central aspect for Danes to be seen and to say good morning and goodbye every day. He has done it everywhere but found it more necessary to do in Denmark.

“I do not think it is different from any other place I have been. I always make sure to do it in any country. Do people need to be recognized a bit more here? Actually, maybe a little bit...” (Appendix 4).

Fifth and last observation is the individual meeting and social support/personal time with all the members. Hampson sees that Danish business structure as flat in which he makes sure to be seen, to be personal and take the needed time with his team and/or co-workers. The quote about and the observations relates to S3 in the SLII model. The leader has a high supportive-low directive style and tries to be supportive, so the follower's skills come in play. The followers will have control on day-to-day decisions and will be listened to, be recognized and have social support from their leader (Northouse, 2016: 94-96). This is Barnaby Hampson and the way he wanted/wants to lead.

Hampson tries to create an open culture, where his employees can come to him – also due to the fact that he is the face of HR in Techtronics. His door is always open, but he experiences a barrier when his employees come with concerns. Him and the employee understands things differently, but is the issue relevant, is the employee a bit insecure, and just wants approval in what to do, or is it a personal thing. Regardless, being a foreigner affects the situation when the employees are addressing an issue to Hampson.

“... Some of them like me to be closer to them and more telling them what to do. Some will struggle with that. Often they come with points that are not important. It is not that I will judge it; I will listen of course because they find it important. Here, there is definitely something about being foreigner. They are not always as comfortable talking about issues due to the language barrier. Generally, they are good at English but it is not as comfortable as doing it in Danish. And also it is not as comfortable as doing it with someone that shares the same culture and understanding as you. There is a truth in it, so if I was Danish, this would not have been a problem” (Appendix 4).

If the situation is the other way around, and Hampson wants to discuss negative things/issues with the employee, he experiences Danes taking it as a personal attack. He tries to find the things that stands out and are odd in which he sees opportunities, whereas Danes tend to start to worry about their position, themselves. Danes take pride in their job and wants to avoid the negative stuff but should not be as worried as Hampson experiences.

“I do not find it easy to discuss negative things with Danish employees. People like to hear good news; they really do not like to hear bad news. Everything is always “rigtig

god” and I find myself seeing it as weird. I like to hear when something is not right and what to do about it. But for Danes, it is tough to have negative conversations... They see it as personal attack a bit. When things are not great, I see it as an opportunity to generate value and change momentum. Life is not always perfect and progressing the right way. Maybe Danes see it as more than a negative thing and start worrying about if something is wrong with them, have they done something wrong – and that is what I mean by taking the job too seriously. I find that quite often. They jumped to the conclusion of thinking that they can be fired, which is not the case and a shame” (Appendix 4).

Being S3 in the SLII model with focus on spending time, to recognize and see his team, both professionally and personally, may assist in making the “negative talk” for both parties and for the employee to understand that it is time to change momentum – to think outside the box and to generate value that potentially could be appropriate for the company.

Sub conclusion

You can conclude that the Danish culture appeals to the international leaders but is a culture and a place you need to adapt to as a foreigner. In Geert Hofstede’s’ analysis, Danes value quality in life and prioritize leisure time, which the leaders experience in their daily jobs. Danes tend to separate the daily life and job, and take pride in their jobs. The leaders have different feelings about the effectiveness of Danish employees, where some find them efficient, competent and well trained and others find them not to be efficient and competent in an international business approach. In the eyes of the leaders, the Danish business culture underlines the Danish national culture. Some of the leaders have found it necessary to adapt or change their leadership style in order to create a sustainable solution – but it is a process with different factors. The employees play a role in the development of a strong culture, whereas the leader should be the role model and the one that has the helicopter view. Edward Walker had to change his leadership style and expectations massively but has over time implemented models in his team that has resulted in the employees having adapted to some of his work ethic. He has moved in the SLII model from a S1 to become more S4 by using the ARCI model in his work all the time. Karin Middleburg finds it important to constantly develop as a leader. Feedback, social support and seeing her employees is important, whereas she was categorized as human-oriented in the six global dimensions and S3 in the SLII model for her

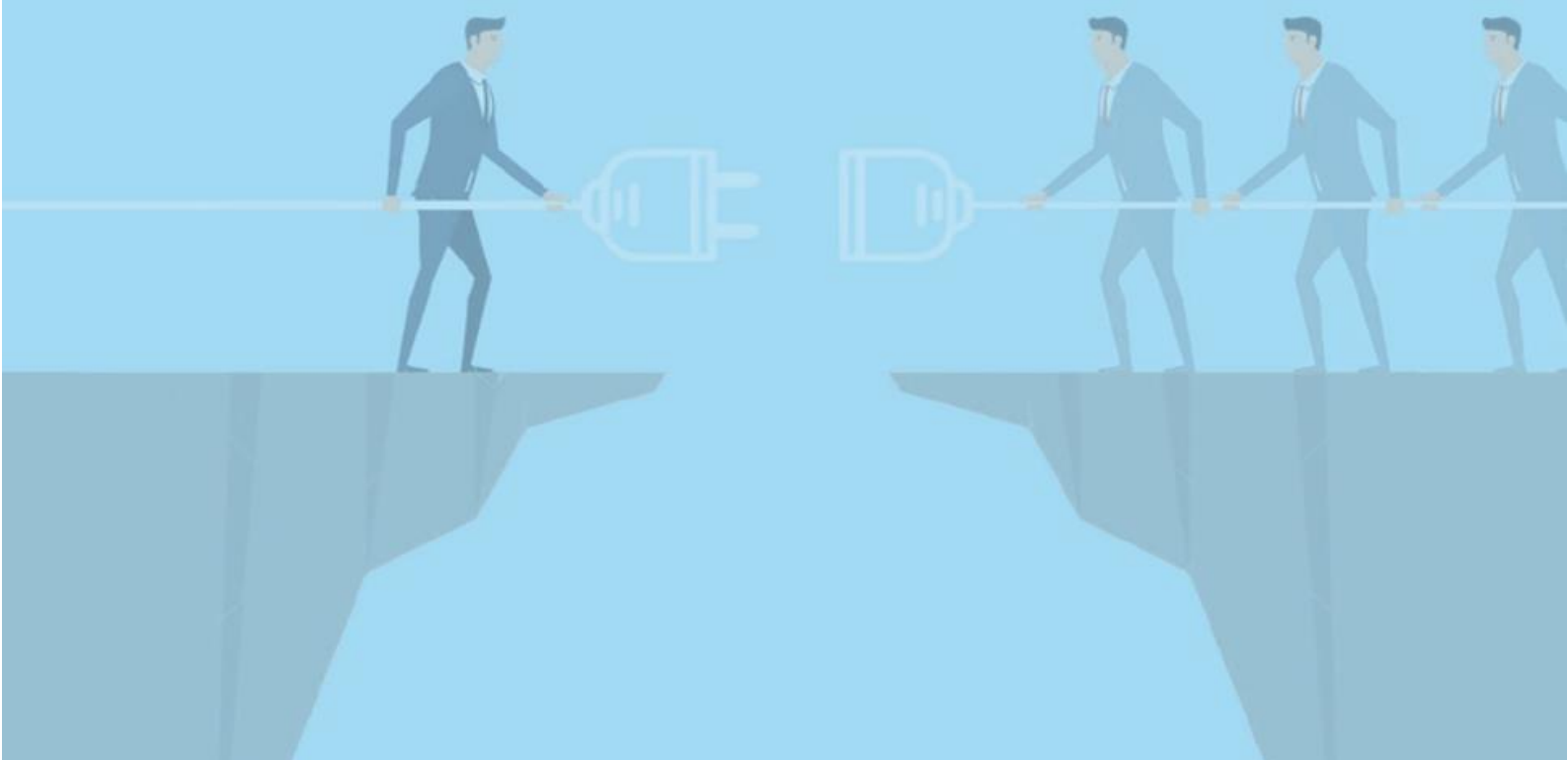
supporting approach in situational leadership. Hampson has a difficult position. He is CFO but acts as an example as the HR-person as well, which may be difficult and confusing for not just himself but also his employees. We will discuss this further in the comparative analysis. He is S3 in the SLII model and is very reflective in how he manages situations with his employees. Hampson leads through several global dimensions. Participative leadership describes his style with a touch of value-based/charismatic by seeing time as a limited resource and autonomous by being the primary person of cultural change and HR – skills he should not have acquired in his professional skill set. Additionally, all leaders felt that Danes need to be recognized and value working with a purpose they can identify themselves with.

Based on the qualitative analysis, it will be interesting to combine and find similarities or differences in the findings of the interviews with a quantitative data to get deeper insights and understanding of leadership and followership in businesses located in Denmark.

Chapter 5.

ANALYTICAL FRAMEWORK

Part 2 - QUANTITATIVE ANALYSIS



Part 2 - Quantitative Data Analysis

The data analysis presents and discusses results from the quantitative study conducted in relation to the dissertation. In total, 402 web interviews among Danish employees have been gathered with assistance from the international market research institute, Norstat. Norstat is a full-service, independent Scandinavian leader in high-quality data collection solutions for consumer research, enabling its customers to reach the aimed consumers at the right time across nations and via the most efficient technology-enabled online and offline networks. The organization is the Nordic leader in the market research segment based on data collection revenue and panel size. The Norstat Group manage one of Europe's largest independent panel networks with approximately 650,000 recruited and profiled active consumer respondents. This extensive panel ensures Norstat's ability to control data integrity and quality and is one of their greatest competitive advantages. The collaboration with Norstat Group has ensured the highest possible quality of data.

Having established origin of the quantitative data, it is ideal to give a quick overview of the survey and the different target groups, which have been the sample objective. Hereafter, it is specified how the analysis is shaped, so the reader receives a better understanding of the variables (questions and demographics), which are the premises for the evidential case. Finally, the results are discussed and analyzed. The analysis follows the survey build-up chronologically. For each question, supplementary demographics and variables will be included. By including more variables, the empirical foundation is narrowed and specific conclusions can be drawn from these. Questions are referred to as "Q" and demographics are stated as "DEMO" i.e. Q1 is equal to question 1 and DEMO1 is the first demographic variable.

By opening the survey, respondents were first asked to insert their age, gender and postal code. The latter was recoded into region, as the number of total respondents (402) is too low for comparison of postal codes, which would have been more than 1400 variations in Denmark (Danmarks Statistik, 2018). A sample of 1800 invitations to Norstat panellists was required in order to reach 402 questionnaires complete. Respondents younger than 18 years old were screened from the survey, as this age group is not ideal for the thesis. When designing the survey, it was decided that Danes with short, medium and long educations were the targets. Therefore, it was necessary to implement a demographic variable that verified this. Respondents with different types of education were screened. In total, 46 respondents were screened due to this variable. The variable is referred to as DEMO4. It was also found interesting and important to examine type of employment before the respondent could

start the survey. For example, Danes who are entrepreneurs do not have a leader (since they are the leader) therefore they were screened. Additionally, panellists who defined themselves within military service, pensioners, homemakers or unemployment were also screened. Type of employment is referred to as DEMO5 and 126 respondents were screened on basis of the aforementioned options. Finally, DEMO6 represents their primary field of work. Statistics from the demographic variables are found below, and *demographic references* throughout the analysis lead back to these. The figures are national representative as the answers have been weighted according to population quotas i.e. figure 1.1.

DEMO1 - Hvad er din alder?

| | Age | | | | Gender | | Region | | | | |
|-------|--------|---------------|---------------|---------------|-----------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| 18-35 | 28,46% | 100,00% BC | | | 29,42% | 27,52% | 32,60% | 22,55% | 25,87% | 29,39% | 27,38% |
| 36-50 | 25,11% | | 100,00% AC | | 25,59% | 24,65% | 26,05% | 25,55% | 24,56% | 24,84% | 23,37% |
| 51-99 | 46,43% | | | 100,00% AB | 44,99% | 47,83% | 41,35% | 51,90% | 49,57% | 45,77% | 49,25% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.1 – DEMO1

DEMO2 - Er du mand eller kvinde?

| | Age | | | | Gender | | Region | | | | |
|--------|--------|------------|------------|------------|--------------|--------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Mand | 49,37% | 51,05% | 50,30% | 47,84% | 100,00% E | | 48,54% | 49,44% | 49,70% | 49,78% | 50,29% |
| Kvinde | 50,63% | 48,95% | 49,70% | 52,16% | | 100,00% D | 51,46% | 50,56% | 50,30% | 50,22% | 49,71% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.2 – DEMO2

DEMO3 - Region:

| | Age | | | | Gender | | Region | | | | |
|-------------|--------|------------|------------|------------|-----------|-------------|------------------|-----------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Hovedstaden | 31,53% | 36,12% | 32,71% | 28,09% | 31,00% | 32,05% | 100,00% GHIJ | | | | |
| Sjælland | 14,51% | 11,50% | 14,77% | 16,22% | 14,53% | 14,50% | | 100,00% FHIJ | | | |
| Syddanmark | 21,15% | 19,23% | 20,68% | 22,58% | 21,29% | 21,01% | | | 100,00% FGIJ | | |
| Midtjylland | 22,49% | 23,23% | 22,25% | 22,17% | 22,68% | 22,31% | | | | 100,00% FGHJ | |
| Nordjylland | 10,31% | 9,92% | 9,60% | 10,94% | 10,50% | 10,12% | | | | | 100,00% FGHI |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.3 – DEMO3

DEMO4 - Hvad er din højeste fuldførte uddannelse?

| | Age | | | | Gender | | Region | | | | |
|--|--------|-------------|------------|--------------|-------------|-------------|------------------|----------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Folkeskole / Grundskole | | | | | | | | | | | |
| Gymnasial uddannelse (Student, HF, HH, HTX og lign.) | | | | | | | | | | | |
| Erhvervsuddannelse | | | | | | | | | | | |
| Kort videregående uddannelse | 19,28% | 21,07% | 22,42% | 16,48% | 21,24% | 17,36% | 12,39% | 40,73% FHIJ | 15,60% | 18,73% | 18,87% |
| Mellemlang videregående uddannelse (Bac | 55,73% | 47,96% | 50,73% | 63,19% AB | 46,24% | 64,98% D | 51,62% | 46,62% | 66,30% FG | 52,48% | 66,49% G |
| Lang videregående uddannelse (Kandidat r | 25,00% | 30,98% C | 26,84% | 20,33% | 32,51% E | 17,66% | 35,98% GHJ | 12,65% | 18,09% | 28,80% G | 14,64% |
| Andet | | | | | | | | | | | |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.4 – DEMO4

DEMO5 - Hvad er din nuværende beskæftigelse?

| | Age | | | | Gender | | Region | | | | |
|-----------------------|--------|--------------|--------------|--------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Studerende | 10,85% | 35,65% BC | 1,25% | 0,84% | 8,69% | 12,95% | 12,50% | 6,47% | 10,88% | 10,07% | 13,57% |
| Fuldtidsansat | 72,97% | 58,03% | 91,57% AC | 72,07% A | 78,51% E | 67,57% | 71,34% | 74,51% | 70,53% | 75,45% | 75,40% |
| Deltidsansat | 14,97% | 3,42% | 7,19% | 26,26% AB | 12,80% | 17,09% | 15,39% | 19,02% | 15,45% | 13,12% | 11,03% |
| Selvstændig | | | | | | | | | | | |
| Værnepligtig | | | | | | | | | | | |
| Barsel | 0,55% | 1,92% | | | | 1,08% | 0,77% | | | 1,36% | |
| Pensionist / efterløn | | | | | | | | | | | |
| Arbejdsløs | | | | | | | | | | | |
| Hjemmegående | | | | | | | | | | | |
| Orlov | 0,66% | 0,97% | | 0,84% | | 1,31% | | | 3,14% | | |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.5 – DEMO5

DEMO6 - Hvad er dit primære arbejdsområde?

| | Age | | | | Gender | | Region | | | | |
|---|--------|--------------|------------|------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Administration/Økonomi/Jura | 18,67% | 21,07% | 22,25% | 15,27% | 19,09% | 18,27% | 20,09% J | 28,74% J | 17,12% | 16,97% | 7,04% |
| Bygge/anlæg | 3,00% | 3,33% | 1,26% | 3,73% | 5,45% E | 0,60% | 5,52% J | 1,39% | 2,23% | 2,59% | |
| Data/IT | 9,01% | 5,53% | 11,34% | 9,89% | 12,47% E | 5,63% | 11,51% J | 6,02% | 10,03% J | 9,77% J | 1,83% |
| Sports/SGenderhedspleje | 0,14% | 0,48% | | | 0,27% | | | | 0,64% | | |
| Salg/indkøb/marketing | 4,58% | 4,23% | 3,08% | 5,60% | 4,95% | 4,22% | 3,11% | 5,11% | 4,00% | 7,15% | 3,91% |
| Håndværker/Håndværk | | | | | | | | | | | |
| Hotel/restauration | 0,46% | 0,49% | | 0,70% | | 0,92% | | 2,25% | 0,65% | | |
| Sundhed og omsorg | 11,49% | 13,73% | 8,09% | 11,96% | 7,89% | 15,00% D | 12,76% | 4,81% | 11,15% | 10,99% | 18,78% G |
| Industriel produktion | 2,76% | 1,38% | 5,35% | 2,22% | 3,58% | 1,97% | 2,77% | 6,18% | 0,65% | 3,81% | |
| Installation/drift/vedligeholdelse | 0,99% | | 2,74% | 0,66% | 1,26% | 0,73% | 3,15% GHIJ | | | | |
| Kultur/medie/design | 4,04% | 6,17% | 4,85% | 2,30% | 4,95% | 3,15% | 3,90% | 2,77% | 1,67% | 6,62% | 5,49% |
| Renovation, miljøbeskyttelse | | | | | | | | | | | |
| Landbrug | 0,77% | 0,85% | 0,87% | 0,67% | 0,93% | 0,62% | | | 1,03% | 2,47% | |
| Naturvidenskabeligt arbejde | 3,95% | 7,26% B | 1,26% | 3,37% | 3,34% | 4,54% | 6,85% H | 4,40% | | 4,14% H | 2,08% |
| Pædagogik | 8,89% | 6,41% | 8,82% | 10,45% | 5,20% | 12,49% D | 7,12% | 11,62% | 13,53% | 6,63% | 5,88% |
| Socialt arbejde | 1,72% | 1,40% | 2,27% | 1,61% | | 3,39% D | 1,56% | | 1,31% | | 9,17% GI |
| Beredskab (Fx Brand- og Redningstjeneste) | 1,47% | 0,48% | 2,89% | 1,32% | 2,99% E | | 1,01% | | 2,23% | 1,23% | 3,96% |
| Teknisk arbejde | 2,82% | 2,56% | 1,73% | 3,56% | 5,71% E | | 2,90% | 2,77% | 4,93% | 1,08% | 2,08% |
| Transport | 1,32% | 0,75% | | 2,38% B | 2,67% E | | | 1,39% | | 2,46% | 5,49% |
| Uddannelse | 15,83% | 10,45% | 17,52% | 18,22% | 12,49% | 19,10% | 11,87% | 14,85% | 21,10% | 13,57% | 23,48% |
| Andet | 8,08% | 13,43% BC | 5,68% | 6,10% | 6,75% | 9,37% | 5,86% | 7,72% | 7,71% | 10,52% | 10,82% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.6 – DEMO6

Having reviewed the demographical situation, the analysis continues to examine the results from the questionnaire. In Q1, the respondents were asked to indicate if they had ever had a person with another nationality than Danish as a leader. The results, crossed with age, gender, and region, are found below.

