

What do Lithuanian Students Expect from Leaders? First Results of the GLOBE Study in Lithuania

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Abstract

Effective leadership has drawn attention of management scholars for almost 100 years. There is a long list of theoretical concepts that describe and explain relevant characteristics and properties of leadership. The fact, that leadership behavior is highly culturally contingent, is accepted by most scholars. One of research projects directly dealing with the relationship between the local culture and the leadership phenomenon is the GLOBE research program. Although in the meantime the GLOBE project involves 62 countries worldwide results from Lithuania are still missing. In this paper, we present the first findings from Lithuania, received using the methodology of the GLOBE project in the sample of 300 students from one university of Lithuania. Here we especially focus on the question what Lithuanian respondents expect from leadership and what conceptions of ideal leaders are. Referring to previous studies addressing leadership perceptions in Lithuania, we discuss the findings of this quantitative study.

Keywords: leadership, preferred leadership attributes, GLOBE research project.

Introduction

Effective leadership, effective leaders of organizations is one of *idée fixe* for management researchers nowadays. Numerous scholars worldwide deal with this tenuous topic in their publications. Most of them draw on the underlying assumption that effective leadership and effective leaders are a solution to making organizations effective. In the current globalized, flexible and steadily changing economy, the question of effective leaders seems to have become even more important (e.g. Byham, Smith, Paese, 2002; Diskienė, Marčiškas, Stankevičienė, 2010). According to the scholars, this applies to the private as well as the public sector (Raipa, 2012).

The criteria for the effectiveness of leadership are, however, highly heterogeneous. The time when leadership scholars hoped to derive a universal model of effective leadership has passed. The cross-cultural research conducted by Hofstede (1991) demonstrated

that different cultures as well as countries have different “software of mind” as Hofstede calls it, accordingly, each culture and country develops different criteria for leader effectiveness. Despite several criticisms, Hofstede’s research gave rise to numerous cross-cultural studies pointing to the fact that different criteria for leadership effectiveness can be obtained not only among different countries but among different regions within one country or different organizational sectors as well (Storey, 2004).

In the present paper, we draw on the radical social constructivism perspective (Berger, Luckmann, 1967) assuming that leadership is always a matter of social construction (Alvesson, Spicer, 2010). Accordingly, the effectiveness of leaders and leadership is assumed to highly depend on employees’ expectations regarding leadership. High correspondence between the expected and real characteristics of leaders is expected to correspond with effective leadership and, contrary to that, low correspondence between the ideal of leadership and real leadership practices may jeopardize leadership relationship and, as a consequence, impede the survival of organizations as well. In order to conclude what leader behavior, characteristics of leaders may be expected to be effective in Lithuanian organizations, we have to know what expectations regarding leadership and leader behavior dominate in the Lithuanian context. Thus this paper addresses the question what expectations regarding leader behavior and characteristics may be observed in Lithuania.

Drawing on the methodological approach of social constructivism, this paper presents the findings of the GLOBE project, a worldwide research initiative exploring cultural values as well as leadership expectations and practices around the world. Although the present study discusses the first results of the GLOBE research program in Lithuania, there is a range of previous empirical studies on leadership in Lithuania. Accordingly, at the beginning

of the paper a literature review of previous research regarding Lithuanian leadership conceptions and expectations is provided. We proceed by describing the GLOBE research program, its conceptual and methodological background. Further we discuss empirical results gained in the quantitative study where the method of the GLOBE research program was applied. Here, the goal of the study is, firstly, to provide the main leadership expectations of the Lithuanian respondents. Secondly, to test differences of leadership expectations by gender, study program, social engagement, willingness to hold leading position in the future and entrepreneurial plans of the respondents. Finally, we discuss the findings by referring to previous studies in Lithuania as well as requirements for leaders.

Ideal leaders in Lithuania: literature review

Although the paper deals with the first results of the GLOBE project in Lithuania it needs to be noted that it is not the first study of leaders in the Lithuanian context. On the contrary, there are numerous studies directly or indirectly focusing on the perception of leaders and preferred leadership behaviors. However, clear-cut answers have not been found yet. Different scholars draw on different theoretical approaches, use different research methods and draw different conclusions regarding leadership behavior in Lithuanian organizations (Šilingienė, 2012). One of the main conclusions of previous scholars considers the fact that the effectiveness criterion, that proved useful in Western Europe or USA, cannot be directly transferred to Lithuanian organizations because special cultural contexts must be taken into account. Furthermore, some studies point to differences even between leadership perceptions in East European countries, such as Lithuania, Estonia and Poland (Mockaitis, Šalčiuvienė, 2004). Nevertheless, scholars' views on specific leadership or preferred leader behavior highly differ in Lithuania.

By summarizing US-based authors, Župerkienė (2007) distinguished a normative way between traditional and new (modern) leadership characteristics required in current organizations in order to survive and become effective. In contrast to traditional leaders, modern leaders must deal with management culture. They also must be reflexive about their own values, as that may guarantee more successful adaptation to the competitive environment as well as innovations. In the sudden economic crisis, modern leadership qualities such as the ability to think globally, show empathy and optimism, ensure transparency, also remain important as provide comfort and stability to organizations.

