BEHAVIORAL PROFILE OF AN EFFECTIVE GERMAN LEADER OF A GLOBAL HEALTH COMPANY:

AN EXPLORATORY VIDEO-OBSERVATION STUDY

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Abstract

The question of this thesis deals with specific behaviors of effective leadership. In addition to the employment of the well known and often used MLQ we introduce a video based methodology within a German subsidiary of a global health care company.

Followers and experts scored the behavior of the focal leader and this data was compared to a sample of highly effective Dutch leaders.

In total, three different methods were used, including a video observation analysis, surveys (leader and followers) and expert ratings, to assess the leader from different angles. Laissez-faire leadership, transactional leadership, transformational leadership, emotional intelligence and values congruence are hypothesized and tested in conjunction with leadership effectiveness. Results show that transactional leadership, transformational leadership and emotional intelligence are significantly related to leadership effectiveness. With reference to the results of value congruence between the leader and his followers, only significant value congruence for conservation was found in this case study.

Keywords: effective leadership, video observation, surveys, expert ratings, leadership style, emotional intelligence, values congruence

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1. INTRODUCTION

The aim of this case study is to identify the behavioral profile of a highly effective German leader of a global health care company.

Effective leadership behavior has been a long term interest since the 1970s (House & Mitchell, 1974; Graen & Cashman, 1975; Bass, 1985; Howell and Costley, 2006). Most empirical studies examine effective leadership behavior by making use of quantitative research designs like quantitative surveys instead of exploring the leader´s field behavior during daily work operations (Lowe & Kroeck, 1996; Palmer, Walls, Burgess, & Stough, 2001). Furthermore, most empirical studies in the field of leadership styles only make use of follower surveys in place of field observation research (Bass B. , Avolio, Jung, & Berson, 2003; Yukl, 2010).

Therefore, this case study conducts a triangulated analysis of the behavioral profile of an effective German leader by utilizing three different methods. First, the video observation of the leader, who was video-taped during a randomly selected, prescheduled, regular staff meeting with his followers, for this case study. This makes it possible to analyze the actual behaviors in a naturalistic setting after an extensive video coding. Secondly, the leader and followers are surveyed. This quantitative method makes it possible to measure perceptional views of the followers and the leader concerning the subjects of this study. On the basis of the Multifactor Leadership Questionnaire (MLQ) developed by Bass transformational leadership, transactional leadership and laissez-faire leadership are surveyed (Bass B. M., 1985). With the help of the survey technique, emotional intelligence is also surveyed due to the fact that, in recent years, emotional intelligence has generated an extensive amount of popularity and has become well-known as a measure for identifying effective leadership (Palmer, Walls, Burgess, & Stough, 2001; Wong & Law, 2002). Despite this popularity, few empirical studies substantiate the efficiency of emotional intelligence in this field. Therefore, the relationship of emotional intelligence and leadership effectiveness is also examined on the basis of the gathered data with the survey.

Besides, theory and research assign that shared values are associated with positive organizational performance, therefore leaders should try to achieve high value congruence with their employees for being highly effective (Brown & Trevino, 2009; Edwards & Cable, 2009; Kristof, 1996). On the basis of this assertion values congruence between the leader and his followers are identified by the use of the eighteen items from

the Values Congruence Questionnaire, including the dimensions self-enhancement, self-transcendence, conservation and openness to change from Brown and Trevino (2009). Thirdly, the expert ratings are considered. Three males, top-level management position, at the global health care company rated the effectiveness of the focal leader. The ratings are used as an indicator whether the leader is highly effective or not.

For adding more value to the study and to make it more interesting, the highly effective German leader is compared to a pool of thirteen highly effective Dutch leaders to determine, to what extend an effective German leader differs in his behavioral profile valued on a benchmark of effective Dutch leaders.

In the first sections these different subjects will be introduced and linked to the field of effective leadership. In this context, eight hypotheses are theoretically derived. Followed by the explanation of the research method, the statistical results are presented and discussed. Finally, practical implications, limitations of the research and future research are illustrated.

2. THEORETICAL FRAMEWORK

In the following paragraphs several leadership items used in this study are theoretically described. Initially, effective leadership behavior is described (2.1). Subsequently, the three most traditional leadership styles (2.2) are described in detail: laissez-faire leadership, transactional leadership and transformational leadership. These three leadership styles were investigated by a great number of researchers and are often used for the determination of leadership effectiveness (Avolio, Bass, & Jung, 1999; Brassey-Schouten, 2011; Goodnight, 2004). Thereafter, the terms emotional intelligence (2.3) and values congruence (2.4) are presented by giving detailed definitions and explanations of variables concerning these terms. The last paragraph of this chapter (2.5) states several cultural and leadership differences between Germany and the Netherlands to add value to this research.

2.1 EFFECTIVE LEADERSHIP BEHAVIOR

According to Yukl (1999) theories of effective organizational leadership behavior have been a long term interest since the 1970s. Ever since several theories concerning effective leadership behavior were investigated by a numerous amount of researchers (e.g., House & Mitchell, 1974; Graen & Cashman, 1975; Bass, 1985; Howell and Costley, 2006).