Har du nogensinde haft en udenlandsk chef?

| | Alder | | | | Køn | | Region | | | | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Ja | 24,63% | 21,72% | 26,73% | 25,27% | 29,28% E | 20,09% | 34,12% GHI | 18,73% | 20,25% | 21,51% | 19,68% |
| Nej | 75,37% | 78,28% | 73,27% | 74,73% | 70,72% | 79,91% D | 65,88% | 81,27% F | 79,75% F | 78,49% F | 80,32% |
| Ved ikke | | | | | | | | | | | |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.7.1 – Q1

As the table illustrates, almost 25% of the respondents have had a foreign leader, which is a rather high number as the sample is national representative, and not only from Denmark's economic powerhouse, Region Hovedstaden, which also has the most considerable population counting 1.8 million citizens (Danske Regioner, 2018). A closer examination of the figures show that international leaders in Denmark mainly work in Region Hovedstaden, as 34.12% of the respondents said, they have had an international leader. The numbers of Danish employees in the other four regions, who have had an international leader, are more similar as the percentage here varies from 19.68% - 21.51%. Thus, the smallest gap from Region Hovedstaden is 12.61% down to Region Midtjylland. Another interesting aspect, which can be considered from the table, is that there does not seem to be much difference in the age groups of whether they have had an international leader or not. Indeed, the 36-50 years old are 5% ahead of the 18-35 years old, but if we take into consideration that 35,65% in the latter group are students and only 1.25% in the former, the difference is minimal as many students have yet to encounter the labor market to which their studies relate. Data from Q1 has also been crossed with DEMO4 (education) resulting in the figure 5.7.2.

Har du nogensinde haft en udenlandsk chef?

| | TOTAL | Kort videregående uddannelse D | Mellemlang videregående uddannelse (Bachelor niveau) E | Lang videregående uddannelse (Kandidat niveau) F |
|----------|--------|-----------------------------------|---|---|
| BASE | 402 | 77 | 224 | 100 |
| Ja | 24,63% | 22,86% | 21,94% | 31,98% |
| Nej | 75,37% | 77,14% | 78,06% | 68,02% |
| Ved ikke | | | | |
| TOTAL | 100% | 100% | 100% | 100% |

Figure 5.7.2 – Q1

What is particularly interesting is that the figures display a tendency among the most educated respondents. As the most educated are top scorers with 31.98% when it comes to having experienced being led by a foreigner. Respondents with short and medium lengths of educations are almost at the same level, and this portray that international leaders often have well-educated followers in their stab.

Q2 is a filtered question, meaning that only respondents who answered, “yes” in Q1 got this question, resulting in 99 respondents representing data in Q2.

Havde din udenlandske chef en anden måde at lede på end hvad du har oplevet med en dansk chef?

| | Alder | | | | Køn | | Region | | | | |
|----------|--------|------------|------------|------------|-----------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 99 | 25 | 27 | 47 | 58 | 41 | 43 | 11 | 17 | 19 | 8 |
| Ja | 66,89% | 66,90% | 77,51% | 60,82% | 74,59% | 55,95% | 58,05% | 80,61% | 76,58% | 78,17% | 48,05% |
| Nej | 27,59% | 26,95% | 22,49% | 30,84% | 22,98% | 34,14% | 36,90% G | 7,40% | 20,19% | 21,83% | 34,64% |
| Ved ikke | 5,52% | 6,15% | | 8,34% B | 2,43% | 9,91% | 5,05% | 11,99% | 3,23% | | 17,32% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.8 – Q2

The purpose of Q2 is primarily to obtain a better understanding of whether foreign leaders are that different in their style of leadership. Clearly, the results above show that there is a difference as almost 67% on average has experienced a distinctive leadership style from an international leader. Unfortunately, the numbers do not say anything about origin of the leaders. Perhaps, those who have answered “no” might have had a leader coming from a country with a business culture similar to [Denmark](#) e.g. [Iceland](#), [Norway](#) or [Sweden](#) as figure 5.9 illustrates (Hofstede insights, 2018).

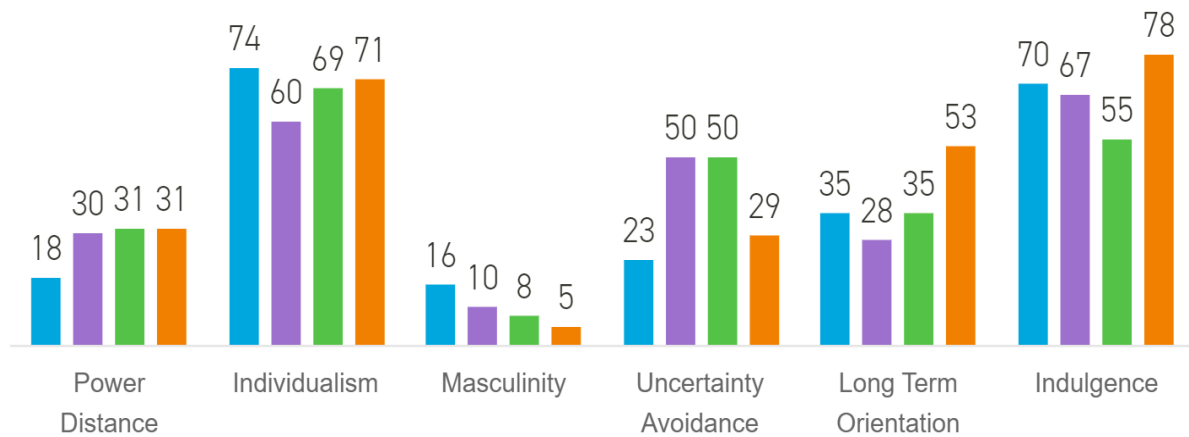


Figure 5.9 – Hofstede Country Comparison

Another remarkable aspect from Q2 is that there seems to be significant variations when crossing answers with regional demographics (“Q2=Ja” X “Region”). For example, only 58% of subordinates in Region Hovedstaden perceive the leadership style to be different, whereas the numbers are substantially higher in Region Sjælland, Syddanmark and Midtjylland. This can be an indication of a more international business environment in Hovedstaden, but this assertion is only hypothetical as the base of respondents in the three other areas are considerable lower, thus creating a greater statistical uncertainty.

In Q3, the survey aimed towards capturing what Danish followers believe to be the most important characteristics of an organizational culture. The respondents had to choose between one and three of the 10 attributes, which is also the reason for the percentage in total in the x-axis to be higher than 100%. The results are visible below.

Hvilke af disse rammer, mener du er de vigtigste i forhold til at skabe en god virksomhedskultur?

| | | Alder | | | Køn | | Region | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Frihed under ansvar | 50,63% | 45,05% | 49,19% | 54,82% | 53,74% | 47,59% | 51,32% | 59,86% | 46,89% | 44,68% | 56,16% |
| Gode kolleger | 37,91% | 34,18% | 39,06% | 39,57% | 35,83% | 39,94% | 34,95% | 28,72% | 39,59% | 39,53% | 52,90% FG |
| Åbenhed på arbejdspladsen | 23,45% | 21,18% | 16,39% | 28,66% B | 26,10% | 20,86% | 24,19% | 32,47% J | 19,40% | 25,23% | 12,91% |
| Et godt fællesskab / sammenhold | 36,08% | 47,48% C | 36,71% | 28,76% | 29,15% | 42,85% D | 34,57% | 25,74% | 44,12% G | 39,67% | 30,96% |
| En synlig leder / en leder man kan gå til | 51,91% | 48,00% | 54,62% | 52,83% | 44,79% | 58,85% D | 51,31% | 60,86% | 53,25% | 46,97% | 49,17% |
| Dygtige / kompetente kolleger | 26,09% | 20,28% | 31,13% | 26,93% | 33,48% E | 18,89% | 27,85% J | 23,88% | 28,00% J | 29,44% J | 12,62% |
| Dygtig / kompetent chef | 35,74% | 29,79% | 34,89% | 39,84% | 35,85% | 35,63% | 37,93% | 25,51% | 39,05% | 30,73% | 47,55% G |
| At virksomheden har gode værdier | 15,06% | 17,43% | 13,30% | 14,57% | 17,59% | 12,60% | 11,65% | 24,81% F | 11,98% | 16,53% | 14,91% |
| Medarbejderaktiviteter (fredagsbar, firmaud | 5,89% | 10,14% C | 8,01% C | 2,13% | 6,78% | 5,01% | 10,31% IJ | 6,31% | 6,47% I | 0,68% | 1,91% |
| Belønninger (mulighed for forfremmelse, bc | 8,27% | 13,54% C | 10,75% C | 3,69% | 9,35% | 7,21% | 10,27% | 6,18% | 4,81% | 7,61% | 13,61% |
| TOTAL | 291% | 287% | 294% | 292% | 293% | 289% | 294% | 294% | 294% | 281% | 293% |

Figure 5.10 – Q3

Taking an outset on the y-axis, more specific the column-representing *total*, it quickly becomes clear that two options are the most preferred among Danish subordinates. The top scorer (51.91%), being a visible leader/a leader who is accessible when needed. The other, being freedom and responsibility with 50.63%. The latter are in high accordance with one of Geert Hofstede's cultural dimensions. According to Hofstede, Denmark and its citizens score very high on individualism (Figure 5.9). Danes primarily prefer to work and distribute their time individually, which is also the case for more than half of the interviewed. That Danes prefer a visible and accessible leader might have something to do with the level of individuality, because one is not able to handle all situations or issues alone. Therefore, when matters need to be solved, it can be done quickly by having a leader that is nearby and ready to provide assistance. When handling the problem in an efficient manner, the subordinate can go back to "their own business" within a reasonable amount of time instead of wasting it. This is an indication of med/high *future orientation* as planning plays is a central part. Having established the previous, it needs to be stressed that the follower's primary focus probably lies in getting back to

their own task and time, rather than being efficient for the sake of the organization. The lowest score in Q3 also indicates that Danes are quite separate in their behavior. This is exemplified by the 5.89% that has chosen employees activities as a main frame in creating a pleasant organizational culture. Having a score in such a small scale for an attribute (socializing and drinking) that seems to be a big part of the private life of many Danes (Danish Health and Medicines Authority, 2015) is a bit surprising. It is a clear indication that Danish followers separate their business life from their private life. This particular suggestion is discussed further in the comparative analysis, as the qualitative interviews show some interesting quotes on the matter. The second lowest score is an option concerned with rewards in form of promotions and bonuses. Here, 8.27% of the respondents felt that this helps flourishing the organizational culture. Often, promotions and bonuses are very individual mechanisms; therefore, it makes perfectly sense that this option has one of the lowest scores, since it might have the opposite effect in creating a better business environment for the subordinates due to inequality e.g. in size of bonuses. Yet, one must remember that this conclusion is conditional to the given culture. If the respondents were Chinese for example, then the score would have been much higher because of the differences in masculinity. Having a masculine culture indicates that the society is driven by competition, achievement and success (Hofstede insights, 2018). The difference between **Denmark** and **China** is found below. As the figure 5.11 illustrates, Denmark is clearly considered feminine when compared to China.

The age split in Q3 also identifies some interesting points when comparing data between the three groups. For instance, 47.48% of the 18-35 years old feel that a good relationship and community to their co-workers is one of the most important factors, whereas only 28.76% of the oldest segment feels the same. The table shows that the oldest segment finds it more important to have competent colleagues and a competent manager. The middle group (36-50 years old) is in general between the outward segments, which also make sense as the group has a wide age range of 24 years.

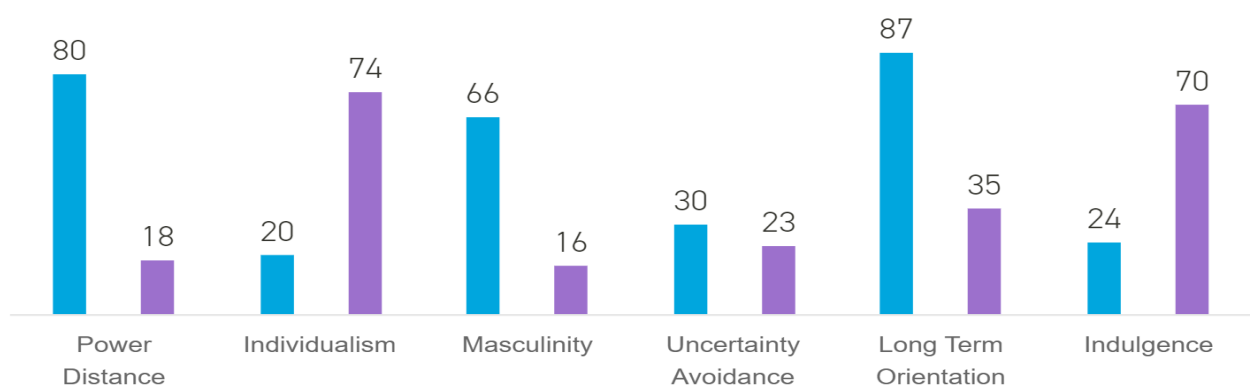


Figure 5.11 – Denmark vs China

In general, there is not much difference between males and females in Q3 except for two areas. Males are up by almost 15% when it comes to appreciating competent colleagues. On the other hand, females have been looking more towards the option that values community – here they are ahead with almost 14%. Generalizing on males and females is always a dangerous area where it is easy to offend someone, nonetheless personal experience tells us that the before mentioned differences are not that surprising.

Several perspectives can be drawn from Q3 when looking into House's nine cultural dimensions as we saw it with future orientation earlier in this paragraph. For example, option four tells something about the Danish followers' level of assertiveness. Individuals from highly assertive nations or organizations appreciate strong competition, whereas less assertive countries desire harmony, loyalty and solidarity (House et al., 2014, p. 13). That 36% prefers a good community in the organization and almost 38% finds it important to have – not competent - but good or valuable colleagues, pinpoints that Danish followers score medium in the dimension, meaning that the subordinates are generally both dominant in their relationship with each other and emphasize harmony in the work space. The former has a slightly predominance in Danish business culture. Another outlook is *performance orientation*, which is “*the degree to which a collective encourages and rewards group members for performance improvement and excellence*” (House et al., 2014, p. 13). Option 6, skilled/competent colleagues do not fully justify this dimension, but it expresses an idea of the Danes' perception of this. The total being at 26% indicates that we do not have an especially high rating on performance orientation. But when looking further at the tables, an interesting point becomes visible. All regions, except for one, have a short gap (29.44% - 23.88%), but the numbers from Nordjylland are quite radical, being at 12.62%, implying that this particular area has a much lower performance orientation than the rest of the country. This knowledge could prove extremely important for a leader moving from e.g. Copenhagen to Aalborg.

Q4 had the objective of gathering data concerning with the followers perception of where culture originates. In other words the aim was to describe whether culture emanates from leader or followers suggestions.

Hvem mener du, er mest med til at skabe virksomhedskulturen på din arbejdsplads? Din leder, kolleger eller et mix?

| | Alder | | | | Køn | | Region | | | | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Leder | 3,64% | 0,43% | 2,73% | 6,09% A | 2,43% | 4,81% | 5,41% J | 2,25% | 1,83% | 5,41% J | |
| 2 | 7,57% | 6,13% | 3,98% | 10,40% B | 9,87% | 5,33% | 8,17% | 5,02% | 11,34% | 6,75% | 3,41% |
| Et mix | 73,15% | 72,38% | 79,09% | 70,40% | 71,68% | 74,57% | 69,76% | 73,62% | 67,44% | 74,95% | 90,60% FGHI |
| 4 | 8,55% | 11,52% | 7,47% | 7,31% | 9,19% | 7,93% | 11,32% | 9,79% | 6,98% | 7,36% | 4,16% |
| Kolleger | 7,10% | 9,54% | 6,73% | 5,79% | 6,82% | 7,36% | 5,34% | 9,33% | 12,41% J | 5,53% | 1,83% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.12 – Q4

An evident overweight (73.15%) believe that culture arise from a mix of actions constituted by the leader and the organizational members. Generally, the numbers are extremely close across age groups, gender and regions. The biggest gap is found among respondents from Region Nordjylland with 90% perceive culture to arise from a mix of leadership and followership in contrast to the second highest with 75%, Region Midtjylland.

Q5 measures *institutional collectivism*. Asking respondents of their attitudes when thinking about how they are encouraged to work either individually, collectivistic or a mix of both.

Føler du, at din leder opfordrer til at du skal arbejde individuelt eller kollektivt?

| | Alder | | | | Køn | | Region | | | | |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Individuelt | 6,48% | 9,72% B | 2,13% | 6,86% B | 9,68% E | 3,37% | 5,06% | 14,53% J | 4,86% | 6,13% | 3,63% |
| 2 | 10,54% | 12,04% | 11,52% | 9,09% | 11,57% | 9,53% | 13,54% H | 8,13% | 3,23% | 16,22% H | 7,38% |
| Et mix | 63,27% | 60,09% | 66,06% | 63,70% | 59,31% | 67,13% | 63,56% | 59,41% | 71,50% | 62,10% | 53,47% |
| 4 | 10,30% | 10,40% | 11,20% | 9,76% | 12,46% | 8,19% | 8,28% | 10,67% | 11,49% | 6,23% | 22,39% FI |
| Kollektivt | 9,41% | 7,76% | 9,09% | 10,59% | 6,98% | 11,78% | 9,56% | 7,26% | 8,93% | 9,32% | 13,13% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.13 – Q5

If leaders in cultures encourage group loyalty, even if the individual's goals suffer, are determined as having a high dimension score, whereas a low score specifies individual achievement and rewards (House et al., 2014, p. 15). The table displays a perception of institutional collectivism in Denmark to be at a medium level since 2/3 answered a mixture of individualism and collectivism. As Q4, the

numbers are closely aligned in Q5 when comparing answers in relation to the demographic variables. The ones who have said “a mixture” exemplify this, as the maximum deviation is at 6% (60.09%, 66.09%, and 63.70%), which is fascinating when we consider more than 400 answers into the equation.

Having reviewed House’s performance orientation earlier in this chapter, Q6 opens up for discussion of the dimension once again, but through another angle. In Q6, respondents were asked if they had the possibilities to make themselves better i.e. improve their qualifications through seminars offered by their place of work. In the table, it is shown that almost 65% feel that they have the chance to improve their skills by their organizational work.