Meanwhile, there are several studies that attempt to describe leadership behavior preferred by

employees in Lithuanian firms. Even if the resulting lists of preferences are hardly comparable as the authors have used completely different methods, some main attributes can be highlighted. For example, Bakanauskienė and Bartnikaitė (2009) stated in their study that the most desirable qualities of leaders as indicated by their respondents include the following: *communication, motivation, strong leadership, broad-mindedness* and *innovation*. Perceived relevance of communication skills was shown by the study of Diskienė (2009), Župerkienė (2007) and Kalantavičiūtė, Grigaitis and Martinkienė (2010). A long list of preferred attributes of good leaders is the result of a careful study done by Mulevičiūtė (2006). According to her, the most important attributes of good leaders are as follows: *strength, the ability to acknowledge mistakes, friendliness*. On the other hand, unfriendliness was repeatedly reported as one of unfavoured attributes of leaders (Šimanskienė, Tarasevičius, 2010; Bataitienė-Augonė, 2009).

Rather inconclusive are the findings of previous studies from Lithuania regarding the preferred leadership style. For example, Mockaitis and Šalčiuvienė (2004) concluded in their study that Lithuanian respondents and Polish respondents prefer a convincing and consultative leadership style whereas Estonian respondents favour participative leadership. Contrary to this, Diskienė (2009) reported that nowadays in Lithuania a participative leadership style instead of authoritative is preferred, whereas Bataitienė-Augonė (2009) concluded that neither an influencing/convincing leader nor a delegating/cooperative leader is preferred by Lithuanian respondents, the only preferable leadership behavior is democratic leadership which includes providing complete information to the team and making collective decisions. As democratic, participative and influencing leadership may have similar as well as very different meanings, contradictions among the findings cannot be solved without clarifying and carefully differentiating the terms used.

The relevance of differentiation is also dealt with in the studies that show that expected leadership behaviors can differ within organizational sectors as well as within employee groups. For example, Dereškevičiūtė (2000) revealed how managers and subordinates evaluate leadership attributes: managers stress competencies and task-oriented behaviour, meanwhile subordinates focus on relationship-orientation of leaders ("helping subordinates", "ethical behavior", "friendly behavior with employees"). Furthermore, Diskienė (2009) pointed to differences in perceiving leadership attributes between the private and public sector, the results of Mulevičiūtė's (2006) study suggested some differences between male and female respondents. For instance, female respondents give higher ranks to interpersonal qualities of

leaders than male respondents. Besides, there were differences among respondents with various levels of education: more educated respondents expect more from leaders than those less educated.

Interestingly, all discussed studies based their findings on quantitative methods, usually questionnaires, and respondents in the most cases were employees, thus current workers. Only the research of Župerkienė (2007) provided perceptions of university students. Thus, our knowledge regarding leadership expectations mainly stems from organizations. The question about what university students, employees in the near future, expect from leaders in organizations has been insufficiently explored yet. By using the method of the GLOBE project we address this issue more deeply. That means we elaborate leadership conceptions of Lithuanian students in general as well as look at significant differences in leadership conceptions by gender, study program as well as professional plans for the future (plans of becoming a leader or an entrepreneur).

GLOBE research program: conceptual and methodological background

GLOBE is the acronym for Global Leadership and Organizational Behavior Effectiveness Research Program (House, Javidan, 2004). The research project was launched by Professor House and colleagues in 1993. It focuses on how culture influences leadership, organizational effectiveness as well as economic competitiveness of societies (ibid: 10). Management scholars from 62 countries are currently involved in this long-term, multi-method research project (ibid: 11).

The conceptual model of the GLOBE project draws on the implicit leadership theory (Lord, Maher, 1991), implicit motivation theory (McClelland, 1985), value theory of culture (Hofstede, 1991) and contingency theory of organizational form and effectiveness (Donaldson, 1993). According to

Professor House and colleagues (2002), the conceptual position of the GLOBE research can be described by ten main theoretical assumptions:

1. Societal cultural values and practices affect what leaders do.
2. Leadership affects organizational form, culture and practices.
3. Societal cultural values affect organizational culture and practices.
4. Organizational culture and practices affect the behavior of leaders.
5. Societal cultural as well as organizational form, culture and practices affect the processes by which people come to share implicit leadership theories.
6. Strategic organizational contingencies affect organizational form and culture.
7. Strategic organizational contingencies affect leader attributes and behaviors.
8. Leader acceptance is the function of interaction between implicit leadership theories and leader attributes and behaviors.
9. Leader effectiveness is the function of the interaction between leader attributes and behaviors and organizational contingencies.
10. There is a mutual influencing relationship between leader effectiveness and leader acceptance (House et al, 2002, p. 9).

Accordingly, the GLOBE research program is not only a long-term multi-method research but also a research undertaking which encompasses a long list of research aspects as well several analytical levels. At least three analytical levels can be found here: the societal level represented by cultural values, the organizational level represented by such variables as organizational effectiveness or organizational contingencies, as well as the individual level encompassing such variables as perceived leadership attributes and practices. The following diagram illustrates the conceptual background of the GLOBE research in its complexity.