Still, it needs to be considered that there is a distinction between the term organizational leadership and effective leadership. Due to House et al. (2002) organizational leadership focuses on the process to influence, motivate and enable people to act towards the success and effectiveness of the organization they are working for. Leadership effectiveness "refers to how successful an individual, already in a leadership position, is in influencing, motivating and enabling others towards achieving group or organizational success" (Kotzé & Venter, 2011, p. 403). Clearly, leadership is a process, and leadership effectiveness describes an outcome.

Numerous researchers argue which style of leadership is the most effective one. They have found out that a combination of both behavioral styles transactional and transformational leadership make leaders most effective (Avolio, Bass, & Jung, 1999; O´Shea, Foti, Hauenstein, & Bycio, 2009)

Transformational leadership behavior is more highly associated with effectiveness than transactional behaviors but transactional leadership is an important component of

effective management. Ultimately, a mix of transformational and transactional leadership behavior leads to effective leadership (Bass B. M., 1990; Lowe & Kroeck, 1996; Bass B. M., 1999; Gill, Levine, & Pitt, 1999).

This is conforming with the transformational-transactional leadership proposition of Bass, the augmentation effect, which specifies that transformational leadership adds to the effect of transactional leadership (Judge & Piccolo, 2004). Furthermore, the augmentation effect is also described as the degree to which transformational leadership styles build on the transactional base in contributing to the extra effort and performance of followers (Bass B. M., 1999)

2.2 LEADERSHIP STYLES

Over the last decades several leadership styles have emerged as for example laissez-faire, transactional and transformational leadership and they were investigated by a great number of researchers like (Bass B. M.; Howell & Costley; Brassey-Schouten). These leadership styles are often depicted in academic literature especially the comparison of transactional leadership and transformational leadership (Horner, 1997). The following paragraph gives a clear description of these three leadership styles and argues which of them is the most effective one. Subsequently, all described leadership styles will be used to evaluate which leadership behavior in each style is the most effective one.

LAISSEZ-FAIRE LEADERSHIP

Laissez-faire is a French expression and signifies "leave it alone" which is addressed to the followers or work team, the followers have the total freedom to select and to set their own objectives and to monitor their own work (Kurfi, 2009).

"The laissez-faire leader is one who believes in freedom of choice for the employees, leaving them alone so they can do as they want" (Goodnight, 2004, p. 822). Moreover, two things are essential for the basis of laissez-faire leadership. On the one hand, as the French expression signifies, to leave the employees alone to do their jobs because of the strong belief that they know their jobs best. On the other hand the laissez-faire leadership implies that the leader do not want exert power and control which could stoke fear (Goodnight, 2004). The main characteristics of the laissez-faire leadership style are minimal information and resources, virtually no participation, no involvement

or communication and the understanding of job requirements, policies and procedures solely occurs among employees (Goodnight, 2004). Thus, laissez-faire is often described as a form of "non-leadership" (Bass, 1985; Harland et al., 2005 and Kurfi, 2009) because the leader holds nearly no influence over his followers. Within the laissez-faire leadership style it is hard to identify who the leader is and who the followers are (Kurfi, Leadership Styles: The Managerial Challenges in Emerging Economies, 2009).

In conclusion and according to Ronald Goodnight (2004) the laissez-faire leadership style is manifested as the worst and less effective style of leadership, particularly with reference to the case in which the leader uses the standard practice of non-interference and "hands-off" to instruct the followers. Also, within this style of leadership the processes are out of control due to the main characteristics and the style can lead to anarchy, chaos and inefficiency and can be dismissed out of hand as useless (Goodnight, 2004). Dysfunctional conflicts and a lack of achievement are further negative consequences of laissez-faire leadership (Gill, Levine, & Pitt, 1999)

TRANSACTIONAL LEADERSHIP

The transactional leadership style is based on transaction or exchange. Transactional leaders offer "promise and reward for good performance" and "treat and discipline for poor performance" (Bass B. M., 1990). Furthermore, guidance, attention and benefits are provided by the respective leader due to follower's positive performance. The main element of transactional leadership is directive leadership behavior (Howell & Costley, 2006).

According to Howell and Costley (2006) expectations, work procedures and methods are clearly defined and communicated to followers for completing tasks successfully and effectively. On the one hand transactional leaders make use of contingent reward behavior, providing compliments, recognition, extra time and attention but on the other hand they also make use of contingent punishment behavior for bad performance (Howell & Costley, 2006).

Another common practice of transactional leaders is the active or passive form of management-by-exception. The passive form results in "setting performance objectives and standards, waiting for problems to arise, reacting to errors and intervening reluctantly" whereas the active form of management-by-exception entails "setting

performance objective and standards, monitoring for deviations and errors and then correcting them and enforcing rules and procedures" (Gill, Levine, & Pitt, 1999, p. 49).

TRANSFORMATIONAL LEADERSHIP

In comparison to transactional leadership, transformational leaders use charismatic behaviors extensively (Howell & Costley, 2006). Transformational leadership and charismatic leadership are often used synonymously due to the charismatic attitudes of the transformational leader (Brassey-Schouten, 2011). According to Bass and Avolio (1994), "transformational leadership is seen when leaders:

- Stimulate interest among colleagues and followers to view their work from new perspectives;
- Generate awareness of the mission or vision of the team and organization;
- Develop colleagues and followers to higher levels of ability and potential;
- Motivate colleagues and followers to look beyond their own interests toward those that will benefit the group.

Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible" (Bass & Avolio, 1994, pp. 2-3).

The transformational leadership style can be divided into four dimensions: *the idealized influence, the inspirational motivation, the intellectual stimulation* and *the individual consideration* (Bass & Avolio, 1994)*.

Idealized influence implicates a socialized charismatic leader related to beliefs, values and missions. Idealized influence is dependent on the degree followers want to emulate the leader due to veneration, recognition and trust. *Inspirational motivation* bears on the degree to which leaders motive followers by challenging them, enthusiastic communication of visions, optimism and encouragement. *Intellectual stimulation* bears on the degree to which leaders stimulate followers to view problems from a different angle and to be innovative and creative to find solutions. *Individual consideration* bears to the degree to which the leader is concerned for follower's needs and competencies and to offer supportive environment to exploit these (Bass B. , Avolio, Jung, & Berson, 2003; Howell & Costley, 2006).

For the purpose of measuring the four dimensions of transformational leadership known as the four I´s and dimensions of other leadership styles, the Multifactor Leadership Questionnaire (MLQ) is mostly applied (Bass B. M., From Transactional to

Iransformational Leadership: Learning to Share the Vision, 1990; Bass B. , Avolio, Jung, & Berson, 2003). The MLQ was originated and empirically validated to measure the dimension of transactional and transformational leadership to distinguish leader behavior. Additionally, good construct validity is given by utilizing the MLQ items (Lowe & Kroeck, 1996).

Several types of the Multifactor Leadership Questionnaire exist but the most popular is the MLQ-5X derived by Avolio and Bass (Antonakis, Avolio, & Sivasubramaniam, 2003). As shown in the following table, the MLQ-5X measures transformational leadership by five subscales, transactional leadership by three subscales and laissez-faire leadership by one scale (Eagly, Johannesen-Schmidt, & van Engen, 2003).

Definitions of Transformational, Transactional, and Laissez-Faire Leadership Styles in the MLQ–5X

MLQ–5X scales with subscales	Description of leadership style
Transformational	
Idealized Influence (attribute)	Demonstrates qualities that motivate respect and pride from association with him or her
Idealized Influence (behavior)	Communicates values, purpose, and importance of organization's mission
Inspirational Motivation	Exhibits optimism and excitement about goals and future states
Intellectual Stimulation	Examines new perspectives for solving problems and completing tasks
Individualized Consideration	Focuses on development and mentoring of followers and attends to their individual needs
Transactional	
Contingent Reward	Provides rewards for satisfactory performance by followers
Management by Exception (active)	Attends to followers' mistakes and failures to meet standards
Management by Exception (passive)	Waits until problems become severe before attending to them and intervening
Laissez-Faire	Exhibits frequent absence and lack of involvement during critical junctures

Note. MLQ–5X = Multifactor Leadership Questionnaire—Form 5X.

Source: (Eagly, Johannesen-Schmidt, & van Engen, 2003, p. 571)

In conclusion, a wide range of studies have shown that transformational leadership is more highly associated with leadership effectiveness than transactional leadership (Lowe & Kroeck, 1996; Bono & Judge, 2004; Derue, Nahrgang, Wellman, & Humphrey, 2011). Nevertheless, a combination of both behavioral styles transactional and transformational leadership make leaders most effective (Avolio, Bass, & Jung, 1999; O´Shea, Foti, Hauenstein, & Bycio, 2009) Ultimately, a mix of transformational and

transactional leadership behavior leads to effective leadership (Bass B. M., 1990; Lowe & Kroeck, 1996; Bass B. M., 1999; Gill, Levine, & Pitt, 1999).

Therefore the following hypotheses were elaborated:

Hypothesis 1: Leaders who score high on laissez-faire leadership are highly ineffective.

Hypothesis 2: Leaders who score low on transactional leadership are highly effective.

Hypothesis 3: Leaders who score high on transformational leadership style are highly effective.

2.3 EMOTIONAL INTELLIGENCE (EI)

Lately, an increasing number of scholars explored emotional intelligence (EI) and argued that EI is a main variable affecting leader´s effective performance (Wong & Law, 2002). EI traces its origin in social intelligence which was initially identified by Thorndike in 1920. He defined the concept of social intelligence as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations" (Thorndike, 1920, p. 228).

The first scholars who referred to the concept of emotional intelligence were Salovey & Mayer (1990) and Goleman (1998). They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" is used (Salovey & Mayer, 1990, p. 189).

In their study Mayer and Salovey (1997) enhanced their definition of emotional intelligence "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10).

Emotional intelligence is conceptualized of four dimensions: *Self Emotional Appraisal (SEA), Others Emotion Appraisal (OEA), Regulation of Emotion* (ROE) and *Use of Emotion (UOE)* (Salovey & Mayer, 1990; Wong & Law, 2002; Goleman, 1998).

Self Emotional Appraisal (SEA) is the appraisal and expression of emotion in the self. "This relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people" (Wong & Law, 2002, p. 246).