Har du gode muligheder for at dygtiggøre dig i dit arbejde?

| | Alder | | | | Køn | | Region | | | | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Ja | 64,58% | 61,37% | 71,06% | 63,04% | 66,69% | 62,52% | 66,44% | 60,02% | 60,69% | 68,24% | 65,25% |
| Nej | 25,94% | 23,37% | 26,14% | 27,40% | 26,04% | 25,84% | 22,29% | 30,01% | 33,86% | 22,19% | 23,30% |
| Ved ikke | 9,48% | 15,26% B | 2,80% | 9,56% B | 7,27% | 11,65% | 11,26% | 9,97% | 5,45% | 9,57% | 11,45% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.14.1 – Q6

Once again, the answers are quite consistent. According to data, the followers between 35-50 years old know that they have the chance of taking courses, seminars etc. whereas the youngest age group are behind by 10% and the oldest by 8%. That the number of “yes-sayers” is lower in the oldest group correspond with the thought that resources should be spent efficiently e.g. in followers who have many years to serve the organization before retiring. Using this argument also means that the number in the youngest group should be at least as high as the middle group. An explanation for the total being lower among the 18-35 years old could be that 15.26% answered, “don’t know”, whereas the number is only 2.8% among the 35-50 years old. In theory, the respondents who have answered “don’t know” in the young segment could have access the same possibilities as the others without knowing it. Therefore, when redacting 2.8% from 15.26% and adding the number (12.46%) to the total in the youngest segment (61.37%), we have a new total, which comes to 73.83%. Of course, this is only theoretic, but it demonstrates the possibility that organizational resources mostly allocate towards those who still have many years in a company.

When crossing the answers with educational information, more alterations appear. As illustrated in figure 5.14.2, followers with the longest educations apparently have most chances of improving their skillset, suggesting that leaders and organizations put most resources into that group of employees.

Har du gode muligheder for at dygtiggøre dig i dit arbejde?

| | TOTAL | Kort videregående uddannelse D | Mellemlang videregående uddannelse (Bachelor niveau) E | Lang videregående uddannelse (Kandidat niveau) F |
|----------|--------|-----------------------------------|---|---|
| BASE | 402 | 77 | 224 | 100 |
| Ja | 64,58% | 59,15% | 64,90% | 68,04% |
| Nej | 25,94% | 35,91% E | 23,82% | 22,97% |
| Ved ikke | 9,48% | 4,95% | 11,28% | 8,98% |
| TOTAL | 100% | 100% | 100% | 100% |

Figure 5.14.2 – Q6

In moderation, it shows that the more followers invest in themselves e.g. years of education, the more an organization is willing to do the same, which is illustrated by the exponential increase.

Q7 relates to House's dimension of *humane orientation*. By asking to what extent the followers care for one another, we could measure the exact level of humane orientation among the respondents.

I hvor høj grad interesserer du dig for dine medmennesker på arbejdspladsen?

| | | Alder | | | Køn | | Region | | | | |
|-------------------------------------|--------|------------|------------|------------|------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| 1 Interesserer mig slet ikke | 0,47% | 0,48% | | 0,73% | 0,96% | | | | 2,23% | | |
| 2 Interesserer mig i mindre grad | 2,89% | 4,75% | 2,51% | 1,96% | 4,95% E | 0,88% | 5,58% H | 2,25% | | 2,62% | 2,08% |
| 3 Interesserer mig i nogen grad | 27,63% | 33,46% | 28,17% | 23,75% | 31,69% | 23,67% | 27,71% | 34,85% J | 29,67% | 26,58% | 15,29% |
| 4 Interesserer mig i høj grad | 50,23% | 47,55% | 50,73% | 51,60% | 50,71% | 49,76% | 51,48% | 47,31% | 47,90% | 49,23% | 57,48% |
| 5 Interesserer mig i meget høj grad | 18,78% | 13,77% | 18,58% | 21,97% | 11,70% | 25,69% D | 15,23% | 15,60% | 20,19% | 21,57% | 25,15% |
| MEAN | 3,8 | 3,7 | 3,9 | 3,9 | 3,7 | 4,0 | 3,8 | 3,8 | 3,8 | 3,9 | 4,1 |
| Standard Deviation | 0,8 | 0,8 | 0,7 | 0,8 | 0,8 | 0,7 | 0,8 | 0,7 | 0,8 | 0,8 | 0,7 |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.15 – Q7

Mostly, Danes care and have an interest for each other. This is exemplified by 27.63% who cares at some extent, 50.23% who cares largely and finally 18.78% who cares to a great extent. Adding the before mentioned numbers provide a total of 94.42%, which leave a minimal number of followers who are not interested in their co-workers. The table also provides *mean* which is the direct significant

in House's determination low, med. or high according to humane orientation and if people generally should be tolerant of mistakes (House et al., 2014, p.14). Comparing the *total mean* from figure 5.15, which is at 3.8 with House's examples, it becomes clear that Denmark either belongs in the low or medium level, which is a bit surprising seeing 94.42% gave a "positive" response to some extent. On the other hand, Danes are in general – as concluded earlier – quite individualistic and you rarely see a Dane approaching a stranger or even talking with strangers on long train rides. Thus, House's definition seems to be accurate. Not surprisingly, women score much higher than males when it comes to humane orientation. Specifically, women are at 4.0 whereas males are at 3.7 – the lowest mean of all columns along with the youngest segment. Finally, it is also worth mentioning that the region with the highest score is Region Nordjylland (4.1) followed by Region Midtjylland at 3.9. The rest are at 3.8. The discussion and analysis for Q3 was established that the performance orientation is very low in Region Nordjylland, which is consistent to the circumstance that they are more tolerant towards their co-workers – again important knowledge for a leader moving to this region.

In Q8, respondents were asked to indicate their level of pride towards their organization (table 5.16). The degree to which followers assert pride and loyalty in their organization is the foundation of House's sixth cultural dimension named *in-group collectivism*. In his work, *Strategic Leadership Across Cultures* (2014), Denmark is exemplified as the lowest scoring country, meaning that we are – according to House - not particularly proud of our workplace. Having gathered data that measured Danes' perception in-group collectivism on the same methodology as House, it was interesting to see how and if the results had moved over the span of five years.

På en skala fra 1-5, hvor stolt er du så over din nuværende arbejdsplads?

| | Alder | | | | Køn | | Region | | | | |
|--------------------|--------|-------------|------------|------------|-----------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| 1 Slet ikke stolt | 4,05% | 1,45% | 4,55% | 5,39% A | 3,93% | 4,18% | 6,02% I | 2,25% | 5,68% | 1,23% | 3,41% |
| 2 Lidt stolt | 8,32% | 6,45% | 10,13% | 8,48% | 7,16% | 9,45% | 6,50% | 5,65% | 10,49% | 12,80% J | 3,41% |
| 3 Neutral | 25,86% | 25,54% | 25,49% | 26,26% | 27,55% | 24,22% | 27,41% G | 13,58% | 39,99% GIJ | 21,46% | 19,03% |
| 4 Stolt | 45,11% | 42,94% | 43,68% | 47,22% | 44,09% | 46,11% | 44,72% | 51,30% H | 34,30% | 48,97% H | 51,36% |
| 5 Meget stolt | 16,66% | 23,62% C | 16,16% | 12,65% | 17,28% | 16,05% | 15,35% | 27,22% H | 9,55% | 15,54% | 22,80% |
| MEAN | 3,6 | 3,8 | 3,6 | 3,5 | 3,6 | 3,6 | 3,6 | 4,0 | 3,3 | 3,6 | 3,9 |
| Standard Deviation | 1,0 | 0,9 | 1,0 | 1,0 | 1,0 | 1,0 | 1,0 | 0,9 | 1,0 | 0,9 | 0,9 |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.16 – Q8

When observing the total in table 5.16, it presents mean as 3.6. When comparing the number to the results House et al. (2014) presented, it quickly becomes clear that the numbers are extremely close only separated by 0.07, as Denmark scored 3.53 (House et al., 2014, p. 15). For starters, it can be concluded that Danish followers score *low* on the dimension, meaning that they in general do not feel much pride or loyalty towards their organization. Almost half say that they are proud, which at first might seem like a reasonable number, but when comparing data to other nations, you will find Denmark at the bottom of the House list. The biggest difference between data in crossed demographics is found in the regional table. Region Sjælland, being the region most proud with a mean of 4.0, is 0.7 ahead of Region Syddanmark with a score at 3.3. The difference is primarily due to the fact that 78.52% of the respondents in Region Sjælland have answered proud or very proud, whereas the percentage is only at 43.85% for the same options in Region Syddanmark. The difference is remarkable especially because none of the other regions are close to the latter.

Power distance is a cultural dimension developed by Hofstede. House et al. (2014) has integrated the dimension in GLOBE's cultural dimensions, and defines it by "*the degree to which members of a collective expect power to be distributed equally*" (p. 16-17). When measuring the power distance among Danish followers, they were asked to indicate the level of importance of having respect for their leader. The result is found below in table 5.17.

Synes du, at det er vigtigt at have stor respekt for sin chef?

| | Alder | | | | Køn | | Region | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Ja | 34,82% | 43,75% C | 41,83% C | 25,55% | 34,39% | 35,24% | 31,11% | 41,61% J | 33,11% | 44,53% FJ | 18,92% |
| Til en vis grad | 53,06% | 48,26% | 47,17% | 59,19% B | 51,43% | 54,65% | 58,26% I | 44,95% | 59,33% I | 39,28% | 65,78% GI |
| Nej | 4,01% | 1,37% | 6,77% A | 4,14% | 5,22% | 2,84% | 3,69% J | 7,65% J | 3,26% | 4,67% J | |
| Det tænker jeg ikke over | 8,11% | 6,63% | 4,22% | 11,12% B | 8,96% | 7,27% | 6,95% | 5,79% | 4,29% | 11,52% | 15,30% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.17 – Q9

More than 53% of the followers think that it is important to respect their manager to some extent, a small percentage do not think it is important, or do not think about respecting their leader. The high number indicates a very small power distance and low dimension score. A low power distance score

reflects equal power distribution in the organizations or society (House et al., 2014, p. 16). A very interesting quote from Hofstede insights says, “*Danes do not lead, they coach and employee autonomy is required... In fact, Denmark ranks highest amongst the EU27 countries in terms of employee autonomy*” (Hofstede insights, 2018). Power in Denmark is decentralized, and as earlier established; managers rely on the employees to do most tasks themselves. Experience is a key word since respect from colleagues and the leader is earned by proving ones skills. Generally, Danish work places are informal, which is proved by the low power distance, and the fact that the communication in many cases is within the same genre whether the follower is communicating with the leader or a secretary.

Another interesting aspect in table 5.17 is the age group 18-35 and 36-50; they nourish much higher respect than their older counterparts i.e. the 51+ years old. The suggestion is that the oldest segments probably feel that they have more work and life experience than their boss, who is maybe younger than themselves. Thus, respecting a leader who is 10-20 years younger is something that should be earned by efficient leadership.

When asking the followers whether they feel if structure and guidelines are important in their work, the initial presumption was that many would rather be without since Danes work individualistic or autonomic, as Hofstede puts it. Q10, figure 5.18.1, shows that over half of the subordinates prefer structure and guidelines but only to some extent.

Føler du, at tydelig struktur og retningslinjer er vigtige for dig i dit arbejde?

| | Alder | | | | Køn | | Region | | | | |
|--------------------------------------|-------------|-------------|-------------|--------------|-------------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Ja | 33,78% | 33,86% | 41,04% | 29,80% | 32,27% | 35,25% | 30,27% | 37,50% | 34,98% | 32,06% | 40,54% |
| Til en vis grad | 53,91% | 54,80% | 52,93% | 53,89% | 54,18% | 53,64% | 56,31% | 50,74% | 50,91% | 59,55% | 44,88% |
| Nej, ville helst være foruden | 8,84% | 4,36% | 5,11% | 13,60% AB | 10,86% | 6,86% | 8,35% | 7,26% | 12,18% | 5,61% | 12,74% |
| Ved ikke | 3,47% | 6,98% B | 0,92% | 2,71% | 2,69% | 4,24% | 5,07% | 4,49% | 1,93% | 2,78% | 1,83% |
| TOTAL | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Figure 5.18.1 – Q10

House et al. (2014) refers to this area as *uncertainty avoidance*. According to the data above, Danes are placed on the somewhat med. level as we are far from top and bottom. Denmark’s neighbour, Germany, works with highly structured processes and procedures. In addition, they value details,

whereas countries such as Greece and Russia prefer more simple methods, as they are more opportunistic (House et al., 2014, p. 17). Interestingly do followers with short education value structure more than those with a long education. When scrutinizing table 5.18.2, it clearly shows a difference of 15% to those who answered “yes”. Instead, subordinates with long educations dominate the option, where they only feel the necessity of structure or guidelines to some extent. Perhaps this segment feels that they are entitled to more freedom due to their educational experience. Mainly, there seems to be a pattern where the long educated followers feel the urge and right to have more freedom in their work. One explanation for this could be that the long educated followers are more dominant and skilled. However, subordinates with more organizational experience should equalize this.

Føler du, at tydelig struktur og retningslinjer er vigtige for dig i dit arbejde?

| | TOTAL | Kort videregående uddannelse D | Mellemlang videregående uddannelse (Bachelor niveau) E | Lang videregående uddannelse (Kandidat niveau) F |
|-------------------------------|--------|-----------------------------------|---|---|
| BASE | 402 | 77 | 224 | 100 |
| Ja | 33,78% | 40,23% | 35,29% | 25,44% |
| Til en vis grad | 53,91% | 46,75% | 53,91% | 59,42% |
| Nej, ville helst være foruden | 8,84% | 7,69% | 7,30% | 13,15% |
| Ved ikke | 3,47% | 5,33% | 3,50% | 1,99% |
| TOTAL | 100% | 100% | 100% | 100% |

Figure 5.18.2 – Q10

The final question, Q11, is attentive to leadership contrary to the previous questions, which had its focus on culture. More precisely, the question was built on the background of GLOBE’s culturally endorsed implicit leadership theory (CLT). GLOBE presents universally desirable/undesirable, and culturally contingent leadership attributes (House et al., 2014, p. 24). However, it should be mentioned that the undesirable attributes have been deselected. Desirable (also known as *universally positive*) and culturally contingent leadership attributes were the options in Q11, and the followers had to choose between 3-5 of the in total 34 attributes. Likewise, the leaders presented in the qualitative analysis got the same task. The comparative analysis presents results and a discussion of the answers held against each other. The following paragraph introduces what Danish followers found most and less important.

Results from Q11 can be found in figure 5.19. Starting with the attributes that subordinates found most important, it is clear that three options stands out. First of all, *trustworthy* is the top of mind. Almost 70% have chosen trustworthy, leaving a margin of 18% down to the second highest,

communicative, picked by 52.15%. The third attribute on top is *motivational*, which just over half of the respondents found to be the most important attribute. As stated above, House et al. (2014) separates leadership attributes into two columns i.e. universally positive and culturally contingent. The top three attributes from the Norstat survey are all from the universally positive column. House and friends sorted the columns with attributes by rankings from the data gathered in 64 societal cultures. Incredibly, the most desired attributed in the GLOBE surveys were also trustworthy, which from our point of view signifies, not only high quality in data, but credibility and vindication for GLOBE to use the term *universally* when addressing leadership attributes in relation to CLT. On the other hand, it is also imperative to remember that GLOBE contingent of many different societal cultures. Therefore, it should not be expected that data can be measured precisely, and distinctive results are not necessarily an indication of methodical flaws. For instance, communicative and motivational are on the bottom of the list when comparing them to GLOBE (House et al., 2014, p. 25). Distinctive results are a clear indication for it to have been affected by the cultural bias e.g. Danish business culture versus societal cultures.

The attributes with the lowest percentage in the Norstat survey are *elitist* (0%), *individualistic* (0%), *unique* (0%), *domineering* (0.14%) and *independent* (0.37%). Remarkably, all of these attributes are culturally contingent. These reflects are strong negative relationship between the cultural dimensions, power distance and humane orientation, and CLT of Danish followers. Additionally, it illustrates that a foreign leader should avoid utilizing self-protective leadership and autonomous leadership as the styles, because it would most likely clash with the Danish followers' understanding of the ideal leader. The conclusion is especially drawn by the GLOBE projects matrix called *Societal Culture Dimensions as Predictors of Culturally Endorsed Implicit Leadership Theory (CLT) Leadership Dimensions*. The matrix works by comparing the nine cultural dimensions to the different leadership aspects. Illustration and practical use of the matrix is implemented in the comparative analysis.

Hvilke af de følgende egenskaber mener du, er de vigtigste en god leder skal besidde?