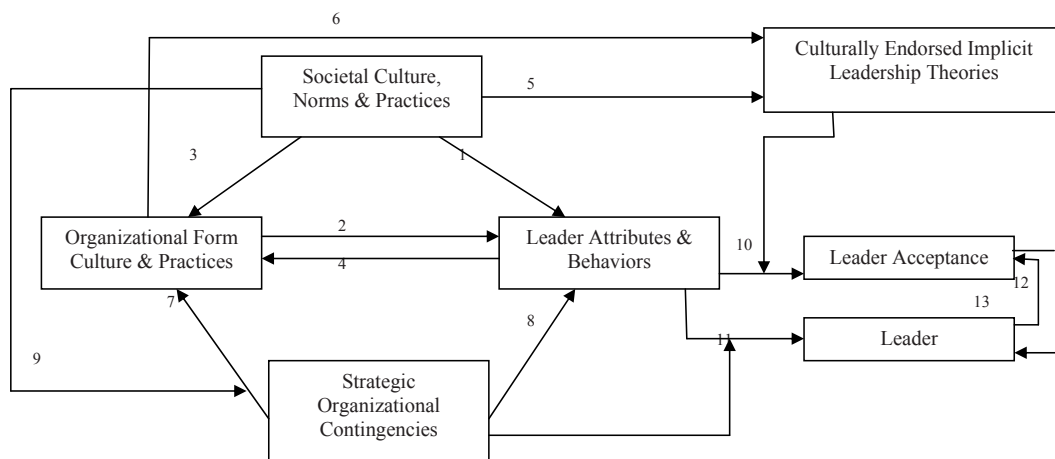


Fig. 1. Conceptual model of the GLOBE project according to Professor House et al. (2002, p. 8)

Although the complete GLOBE research program addresses various aspects of leadership and culture as shown in Figure 1, our paper focuses solely on leadership expectations at the individual level. Therefore, we aim to explore the relationship between the societal culture and leader attributes (relationship 1 in Figure 1) in the Lithuanian context by asking how effective leaders of organizations are considered in Lithuania. Thus, we deal with the ideal, socially constructed side of leadership: with expectations regarding leadership and images of successful leaders. What we are not talking about here are real leadership practices in organizations or actual effectiveness of leadership.

In the meantime, the GLOBE researchers use the established and standardized measurement instrument after reliability and validity studies have been conducted (Hanges, Dickson, 2004). The main instruments used are quantitative ones, however, a qualitative version of the method exists as well. One of the major questions addressed by the GLOBE concerns the extent to which leader behaviors are universally considered to be effective or rather in a culturally endorsed manner, a comprehensive list of leadership behaviors and attributes has been developed where each item consists of behavioral and attributive descriptors. The items are rated on a 7-point Likert scale which ranges from “This behavior or attribute greatly inhibits a person from being an outstanding leader” (1) to “This behavior or attribute significantly contributes to a person being an outstanding leader” (7). Previous empirical findings point out that from the whole pool of leadership items six general dimensions of global leadership can be extracted (Horse et al., 2002, p. 7).

Method

The quantitative survey method was selected for the purpose to investigate the ideal image of leaders, to determine which characteristics of leaders are perceived as leading to the success of the organization. The investigated group comprised undergraduate Bachelor degree program students at Šiauliai University (social and technological sciences). Only few studies have been done on this topic in Lithuania, and there are still no findings based on the GLOBE research methodology. The survey instrument, designed in this research project, is widely used in the U.S. and in a number of European countries. The quantitative research method of survey was used in this study since it allows predict causal relationships and provides practical recommendations. The GLOBE questionnaire for students was translated from English into Lithuanian

without any changes of the instruments’ structure. The questionnaire encompasses six parts. The first and the third parts of the questions deal with society and the country of residence of the respondents and are not analyzed in this paper. The present study solely addresses the second and fourth parts which provide various descriptions of leadership behavior and characteristics (56 items in each section). Each item entails a brief description (statement), which more precisely defines a feature or a characteristic. Respondents were asked to describe an outstanding leader from their point of view by using the scale from 1 to 7 points described in the last chapter. Table 1 provides some examples of the used leadership items.

Table 1

Examples of items used to describe outstanding leaders (citation from the GLOBE survey)

“Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this use the line next to each behavior or characteristic to write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.		
—	Diplomatic	= Skilled at interpersonal relations, tactful
—	Cautious	= Proceeds/performs with great care and does not take risks
—	Non-cooperative	= Unwilling to work jointly with others
—	Indirect	= Does not go straight to the point, uses metaphors and examples to communicate”

Procedure of data analysis

In the GLOBE questionnaire, there are 112 items regarding leadership expectations. According to Hanges and Dickson (2004), in order to aggregate the results of 112 items, a factor analysis in two steps was done: firstly, order factors were created, and secondly, order factors were computed. As the analysis procedure of the GLOBE methodology is based on considerable validity and reliability of measures, we followed the instructions given by the GLOBE scholars. We performed data analysis using the SPSS statistical analysis program. We computed factor analysis in the two above steps in order to get six final factors (Hanges, Dickson, 2004).

GLOBE: Leadership items and factors according to Hanges, Dickson (2004, p. 128, 136)