Others Emotion Appraisal (OEA) is the appraisal and recognition of emotion in others. "This relates to peoples' ability to perceive and understand the emotions of those people around them. People who are high in this ability will be much more sensitive to the feelings and emotions of others as well as reading their minds" (Wong & Law, 2002, p. 246).

Regulation of Emotion (ROE) is the regulation of emotion in the self. "This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress" (Wong & Law, 2002, p. 246).

Use of Emotion (UOE) is the use of emotion to facilitate performance. "This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance" (Wong & Law, 2002, p. 246).

Emotional intelligence is identified as being an important component needed for leadership effectiveness and thus it is a crucial factor for success (Weinberger, 2009).

Findings by Hur et al. (2011) and Palmer et al. (2001) show that "emotionally intelligent team leaders are more effective because they exhibit more transformational leadership behaviors" (p. 599). This indicates that emotional intelligent leaders are more effective than leaders who are less emotionally intelligent and furthermore transformational leaders are more emotionally intelligent than leaders being transactional or laissez-faire. Therefore the following hypothesis was elaborated:

Hypothesis 4: Leaders who score high on emotional intelligence are highly effective.

2.4 VALUES CONGRUENCE

Theory and research assign that shared values are associated with positive organizational performance, therefore leaders should try to achieve high value congruence with their employees for being highly effective (Brown & Trevino, 2009; Edwards & Cable, 2009; Kristof, 1996). Firstly, values are defined as "general beliefs about the importance of normatively desirable behaviors or end states. Individuals draw from their values to guide their decisions and actions, and organizational value systems provide norms that specify how organizational members should behave and how organizational resources should be allocated as general" (Edwards & Cable, 2009, p. 655).

Derived from this definition value congruence, in this study, refers to the similarity between values held by the leader and its employees.

Due to Edwards et al. (2009) value congruence has an impact on the enhancement of communication and trust. Therefore value congruence promotes communication within organizations and the development of trust within relationships.

In this study the value theory of Schwartz is used as most scholars refer mainly to the Schwartz framework for researching organizational behavior on values (Brown & Trevino, 2009).

Schwartz (1994) proposed that values comply with two main continua: self-transcendence versus self-enhancement and openness to change versus conservation. These continua are coincidently two bipolar dimensions.

The first value dimension is *self-transcendence versus self-enhancement*. Self-transcendence emphasizes acceptance of other as equals and concern for their welfare (combining universalism and benevolence) whereas self-enhancement the pursuit of one´s own relative success and dominance over others (combining power, achievement and hedonism) (Brown & Trevino, 2009). The second value dimension is *openness to change versus conservation*. Openness to change emphasizes own independent thought and action and favoring change (combining the self-direction, stimulation and hedonism) whereas conservation emphasizes submissive self-restriction, preservation of traditional practices and protection of stability (combining security, conformity and tradition) (Brown & Trevino, 2009).

For attaining a positive effect on performance, Yukl (2010) delineates that showing consideration, acceptance and the need for others are crucial factors. Apparently, these factors are more coextensive with self-transcendence than with self-enhancement. Furthermore, effective leadership can also be associated with showing appreciation for follower's ideas. Therefore the following hypotheses propose:

Hypothesis 5: Highly effective leaders score high on congruence of self-enhancement values.

Hypothesis 6: Highly effective leaders score high on congruence of self-transcendence values.

Hypothesis 7: Highly effective leaders score high on congruence of conservation values.

Hypothesis 8: Highly effective leaders score high on congruence of openness to change values.

2.5 CULTURAL AND LEADERSHIP DIFFERENCES OF GERMANY AND THE NEHTERLANDS

This section depicts the differences in culture and leadership in Germany and the Netherlands. First of all the national culture differences will be examined followed by the differences in leadership of the two European neighbor countries.

The national culture differences between Germany and the Netherlands are compared by using the popular five dimensions of Hofstede, which are Power Distance, Uncertainty Avoidance, Individualism-Collectivism, Masculinity-Femininity and Long Term Orientation (Hofstede & McCrae, Personality and Culture Revisited: Linking Traits and Dimensions of Culture, 2004). These dimensions can be defined as follows.
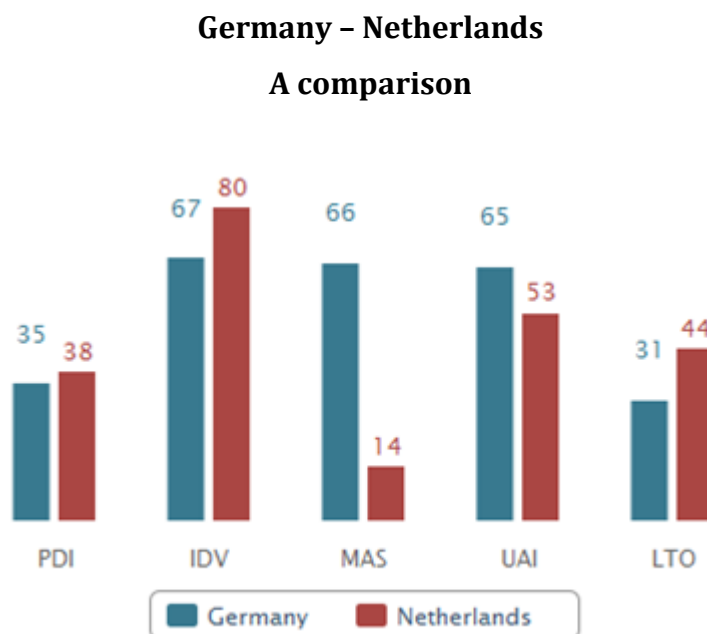
Power Distance (PDI) indicates "the extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders" (Hofstede & McCrae, 2004, p. 62).