| | | Alder | | | Køn | | Region | | | | |
|-----------------------|--------|------------|------------|------------|-----------|-------------|------------------|---------------|-----------------|------------------|------------------|
| | TOTAL | 18-35 A | 36-50 B | 51-99 C | Mand D | Kvinde E | Hovedstaden F | Sjælland G | Syddanmark H | Midtjylland I | Nordjylland J |
| BASE | 402 | 114 | 101 | 187 | 198 | 204 | 127 | 58 | 85 | 90 | 41 |
| Troværdig | 69,95% | 52,13% | 70,39% | 80,64% | 73,20% | 66,79% | 68,01% | 63,90% | 75,34% | 71,44% | 70,08% |
| Orienteret | 4,88% | 10,23% | 3,83% | 2,18% | 4,01% | 5,74% | 8,21% | 9,24% | 1,03% | 2,44% | 1,83% |
| God forhandler | 5,11% | 2,78% | 4,68% | 6,77% | 3,70% | 6,49% | 5,24% | 3,40% | 1,29% | 10,40% | 3,41% |
| Kommunikerende | 52,15% | 56,00% | 64,10% | 43,32% | 46,47% | 57,69% | 50,59% | 50,03% | 50,66% | 58,74% | 48,60% |
| Intuitiv | 1,55% | 1,98% | 2,74% | 0,65% | 1,16% | 1,94% | 4,33% | | | | 1,83% |
| Elitær | | | | | | | | | | | |
| Dynamisk | 8,83% | 3,86% | 8,31% | 12,16% | 7,96% | 9,68% | 7,83% | 10,10% | 6,73% | 10,50% | 10,78% |
| Team-builder | 15,63% | 18,83% | 9,11% | 17,20% | 19,07% | 12,28% | 12,60% | 24,66% | 14,99% | 18,25% | 7,78% |
| Motiverende | 50,96% | 50,96% | 57,52% | 47,41% | 48,66% | 53,19% | 47,16% | 56,27% | 45,61% | 57,47% | 51,82% |
| Koordinerende | 12,01% | 17,65% | 8,96% | 10,20% | 10,79% | 13,19% | 12,62% | 8,26% | 9,44% | 10,23% | 24,56% |
| Formel | 0,77% | 0,49% | 2,51% | | 1,28% | 0,27% | 1,01% | | 0,65% | 1,39% | |
| Individualistisk | | | | | | | | | | | |
| Bestemt | 2,95% | 2,76% | 4,22% | 2,39% | 3,65% | 2,27% | 3,55% | 3,63% | 0,64% | 4,33% | 1,91% |
| Opmuntrende | 14,29% | 19,09% | 10,32% | 13,50% | 13,59% | 14,98% | 16,59% | 10,88% | 14,78% | 16,86% | 5,46% |
| Win-win problemløser | 3,22% | 2,67% | 3,61% | 3,34% | 4,26% | 2,20% | 6,03% | | 3,92% | 2,16% | |
| Administrativ | 1,71% | 3,28% | 1,78% | 0,70% | 1,15% | 2,25% | 0,77% | 2,25% | 1,67% | 1,70% | 3,91% |
| Risiko-tager | 2,69% | 0,89% | 2,51% | 3,90% | 4,06% | 1,36% | 3,74% | 1,39% | 3,43% | 2,62% | |
| Unik | | | | | | | | | | | |
| Intelligent | 14,66% | 17,81% | 12,01% | 14,17% | 15,67% | 13,69% | 15,63% | 8,09% | 11,66% | 16,93% | 22,19% |
| Selvtillidsopbyggende | 13,64% | 16,46% | 10,54% | 13,58% | 15,34% | 11,97% | 12,74% | 17,71% | 15,79% | 12,85% | 7,96% |
| Positiv | 25,68% | 23,92% | 26,02% | 26,57% | 25,43% | 25,92% | 27,07% | 28,90% | 22,64% | 26,95% | 20,34% |
| Ambitiøs | 5,59% | 7,70% | 9,07% | 2,41% | 4,65% | 6,51% | 6,46% | 1,39% | 4,81% | 10,36% | |
| Selvstændig | 0,37% | | 1,48% | | | 0,73% | 1,18% | | | | |
| Selvopofrende | 3,55% | 9,56% | 0,87% | 1,32% | 5,40% | 1,75% | 2,14% | 11,76% | 1,03% | 4,23% | |
| Pålidelig | 32,78% | 33,68% | 26,22% | 35,79% | 32,25% | 33,30% | 32,51% | 39,03% | 30,08% | 30,03% | 36,38% |
| Informeret/Oplyst | 10,22% | 11,08% | 8,66% | 10,54% | 8,55% | 11,85% | 12,30% | 7,79% | 11,21% | 9,25% | 7,38% |
| Forudseende | 2,82% | 2,17% | 3,72% | 2,73% | 3,72% | 1,94% | 3,11% | 3,40% | 3,73% | 2,47% | |
| Logisk | 1,77% | 1,32% | 3,02% | 1,38% | 2,60% | 0,97% | 3,34% | 1,16% | 2,62% | | |
| Dominerende | 0,14% | 0,48% | | | 0,27% | | | | 0,64% | | |
| Strategisk | 5,37% | 6,18% | 1,63% | 6,89% | 6,63% | 4,13% | 2,73% | 2,16% | 7,84% | 5,99% | 11,50% |
| Ærlig | 29,33% | 25,81% | 31,60% | 30,25% | 33,28% | 25,47% | 25,75% | 35,42% | 31,58% | 19,62% | 48,25% |
| Retfærdig | 22,10% | 21,97% | 27,50% | 19,26% | 15,55% | 28,49% | 21,24% | 20,43% | 26,91% | 18,14% | 25,85% |
| Entusiastisk | 4,42% | 3,49% | 2,12% | 6,23% | 6,25% | 2,63% | 5,28% | 3,63% | 4,46% | 2,47% | 7,04% |
| Velordnet | 3,30% | 2,60% | 2,92% | 3,94% | 3,50% | 3,11% | 3,11% | 3,63% | 5,10% | 2,31% | 1,91% |
| TOTAL | 422% | 428% | 422% | 419% | 422% | 423% | 423% | 429% | 410% | 430% | 421% |

Figure 5.19 – Q11

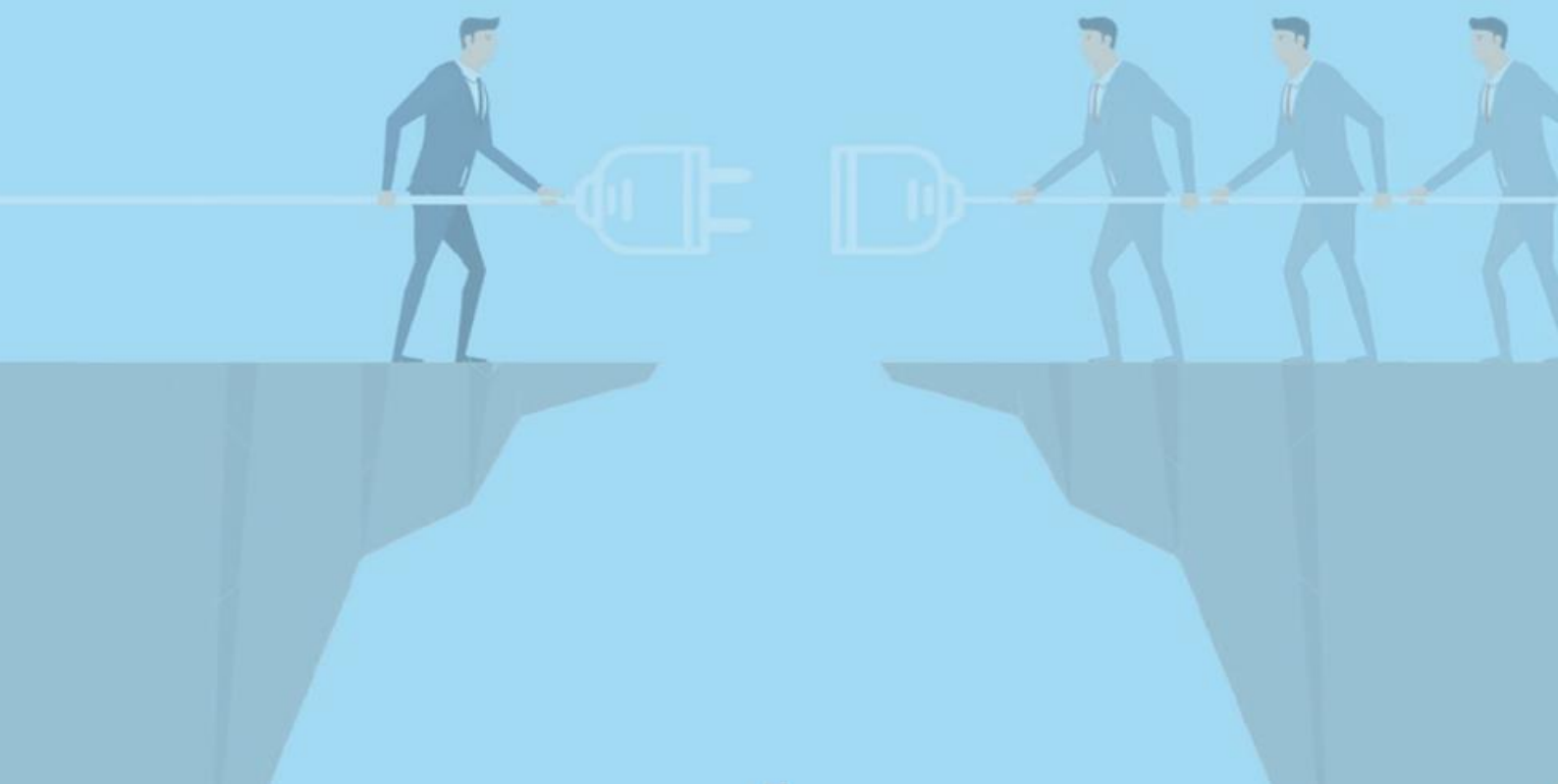
Sub-conclusion

The quantitative data analysis provided many interesting aspects on how Danish followers perceive and prefer business culture and ideal leadership. At first, the analysis established that a quarter had tried experiencing international leadership at first hand and that the majority of foreign leaders are seated in Region Hovedstaden, and most of their employees have a rather long education. Hereafter, it was established that international leaders have different management styles, but the combined number of respondents having this attitude was vague. Some were perhaps denying the differences as their experience could have been with a leader from a similar business culture. Q3 demonstrated that Danes score med./high in future orientation. Furthermore, subordinates are generally both dominant in their relationship with each other and emphasize harmony in the work space. This brings a med. dimension score when looking into assertiveness. Performance orientation was also referred to in Q3, showing that Danes have a generally low score on this. Especially, in Region Nordjylland where the numbers were extremely low. Other dimensions, which also scored at med. level, were institutional collectivism and uncertainty avoidance. Humane orientation was a mixture of low and med. score. In two dimensions, one will find Denmark at the bottom of GLOBE's societal list for power distance and in-group collectivism. The results in this study illustrated close similarities to the findings presented by the GLOBE projects. Finally, it can be concluded that Danes find the most important attribute in their ideal leader to be trustworthy. Additionally, the CLT analysis showed the leadership style that would have the worst effect on Danish subordinates is self-protective leadership and autonomous leadership.

Chapter 5.

ANALYTICAL FRAMEWORK

Part 3 - COMPARATIVE ANALYSIS



Part 3 - Comparative Analysis

The following paragraphs put together results and primarily discussion points from the qualitative and quantitative data analysis. The comparative analysis introduces DE Zilwa's (2016) AF Model, as the starting point as it establishes the premises for authentic followership. Additionally, the theory of situational leadership is included in the AF model as the development level of followers reflects authenticity. Hereafter, the structure is identical with the previous analysis meaning that theory concerning culture is analyzed and compared before the different aspects on leadership theories i.e. the culturally endorsed implicit leadership theory (CLT). Finally, the findings accumulate in the conclusion. The interview guide, which was the foundation of the semi-structured interviews, and the Norstat survey are proportionate at many points. Demonstrating equal measurement and results of these is the objective throughout the comparative analysis.

Authentic Followership – The AF Model

De Zilwa's AF theory focuses on authentic followership on different levels. It focuses on the follower, the relational relationship and the organization, which we will discuss in the following based on our findings in the qualitative and quantitative analysis. It is fundamental that accordance between the three elements of the AF theory is essential. As illustrated in figure 4.1, the model is circular with a non-linear feedback loop meaning that each component interacts continuously, allowing AF to emerge and be sustained (De Zilwa, 2016, p. 4). Consequently, if something is not stable on a level, it will affect the other levels. De Zilwa's individual level consists of four components; *awareness*, *unbiased processing*, *action* and *relational orientation*.

Awareness is about the follower's mindset. According to the leaders, Danes are well educated meaning the Danes have a solid educational background that conveys and make them ready for the business world afterward. Some of the leaders also find them very competent in their jobs. This indicates that the follower is aware of their mindset and themselves. In many businesses, it is also required to take personality tests to visualize and put strengths, weaknesses and/or traits into words to support and develop the follower. This relates to Q6 in the questionnaire, where 65% has the opportunity to improve their professional skills. This indicates that if you are aware of your weaknesses, you have the possibility to improve within the certain area, which your organization will see as an investment and profit from. You will also get insights of who you are as a person, which

can help you and your employer to find the most suitable position for your skills and personality in the organization. Danes are well aware of themselves, which support Danes as authentic followers.

Unbiased processes refer to the process of being objective and to seek the truth. The leaders interviewed state that Danes always have something to say. Edward Walker talks about Denmark having a lot of C in the ARCI model. Danes love to be heard in which it may be difficult to sustain objective. To seek the truth and integrity, it appears that Danes have integrity in their jobs, when leaders say that they are well educated and competent. Edward Walker does not find this to be the case. Nevertheless, this could be a reason for Danes being proud in their jobs. Referring to seeking the truth as this component operates with, Danes will not be authentic followers. Danes avoid seeking the truth or want to avoid any negative confrontations. The leaders experience Danes as finding it very difficult to speak about issues or negative aspects of their job. Danes are proud in their job and see critics and issues addressed to them as personal attacks. They want to stay positive. Whereas a leader, Barnaby Hampson sees this as an opportunity to change momentum and improve, Danes tend to try to avoid the talk with the leader. Furthermore, Karin Middleburg addresses that they can act mistrustfully – Danes need to see it before they believe it. Otherwise it is just words, which do not make Danes authentic followers. Therefore, Danish followers will not be categorized as authentic followers in unbiased processes.

Action focuses on whether you can see the follower's beliefs in his/her task in the job. We have established that Danes love to be C, having an opinion and to be heard. This indicates that they are authentic followers if it affects their work. Additionally, Denmark is one of the countries with the lowest power distance, which means they talk and address the leader as they would address their co-worker. Q3 in the questionnaire explains that Danes find it important that you can reach out to the leader. It scores the highest (52%) in what the most important elements to create a positive organizational culture. But does this make Danes authentic followers? According to the power distance, willingness to have an opinion all the time, and that they find it fundamental that you can talk with the leader, they should be authentic followers. When interviewing the leaders, they see these aspects as important for the Danes as well, but they do not all find it to be the case among Danes. They want to be heard, they want to talk to the leader, but they need to be guided all the time. Walker and Hampson explicitly state, that they need to tell the Danes what to do. Danes need to be told what to do. They have issues with getting from A-B by themselves and to be confident all the way through. This interferes with the understanding of Danes being open about their opinion of a certain task, but it correlates with the fact that they do not like to make decisions. Consequently, the personal aspect

of the task and the follower's task will be reduced, because as actions specify the followers hide beliefs and values to please the leader or co-workers – in the case it may be to get the right result so the leader will not have any critics. Walker And Hampson both explain the followers to think for themselves and to make the day-to-day decisions. Actually, Walker found it necessary to implement the ARCI, so the team could have a co-worker responsible for the project, but the actual leader (Walker) would only be present in the beginning and the end. This can be analyzed as a tool of making the employees to take actions of their own beliefs and values. Despite the implementation of ARCI and forming the followers to think on their own, the Danes will not be categorized as authentic followers due to their insecurity of making decisions and the need of asking, consulting or addressing their leaders in what to do.

Relational orientation is if others see “the real” personality of the follower. From the leaders' perspective, Hampson tries to engage himself in the social activities to let the followers know him better and vice versa. Middleburg finds it difficult for Danes to open up and see the real you. In her team, she believes they are very personal, but Danes are not in general. She experiences this at work, but also and in the daily life. They tend to form close relationships with people they have known for many years. It could be from their childhood, sports club or elementary school, which makes it challenging for a foreigner to get under a Dane's skin, see the real Dane and/or become great friends with a Dane. This is supported by Q3, where only 23% of the Danish respondents find openness in their job as vital for a good organizational culture. Therefore, 77% does not find openness important, so the Danes are not authentic followers in a relational orientation.

The second component is the dyad followership between the follower and leader and the bond to a follower's leader, which can result in a feeling of security and confidence in his/her job. The more the leader and the follower know each other, the more authentic it gets. As we established in the first component of the AF model, Danes prioritize having the leader nearby and that the leader is someone you are able to go to. Leaders experience that Danes are proud in their jobs and take it as a personal attack when addressing issues with them. They are quick to worry that something is wrong with them, or they fear to be fired. Additionally, they want to get to know their team, which will result in more authenticity between the parties and for the follower, but the follower would not let them get to close personally. Hampson stated that he attends social activities at work to get to know everyone better, where they also have the opportunity to get to see and understand the real Barnaby Hampson as well. According to Q3, Danes see social activities such as Friday afternoon get-together or company outing as the least important of our 10 arranged factors. 6% of the respondents feel it is a vital factor for a

good organizational culture. Therefore, the bond and dyad relationship between a Danish follower and an international leader is not authentic. The dyad relationship is stronger in private and away from the job than towards your leader. This makes sense, but how much would it affect the relationship to stay two extra hours every second Friday to chat and have a beer with co-workers and leaders. It may have a very positive effect on the dyad relationship and hereby the authenticity.

Organizational culture also has a say in the authenticity of the followers. A positive, strong culture will increase authenticity, whereas an unstructured, weak culture will reduce authenticity. The three leaders that we interviewed see leaders as being a role model or a guide for the followers. They have an impact in how the culture of the organization will be, but the leaders work at three very different organizations, culturally. Hampson in Techtronics lacked structure and guidelines. First, he had several roles in the organization. Second, he stated that he has a game plan but without a paper. This sums it up well, where norms and conditions are not implemented nor developed. Walker may have too tight norms in creating a strong, authentic business culture. He is focused on profit and business, but had to change over time to adapt more to the Danes' needs. He has created the culture, the norms and conditions, but the question is whether it is aligned with a Danish business culture, and if so were the Danes ready for such expectations, different leadership style, and work ethic. It would not be considered as a strong, authentic culture. On the other hand, Karin leads at Phillips, where she has entered an organization that has norms, conditions and a strong culture. In her team, she believes they are authentic, which can reflect the whole organization because it is streamlined, has a HR department and focuses on developing a positive culture. Furthermore, it is essential to add some words to Q4 in the questionnaire. 73% thinks creating the organizational culture in their jobs is a mix between both the followers/employees and the leaders. Therefore, the followers are also responsible for creating an organizational culture and strong relationship, which we mentioned earlier by maybe attending social activities to become more authentic. In general, the majority (65%) of Danes have the possibility to qualify in their jobs, which can have a positive effect on culture, the security and efficiency. If the employee improves in the job, he may feel more confident and secure in what he does, he may be more efficient and in the end it may result in him being more open, authentic, creating stronger bonds or the like. It is a process and may be a domino effect that can feed authentic followership in which Danes are not at the moment.

In continuation of authentic followership, the SLII model is not just centralized about situational leadership, it also acknowledges the followers. Hereby, it emphasizes with situational, authentic followership. To achieve a developed follower (D4), you know what to do, have the skills, confidence and motivation to do the job. As stated above, Danes are not D4. They will be D3 with high competence and low/variable commitment, because as some leaders say they are competent in their jobs but lack confidence of making the decision in tasks. Q10 in the questionnaire relates to this area, whereas 54% of Danes find structure and guidelines important to some extent in their work. Leadership wise, it makes it a difficult balance for leaders of how to guide their Danish followers, which they all were totally aware of. The 54% combined with the fact that you should be able to go to your leader, describes the Danish way and why they cannot be seen as authentic followers yet. D4 can be seen as an authentic behavior. The development level of followers is normally related to situations but can be transferred to authentic followership in general, as situations are a major part of the bigger picture in analyzing Danish authentic followership.

Authenticity is a buzzword in businesses these days, and authentic followership is quite a new term that gets attention from businesses to optimize and enhance the efficiency of employees in a dynamic and constantly changing business world. Danes are not there yet, but it is a process for Danish employees in organizations as well for organizations with international leadership. Many factors affect authentic followership and the Danes have the potential to be authentic followers, but it will be a process - individual process with different tasks and challenges for each organization.

Culture

The first cultural question in the qualitative data referred to the leaders' perception of Danish business culture in relation to Danish followers. In order to create a comparable basis, the quantitative study examined the same, but in relation to the followers' own opinion. Here, it was shown that what the Danish followers value the most are accessible and visible leaders along with freedom and responsibility. Edward Walker, who has many years of experience with leadership as head of legal in various organizations, had his say. For instance, he is irritated with the Danish working culture, as Danes need to leave the office at the same time almost every day due to a locked schedule in their private lives.

“When I came here, I was told that international people were not very efficient. Yeah, they get in at 8 o’clock in the morning and they work until 7-8 o’clock at night, but as Danes, we can get in at 8 and get out at 4.30... (Appendix 2).”

Barnaby Hampson, CFO at Techtronics, clearly shares Edwards Walkers frustration and claims that he wants subordinates with a higher level of in-group collectivism:

“There is this assumption, that you work 7-8 hours a day but when you go home you have forgotten what you are working with. This is a bit frustrating because I want people to do the extra mile out of pride and love for the job” (Appendix 4).