Factors (2nd order)	Items		
Value – Based	<ul style="list-style-type: none"> • Foresight • Prepared • Anticipatory • Plans Ahead • Enthusiastic • Positive • Morale Booster • Motive Arouser 	<ul style="list-style-type: none"> • Risk Taker • Self – Sacrificial • Convincing • Honest • Sincere • Just • Trustworthy • Willful 	<ul style="list-style-type: none"> • Decisive • Logical • Intuitive • Improvement – Oriented • Excellence – Oriented • Performance – Oriented
Team Oriented	<ul style="list-style-type: none"> • Group - Oriented • Collaborative • Loyal • Consultative • Communicative • Team Builder • Informed 	<ul style="list-style-type: none"> • Integrator • Diplomatic • Worldly • Win-Win Problem • Solver • Effective Bargainer • Hostile (reverse scored) 	<ul style="list-style-type: none"> • Dishonest (reverse scored) • Vindictive (reverse scored) • Irritable (reverse scored) • Orderly • Administratively Skilled • Organized • Good Administrator
Self – Protective	<ul style="list-style-type: none"> • Self – Centered • Non-participative • Loner • Asocial • Status – Conscious 	<ul style="list-style-type: none"> • Class – Conscious • Normative • Secretive • Intagroup Competitor • Indirect 	<ul style="list-style-type: none"> • Avoids Negatives • Evasive • Ritualistic • Formal • Habitual Procedural
Participative	<ul style="list-style-type: none"> • Autocratic (reverse scored) • Dictatorial (reverse scored) • Bossy (reverse scored) 	<ul style="list-style-type: none"> • Elitist (reverse scored) • Nondelegator (reverse scored) • Micromanager (reverse scored) 	<ul style="list-style-type: none"> • Non-egalitarian (reverse scored) • Individually Oriented (reverse scored)
Humane Oriented	<ul style="list-style-type: none"> • Modest • Self – Effacing 	<ul style="list-style-type: none"> • Patient • Generous 	<ul style="list-style-type: none"> • Compassionate
Autonomous	<ul style="list-style-type: none"> • Individualistic 	<ul style="list-style-type: none"> • Independent 	<ul style="list-style-type: none"> • Autonomous Unique

Table 2 shows which original items each of six final factors entail. Each factor was also given the name recommended by the GLOBE authors. Upon performing factor analysis, we undertook several T-Students tests in order to find out differences in leadership expectations regarding a) gender, b) study program (social vs. technological), c) intention to make vs. not to make the career of a leader as well as d) intention vs. a lack of intention to found an own business.

Research sample

The empirical study was conducted from April to June 2012. Students of social sciences (n=123) and of technology sciences (n=177) at Šiauliai University participated in the survey (N=300). Table 3 presents the main characteristics of the sample.

The exclusiveness of the research in the scientific space of Lithuania is conditioned by the fact that in order to reveal students' opinion about the required characteristics of a good manager the GLOBE method, which is globally recognized as a reliable research measure, was used for the first time.

The paper presents the results of a pilot study. In order to ensure representativeness of data, it is necessary to expand the sample population including the opinion of students of other Lithuanian social and technology science study programs about the most important characteristics of the ideal manager. The survey questionnaire was translated from Lithuanian by applying the double translation method. Students of social and technological science study programs at Šiauliai University participated in the research. 380 questionnaires were handed out, 300 were completely filled out and returned. The respondents were randomly selected; however, the necessary factor for selection was studies of social and technological science study programs. Data were processed using SPSS. Student survey findings were compared with the results of the survey conducted by D. Diskienė (2009), where managers from business and public organizations participated. The survey aimed at detailed analysis of managers' competences and compared the characteristics of public and business managers in order to clarify the most important characteristics of a good manager, according to their opinion.

Summary of respondents' demographic data analysis

Respondents	Gender (%)	Age	Area of studies (%)		In which sector would want to work after graduation (%)				Whether want or do not want to have a leaders' career (%)				Whether plan or not plan to have own business (%)			
					Business		State		Yes		No		Yes		No	
					S	T	S	T	S	T	S	T	S	T	S	T
Men	48,3	22	22,1	77,9	56,3	62,8	18,7	24,0	100	69,9	0,0	30,1	81,2	50,4	18,8	49,6
Women	51,7	22	58,7	41,3	36,3	35,9	53,8	53,1	89,0	70,3	11,0	29,7	50,5	37,5	62,5	49,5

* S – Social Science Study Program, ** T – Technology (Engineering) Sciences Study Program.

The main respondents were 22-year old students studying in social sciences and technology sciences programs. After graduating from university some of them would like to work in business organizations 41.5% of students from the social science program and 53.1% of students from the technological science program. 24% of male students from technological sciences and 53.1% of female students from technological sciences would like to work in the public sector. Yet slightly more female students from the technological sciences (70.3%) than male students (69.9%) would like to start a future career as a leader. It is interesting that male students who study technological sciences are more likely to set up their own business (62.8%), whereas in social sciences women are the ones to set up their own business after graduation (36.3%). This was also confirmed by the "Rait" (Veidas, 2012) survey research data of 2012 which attested Lithuanian youth as strongly business oriented since 33% of 18-29 year old persons would like to have their own business.

Results: general considerations

In order to give the first overview of leadership ideals held by Lithuanian students we solely focused on the results gained from the second order factors, as mentioned in the method section. The following figure summarizes the main findings (means of the 2nd order factor) regarding six leadership factors in the complete study. We can see that Lithuanian students perceive ideal leaders first of all as "charismatic" individuals (mean = 5.45), who are "team oriented" (mean = 4.85) as well as "human oriented" (mean = 4.55) and participative (mean = 4.43). To a considerably lesser extent ideal leaders are "autonomous" (mean = 3.80) and "self protective" (mean = 3.71). Thus, Lithuanian students and therefore future leaders in Lithuania expect from the leaders of organizations a particularly charismatic orientation as well as the ability to be team players and the ability to appreciate each individual (human orientation). In contrast to this, Lithuanian students did not evaluate such leadership attributes as autonomous and self protective behavior very highly.