Uncertainty Avoidance (UAI) "deals with a society's tolerance for ambiguity. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, and different than usual. Uncertainty-avoiding cultures try to minimize the possibility of such situations by strict laws and rules, by safety and security measures. People in uncertainty-avoiding countries are also more emotional and are motivated by inner nervous energy. The opposite type, uncertainty-accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and are not expected by their environment to express emotions" (Hofstede & McCrae, 2004, p. 62).

"_Individualism (IDV)_ versus its opposite, _Collectivism_, refers to the degree to which individuals are integrated into groups. In individualist societies, the ties between individuals are loose: Everyone is expected to look after himself or herself and his or her immediate family. In collectivist societies, people are integrated from birth onward into strong, cohesive in-groups, often extended families (with uncles, aunts, and grandparents), protecting them in exchange for unquestioning loyalty" (Hofstede & McCrae, 2004, p. 63).

"*Masculinity (MAS)* encompasses its opposite pole, *Femininity (FEM)*. Measurements in terms of this dimension express the extent to which the dominant values in society are "masculine" – that is, assertiveness, the acquisition of money and things, and not caring for other, the quality of life, or people. These values were labeled "masculine" because, within nearly all societies, men scored higher in terms of values positive sense than of their negative sense. Even though the society as a whole might veer towards the "feminine" pole. Interestingly, the more an entire society scores to the masculine side, the wider the gap between men´s and women´s values" (Hofstede, 1980, p. 46).

Long Term Orientation (LTO) or *Short Term Orientation (STO)* is the fifth dimension of Hofstede which was added after the original four to try to distinguish the difference in thinking between the Eastern and Western part of the world. It includes characteristics like persistence, ordering relationships by status and observing this order, thrift and having a sense of shame while Short term orientation include personal steadiness and stability, protecting your "face", respect or tradition and reciprocation of greetings, favors, and gifts (Hofstede & McCrae, 2004).

Germany – Netherlands
A comparison

Source: http://geert-hofstede.com/germany.html

Hofstede´s 5 Dimensions	Germany	The Netherlands
Power Distance (PDI)	• lower power distant country (score 35) • highly decentralized • strong middle class • extensive Co-determination rights • leadership best accepted when it is based on expertise • direct and participative communication and meeting style	• power is decentralized (score38) • hierarchy for convenience only • equal rights • leader accessible, coaching leader • management facilitates and empowers. • managers count on the experience of their team members • employees expect to be consulted • control disliked and attitude towards managers informal and on first name basis • communication direct and participative
Uncertainty avoidance (UAI)	• strong uncertainty avoidance (score 65) • strong preference for deductive rather than inductive approaches • thinking, presenting or planning • systematic overview important • highly systematic law system • prefer to compensate for their high uncertainty by strongly relying on expertise	• weak uncertainty avoidance (score 53) • preference for avoiding uncertainty • emotional need for rules • people have an inner urge to be busy and work hard • precision and punctuality are the norm • innovation may be resisted • security is an important element in individual motivation
Individualism / Collectivism (IDV)	• truly individualistic (score 67) • small families with a focus on parent-children relationship instead of aunts and uncles • strong belief in the ideal of self-actualization • loyalty based on personal preferences for people as well as a sense of duty and responsibility • communication highly direct • giving the counterpart a fair chance to learn from mistakes	• individualistic society (score 80) • high preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only • employer/employee relationship is a contract based on mutual advantage • management is the management of individuals

Masculinity / Femininity (MAS)	• masculine society (score 66) • performance is highly valued and early required (school system) • people rather "live in order to work" • draw a lot of self-esteem from their tasks • managers are expected to be decisive and assertive • status is often shown, especially by cars, watches and technical devices	• feminine society (score of masculinity 14) • important to keep life/work balance and make sure that all are included • effective manager is supportive to his/her employees • decision making is achieved through involvement • managers strive for consensus • employees value equality, solidarity and quality in their working lives • conflicts are resolved by compromise and negotiation • long discussions until consensus has been reached
Long Term Orientation / Short Term Orientation (LTO)	• short term orientation culture (score 31)	• short term orientation culture (score 44)
	• exhibit great respect for traditions • relatively small propensity to save • strong social pressure to "keep up with the Joneses" • impatience for achieving quick results • strong concern with establishing the Truth • western societies are typically found at the short-term end of this dimension, as are the countries of the Middle East	

Source: self-elaborated table based on http://geert-hofstede.com/netherlands.html

Evidently, the table shows that there are cultural differences between Germany and the Netherlands. However, according Hofstede (geert-hofstede.com) the main difference between Germany and the Netherlands is Masculinity and Femininity. Germany is a masculine country whereas the Netherlands are very feminine which indicates that measurements of the dominant values in society like assertiveness, acquisition of money, not caring for other and the quality of life are higher in Germany than in the Netherlands (Hofstede, 1980; Hofstede, geert-hofstede.com).