The quantitative study showed very similar results when comparing it to the statements above. First, it was concluded that GLOBE had put Denmark on the bottom on the list when it comes to followers pride towards their place at work. This claim was backed by data from the quantitative study, as the numbers were extremely close only separated by a mean at 0.07. So what does it actually mean that Danes have a low level of in-group collectivism besides being a frustrating element from a managerial perspective? According to Karin Middelburg, it makes the followers more efficient – or they try to be:

“Danes’ work are very productive in which you try to push everything into the eight hours you are at work, because you have to go home and have a life beside work. You will hear this from all Danes – and I have become like this myself” (Own translation – Appendix 3).

What is interesting in the quote above is that, not only do followers increase productivity but also the leader, who has international experience from all over the world, has actually accepted this cultural contingency in Danish business culture, as *“I have become the same”*. Thus, arguments tell that the level of in-group collectivism in Denmark is set in stone, but it is not without consequences. Both Barnaby Hampson and Edward Walker discuss the downsides:

“If people feel like too much of this is how things are done here, then they may not think enough outside that. You can strain people’s thoughts in a way of behaving quite a lot (Appendix 4).”

“I totally respect and love the Danish work culture, I think it is wonderful. It is a part of a wider thing and that should be respected, but is it capable on its own in competing with other international work ethics and drive? No. But it has a different purpose behind it,

which is a really great purpose. I would not want that to change. I think, it can lead the rest of the world, but it is not as efficient as an international approach (Appendix 2).

Finally, Karin Middelburg also mentions a consequence, but unlike the two other, who have business efficiency in mind, she directs attention to the followers and their well being:

"Danes relax way to little. Therefore, there is probably also a lot of stress in Danish working life because we are persistent, want to get things done, have a high sense of responsibility and only have eight hours at work and a few hours in the evening to do it. At the same time, you also have your family. You want to achieve it all. That is why it is no wonder people get stress (Own translation – Appendix 3).

The quotes above illustrate three aspects, which is inhibiting for Danish business culture. First, there is a chance of followers becoming too narrow-minded. Secondly, the Danish approach cause a lack of efficiency compared to the international business environment. Third, people tend to put too much weight on their shoulders, which can have heavily consequences for the individual.

The quantitative study demonstrated a clear overweight of followers who believe that Danish business culture emanates from both leader and followers' suggestions. Interestingly, the interviewed leaders saw culture as something that they are able to control. The statements below for example illustrate this:

"When you generate a strong culture and identity, you get a lot of positive things from it but you do also get a lot of negative things from it. So you need to be a little bit careful how strongly you reinforce culture" (Appendix 4).

"I believe, it means everything to me. I cannot work in a company where you do not have a good culture. Actually, I have left a company because of the feeling that the culture was not good anymore ... If the CEO does not have the same belief and values in general as yourself, then you would not be able to be there" (Own translation – Appendix 3).

Clearly, incongruence exists between the international leaders and the subordinates when asking about the origin of culture. However, this should not be an organizational problem until a person inside the organizations communicates cultural change on an explicit level.

More than 63% of the Danish followers felt that their leader encourages them to work both individually and collectively. Whereas data show that Danes work in a mixture of individualism and

collectivism, the international leaders have a slightly different take on the matter. During the interviews, it became clear that many followers have the freedom to work together, but Danes do not see a point in this, as they need to get a heavy load of work done within 8 hours and by working together, efficiency drops. Many are therefore pleased when working alone, as they can get the job done faster due to a narrow focus on the task. In addition, it should be noted that most followers have the skills to get the job done. For example, Barnaby Hampson states:

“Danes have a pretty high degree of competence, people are well-trained and a good level of education. They are reliable as if you make an agreement or discuss something with a Dane, normally it is delivered, and you do not have to babysit too much. People take their work seriously” (Appendix 4).

In the quantitative study, it was concluded that Danes have an interest and care for each other, but on a low level compared with other societal cultures. Thus, the humane-orientation in Denmark is low, but is it also the view of the leaders? Referring to Karin Middelburg, who has the most human-oriented leadership style, the humane-orientation from her point of view is very low signifying cohesion between results in both studies. She said:

”... .. in other cultures, you do drink coffee and talk more together. It is a dialogue-culture that you almost do not have in Denmark – yes you have breakfast, you have lunch, you eat cake and this is where you talk together. You are not just having a coffee and a longer chat in the kitchen with a colleague” (Own translation – Appendix 3).

” In Denmark, you may not share anything with your colleague... It makes it hard for a foreigner to come to Denmark because you can hardly get through this family/friends for life-wall. You can knock on it but never become part of it ... Most foreigners I know, do not have Danish friends. It is difficult because in Denmark their friends comes from their time in school, their families or sport - not from work (Own translation – Appendix 3)”.

The quantitative study indicated an extremely low level of power distance in Denmark. It is primarily due to managers' reliance on subordinates and the subordinates' level of experience. Once an employee has proved his or hers worth, they are trusted with tasks and to see them through without supervision. The highly informal environment, which surrounds Danish business culture, is also one of the main factors for the lower position. Edward Walker, a fairly conservative British leader,

thought that Danes, and in general Scandinavians, want and need to be consulted in the decision-making, but flees accountability if something goes wrong. During the interview, he said:

“In Scandinavian businesses, there are lots of C’s (ed. consultants’) and you must listen to the ideas. The Danes do not want to be the A (ed. accountable) very often, but all wants to be heard (Appendix 2)”.

When measuring uncertainty avoidance in the quantitative study, it was found the level of this dimension is med. as many respondents only feel that it is important to some extent. Barnaby Hampson sees Danish followers as more structured, thus having a higher level of uncertainty avoidance than what the data illustrated. Hampson gives his take in the quote below:

In general, Danes are very structural about the time planning and plan a lot in advance compared to me. It is a good thing from a structure point of view... Danes also like to be comfortable (Appendix 4).”

Leadership – CLT

Having covered the cultural aspect of the paper, the analysis now examines the managerial roles in relation to the Danish followers’ understanding of their ideal leader. Additionally, the qualitative results from the international leaders will also be included from two perspectives:

1. The attributes that the leaders personally think are most essential in a strong leader.
2. The attributes that the leaders think Danes value most in a strong leader.

Before initiating the CLT analysis, this section takes a brief look back into the Norstat survey, because one other leadership aspect is yet to be covered. In Q2, the respondents were asked to indicate whether they felt that international leaders had a different approach in their leadership style. Here it was concluded, that they felt that the approach was primarily different, and Edward Walker agrees when asked if he sees Danes as different:

“Do you want the absolutely honest truth? ... There are very few Danes, I can think of perhaps three, who have a similar work approach to an international approach. It is very few I come across there are operating like an international... So yes, Danes are different”
(Appendix 2)

Having established the distinctive tendencies, the following will determine the preferred attributes. As mentioned in the quantitative analysis, Danish followers see their ideal leader as *trustworthy*, *communicative* and *encouraging*. The international leaders on the other hand had different opinions. Edward Walker thought that the most important attributes a leader should possess are *enthusiastic*, *honesty* and *encouraging*. When asking what he thought Danes found most essential, he only mentioned *encouraging*. Instead he focused on what Danes do not want i.e. *decisiveness*, *elitist*, *formal* and *orderly*. These are reasonable conclusions as they all indicate a high level of power distance, which is far from what would be a good match in Danish Business culture. When looking at the attributes Edward Walker thought to be most essential in a leader, it becomes clear that he has – to some extension - a different approach to leadership, than what Danes expect. He mentioned enthusiastic, which only was selected by 4.42% in the quantitative study. Honesty was also a preferred attribute from Edward Walker, and this one is more in compliance with the followers as 29.33% had chosen this. Finally, he selected encouraging. This attribute is one of the top attributes among followers, as 50.96% thinks that this is an important attribute, indicating that it separates from the bottom.

Karin Middelburg thinks that there is great similarity between her own view and the Danish followers. Personally, she chose *communicative*, *team-builder*, *informed*, *fair* and *ambitious* as the most important attributes in a leader, whereas she thought that Danes would select *fair*, *honest* and *team-builder*. As stated earlier, communicative is important for more than 50% of the Danes, leaving it at a second place. The other attributes vary between 10-20% when comparing it to the rate of how preferable they are among Danes. Only ambitious separates from the others by having a selected rate of 5.59%. Ambitious might be seen as a more selfish attribute concerned with personal goals, and it is probably the reason many followers have deselected this. Like Edward Walker, Karin Middelburg also thinks that honesty is a central attribute when Danes are asked to describe their ideal leader.

The attributes Barnaby Hampson chose were *excellence oriented*, *communicative*, *intuitive*, *encouraging* and *dependable*. There seems to be a general understanding among the international leaders, that Danes need good communication in their work place, which the followers agree on. Additionally, Hampson also chose encouraging, which is a top attribute as well. However, it must be said that this attribute was chosen on a personal preference. Intuitive and excellence oriented scored very low in the quantitative study, indicating that Barnaby Hampson might have chosen these due to his cultural bias i.e. being British. The attributes Barnaby Hampson thought to be the most desired among Danish followers were *communicative*, *coordinating*, *dependable*, *plans ahead* and *fair*.

Coordinating and plans ahead give indications for the followers to desire a leader that creates an environment with high uncertainty avoidance, as it was described in the end of the cultural paragraph.

Now, taking a glance at the six global leadership dimensions, there is not one dimension that the above-mentioned attributes fit directly into. In order to find and have a valid argument for which dimensions managers belong to, the authors of the GLOBE projects developed a matrix called *Societal Culture Dimensions as Predictors of Culturally Endorsed Implicit Leadership Theory (CLT) Leadership Dimensions*. The matrix works by comparing the nine cultural dimensions to the different leadership aspects. This is exemplified in model 6.1 and 6.2. The green markings represent the findings equal to the cultural dimensions, which means that it is conditional to the cultural dimensions derived from the reality of the represented target group in each matrix.

| Societal Culture Dimensions (values) | Culturally Endorsed Implicit Leadership Theory Leadership Dimensions | | | | | |
|--------------------------------------|--|--------------------------|----------------------------|----------------------------|--------------------------|-----------------------|
| | Charismatic/ Value-Based Leadership | Participative Leadership | Self-Protective Leadership | Humane-Oriented Leadership | Team-Oriented Leadership | Autonomous Leadership |
| Performance Orientation | ++ | ++ | — | + | + | ++ |
| Humane Orientation | + | ++ | | ++ | + | -- |
| Uncertainty Avoidance | | -- | ++ | ++ | ++ | |
| In-Group Collectivism | ++ | | — | | ++ | |
| Power Distance | -- | -- | ++ | | | |
| Gender Egalitarianism | ++ | ++ | -- | | | |
| Future Orientation | + | | | + | + | |
| Assertiveness | | — | | ++ | | |
| Institutional Collectivism | | | | | | -- |

Figure 6.1 – Perception of Danish followers

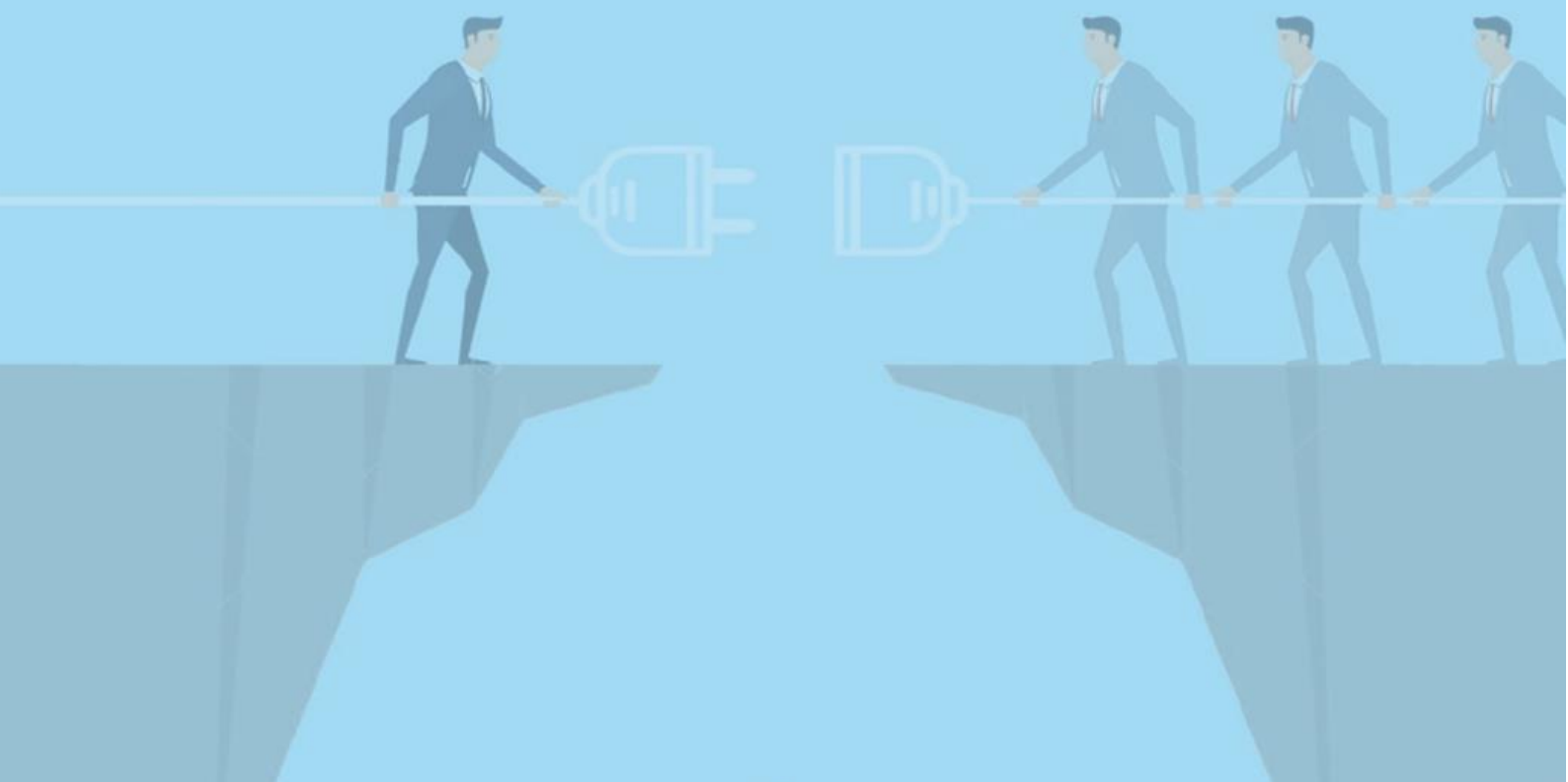
The first matrix represents the view from Danish followers. The matrix indicates that the most suitable leadership approach would be *charismatic/value-based leadership* followed by an even distribution of *team-oriented leadership*, *participative leadership* and *humane-oriented leadership*. However, two cultural dimensions only represent the latter. The most desired leadership approach is not surprising, as the definition of charismatic/value-based leadership involves motivational factors and high performance outcomes (House et al., 2014, p.19), and the quantitative analysis illustrated that the Danes value encouragement highly. Furthermore, it was shown in the qualitative study that Danish followers have a very high performance outcome during their 8+- hours at work. On the other hand, it seems a bit unexpected that e.g. team-oriented leadership would be an efficient approach, and the fit for leader acceptance and effectiveness are more likely to fail utilizing this strategy. Having discussed the outcome of Danish followers' perception, the table below illustrates the perception of the international leaders when taking their considerations about Danish followers into perspective.

| Societal Culture Dimensions (values) | Culturally Endorsed Implicit Leadership Theory Leadership Dimensions | | | | | |
|--------------------------------------|--|--------------------------|----------------------------|----------------------------|--------------------------|-----------------------|
| | Charismatic/ Value-Based Leadership | Participative Leadership | Self-Protective Leadership | Humane-Oriented Leadership | Team-Oriented Leadership | Autonomous Leadership |
| Performance Orientation | ++ | ++ | – | + | + | ++ |
| Humane Orientation | + | ++ | | ++ | + | -- |
| Uncertainty Avoidance | | -- | ++ | ++ | ++ | |
| In-Group Collectivism | ++ | | – | | ++ | |
| Power Distance | -- | -- | ++ | | | |
| Gender Egalitarianism | ++ | ++ | -- | | | |
| Future Orientation | + | | | + | + | |
| Assertiveness | | – | | ++ | | |
| Institutional Collectivism | | | | | | -- |

Figure 6.2 – Perception of international Leaders

Again, the matrix demonstrates that charismatic/value-based leadership could be an efficient leadership approach. What makes matrix 6.2 distinctive from matrix 6.1 is that it suggests that humane-oriented leadership might be the most efficient approach. However, humane-oriented leadership might only be efficient in specific organizations as it has a heavy emphasis on supportive and considerate leadership (House et al., 2014, p. 19). Self-protective leadership would most likely not be an ideal approach in Denmark as it utilizes high power distance and a low level of gender egalitarianism and Danish business culture is vice versa, thus a clash between management and followers is bound to happen.

Chapter 6. CONCLUSION



7.0 Conclusion

The primary objective of this dissertation was to find the most efficient leadership approaches in Danish businesses. In order to find these leadership approaches, the empirical study was built on mixed methods i.e. qualitative and quantitative studies. The empirical study was supported by The Modified GLOBE Theoretical Model (MGTM), which was the structural foundation. Consequently, the structure of conclusion is identical with the paper, as the results will be presented in the same order. Additionally, the research question emphasized the relationship of authentic followership and culture. The connection between these two academic aspects will be illustrated as well.

The first aspect of MGTM relates to societal culture, norms and practices. To answer the aspect, the study focused on GLOBE's Nine Cultural Dimensions. The following presents the findings of GLOBE's nine cultural dimensions according to the qualitative study and quantitative study. These are combined in the following paragraph. According to the Danish followers, performance orientation is low/med, whereas leaders experience it to be med/high. Leaders have experienced the performance orientation among Danish followers to be rather high, because Danes need to get their job done within eight hours. Assertiveness is medium in the perspective of Danish followers and high in the eyes of leaders. The leaders interviewed believe that Danes have opinions concerning every decision-making process. Danes and leaders rate future orientation close to each other. However, leaders believe that the followers' future orientation is somewhat higher than what they express themselves. Leaders find humane-orientation low among followers, whereas the subordinates find it med/high. The leaders find it difficult to build personal relationships among Danes, as many separate their private lives from business. When asking a Dane whether they prefer individualism or collectivism, one will get a rather vague answer, as many believe they are a little bit of both. The international leaders have a very different perspective on this, as they see Danes working on extremely individual levels in the work place. When measuring in-group collectivism i.e. how proud the Danes are of their work, it became clear that the perception of the leaders were close to the view Danes had about themselves, as the subordinates in general are not that proud, thus the level being low/med. Another aspect in which the leaders agreed with the followers was concerning power distance, which is at a low level. Finally, the data regarding uncertainty avoidance showed very different results. Here, the leaders see Danish followers as structured employees who do not care much for surprises, whereas the Danes did not think that was rather important.