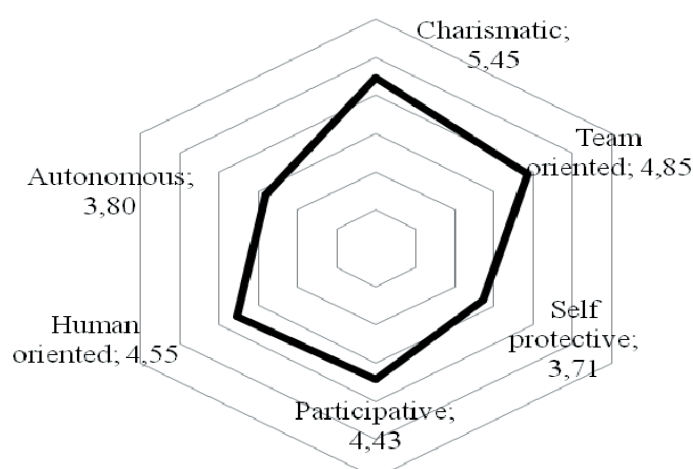


Fig. 2. Means of the 2nd order GLOBE leadership factors of the complete sample (N = 300)

Having considered the main findings, we now discuss the question whether and what kind of significant differences regarding leadership ideals

in terms of gender, study program and professional future plans of students can be found in the sample.

Leadership ideals and gender

In order to explore gender-specific differences regarding leadership ideals of Lithuanian students, we ran a T-Test for independent samples. The findings of this analysis are shown in the following table. Here, we can see that two out of six studied leadership factors show statistically significant differences between female and male students. Female students to a higher extent expect that ideal leaders demonstrated

charismatic characteristics (mean = 5.51, $p = 0.05$), such as morale appeal, enthusiasm, insight than their male counterparts (mean = 3.97, $p = 0.05$). Moreover, gender differences can be obtained in the case of autonomous leadership, with male students expecting from the ideal leader a more autonomous behavior such as being unique or independent than female respondents ($p = 0.01$).

Table 4

Means of leadership factors depending on the gender of respondents (N = 300)

Leadership factors	Gender	N	Mean	Std. Dev.	p
<i>Charismatic</i>	Female	155	5.51	0.61	0.05
	Male	145	5.38	0.54	
Team oriented	Female	155	4.89	0.42	0.06
	Male	145	4.81	0.37	
Self protective	Female	155	3.65	0.54	0.06
	Male	145	3.77	0.50	
Participative	Female	155	4.50	0.80	0.08
	Male	145	4.35	0.73	
Human oriented	Female	155	4.59	0.90	0.38
	Male	145	4.50	0.81	
<i>Autonomous</i>	Female	155	3.65	1.08	0.01
	Male	145	3.97	0.98	

The given statistically significant data suggest that charismatic leadership is more important for women. This was also indicated in academic literature (Conger, Kanungu, 1998, Bass, 1985): it is important for women that the manager is able to inspire, his personal image is impressive, he is self-confident. When strong emotional links among the leader and his followers exist, it is possible to expect high-quality interrelation (Brody, 2006). The charismatic leader is a symbol of success. Furthermore, autonomy of a leader for male students is a more important feature than for female students. Autonomy is associated

with independent decision-making, thus, it seemed to be a more masculine leadership feature in Lithuania. Comparing the previous results of the research with the survey conducted by Diskienė (2009), student and manager opinions about the necessary characteristics of a manager were different. The most important characteristics indicated by managers were: the ability to plan and organize work (91.4%), making decisions in emergency situations (81.2-84.4%), meanwhile the evaluation of independence, considered as the most important feature by students, was low (20.2-18.6%).

Table 5

Leadership ideals and study program (N = 300)

Leadership factors	Science field	N	Mean	Std. Dev.	p
Charismatic	Social sciences	123	5.51	0.70	0.15
	Technology sciences	160	5.41	0.48	
<i>Team oriented</i>	Social sciences	123	4.90	0.44	0.008
	Technology sciences	160	4.82	0.37	
Self protective	Social sciences	123	3.67	0.56	0.30
	Technology sciences	160	3.74	0.52	
Participative	Social sciences	123	4.43	0.88	0.98
	Technology sciences	160	4.43	0.71	
Human oriented	Social sciences	123	4.43	0.90	0.61
	Technology sciences	160	4.58	0.79	
Autonomous	Social sciences	123	3.86	1.07	0.79
	Technology sciences	160	3.83	1.04	

In the second part of the analysis we compared the images of ideal leaders according to the fields of science degree programs represented by students. All programs under investigation were divided into social sciences (which included such study programs as public administration and management, etc.) and technical sciences (including science programs such as computer engineering, civil engineering, mechanical engineering, electronics engineering, environmental and occupational safety).

T-test results of the analysis showed that the ideals of students' leaders are quite similar between students in social and technological study programs. In both groups, students saw leaders as charismatic,

people oriented and empowering employees in a leadership position. A statistically significant difference emerged in the case of team orientation. Students of social sciences were more likely to imagine good leaders as being more team-oriented (mean = 4.90, $p = 0.01$) than their counterparts from technological sciences (mean = 4.58, $p = 0.01$). It can be assumed that such a finding is the result of professionally different images of leadership in study programs, with technical science students, unlike social science students, being rarely exposed to teamwork and therefore expecting teamwork orientation from ideal leaders to a lesser extent.