Nevertheless, the table depicts concurrently that there are differences in leadership as well. One of the most famous studies of cultures and leadership in different countries and nations is the GLOBE study (Global Leadership and Organizational Behavior Effectiveness). Robert J. House was the initiator of the GLOBE study in 1991, he and

some voluntary collaborators collected and analyzed data of 17.000 managers in 951 local (non-multinational) organizations in 62 societies throughout the world.

Within the GLOBE study countries are divided into clusters, whereby Germany and The Netherlands are both in the Germanic European Cluster (Northouse, 2010). Both countries are high in performance orientation, assertiveness and future orientation but in contrast, low in humane orientation, institutional collectivism and in-group collectivism. Furthermore, counties within the Germanic European Cluster like Germany and the Netherlands, value competition, aggressiveness and are more result-oriented than people-oriented. They plan and investigate in future and use laws and rules to get control over their environment (Northouse, 2010).

According to Szabo et al. (2002) charisma is a universal concept favored by managers all over the world but in contrast, participative leadership and team-orientation is especially positive in Germanic European countries. Germany and the Netherlands score high on participative leadership which can be identified as transformational leadership.

	Germany	The Netherlands
Charismatic	5,85	5.98
Team-Oriented	5,50	5.75
Self-Protective	3,14	2.87
Participative	5,79	5.75
Humane	4,52	4.82
Autonomous	4,33	3.53

Source: (Szabo, Brodbeck, Den Hartog, Reber, Weibler, & Wunderer, 2002)

In addition to the elaborated hypotheses in this study a question is asked to add value to the study and to compare the highly effective German leader with a pool of thirteen highly effective Dutch leaders.

Question: To what extend does an effective German leader differ in his behavioral profile valued on a benchmark of effective Dutch leaders?

3. METHODS

In this study, the case study approach is applied to conduct an in-depth analysis of the leader effectiveness of a global health care company leader. The case study design is useful for testing whether the elaborated theory within the theoretical part and the model actually work in the real world. Hence, in this case study three different tools of data ascertainment are used to test the theoretically derived hypotheses. The following self-elaborated model depicts these three tools:

1. Video observations of the leader
2. Surveys completed by leader and his followers
3. Expert ratings of effectiveness
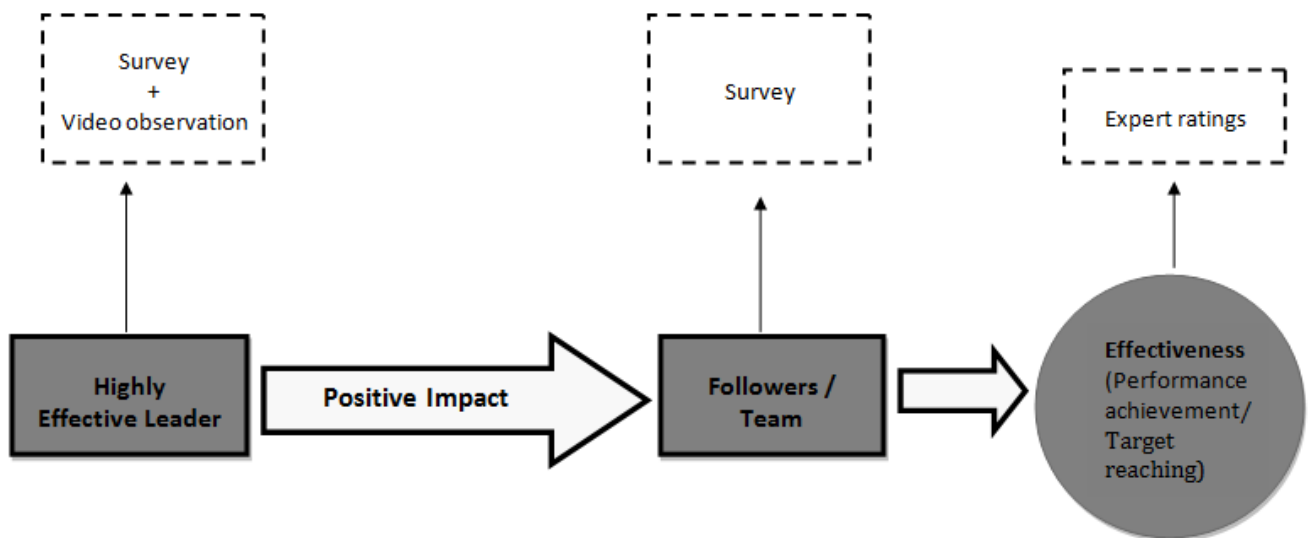
This study was conducted at a German subsidiary of a global health care company, located in the western part of Germany. It was possible to conduct this case study within the German subsidiary of that company due to the help of Mr. van Beek, HR Director EMEA, who will use this case study as a pilot testing for a more extensive study and who enabled the contact for the researcher with the general manager of that global health care company in Germany. In a personal conversation with the general manager, the researcher explained the case study design, the intent of the study and guaranteed anonymity to participants. Due to that conversation the permission for conducting the case study was given. In this study three samples were drawn (1) the leader (2) the followers and (3) the expert raters.