The AF model concludes that Danes are not authentic followers yet. The model reveals that Danes are authentic in awareness due to their mindset. Leaders believe the Danes are competent, well educated and therefore understand their strengths and limitations. Additionally, lots of organizations make them improve in their jobs, which is a win-win investment for both the organization and the follower. Danes were not authentic followers in unbiased processes due to the avoidance of confronting issues and seeking the truth in action because of their insecurity of making decisions and the need of addressing the leaders in what to do and in relational orientation by not showing the real person and not finding openness important for a good organizational culture. Furthermore, Danes' strong relationships are in private, since leaders stated the difficulties of getting to know followers personally, and the fact that social activities were not vital in forming a good organizational culture. The component of organizational culture is individual for each organization in which lots of aspects are important. The interviewed leaders came from three different organizational cultures that reflected different levels of authenticity. Consequently, Danes cannot be categorized as authentic followers, because the AF model does not have accordance between the components. Danes have the potential to be authentic followers, but it is a challenge. For Danish followers to be more authentic in their work, organizations face different challenges. It is a process and a correlation between both leader and followers, where both parties have responsibilities. It will involve organizational changes but with an increased focus on authenticity and authentic followership, the modern, dynamic businesses can be a positive, long-term investment.

The paper has shown that Danes prefer most of all a leader who they can trust, whereas the international leaders generally saw subordinates as some who must be encouraged in their work in order for them to be as efficient as possible. Interestingly, this was also a point that scored high among the Danes, indicating a high level of self-consciousness. Danes can be managed through different leadership approaches such as charismatic/value-based leadership or team-oriented leadership, but the results demonstrated that the former should be the most desired and theoretically the most efficient approach. The CLT matrix derived from conclusions in the qualitative study and suggests that humane-oriented leadership is a good match in Danish businesses, but when comparing results with the quantitative study, warning signals argue for the approach to fail, as it is only supported by one cultural dimension in figure 6.1. Thus, the fit for leader acceptance and effectiveness is denied. Finally, it is concluded that excellent organizational communication must be the primary focus, as it

affects the behavior of the follower on a substantial level. Communication, as the main attribute bond, is a driver for ensuring a favourable fit between CLT and leader attributes and behavior, consequently attaining leader acceptance and effectiveness.

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9.0 Appendix

Appendix 1: Interview Guide

Appendix 2: Transcription - Edward Walker

Appendix 3: Transcription - Karin Middleburg

Appendix 4: Transcription - Barnaby Hampson

Appendix 5: Data - Results on questionnaire (Weighted on Age, Gender and Region)

(Appendix 5 is attached in a separate file named: “Appendix 5”)

Appendix 6: Data – Results on questionnaire (Weighted on Education)

(Appendix 6 is attached in a separate file named: “Appendix 5”)

Appendix 7: Norstat survey for programming

Appendix 1: Interview Guide

| | | |
|---|-----------------------------------|---|
| Briefing | | |
| Introduction and the purpose of the dissertation | <i>Who we are?</i> | Our names are Benjamin & Nikolaj. We study International Business Communication at Copenhagen Business School and is about to write our dissertation. |
| Interview guide/structure | <i>Purpose with interview</i> | The purpose of the interview is to get insights in leadership performed by foreign leaders in Danish businesses and how the leader lead in form of developing followers as a leader in Danish businesses. |
| | <i>Timeframe</i> | The interview will approximately be 30-45 minutes. |
| | <i>Recording of the interview</i> | We inform you that the interview will be recorded if it does not bother you. It will be used for examining and supporting our research. |

| | | |
|-----------------------|---|--|
| <p>General</p> | <p>Q1. What are your area of expertise?</p> <p>Q2. For how long have you been leader/CEO in Denmark?</p> | |
| <p>Culture</p> | <p>As a leader/boss, are business culture important for your business?</p> <p>How do you describe the Danish business culture in relation to Danish employees?</p> <p>Do you feel there is a difference in the Danish business culture and the business culture of your origin?</p> <p>How do they differ from each other?</p> <p>Did you take any precautions when starting working in Denmark? If yes, any specific areas?</p> <p>What kind of working environment do you want to develop/create?</p> | |

| | | |
|--------------------------|--|--|
| <p>Leadership</p> | <p>What can of tools did you use to implement your ideas for a healthy (healthier) environment?</p> <p>As a leader/boss, are business culture important for your business?</p> <p>Which attributes do you find the most essential in a strong leader? Print <i>“Ratings for culturally contingent leadership attributes”</i> and put in front of the respondent. Pick min. 3-5.</p> <p>Why those attributes?</p> <p>Do you see yourself as a leader?</p> <p>Do you see yourself possess these attributes?</p> <p>Are you self-aware in your own biases in making decisions?</p> <p>Do you know where you</p> | |
|--------------------------|--|--|

| | | |
|--|--|--|
| | <p>strength and weaknesses lies?</p> <p>What kind of strategy and information did you want to show at first in your job/jobs in form of relating to the employees?</p> <p>Are you adaptable for change if your employees ask for changes in the culture or leadership style (if this happens in companies)?</p> <p>Are the Danes easy to lead? Why/why not?</p> <p>Is a strong hierarchy order important to establish for you as a leader?</p> <p>Are you interested in the employees' daily lives, hobbies and health? Why/why not?</p> <p>Is it vital for you to meet your employees at eye level?</p> <p>Do you feel that Danes have the need to be recognized?</p> | |
|--|--|--|

| | | |
|--------------------------------|---|--|
| <p>Closing stements</p> | <p>How do they handle critics?</p> <p>Which attributes do you think the Danes values the most in a strong leader? Print “<i>Ratings for culturally contingent leadership attributes</i>” and put in front of the respondent. Pick min. 3-5</p> <p>Do you have anything to add to our study in relation to your expertise or in the fields of leadership, management and followership?</p> | |
|--------------------------------|---|--|

| | | |
|-------------------------|--|--|
| Debriefing | | |
| End of interview | <p>Now, the interview is finished</p> <p>Thanks for you kindness, insights and help in our research. It is very useful and essential for our research.</p> | |

Appendix 2: Transcription – Edward Walker

Edward Walker – Former General Council of STARK Group.

R = Respondent

I = Interviewer

Prior to the interview, we have had small talk with the respondent and the person gave us permission to record the interview.

I: What is your name and expertise?

R: I am Ed Walker and until 11 days ago I was the general council of STARK Group – building materials, industry, 2.5 billion euros in the Nordic. Headquarters here in Denmark. It is a part of the mothership called Ferguson. I came from Ferguson and have a background as a lawyer. I buy and sell companies, fire staff, move money around, that are my specialist subjects. A Dane use to run the Eastern European countries' activities and he was promoted to be in charge of a bigger region, which was Nordics called DT Group (Danske Trælast), now called STARK Group. When he came, he asked me to come and move me and my family to Denmark. When I arrived, I had to do the learning of the language, the learning of the culture and have now been here for 5-6 years.

R: One of my positive aspects about my skills is I have got a lot of international experience from different countries and maybe we should touch on that later.

I: What were the nationalities of your team when arriving in Denmark?

R: I started with three Danes. I was the first foreigner in the office. We had offices in all the Nordics countries, but I was the first native English speaking figure.

I: In relation to Denmark and its culture, how would you describe the Danish business culture?

R: Do you want the absolutely honest truth?

I: Definitely. We would love that.

R: There are very few Danes, I can think of perhaps three, who have a similar work approach to an international approach. It is very few I come across there are operating like an international. That was my boss who brought me over here, a Dane, who chief sales officer for STARK at the moment and my number two, who is now working for Chr. Hansen. I will call them non-traditional Danes in the way they work, their attitude to work and their output. So yes, Danes are different.

I: What are our attitudes to work?

R: When I came here, I were told that international people were not very efficient. Yeah, they get in at 8 o'clock in the morning and they work until 7-8 o'clock at night, but as Danes we can get in at 8 and get out at 4.30, we do not mock around, we do not talk to anybody. We are focused on the work and we actually get more done those 6-8 hours than the international. At the risk of ruing the recording, it is bullshit. Absolutely wrong. I totally respect and love the Danish work culture, I think it is wonderful. It is a part of a wider thing and that should be respected, but is it capable on its own in competing with other international work ethics and drive? No. But it has a different purpose behind it, which is a really great purpose. I would not want that to change. I think, it can lead the rest of the world, but it is not an efficient as an international approach.

R: That was told to me. I find it very strange that there were people who were young lawyers about 28. They have just got qualified, so they can call themselves advokat. I had this conversation at a bar with a person from CBS. There is an assumption in Danish culture for people to have a Master and to know everything when getting the Master. It is different outside DK. It is a quite strong assumption in DK. We know, that it is a beginning of a career because most of it comes through experience. This attitude is stronger than in the UK, which is not a good attitude, because humility is really important. When I was that kind of age I sold my soul for my job. I used to buy and sell companies, so when we start we kept going until we had done the deal. Long nights into the morning week after week and from where I come from it is very important to get that kind of experience. But young lawyers here got a boundary. It is like I got my master, I know everything and by the way I need to go at 5 o'clock. What they do not realize is that it says something really strongly and negative to an international manager. As a manager, I will end up doing their work for them. In my field, if the CEO wants you advice at 8 o'clock in the night, he should get your advice at 8 o'clock at night. Do you need to jump on a plane to Russia tomorrow, you go. Therefore, the Danish assumption is really weird for an international manager and is no good for his/her career.

I: You also find it really weird?

R: I find it really weird. I have to role with it, do a lot of their stuff myself or keep revising, revising, revising what I am asking a person to do to fit within that time limit. And even then, there have been several occasions where this have been too much for the individual.

I: So you have experienced that you needed to change your leadership style towards Danish work ethics?

R: Massively. I had to change it, if those were the tools that I have got. Sitting in a multinational business, I have the preference of using other tools as in other countries to get the job done, because they have a slightly different work ethic. Of course, there is limits with others as well, but they push harder, are cheaper and work longer without telling me they have done that than a Dane would do traditionally. And I had a job to do and a profit to maximize.

Having said that there are some unique Danish people, these three who have a drive which has nothing to do with a Danish culture. They want to achieve something personal, where each of them have their background story, which gives them a reason why they are pushing themselves as they do. It is a personal thing rather than cultural.

R: Basically, I have had to reduce the work they have got, give them more time, I have had to be disappointed by non-delivery, revise and also change the message they I am giving to the employee. I should constantly revise in a positive way and work with the Danes in order to get a result. If I do not revise the exportations then it will hit them a lot emotionally and I will lose them from a project completely.

I: It is quite interesting that you adapted so much to the Danish culture, did you make them adapt to you in any way? Stay longer, gave them a pep talk to be more efficient or the like?

R: I think, they thought a English boss were worse than it was. They can see that I am driven and I am going the extra mile to deliver with you, with us and as a team. I think, they were able to were longer, harder but through inspiration – deep inspiration. When I arrived, the whole office was about tasks and the obsession of what is my role – where does my role start and finish and which box do I work in. But I do not work in a box, we should not work in a box.

When we started to understand our purpose and understand why we are here as a business, then people tend to see outside these boxes. Through finding the purpose, they were able to work more and longer, because they could see the wider thing, you are making it less about the money, less about the box and more about this wider perspective of which you will celebrate all the time. People want to go the extra mile and be recognized.

So your job as a leader is to give inspiration, so that when something comes up, the members act hereby in accordance with the wider why and purpose.

I: Do you ...

R: If I may, sorry. Communication wise compared to other foreigners, I have had to simplify my communication massively and have spent a lot of time to learn to simplify it, which can be difficult for British people. Often the Dane would say that he/she understands, but he did not understand. Additionally, Danes need to see it. The white boards were covered with drawings to visualize the idea and purpose or task for the client. Many of them would take a picture and that was extremely helpful. Danes wanted much more direction than I could give them or wanted to give them, because it was about the wider purpose they need to be inspired by.

I: Interesting. We have a little task for you. Here, we have a sheet of leadership attributes and we would like you to pick 3-5 attributes that you find most essential in a great leader? Just take your time.

R: Interesting actually... I will circle enthusiastic first of all. And honesty.

I: Meanwhile, do you want another cup of coffee or anything else?

R: Yeah I do, that would be nice. Thank you.

R: I supposed I would take out the one that are not relevant – elitist, formal, orderly. But I need something that is giving space – which may be encouragement.

I: Why have you chosen those three? What do you think it will give a leader?

R: Well. People need something, someone or an idea they need to follow. I think in my book they need to follow a light. And I believe that people can follow someone, who are enthusiastic and motivated by what he is doing and where they are going.

I: Do you think he should be passionate of what he is doing and stand behind those values of the business?

R: Yes I do. He should believe in the business and be enthusiastic of where this is going, however difficult it is. Honesty is probably the most important for both the employee and the leader. I am looking for this red line thing where I got the ability to not cross the line and it is not dominating, but employees need to know that you are in control. I will say that it is: excellence orientated.

So basically, I am very clear of where I am leading you and I want to be fantastic. We are going to

be very honest in there to build the team and you encourage the people within it, but at the end of the day you are there to deliver the business results.

I: What about respect? I do not think the attribute is on the sheet, but do you feel that is important when talking about these red lines?

R: Yeah. Initially, they need to know that you are the leader in a respectful way. You do not need to overdo it, but you need to be very clear about it. Decisive as well.

I: So you build on trust – not fear?

R: Not fear, but they need to know that you are the boss. Input is great, but you are the one in charge and make a decision. Really important piece. Sometimes Danes forget, that there is a decision maker in the team. And they can fight a bit more of their ideas than the Suedes, who will talk talk and talk of why they do not agree – this consensus thing.

R: One of the key things that I brought in from STARK was the concept of ARCI. It is about decision making. One of the difficult things in different cultures is who makes the decision ultimately. A is accountable. There can only be one person accountable and make the decision. They decide left or right. They cannot make that decision before they have C consulted with those in that box. So you will be listened to, but you do not make the decision. R is responsible, the people that are doing the work. I are who you inform. That has been very helpful as a communication tool, because it becomes clear of all our roles. In Scandinavian businesses, there are lots of C's and you must listen to the ideas. And the Danes may not want to be the A very often, but all wants to be heard.

I: Quick question. Are there any of these attributes, where you think that Danes tend to value these more than other cultures?

R: I do not think a Dane wants to have clarity on ARCI. They want somebody who encourage along with value the discussion and input-sharing. They do not like decisiveness in a leader. They do not want that moment.

I: You have covered it a little bit, but do you feel Danes need to be recognized?

R: In work or generally?

I: In work. If they have had a good job, but actually the task is a part of their job description, do you give them credit or do it differ?

R: Probably yes. They need more recognition than a British team. They need to be told positive things a lot more, and that is not a bad thing. Here, people love titles. This is about recognition and want a title that says something.

R: To repeat. I love the culture. From an international leaders perspective it is strange to understand how the country can work, when you are sitting alone in the office at 5 o'clock. Those, that are here for a longer period of time, can understand the underlying national culture that are driving this. I love the fact that there is loads of smaller supermarkets along Jægersborg Allé in Chalottenlund. It is bonkers for an international perspective, but this is Denmark and behind it is law and the cultural way of life, which is grapping the bicycle and daily shopping and to get back 6 o'clock, which underlines family and are amazing. It is not the most efficient culture, but has a lot of great stuff in terms of full life and the holistic person. I would not want to change it.

I: Exiting. We think that was about it and you covered a lot of areas yourself by talking free. It was great. So thank you very much.

R: No worries. I am happy to help.

Herefter blev recorderen slukket og vi afsluttede samtalen med en small talk.

Appendix 3: Transcription – Karin Middleburg

Karin Middelburg – HR Director Human Resources – Philips

R = Respondent

I = Interviewer

Prior to the interview, we have had small talk with the respondent and the person gave us permission to record the interview.

I = Vi leder efter generelle overbevisninger for danske medarbejdere. Måden, vi gør det på, er, at vi har interviewet 400 danskere via webinterviews og nu interviewer internationale ledere ligesom dig. Så prøver vi at holde dem op mod hinanden. Er du oprindelig dansk?

R: Nej, jeg er hollandsk.

I: Perfekt. Vi år nemlig efter internationale ledere fordi at vi tænker at vi er overbeviste om, at I har en anden grundet en anden kulturel baggrund, så lægger I måske mere mærke til bestemte ting blandt danske medarbejdere frem for en dansk chef, som har været vant til den danske måde at gøre tingene på. I er derfor mere beviste om forskellene, og det er det, vi er interesserede i men også hvilke udfordringer du har stået overfor. Nu kan du dansk, men hvad oplevede du i starten i Danmark blandt medarbejdere, kolleger og som leder. Generelt fokuserer vi på kultur og ledelse.

I: Har du mulighed for at fortælle lidt om dig selv og hvor længe du har været i Danmark?

R: Ja da. Jamen jeg har været i Danmark i 19 år. Jeg har været gift med en dansker. Nu er jeg gift med hollænder, men jeg var gift 10 år med en dansker, så derfor kom jeg til Danmark. Vi mødte hinanden i Hong Kong før havde jeg kun boet i Holland til jeg var 18 år, så boede jeg i England og derefter i Hong Kong og Shanghai.

I: Okay, spændende.

R: Her mødte jeg min danske mand og flyttede hertil bagefter. Siden har jeg været her. Jeg er stuck her på en meget positiv måde. Og når man så har fået børn her, så flytter man ikke ud igen – i hvert fald ikke lige nu. Måske når de skal til at i gymnasiet. Men jeg kom til Phillips i august sidste år (2017). Før dét har jeg været i HP, PwC, SimCorp og Novo Nordisk til sidst. Jeg har været i fire forskellige virksomheder.

I: Det er alle fire virksomheder her i Danmark, du har arbejdet?

R: Ja, men jeg har næsten altid været regional ansvarlig enten Nordic, Northern Europe eller hele verden som i SimCorp – bortset fra PwC og HP her var jeg dansk ansvarlig.

I: Du har rigtig meget ledererfaring, kan vi forstå. Spændende.

R: Ja, meget spændende.

I: Det passer rigtig godt i forhold til hvad vi ønsker indsigt omkring og spørger ind til. Dit grundlæggende ekspertise område, har det altid været HR?

R: Ja og nej. Helt i starten læste jeg kinesisk sprog og kultur og international sprog og jura i Kina. Så blev jeg diplomat, da jeg var færdig med mit studie og det gjorde jeg i to år. Det var meget, meget kedeligt og langsomt. Jeg kunne bare mærke, at jeg var mere til det private arbejdsliv end det offentlige. Så skiftede jeg over til Hong Kong og kom i et tysk firma BASF. Her startede jeg i HR, fordi de ikke vidste, hvad de skulle gøre. Jeg var en lille hollænder, der talte tysk og kinesisk og jeg var diplomat, så mente de, at jeg skulle lave HR. De kunne ikke få tyskere og kinesere til at samarbejde, så kunne jeg måske gøre noget der – bygge bro. Så HR startede for mig igennem sproget, men senere hen har jeg læst mere om HR og blevet oplært af gode HR-chefer fra forskellige steder i verden samt learning by doing. På den måde er jeg endt i HR.