Table 6

Leadership ideals and social engagement of students (N=300)

Leadership factors	Are you a member of the student union?	N	Mean	Std. Dev.	p
Charismatic	Yes	46	5.33	0.53	0.12
	No	254	5.47	0.59	
Team oriented	Yes	46	4.80	0.39	0.33
	No	254	4.86	0.40	
Self protective	Yes	46	3.70	0.47	0.95
	No	254	3.71	0.53	
Participative	Yes	46	4.46	0.79	0.77
	No	254	4.42	0.76	
Human oriented	Yes	46	4.41	0.80	0.25
	No	254	4.57	0.87	
Autonomous	Yes	46	3.68	0.86	0.36
	No	254	3.83	1.07	

Further analysis tested the assumption that students' social activity affects leadership ideals. Students' social activity was identified by answers to the question whether students are involved in student associations and whether they are members of other communities. As shown in Table 7, no statistically significant difference between socially active and socially passive students was found. Thus, we can say that the ideals of leadership held by students did not depend on their social activity. But this assumption should be confirmed by other studies since the result can be based on a very uneven distribution of samples with a large part of the sample (N = 254) not participating in student activities and a small part of socially active participants (N = 46).

Research results can be related to changes in Lithuania, which have influenced changes in the labor market, organization and manager behavior. The

need to cooperate and collaborate resulted from the emerging new activities and forms of funding, when Lithuania became the member of the European Union. Project funding has become a measure of promoting teamwork in an organization. The survey of managers, conducted by Diskienė (2009), confirmed the fact that changes in the understanding of a manager's role and the emergence of new functions and roles, such as being an educator, advisor, patron, etc, promote effective communication, employee empowerment, teamwork. This leads to success of an organization. Consequently, it is important for the manager to create an open working environment, enhance mutual confidence among team members by highlighting permanent help, information sharing, realistically assessing current situation, seeing prospects for development, i.e. becoming the leader.

Table 7

Leadership ideals and leading position in the future (N = 300)

Leadership factors	Leading position in the future	N	Mean	Std. Dev.	p
<i>Charismatic</i>	Yes	237	5.48	0.58	0.02
	No	63	5.30	0.56	
<i>Team oriented</i>	Yes	237	4.90	0.38	0.00
	No	63	4.65	0.37	
Self protective	Yes	237	3.70	0.53	0.6
	No	63	3.74	0.48	
Participative	Yes	237	4.46	0.78	0.10
	No	63	4.30	0.70	
<i>Human oriented</i>	Yes	237	4.60	0.88	0.01
	No	63	4.34	0.74	
Autonomous	Yes	237	3.81	1.03	0.99
	No	63	3.81	1.09	

One of the assumptions of the present study argued that students who intend to pursue a manager's career, foster different leader expectations than those who do not intend to become leaders. The results of T-test analysis partially confirmed this assumption. As provided in Table 7, students planning a leader's career imagine the ideal leader as being more charismatic (mean = 5.48, $p = 0.02$), more team-oriented (mean = 4.90, $p = 0.00$) and more human oriented (mean = 4.60, $p = 0.02$) than students who do not intend to seek a leading position. It means that students who intend to become leaders themselves set higher requirements for leaders. They are expecting from leaders high teamwork qualities, such as solving organizational problems together with the team. Humane leadership qualities, such as sincere cooperation, trust, collegial relations, are becoming extremely important as well. Accordingly,

contemporary students imagine good leaders as not being authoritarian but human oriented.

The survey of managers confirmed that managers give priority to a democratic work style (63.8% in the public sector and 51.7% in business organizations), which is based on mutual respect, cooperation and the authority of the manager. However, in accordance with the scale focusing on employees or tasks, managers rather valued tasks, what was in contrast to the modern management trend of focusing on persons. This shows that managers do not consider it essential to express sincere concern about the welfare of others, initiate and maintain friendly relations at work and beyond.

It is possible to state that modern leaders are distant from an autocratic management style, they focus on tasks instead of a person, what, according to students, does not comply with the image of a good manager.

Table 8

Leadership ideals and entrepreneurial plans (N = 300)

Leadership factors	Entrepreneurial characteristics	N	Mean	Std. Dev.	p
Charismatic	Yes	153	5.47	0.58	0.47
	No	147	5.42	0.56	
Team oriented	Yes	153	4.87	0.38	0.36
	No	147	4.83	0.37	
Self protective	Yes	153	3.73	0.53	0.41
	No	147	3.68	0.48	
Participative	Yes	153	4.38	0.78	0.23
	No	147	4.48	0.70	
Human oriented	Yes	153	4.54	0.88	0.93
	No	147	4.55	0.74	
Autonomous	Yes	153	3.82	1.03	0.89
	No	147	3.80	1.09	

While assessing the results with regard to the question whether students plan to set up their own

business, no statistically significant differences were found between those students who intend to set up

their business and those who do not. This shows that entrepreneurial plans do not have any significant impact on leadership ideals. Both, students who would like to set up own businesses as well as those who do not have such intention, have similar images of the ideal leader. They highlighted in particular charismatic leadership qualities, such as the ability to work in a team and orientation towards staff. This finding can be explained by young age of the respondents and the lack of business experience. However, the result gives hope that Lithuania's future leaders not only expect such qualities from their leaders, they also try to orient themselves towards the leader image revealed by this study.

According to surveys conducted in Lithuania and scientific insights, it is possible to assume that managers of organizations (business and public sector) are not always able to quickly and adequately respond to changes in the market, insufficiently understand the importance of planning, lack an insightful rational foresight and mostly do not involve employees in decision making. According to managers, a failure to do work properly is followed by penalty, but employees do not learn from their mistakes and that prevents employees from initiative and creativity.