The Leader is the focus of the case study. He is the general manager of a German subsidiary of a global health care company who is tested for effectiveness. Due to Flyvbjerg (2006) a case study is a "detailed examination of a single example and can be used for reliable information about the broader class" (Page 220). Thus, the leader was observed during a regular periodic meeting with his followers in their natural work setting.

The followers of the leader, in total 13 people, participated in this study by completing a survey, which was handed out at the end of the filmed meeting. This questionnaire assessed their opinions about the behavior of their leader; 9 male and 3 female followers completed the survey, one employee did not fill in his or her gender. The age of the responding employees ranged between 28 and 51 years, with an average age of 42.25 years. They had worked at the global health care company 6.92 years on average. Their employment relationship varied between 2 and 18 years. The employees have worked between one and three years for the current leader.

The expert raters were three males who perform a top-level management position at the global health care company. Two of them are general managers and the other one is a director. The three raters are Swedish, Dutch and French.

They were asked to rate the effectiveness of the focal leader. According to the knowledge and experience of these expert raters they were capable of judging the effectiveness of the leader.

According to Rosenstein (2002) researchers and practitioners make use of video observations in different fields of social science since the 1940´s. Mostly this method is used to observe specific behaviors even in the field of determining leadership effectiveness [e.g. van der Weide & Wilderom (2004) and Gupta, Wilderom & van Hillegersberg (2009)]. Therefore, in this study the method of video observation is used as one part to analyze the behavioral repertoire and effectiveness of the leader of the global health care company.

The leader in this case study was video-taped during a randomly selected, prescheduled, regular staff meeting with his followers. This made it possible to analyze the actual behaviors in a naturalistic setting after an extensive video coding.

The camera was located in the meeting room in a fixed position, placed on a tripod and was focused on the leader. A researcher was present during the whole meeting and adjusted the camera according to the movements of the leader to ensure the filming of the full behavioral repertoire of the leader and additionally, to get a good understanding of the meeting and to control factors like batteries or lightning. For reasons of camera cognition the etic view was utilized to ensure the observation of leader behavior from the outside. Simultaneously, the etic view reduces the level of obtrusiveness and the camera fades into the background (Nijhuis & Wilderom, 2008).

In case people know that they are observed through videotaping they will potentially change their natural way of behavior, this is called reactivity. Three strategies can be used to minimize the reactivity: unobtrusiveness, manipulation or acclimatization (Nijhuis & Wilderom, 2008). In this research the third strategy, acclimatization, was used and the research goal was explained to the participants. Additionally, the questions of the participants prior the videotaping were answered. According to Erickson (1992) and Mead (1995) in general the camera fades into the background shortly after entering the meeting room. This quick habituation leads to a minimization of reactivity.

Additionally, after the meeting the followers of the leader were asked to rate the degree the behavior of the manager is representative during the filmed meeting, compared to similar meetings when the camera was absent. Followers were able to rate this on a scale form one (not representative) to seven (very representative). Only five of the thirteen managers filled in the representativity. The mean of the rated representativity was 5.6. The highest score of the meeting was 6 while the lowest score was 5. Therefore,

it can be concluded that the presence of the camera did not influence the behavior of the leader.

The videotape was used as a MPEG data file to be able to code the leader behavior with the help of the Observer program. The Observer can be used to watch and to code the video at the same time. It is a software package for the collection, management, analysis and presentation of observational data (Noldus, Trienes, Hendriksen, Jansen, & Jansen, 2000).

The coding procedure was done by utilizing a behavioral coding scheme, which consisted of eleven behaviors (breakdown of items per variable A,B,C - See Appendix No. 1), based on existent leadership literature. In total, two observers, both master students of Business Administration coded the video of two hours and forty minutes in a systematic way. The behaviors were coded by frequency (how often did the behavior occur) and by duration (the amount of time a specific behavior endured). As well as frequency, duration was also recorded as a specific behavior which might occur infrequently. For example, an infrequent behavior may have had a long duration throughout the meeting. Alternatively, a frequently performed action may have lasted for only a short time. The measure used to establish inter-rater reliability is the percentage of agreement between the raters (Beck & Fisch, 2000). First, two observers coded the same videos separately. Afterwards both observers reviewed the coding differences together. These differences were noted through reports generated by the Observer. Reviewing was important, as sentences or behaviors could be understood differently by the coders. The Reliability Analysis of both codings resulted in a proportion of agreements of 98%. Fortunately, the Speraman´s Rho, which is a non-parametric measure of statistical dependence between two variables, resulted in 1,00 which indicates a "perfect" relationship. Furthermore, the interrater reliability (Kappa) resulted in 0,97 which indicates a very high agreement between the two observers.

Questions of the survey were administered in Dutch. The questions were the same for followers and managers except for a differentiation in the use of personal pronouns. The questions for the manager were written in the first person (e.g. "I lead my team effectively") and the version for the followers in the third person (e.g. "My supervisor leads our team effectively").