I: Spændende, lidt af en historie. Hvis vi skal kigge på kultur i virksomheder, hvor vigtigt er en virksomhedskultur for dig? Og hvilken kultur I har i Phillips?

R: Jeg vil sige, at den betyder alt for mig. Jeg kan ikke arbejde i et firma, hvor man ikke har en god kultur, og jeg har besluttet forladt et firma pga. holdninger om at kulturen ikke var god længere. Det kunne være pga. forskellige ledere, andre elementer eller pres udefra eller oppefra – især i HP. I skal jo ikke nævne virksomhedsnavnene, men eksempelvis i HP havde vi meget pres fra Amerika, der kom den amerikanske model og hvordan man skal lede og fyre/rekruttere folk uden bestemte grunde. Det kunne jeg simpelthen ikke forene mig selv med, så det var en grund for jeg forlod HP. Jeg har også forladt andre virksomheder, for jeg ikke var enig i ledelsesstilen fra toppen. Som HR-chef skal man være meget, meget tæt med CEO'en. Hvis CEO ikke har samme overbevisning og samme værdier i store træk som en selv, så kan du ikke være der. Det er svært at udføre personalepolitik, hvis du er uenig. Man skal selv tage stilling til om man ønsker det eller ej.

I: Så kan jeg også næsten høre på dig, at det er vigtigt, at du er glad i dit job, står inden for dine værdier, kan arbejde godt sammen med folk og har den her gode kultur?

R: Ja, det skal ikke været sådan en fluffy kultur, hvor alle skal være søde og rare overfor hinanden hele tiden, men man skal være fair og have gode værdier. Man skal ikke føle, at folk bliver behandlet forkert eller der er noget uetisk i det.

I: Lagde du mærke til nogle store forandringer, da du først kom hertil i forhold til dansk kultur blandt danske ansatte, som du ikke har oplevet andre steder?

R: Ja. Jeg vil sige størstedelen af mit arbejdsliv har været i DK men selvfølgelig også været i Asia og arbejdet i tysk firma og hollandsk firma nu. Meget lavpraktisk så tager Danske medarbejdere meget lidt pause. De arbejder meget konsekvent og intensivt, hvor man kan se i andre kulturer, at man mere tager kaffe og snakker mere sammen. ”Snak-sammen-kultur” har man næsten ikke i Danmark – jo man har morgenmad, man har kage, man har frokost og det er her man taler sammen. Det er ikke sådan, at man lige tager en kaffe og en længere snak i køkkenet med en kollega. Det er meget produktivt, hvor man prøver at presse det hele ind i de otte timer, man har på arbejde, fordi man skal hjem og har et liv ved siden af arbejdet. Det hører man også fra alle. Jeg har faktisk lige haft en feedback-workshop med al ledernetværk om at arbejde i Danmark for udlændinge. Så jeg har interviewet mit eget netværk for at høre deres tanker. Det var præcis de ting, som de pointerede. Og jeg er også selv blevet sådan.

I: Føler du så også, at danskerne er effektive, når de koncentrerer sig otte timer om dagen?

R: Ja, absolut. Det er selvfølgelig forskelligt fra person til person, hvor effektive man er, men generelt set, så er der ikke spild på arbejde. Det er en stor forskel og faktummet, at man skal hjem til sin familie og børn kan være en af grundene. De skal hentes og skal ud og dyrke sport og fritidsaktiviteter, som er meget vigtigt for danskere end for andre kulturer, hvor de siger, at det er noget de ikke kan før om aftenen. Man skal nå en masse ting.

R: Jeg har en filosofi om, at det er forbi både manden og kvinden arbejder. Man skal begge to være med til at få familien til at køre, børnene er i SFO til kl. 17 også lukker den, helst tidligere. Og man skal en masse andre ting. Danmark er et dyrt land, så ikke alle kan bare hyre hjælp udefra som barnepiger, så man skal selv klare det hele på en dag. Det er meget at nå. I Holland og Tyskland er kvinderne tit hjemme eller arbejder deltid og har tid til at tage sig af det huslige. I Skandinavien er der også meget med ligestilling, men i forhold til mere sydlige lande eller Asien er det altid kvinderne, der tager det hele derhjemme. De er mere fair med ligestilling, bedre og bedre for samfundet, synes jeg. Hvor i andre lande er kvindens rolle hjemme eller på deltid fuldstændig accepteret.

I: Nu ved jeg ikke, hvor meget du nåede at arbejde i Holland, men er det de største forskelle i forhold til den hollandske kultur?

R: Øhh, ja, men det er mest det med arbejdstimer – hvornår man arbejder. I Holland arbejder man fra 9-18 med lidt længere frokostpause. De er utrolig direkte – endnu mere end danskere er. Danskere er kendt blandt skandinaverne for at være direkte, men det er hollændere i endnu højere grad. De kan godt sige nogle ting, hvor danskerne bare vil tænke, det er pinligt, for hårdt og sort-hvid. Arbejdsmæssigt tror jeg ellers vi ligner hinanden ret meget.

I: Ja. Man siger jo også tit: Hvis en dansker skal arbejde i udlandet, så skal man tage til de kulturer, vi læner os lidt opad som selvfølgelig er Skandinavien og Holland.

R: Vi ligner meget mere hollændere end svenskere. Svensk ledelseskultur er meget anderledes. Den er mere konsensusøgende, hvor Danmark er en smule mere hierarkisk. Vi har en flad kultur, men man accepterer, at måske er man bare ikke enige altid. Vi tager en beslutning til sidst og så er det sådan det bliver. I Sverige snakker svenskerne indtil man er enige også tager man en beslutning. I Danmark kan vi også godt sige, at vi gør det på en bestemt måde uden egentlig helt at gøre det. Det er det samme i Holland.

R: I Danmark deler man måske heller ikke alt med sin kollega. Det gør man i Holland. Man kommer rigtig tæt på sin kollega. Man går tit ud og drikker, fester sammen. Det er mere samvær blandt kollegerne. Det gør man ikke i Danmark på samme her. Her har man et liv ved siden af. Man kan godt lave ting sammen, men som regel er det adskilt.

I: Ja, det er med at adskille job og familie...

R: Ja, det gør det hårdt for en udlænding af komme til Danmark faktisk pga. man næsten ikke kan komme igennem den her familie/venner for livet-væg. Man kan banke på den men bliver aldrig en del af den. Jeg var heldig at komme ind i en dansk familie, som bød mig meget velkommen. De talte alle engelsk på det tidspunkt før jeg lærte dansk, så det var meget internationalt. Det var mit held, og det held har de fleste ikke. De fleste udlændinge, jeg kender, har ikke danske venner. Det er svært, fordi I Danmark er ens venner fra ens skoletid, sin familie eller sport – ikke fra arbejdet.

I: Det kan vi godt se. Tog du nogle forbehold eller ændrede du din ledelsesstil over for danske medarbejdere i dine jobs i forhold til at tilpasse dig og gøre det forståeligt for dem? Eller skulle de tilpasse dig i forhold til dine rutiner om hvordan du gerne vil have arbejdet skal udføres?

R: Da jeg lige ankom til Danmark, sagde min medarbejder, at de godt kunne lide jeg var så umiddelbart og direkte uden at være for hård og uhøflig. Man vidste, hvor man havde mig. Det gør jeg ikke med vilje, jeg synes som leder, at man skal prøve at være autentisk i alle situationer, men

selvfølgelig tilpasser mig sig. Når jeg arbejder med kinesere, så tænker jeg selvfølgelig på andre ting end med svenskere.

R: Generelt synes jeg, at ledelses skal være intuitivt, hvor man tænker mere på den enkelte situation. Hvordan er denne medarbejder i denne situation – har de travlt, er det en svær opgave for dem, problemer derhjemme jeg skal tænke på, så skal man tage forbehold for dette i denne situation samt ændre sin ledelsesstil herefter. Og ikke meget efter hvilken nationalitet personen har. Jeg kigger mere på personlighed og situation. Det kan selvfølgelig godt være jeg har, men..

I: Okay, det er altså ikke noget, du aktivt har tænkt over.

I: Vi har et stykke papir her. Det er et skema med nogle lederegenskaber, som er blevet anerkendt som værende gode universelt. Har du mulighed for at udvælge tre-fem egenskaber, som du synes, er de vigtigste en leder skal besidde?

R: I Danmark eller generelt?

I: Gerne generelt, altså din opfattelse af hvad er vigtigt for en god leder? Endelig tag dig tid.

R: Jeg tænker communicative, team-builder, informed, have noget ambitious i sig. Til sidst tænker jeg fair.

R: Altså orderly, tænker du så at man har orden i sine ting eller ordentlig som person?

I: Orderly er mere over i at være struktureret.

R: Så vil jeg sige fair som den sidste.

I: Tusind tak. Perfekt. Er det også egenskaber, du prøver at efterleve som leder?

R: Ja, jeg vil i hvert fald gerne være sådan som leder. Jeg håber i hvert fald. Også egenskaber jeg evaluerer andre ledere på, når vi har 360 graders evalueringer eller når man skal ansætte folk også. Har de de elementer. Alle de andre egenskaber er også meget vigtige, og der er sikkert nogle jeg har misset, men ja det tænker jeg er de væsentligste.

I: Ja. Ser du dig selv som en leder? Og er der hele tiden ting, som kan forbedres?

R: Man er aldrig færdig som leder. Jeg tror, jeg er stærk på mange områder, men der er sikkert også ledelsesområder, hvor jeg er mindre stærk. Disse områder træner jeg så også mig selv på.

I: Hører du nogensinde kritik fra dine ansatte, hvis der noget de er utilfredse med eller andet?

R: Ja igennem årene så hører man ting og sager. Man hører det mest fra sin chef. De får så feedback fra andre. Jeg fik at vide engang, at jeg var blød til at være HR-chef. Der skal man en gang imellem være hård. Det kan jeg faktisk godt være, men det er sværere over for mit eget team.

I: Vi kan også forstå, at det er vigtigt for dig med det her åbne miljø i dit team – de kan altid komme til dig med ting, input og bare være open-minded?

R: Ja selvfølgelig. Det kan de altid. Om de gør det er noget andet, men jeg ved, jeg får feedback på den måde. Man skal være åben for feedback udefra, fordi den får man løbende i sin dialog med sine medarbejdere. Folk skal turde at tage risikoen ved at tale med mig eller med andre ledere. Jeg kender ledere, som kan være meget barske i deres udtalelser en gang imellem også trækker folk sig lidt tilbage, fordi det kan være lidt farligt at komme med noget. De behøver ikke have prøvet det på egen hånd fra den leder, men bare set ham/hende være sådan over for en anden, ville ikke få dem til at gå til lederen nogensinde. Også lærer man ingenting som leder. Man håber, at man har udstrålingen og at folk kan lide en. Én ting at sige det, en anden ting er rent faktisk om folk faktisk også føler det. Vi kan nemlig alle de flotte akademiske ord men lever man også efter dem. Det er det vigtigste.

I: Har du en ledelsesstrategi, som du er selvbevidst omkring?

R: Ja det føler jeg. Jeg vil sige, jeg er meget informativ så vidt jeg kan.

I: Er det i forhold til at holde dine medarbejdere underrettet hele tiden om hvor vi skal hen og mål?

R: Ja, hvad jeg har hørt i organisationen, hvad er de vigtige ting lige nu. Det er svært, for en dag går rigtig stærkt og man hører mange mange ting. Én gang om måneden har jeg så et opsamlingsmøde med medarbejdere, hvor jeg har allesammen også fra de andre lande på Skype, men jeg har også en-til-en møder med dem. Nogle gange får en person mere at vide end en anden, så jeg er total ubevidst om hvor meget jeg har sagt til den enkelte, fordi det ikke lige kom på tale til mødet. Det synes jeg er svært. Derfor prøver jeg at informere, så de kan lave deres arbejde godt. Jeg prøver altid meget at dyrke ikke at være overrasket over ting, der sker i organisationen.

Ellers er min ledelsesstil rimelig demokratisk. Jeg kan godt lide input fra andre om hvad de synes. Man skal ikke dvæle for lang tid i det, for man skal også træffe en masse beslutninger.

I: Kommunikerer du så dét ud til dem?

R: Ja ja, det har jeg sagt mange gange til dem. Jeg siger det hver uge til dem. Og jeg synes også, at de gør det.

I: Lidt noget andet, men nu hvor du har arbejdet med mange danskere og ledt danske medarbejdere, synes du så, at danskere er nemme at lede? Du har ansvaret, men hvordan er de at lede?

R: Ikke altid nej. Nu har jeg nogle nemme her, men jeg har også haft meget besværlige. Nogle gange er det svært for mig at vurdere, fordi jeg har været her i 20 år, så jeg føler lidt, at sådan er medarbejderne. Men når jeg hører min mand, som er flyttet til Danmark for fem år siden, så siger han bare, at danskerne er så besværlige. Det er noget med, at de altid har noget at sige. Der er altid noget kritik. Uden at jeg vil generalisere, så kan danskerne godt være lidt møbsede over tingene – utilfredse. De har altid noget at klage over, og selvom man griner meget på arbejdet, så er der kynisme eller en holdning om ”ja ja, det siger de bare og gør ikke alligevel” – form for talking down. Det er synd. Når udlændinge så siger, at danskere skulle være de lykkeligste, så kan jeg slet ikke set det.

I: Nu snakkede du om, at danskerne er utilfredse og samtidig effektive, tror du så, at danskerne er lidt usikre? Om du føler, at du nogen gange skal skære deres opgaver ud i pap for dem og om det bunder lidt i usikkerhed?

R: Nej, ikke i forhold til kinesere for eksempel. Folk fra Asien er meget mere i en boks. Dette er din boks og du skal ikke prøve at komme til denne boks, fordi det har ikke noget med dig at gøre. Det er danskere helt ligeglade med. De kommer i alle bokse så meget de har lyst til. Det er godt, for så kommer de altid med et eller andet. Om de gør det er meget personafhængigt, men det danske uddannelsessystem er rettet mod at man skal tænke det hele og ud af boksen. Man skal kunne verbalisere de ting du tænker. Det synes jeg mange er gode til.

I: Vi snakkede lidt tidligere om, at danskerne deler arbejde og fritid op. Interesserer du dig personligt for dine ansattes liv uden for arbejdet? Snakker du privat med dem eller er det generelt business?

R: Nej ikke i mit team. Nu er vi også HR-folk, så vi kan gode lide tale om private ting også. Vi er ikke bange for at røre de private ting. Generelt mærkede jeg lidt, at danskerne ikke var så bekvemt ved at snakke privat. Men i mit team snakker vi om hvad vi har lavet i weekenden, hvor vi skal på ferie henne, hvorfor min mand og søn er irriterende. Det er helt okay at gøre, men det er ikke okay for mange.

R: Danskerne er meget private generelt. Man kan se det. Man kan gå op på vejen og ingen siger hej, medmindre man er i en lillebitte by som Holte, hvor jeg bor. Det ville hollændere synes var helt vildt mærkeligt. Vi hilser hele tiden. Danskere er lidt mere introverte.

I: Danskerne er måske lidt mere reserverede og private, som du siger. Hvis danskere så skal have noget kritik, tager de det som et personligt angreb eller hvordan håndterer de kritik? Kunne de godt bære nag, være hurtigt videre eller?

R: Det er lidt svært at sige, om det er en dansk ting eller noget. Jeg tænker, at man er vant til at give og få kritik. Det er altid nemmere at give. Jeg har ikke selv problemet med det i mit team, føler jeg. Generelt er folk åbne for det, men jeg har haft andre teams hvor medarbejdere blev lidt sure på mig.

I: Føler du, at danskerne har et behov for at blive anerkendt generelt? Gør du det nogle gange bare for at gøre det så at sige – ikke at det er falskt, men du kan se, at det øger effektiviteten eksempelvis?

R: Ja, det tænker jeg over. Jeg synes også, det er vigtigt for ledere at gøre det. Vi glemmer det for tit. Som sagt kan danskerne godt være lidt kritiske, så det mangler lidt optimisme og positivitet. I bund og grund vil alle jo gerne blive set. Det er super vigtigt og man skal tage det meget bogstaveligt. Man vil gerne ses – ikke bare lige hilse hurtigt. Jeg vil rent faktisk gerne have kontakt med den pågældende. Og det glemmer rigtig mange ledere. De tænker, det er okay at sige hej i det offentlige også videre til deres stol. Her vil medarbejdere føle sig helt overset, hvis man ikke en gang tager tid til andet. Flere danskere hilser ikke om morgenen – i Phillips er vi gode til det, og det betyder utrolig meget.

I: Har danskerne så et større behov for at blive set og anerkendt fremfor andre lande?

R: Nej. Jeg tror, at det er menneskets natur og behov.

R: Hvis man kigger på Søren Kierkegaard, så arbejder han med existentialism, så er det noget mennesket har brug for i sit liv og vigtigt for ledelse også.

R: Danskere er mindre motiverede af penge. Det skal være i orden og godt, men dansk skat tager så meget så at give ekstra bonus er lidt ligegyldigt. Den personlige opmærksomhed er vigtigere end økonomisk opmærksomhed.

R: Og i et job som mit, så har man aldrig rigtigt fri. Mine kolleger og jeg kommer tilbage på kontoret til de samme opgaver, som man efterlod – og mere til. De forsvinder ikke fordi jeg tog afspadsering. Danskerne vil samtidig rigtig gerne leve op til forventninger og arbejder til resultatet er godt og færdigt. Så hvis man har lovet det, så gør man det også uanset om man skal knokle eller arbejde ekstra. Jeg siger tit, at personen lige skal tage en dag fri, og det er de rigtig glade for, men i et job som vores vil de altid sidde og arbejde lidt.

I: Så du kobler aldrig helt fra?

R: Meget lidt. Alt for lidt. Vi prøver så at dyrke det meget i mit team. Jeg er selv dårlig til det og jeg ved, at andre også er. Derfor er det nok også rigtig meget stress i det danske arbejdsliv, fordi vi er ihærdige, vil gerne gøre ting færdige, vi har stor ansvarsfølelse og har kun otte timer på arbejde og et par om aftenen. Samtidig har man også lige sin familie. Man vil gerne nå det hele. Derfor er det ikke så mærkeligt, folk får stress.

I: Der er jo også kun 24 timer i døgnet.

I: Vi snakkede om ledelsesegenskaber i skemaet tidligere. Hvis du skulle vælge egenskaber som danskerne synes er essentielle i en god leder, hvilke tror du så, de ville vægte højest?

R: Jeg tænker fair. De har et stort behov for at føle tingene er fair. Honest også. Team-builder også.

I: Jeg tror faktisk, at det mere eller mindre var hvad vil havde på programmet i dag. Det var skønt du havde tid og mulighed. At du har så meget erfaring hjælper helt sikkert vores projekt.

R: Jamen selvfølgelig. Det ville jeg rigtig gerne. Vi forsøger at hjælpe studerende her. Vi har både studerende ansat – 27 i Norden så vidt jeg husker og også med større projekter som jeres. Så selvfølgelig ville jeg hjælpe.