Such behavior of managers is the heritage of the Soviet period, which is changing slowly. It is becoming necessary to educate to engage talented employees in order to enhance the potential of managers-leaders, thus ensuring a successful development of organizations.

Conclusion and discussion

The present study highlighted that Lithuanian students imagine ideal leaders as being charismatic, team-oriented, human oriented and empowering staff to be involved in decision-making, thus participating. Several statistically significant differences between the concepts of the ideal leader may be found there. Female students rather than their male counterparts imagined the ideal leader as being charismatic (mean=5.51, $p=0.05$) since it was most important for them to have communication based on good interpersonal relationships, meanwhile male students emphasized that the ideal manager must be independent (mean=3.97, $p=0.05$), what echoes some masculine stereotype. Students in social science programs more than students in technological science programs stressed that the ideal leader may be more focused on teamwork. Furthermore, students who plan their career as a leader emphasized that the ideal leader should be oriented to the team (mean = 4.90, $p = 0.01$), be human oriented (mean = 4.60, $p = 0.02$) and charismatic (mean = 5.48, $p = 0.02$). Further analyses of influencing factors revealed that students

who plan to set up their own business and those who do not plan have a similar image of the ideal leader: there were no significant difference between these two groups regarding the attributes of ideal leadership.

In contrast to previous studies on this topic in Lithuania, this work did not investigate employees and employers but university students. Nevertheless, the results of our study support the findings of other empirical investigations regarding leadership expectations in Lithuania. For example, according to Bakanauskienė and Bartnikaitė (2009), we may state that ideal leaders perceived by Lithuanian students are charismatic and motivating as well as human oriented and thus communicative. Furthermore, our study also showed that participative leader behaviour is one of relevant facets of ideal leadership, not only from the point of view of leaders, as was indicated by Diskienė (2009), but also from the point of view of students. Accordingly, we may see that students as well as employees are foremost expecting relationship orientation instead of task orientation from leaders. Meanwhile contemporary as well as future employees (i.e. university graduates) much more significantly appreciate interpersonal relationships of their leaders, their genuine interest in the lives of employees regarding their skills, motivates their personal and professional development.

From the given results it could be expected that future leaders of Lithuanian institutions and firms raise not only high demands for their supervisors but also try to focus on the following ideals: being more charismatic, appreciating team work, focusing on their employees, not orienting only towards expenses and trying to promote employee participation in management decisions.

However, there are still several research gaps we were not able to address in this study. We focused on the perceived leadership ideals, the questions of real leadership practices in current Lithuanian firms however remain to be examined in the future. Moreover, the factors that influence leadership ideals should be examined in more detail as well. One of interesting facets to be studied is national culture framing of individual conceptions and ideals of leadership. In addition to this, specific work experience seems to be an important factor that shapes individual leadership perceptions in the course of professional socialization. Thus, our results provide the first tendencies regarding cultural assumptions about leadership in Lithuania and point to several new questions and issues which should be examined more profoundly in future research.

In spite of numerous research limitations and prospects for future research, some relevant practical recommendations based on the obtained results could be provided. Firstly, the results of the GLOBE student survey showed that from the practical point

of view discussions are becoming important how big discrepancy between the ideal leaders and the real leaders is. Since students in social and technological science programs are prospective employees in Lithuanian firms, these discussions will help to outline the main leadership problems in practice on the one hand and to ensure more successful graduate integration into the labor market on the other hand. It also facilitates equal expectations of employers and students (future employees) what leads to successful functioning of the organization.

Secondly, although Lithuania has seen a long-standing autocratic style for many years, the organizational environment has dramatically changed during recent years. Not only workers' needs, expectations and abilities have become more diverse, employees also expect to be more seriously valued by the leaders. Prospective employees, students examined in the present research, in Lithuanian firms expect more team and human oriented behaviors from the leaders as it was traditionally practiced. Thus a different approach to leadership seems to be required. Accordingly, current leaders of Lithuanian firms must challenge their usual practices and behaviors in order to harmonize employee expectations with regard to leadership in everyday practices, as greater match between employee ideal leaders and real leaders can lead to success of organizations (House et al., 2002).

Thirdly, according to the GLOBE authors, we assume that there are still several intercultural differences between leadership ideals. In different countries people tend to perceive leaders differently and expect from them different features and behaviors. Non-standard actions of the manager can cause surprise or even resistance. So to avoid this situation and bring workers to common objectives of the organization it is necessary to know what people expect from the manager in a particular culture, what features and behaviours are appreciated, what actions of the manager are acceptable, desired and influence others. Especially managers from foreign countries working in Lithuania should be interested in the specific, "Lithuanian", features of leadership ideals. The results of this study suggest that a traditional, authoritarian management style is no longer acceptable for prospective employees. The question regarding further differences between Lithuanian and West European leading ideals remains to be explored in future research. Therefore it is purposive to compare the results of this study with the results of similar studies in other countries in order to avoid conflicts and misunderstandings between international employers and Lithuanian employees.