I: Mange tak.

Herefter blev recorderen slukket og vi afsluttede samtalen med en small talk.

Appendix 4: Transcription – Barnaby Hampson

Barnaby Hampson – CFO - Techtronics Inc.

R = Respondent

I = Interviewer

Prior to the interview, we have had small talk with the respondent and the person gave us permission to record the interview.

R: I came here in 2009 to start work as CFO in Schneider Electric Denmark. I have been with Schneider for quite a while in other roles. It is a large French international company and I started there in 2004, so I have had other financial leadership roles in other countries before.

I: Which countries do you have experience from?

R: I started working in New Zealand actually. My wife is from New Zealand, which is why I was there. I joined Schneider Electric there and I was the number two in the finance role at that point in time. Then I moved from NZ to Seoul, South Korea in 2006 and that was my first job as CFO as number one. Obviously culturally speaking, that is extremely interesting as well but help you to understand that I have quite a lot of experience working in different cultures. Obviously, the Korean working environment is completely different from the Danish. I guess I have a lot of experience in different ways of work and environment within business cultures in which I have been a manager and a leader. I was there three years, when I moved to Latvia. I was working in the Baltics with Schneider. I was only there one year in the middle of the financial crisis. I was managing finance in the three Baltic countries. I moved from Latvia to Denmark. That was how I ended up in Denmark, but I am originally from London, UK. In Denmark, I was the CFO of Schneider for 4.5 years and then took a role in Paris for one year. I decided that I wanted to move back to DK, which was the first time I did that, which I guessed tell you something – nothing about the weather nor the taxes, but obviously me and my family enjoyed being here. We had a house we bought, so we were expats. Yet, we were a little bit more integrated than others and have now learned quite a lot of Danish and my kids went to børnehaven and so on.

R: After Schneider I took a job with Maersk, Maersk Tankers. Again more number two in finance. I had a team of 10-12 people.

I: Were the team Danes or mixed?

R: It was a mixture. I think it always has been a mixture but mainly Danes. It did not work out in

Mearsk for one reason or the other. I did not enjoyed the Maersk business and it was a time when they was undergoing this big review and they were selling some units. In the end, I made a decision that my role at Maersk was not for me and I ended up here in Techtronics – actually back in another international, multinational company working in Denmark. I have had two roles here with foreign companies with offices in Denmark and one in a Danish company. I have been in this role for 1.5 years, where I am responsible for the finance team, but also customer service, that is another team and HR.

I: How many employee are you in Techtronics? And how come you are responsible for HR?

R: In the Nordics, we are about 140. 55-60 in Denmark. And about HR, I believe we are actually recruiting some people as we are about 50 here in Denmark. The HR needs to be the person between the leaders and employees and also assist in making our departments more as one entity.

I: Is it due to the top management policies that you do not invest that much in HR until now?

R: That is a good question. I think it is a mixture of two things. Our DNA is still really want to be a small company because in Europe it is less of a mature market. The US is huge. We are small here. I guess if you came here 5 years ago, there were only 20 people in the office. The fact is that we have been growing very quickly. Our average growth is 20% in the last 8 years. It is unusual for an traditional industrial companies and were nominated for a Gazelle award. So now we are a size, where we need to think more seriously of hiring professional HR people. We do have it in Europe but not in each office. So it is not a policy of not investing, it is a little bit in line with how we are growing the past years.

I: That makes sense. Interesting.

I: How important are business culture for you? Do you focus on business culture in Techtronics or do the things work by themselves?

R: Well. I think, it is very important. When you generate a strong culture and identity, you get a lot of positive things from it but you do also get a lot of negative things from it. So you need to be a little bit careful how strongly you reinforce culture. If people feel like too much of this is how things are done here, then they may not think enough outside that. You can strain people's thoughts in a way of behaving quite a lot. It is something I am very aware of all the time and I am doing lots of small bits to try to improve the culture and to make it a good place to work and sense of wellbeing. Small things like having real plants in the office.

I: Like artifacts?

R: Symbols are good as well. They help to move the culture. You have policies, rituals and stuff that help to promote the culture, and then you have style how do we manage people, how do we conduct meetings, have meetings, taking care of employees and their development. This can be supported by processes. As I said, we are still kind of a small company, so we do not have formal processes and structures at the moment. It is quite informal. We start to get a bit more formalized over time. It is part of your role as a manager to influence the culture to show people how you should act and be a role model. People should be able to see what you are doing and see what qualities you bring and follow that. That promotes cultural change.

R: Because people are sales people in this company mostly, it is very much about the customer and more about the product in our culture. The employees buy our products themselves. They can identify with it, touch it and use it themselves. Everyone is into the product, which you do not see everywhere.

I: Do you feel you act as one entity?

R: There can be a bit of a danger here. The sales guys are kind of the rock stars and they are the ones, who's work are celebrated the most. For the non-sales people, you are a bit in the shadow or you can feel you are taken for granted some times. It is like the work you do are not fully respected, so the other part of the culture that I am very focused on is trying to lift level and the status of the supporting functions to tell that story, and actually sell that story back to the sales guys. It can sound ironic, but it is about lifting the perception of what we are doing. It is not an overnight thing, it is something that takes time. Everyone is different and I kind of having a game plan but do not have a paper, slide to show people.

I: In relation to culture, how would you describe a typical Danish business culture? Or do you think there is a typical Danish business culture?

R: I am not very black-white. I tend to see lots of degree of grey. Yes there is I am sure, but even in Danish companies it varies a lot. I would not say that there is one true Danish culture, but I would not see that anywhere in any culture. I think there are some common characteristics. Danes have a pretty high degree of competence, people are well-trained and a good level of education. They are reliable as if you make an agreement or discuss something with a Dane, normally it is delivered, you do not have to babysit too much. People take their work seriously, some times too seriously. I detect some times that people get a bit stressed, because everything is not working perfectly or they do not know what is happening next Tuesday. In general, Danes are very structural about the time planning and plan a lot in advance compared to me. It is a good thing from a structure point of view, but at other times it can be used as an excuse to delay things or to have a lack of urgency. Danes

like to be comfortable, so there can be lack of urgency of getting things done, addressing issues. Also I do not find it easy to discuss negative things with Danish employees. People like to hear good news, they really do not like to hear bad news. Everything is always “rigtig god” and I find myself see it as weird. I like to hear when something is not right and what to do about it. But for Danes, it is tough to have negative conversations.

I: You mentioned the Danes’ pride in their work, do you then think it could be seen as a personal attack for a Danes when being negative in a situation?

R: I think, that is right. They see it a personal attack a bit. When things are not great, I see it as an opportunity to generate value and change momentum. Life is not always perfect and progressing the right way. Maybe Danes see it as more than a negative thing and start worrying about if something is wrong with themselves, have they done something wrong – and that is what I mean by taking the job too seriously. I find that quite often. They jumped to the conclusion of thinking that they can be fired, which is not the case and a shame.

I: About you, did you take in persuasions when you started work in Denmark? Did you research about business culture in Denmark, changed you leadership style?

R: No, I am not that kind of person. I have worked in different places before, so I do not have a fixed style. Sometimes British people can be quite flexible and adaptable. Of course, there are things that have surprised me about Denmark, but I am not the person that change myself around that.

I: So did the employees adapt to your style then?

R: It is a good question. I tend to think, that it is a bit of both. I am fairly intuitive and natural in adapting my style to the certain situation. I should not be too naïve. If we take an example from here, the guy before me was very much a finance guy doing the transactions and I am not only that kind of person. I like it, but I do not want to spending my time doing things other people can do. I try have this helicopter view and my employees have found that difficult to deal with. They are not quite so sure where they are with me, because they have an expectation of me going to them to tell the exactly what to do, but I am more saying they should work it out themselves to give them the responsibility, and then we can talk about it and issues later on. I do not think I see this as a Danish-international thing, but a specific thing here.

I: We have a small task for you. We have a sheet with leadership attributes here, they may all be important in a good leader. Your task is to choose 3-5 attributes that you think should be possessed by a good leader in general. And just take your time.

R: Okay, no worries...

R: That does not mean who I am necessarily and for finance. I do not see myself as purely financial...

I: Why those attributes?

R: Obviously, all of these are important – specifically being intuitive, being able to read situations when it comes to people, business, politics is essential. To this understanding is very important and often bring some of the other attributes. I was trying to go for the ones that should be fundamental for a leader. Communicative is important. However good you are, you need to be able to relate and communicate to other people. You are more powerful if you spread your thoughts and way of working among as many people as possible. It is also one of the first things you go to. Time is such a limited resource, if you do not take the time to communicate to people, you will fail both personally and professionally. Encouraging is some kind of positive thing. People always looking for something positive. Dependable, it is important to have credibility with your peers and team. Excellence oriented, I think it is good to have some direction in terms of quality, good work and moving things in a positive direction.

R: Maybe, I tried to move away from things which are more a style. There can be many ways of doing these things. You can be encouraging while also be dominating.

I: You are CFO, do you see yourself as a leader and the role model?

R: Yes, for sure. I am not this black-white person and I am not terribly structured often. Sometimes people find me a little bit difficult to work with, because they are never completely sure where they are with me. I do not have a certain way to do things, and believe that I am quite free in that sense. Some people like that and a lot of people struggle with that. I do find myself as a leader and a role model, but then again I do not want to play that role the whole time necessarily. I do not have a belief in leadership of being very formal and traditional.

I: Do you think that your employees feel that they can come to you with concerns, discussions or do they tend to go to their co-workers?

R: They definitely felt that.

I: They have made a mistake or the like?

R: Yes exactly. Probably, some of them like me to be closer to them and more telling them what to do. Some will struggle with that. Often, they come with points that are not important. It is not that I will judge it, I will listen of course because they find it important. Here, there is definitely something about being foreigner. They are not always as comfortable of talking about issues due to the language barrier. Generally, they are good at English but it is not as comfortable as doing it in Danish. And also it is not as comfortable as doing it with someone that shares the same culture and understanding as you. There is a truth in it, so if I was Danish, this would not have been a problem. As mentioned before I am responsible for HR and it can be a bit of a pain for me with a different culture and have the position as CFO at the same time. Sometimes this is how it is to be a leader. People do not feel comfortable to come to you and discuss certain things.

I: Do you think the power distance has a larger gap than other cultures, you have worked within?

R: I am a bit newer here, so people and I just feeling the way. I brought in a manager to work with accounting and to put between me and the accounting stuff. So people are adjusting to him now, but a lot of them are coming to me saying that they prefer working with me. I believe my style relates to Danes, when they get to know it and are comfortable with it. There will always be an adjustment period and when you get beyond that, it is very nice and comfortable. In general in Denmark, it is not so hierarchical and much distance. Anyone can say whatever they want. In compared to other places I have work, Denmark are less hierarchical.

I: Did you say and implement a specific strategy or form?

R: What I did was basically to explained that you should not expect me to be the same person as the person before me and I am slightly different, and I am not going to tell you what to do. I was quite explicit about that. Of course, it is one thing saying it and another thing experience it. Additionally, I make sure I am not working with them day-to-day as the experienced before. I do the goodmorning and bye bye-thing, which is important everywhere but even more important in Denmark. I do make sure to have formal meeting with them and also spend personal time with all of them. I am trying to change to be more structural as the Danes and try to plan weeks ahead, so... It is much better to be pre-planned towards Danish employees.

I: Are you adaptable for change?

R: Yes, I believe I am. Maybe I listen too much sometimes. It is impossible to please all, but that is not my job. I always listen whether I take action or not depend on each case and the situation.

I: If your employees have a bad idea, do you tell them?

R: I think I am pretty up-front with them. There are always these things that you talk around and never quite talk about, and that is normal at work. Probably, I could be a bit more direct about certain things, but in general I am pretty up-front.

I: You talked about Danes being very serious at work, are competent and could handle critics as a personal attack sometimes, but do you feel that Danes need to be recognized?

R: Yes I do, but I do not think it is different from any other place I have been. I always make sure to do it in any country. Do people need to be recognized a bit more here? Actually, maybe a little bit. We do give them bonuses, say they should go to dinner, talk to them and stuff. I try to lift the level and profile and give them a good feeling that ultimately should make them feel more proud of their work and Techtronics.

R: To elaborate a bit on Danes, there is this assumption, that you work 7-8 hours a day but when you go home you have forgotten what you are working with. This is a bit frustrating because I want people to do the extra mile out of pride and love for the job. I try to encourage that.

I: Do you find Danes easy to lead?

R: It is yes and no. Generally, people are competent, good and do not mock around or trick you. The no is to the difficulties in making them go the extra mile. Everyone talk about Denmark of a place where everyone need to agree on something – consensus, I do not see that as much as in Sweden for instance. It depends on what you are trying to do and maybe I will experience more of that later on here.

I: We have the same sheet again. This time, it is to highlight what you think is the attributes Danes find most important in a leader in general.

R: Exiting. I have to turn my head upside down, and if I am intuitive that should be easy....

Pause, while he chooses attributes.

I: Thank you. That was it. Very informative and valuable to our study. Thanks.

Appendix 5: Data - Results on questionnaire (Weighted on Age, Gender and Region)

Appendix 5 is attached in a separate Excel file named: “Appendix 5”

Appendix 6: Data – Results on questionnaire (Weighted on Education)

Appendix 6 is attached in a separate Excel file named: “Appendix 6”

Appendix 7: Norstat survey for programming

Insert standing DK DEMO page with age, gender and postalcode – recoded to region

DEMO4. Hvad er din højeste fuldførte uddannelse?

Single

1. Folkeskole / Grundskole **SCREEN**
2. Gymnasial uddannelse (Student, HF, HH, HTX og lign.) **SCREEN**
3. Erhvervsuddannelse **SCREEN**
4. Kort videregående uddannelse
5. Mellemlang videregående uddannelse (Bachelor niveau)
6. Lang videregående uddannelse (Kandidat niveau)
7. Andet **SCREEN**

DEMO5. Hvad er din nuværende beskæftigelse?

Single

1. Studerende
2. Fuldtidsansat
3. Deltidsansat
4. Selvstændig **SCREEN**
5. Værnepligtig **SCREEN**
6. Barsel
7. Pensionist / efterløn **SCREEN**
8. Arbejdsløs **SCREEN**
9. Hjemmegående **SCREEN**
10. Orlov

DEMO6. INSERT DK_profession

Intro

Kære respondent,

Mange tak fordi du tager dig tid til, at bevare denne undersøgelse. Undersøgelsen omhandler ledelse og kultur på arbejdspladser i Danmark. Formålet er at få større indsigt i, hvilke områder du og andre danskere lægger vægt på i relation til din nærmeste leder, samt dit personlige syn på ledelse.

Resultaterne skal bruges i en kandidatafhandling fra Handelshøjskolen København (CBS), og vil blive kombineret med udsagn fra internationale ledere i Danmark.

Din besvarelse er 100 % anonym.

Q1. Har du nogensinde haft en udenlandsk chef?

Single

1. Ja
2. Nej
3. Ved ikke

FILTER: IF Q1=1

Q2. Havde din udenlandske chef en anden måde at lede på end hvad du har oplevet med en dansk chef?

Single

1. Ja
2. Nej
3. Ved ikke

Q3. Hvilke af disse rammer, mener du er de vigtigste i forhold til at skabe en god virksomhedskultur?

Du må maks. vælge 3 muligheder

Multi – max. 3 options

Randomize

1. Frihed under ansvar
2. Gode kolleger
3. Åbenhed på arbejdspladsen
4. Et godt fællesskab / sammenhold
5. En synlig leder / en leder man kan gå til
6. Dygtige / kompetente kolleger
7. Dygtig / kompetent chef
8. At virksomheden har gode værdier
9. Medarbejderaktiviteter (fredagsbar, firmaudflugter, teambuilding mm.)
10. Belønninger (mulighed for forfremmelse, bonusser, frynsegoder)

Q4. I hvilken grad mener du, at din leder eller kolleger er hovedårsagen til virksomhedskulturen på din arbejdsplads?

Insert scale= 1. Leder – 2 – 3 – 4 – 5. Kolleger (Do not show numbers on scale)

Q5. Føler du, at din leder opfordrer til at du skal arbejde individuelt eller kollektivt?

Insert scale= 1. Individuelt – 2 – 3 – 4 – 5. Kollektivt (Do not show numbers on scale)

Q6. Har du gode muligheder for at dygtiggøre dig i dit arbejde?

Her tænker vi på om du har mulighed for at tage kurser, seminarer mm. betalt af din arbejdsplads

Single

1. Ja
2. Nej
3. Ved ikke

Q7. I hvor høj grad interesserer du dig for dine medmennesker på arbejdspladsen?

Her tænkes der kun i privat øjenmed så som helbred, personlige interesser, overskud i hverdagen mm.

Insert scale

1. Interesserer mig slet ikke
2. Interesserer mig i mindre grad
3. Interesserer mig i nogen grad
4. Interesserer mig i høj grad
5. Interesserer mig i meget høj grad

Q8. På en skala fra 1-5, hvor stolt er du så over din nuværende arbejdsplads?

Insert scale 1-5

1. Slet ikke stolt
2. Lidt stolt
3. Neutral
4. Stolt
5. Meget stolt

Q9. Synes du, at det er vigtigt at have stor respekt for sin chef?

Single

1. Ja
2. Til en vis grad
3. Nej
4. Det tænker jeg ikke over

Q10. Føler du, at tydelig struktur og retningslinjer er vigtige for dig i dit arbejde?

Single

1. Ja
2. Til en vis grad

3. Nej, ville helst være foruden
4. Ved ikke

Q11. Hvilke af de følgende egenskaber mener du, er de vigtigste en god leder skal besidde? Vælg mellem 3-5 egenskaber

Multi – force between 3-5 options – If possible insert the table as it stands below and make an option green when chosen.

| | | | | | |
|----------------|------------------|----------------------|-----------------------|-------------------|--------------|
| Troværdig | Dynamisk | Bestemt | Intelligent | Pålidelig | Strategisk |
| Orienteret | Team-builder | Opmuntrende | Selvtillidsopbyggende | Informeret/Oplyst | Ærlig |
| God forhandler | Motiverende | Win-win problemløser | Positiv | Forudseende | Retfærdig |
| Kommunikerende | Koordinerende | Administrativ | Ambitiøs | Logisk | Entusiastisk |
| Intuitiv | Formel | Risiko-tager | Selvstændig | Dominerende | Velordnet |
| Elitær | Individualistisk | Unik | Selvopofrende | | |

| | | | | | |
|---------------------|-----------------|------------------------|--------------------|------------|--------------|
| Reliable | Dynamic | Decisive | Intelligent | Dependable | Plans ahead |
| Excellence oriented | Team-builder | Encouraging | Confidence builder | Informed | Honest |
| Effective bargainer | Motive arouser | Win-win problem solver | Positive | Foresight | Fair |
| Communicative | Coordinating | Administrative | Ambitious | Logical | Enthusiastic |
| Intuitive | Formal | Risk-taker | Willful | Dominating | Orderly |
| Elitist | Individualistic | Unique | Self-sacrificial | | |