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Ko studentai tikisi iš vadovų? GLOBE tyrimo Lietuvoje rezultatai

Santrauka

Šiame straipsnyje pristatomas Šiaulių universitete atliktas tyrimas, kuriame dalyvavo socialinių ir technologinių mokslų krypties studijų programas studijuojantys studentai (N = 300). **Tyrimo tikslas** – ištirti šiuolaikinio idealaus vadovo ypatybes. **Tiriamųjų grupė** – Šiaulių universiteto pirmosios pakopos bakalauro studijų programų studentai (socialinių ir technologinių mokslų krypties). Atlikti šio pobūdžio tyrimą paskatino mažas temos (problemos) ištirtumas. Tyrimas buvo įgyvendintas remiantis tarptautinio mokslinio tyrimo projekto „GLOBE Student Global Leadership and Organizational Behavior Effectiveness Project“ kiekybine (apklausos) metodika. Šio tyrimo metu studentų buvo prašoma įvertinti idealaus vadovo elgesį ir savybes, naudojant skalę nuo 1 iki 7. Siekiant nustatyti idealaus vadovo ypatybes, duomenys analizuoti ieškant skirtumų tarp *kintamųjų*: lyčių, mokslo krypties (socialinių ir technologinių), noro daryti ar nedaryti vadovo / ne vadovo karjerą, ketinimo / neketinimo kurti savo verslą. Duomenų kiekybinė analizė atlikta SPSS statistinės analizės programa. Sudarant faktorius, buvo remtasi GLOBE autorių Hanges ir Dickson (2004, p. 128, 136) parengta metodika.

Atlikta duomenų analizė atkleidė, kad šiuolaikinį idealų vadovą studentai įsivaizduoja kaip charizmatišką (5,51), orientuotą į komandinę veiklą, humanišką ir vertinantį darbuotojų dalyvavimą priimant sprendimus. Buvo aptikta ir nemažai statistiškai reikšmingų skirtumų. Moterys (studentės) idealų vadovą įsivaizduoja kaip charizmatišką (5,51), o vyrai pabrėžia, kad idealus vadovas turi būti savarankiškas (3,97). Socialinius mokslus studijuojantieji studentai labiau nei technologinių mokslų studentai pabrėžia, kad idealus vadovas turi būti orientuotas į komandinę darbą (4,90). Studentai, kurie planuoja vadovo karjerą, labiau pažymi, kad idealus vadovas turėtų būti charizmatiškas (5,48), orientuotas į komandinę veiklą (4,90) ir humaniškas (4,60), nei tie studentai, kurie neplanuoja siekti vadovo karjeros. Išanalizavus faktorius išaiškėjo, kad studentai, planuojantys kurti savo verslą ir neplanuojantys to daryti, panašiai įsivaizduoja idealų vadovą. Norint išsiaiškinti idealaus vadovo savybes, vykdomi įvairūs mokslo tyrimai, kuriuose dalyvauja darbdaviai ir darbuotojai. Šiuo atveju tyrimo dalyvavo studentai. Atlikti Lietuvoje tyrimai (Mikulėnienė, 2008; Diskienė, 2009) patvirtina, kad šalies

vadovai orientuojasi į užduoties atlikimui reikalingas savybes. Tuo tarpu pavaldiniai gerokai aukščiau vertina tarpasmeninius santykius, t. y., kai vadovas nuoširdžiai domisi darbuotojų gyvenimu, išsiaiškina, kokių įgūdžių jie turi, kas juos motyvuoja ir domisi jų asmeniniais bei profesiniais siekiais. Taigi, kaip produktyviai darbuotojams seksis dirbti daugiausia lemia santykiai su tiesioginiu vadovu. Tai patvirtina „GLOBE Students“ tyrime išsakyta studentų nuomonė, kurie taip pat tikisi iš vadovo humaniškų tarpusavio santykių ir komandinio darbo sprendžiant organizacijos problemas.

Tarptautinio „GLOBE Students“ tyrimo rezultatai rodo, kad praktiniu požiūriu svarbios tampa diskusijos, kiek, studentų nuomone, jų idealus vadovas atitinka realaus vadovo įvaizdį, nes būtent socialinių ir technologinių mokslų studijų programų studentai, kaip rodo praktika, dažnai tampa vadovais. Šios diskusijos padėtų rasti bendrą kalbą su darbdaviais ir užtikrintų sėkmingesnę studentų integraciją į darbo rinką, taip pat palengvintų darbdavių ir studentų (būsimų darbuotojų) ar vadovų lūkesčių suderinamumą, kuris lemia organizacijos sėkmingą veiklą.

Remiantis GLOBE autorių nuomone, pasirenkamus lyderio idealus lemia ir tarpkultūriniai skirtumai. Skirtingose šalyse žmonės nevienodai supranta, kas yra geras vadovas. Nestandartiniai vadovo veiksmai gali sukelti nuostabą ar net pasipriešinimą. Taigi, norint išvengti tokios padėties ir užtikrinti, kad darbuotojai siektų bendrą organizacijos tikslų, būtina žinoti, ko tam tikros kultūros žmonės tikisi iš vadovo, kokios funkcijos ir elgesys yra vertinami, kurie vadovo veiksmai yra priimtini, pageidaujami. Tyrimo rezultatai rodo, kad tradicinis – autoritarinis – vadovavimo stilius šiuo metu darbuotojams nėra priimtinas. Todėl kyla klausimas, kiek ir kokia kryptimi turi būti toliau vykdomi tyrimai, norint atskleisti vadovo idealo Lietuvoje portretą ar jo skirtumus su kitų Vakarų Europos šalių vadovų idealais. Tikslinga šio tyrimo rezultatus palyginti su kitų šalių tų pačių tyrimų rezultatais, norint išvengti konfliktų ir nesusipratimų tarp tarptautinių darbdavių ir Lietuvos darbuotojų.

Pagrindiniai žodžiai: vadovavimas, lūkesčiai vadovų atžvilgiu, GLOBE tyrimo programa.

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