The scales values congruence, extrarole behavior, team effectiveness and team trust are exceptions; values congruence and extrarole behavior refer to the self perception of followers and managers, team effectiveness are questions referring to the team level and team trust on organizational level. The survey is presented in Appendix No. 4 and the breakdown of items per variable in Appendix No. 1. The response rate was 100%. Surveys were handed out after the meeting and after completing the survey, which took about twenty minutes, the researcher collected the surveys. For this case study one completed questionnaire of the leader is used and 13 completed questionnaires of the followers. The scales were validated in pilot studies and seven-point Likert scales were used throughout the survey.

Transformational- (D), transactional- (E) and laissez-faire leadership (F) are surveyed by 38 items of the Multifactor Leadership Questionnaire (MLQ). The MLQ is the most often applied method to measure transformational, transactional and laissez-faire leadership (Bass B. M., From Transactional to Iransformational Leadership: Learning to Share the Vision, 1990; Bass B. , Avolio, Jung, & Berson, 2003).

Furthermore, Emotional intelligence (Q) is examined by sixteen items conceptualized by Wong & Law (2002), including the dimensions Self-emotion appraisal (SEA), Others emotion appraisal (OEA), Use of emotion (UOE) and Regulation of emotion (ROE).

Values congruence between managers and followers (G,H, I, J) is surveyed by eighteen items from the Values Congruence Questionnaire, including the dimensions self-enhancement, self-transcendence, conservation and openness to change from Brown and Trevino (2009).

The items of all values were averaged to establish a score per value. Before it was possible to examine the score of values congruence, the congruence in values between managers and followers, a few more steps had to be taken. Firstly, a mean score for the items of the four variables self-enhancement, self-transcendence, openness to change and conservation of values congruence was created. The result was two scores per

variable, one from the perception of the manager and one from the perception of the followers. Then, the difference between these perceptions was calculated, which is also called mean difference. A difference of zero means complete agreement between the values of the manager and followers' values. Thus, the higher the score (the differences between managers and follower s' values) for congruence, the worse is the score in reality.

Leadership effectiveness (K) was surveyed by four items of the MLQ. Leadership effectiveness is defined as the extent to which the manager directly and/or indirectly influences the performance of their followers. Perceived team effectiveness (M) was measured by using an item-scale developed by Gibson, Cooper and Conger (2009) and of this scale four items were used. Perceived team effectiveness is the perception of the followers and managers as a team, and how this team performs and whether it delivers high quality. Perceptions of team trust (N) was measured by five items of the Supportive Learning Environment Questionnaire (Garvin, Edmondson, & Gino, 2008) and could be defined as to what extent followers and managers feel free to share (personal) information, problems, etcetera. Extra effort (O) refers to the extent the manager motivates his/her followers to do more than what is expected of them and potentially increases the ambition of the followers and was measured by three items of the MLQ. Furthermore, seven items from the extrarole behavior scale (Blader & Tyler, 2009) were used to measure extrarole behavior (P). Extrarole behavior is defined as the extent to which followers go beyond role requirements when performing their job role.

3.4 EXPERT RATING EFFECTIVENESS

The manager was rated by three expert raters. The expert raters received a score sheet with a cover letter and they were asked to independently answer two questions. The first question was an overall question in which effectiveness was defined as the extent to which the manager directly and/or indirectly influenced the performance of the followers and was based on the yearly performance evaluations of the managers. The second question was an exposition of the first question and consisted of seven specific items, based on the variables leadership effectiveness (K) and extra effort (O). These questions derived from the Multifactor Leadership Questionnaire (Bass & Avolio, 2005).

The survey for the expert raters is displayed in Appendix No. 2. The ratings of the three expert raters were averaged to get one score for the manager. This mean score of 7,67 indicates the degree of effectiveness of the manager.

The boundary score of being deemed as highly or moderately effective was 7.5. Leaders obtaining an average effectiveness score of 7.5 or higher were labeled „highly effective" and this applies to the manager in this case study. Concluding one can say the manager of this case study can be labeled as highly effective.

3.5 CONTROL VARIABLES

Age, gender and job tenure have been used in the study as control variables. Several researchers give explanations why these variables have been chosen as control variables to predict behaviors including effectiveness. Virany et al. (1992) for example recommend the utilization of job tenure as control by trying to comprehend how behavioral measures influence effectiveness. Furthermore, others suggest that a whole lot of effectiveness can be assigned to leaders gender (Schwartz, 1994; Ridgeway, 2001). Due to Barbuto Jr. et al. (2007) the control variable age is important in respect to the ratings of the transformational and transactional leadership style.

4. RESULTS

Leadership style	Behavior	German Frequency	Dutch Frequency	German Seconds	Dutch Seconds
Laissez-faire leadership	Showing disinterest	0,72%	0,56%	1,7%	0,43%
		0,72%	0,56%	1,7%	0,43%
Transactional leadership	Providing negative feedback	2,01%	0,67%	0,53%	0,40%
	Defending one´s own position	1,09%	0,42%	0,18%	0,24%
	Directing	8,83%	3,52%	4,19%	1,24%
	Verifying	8,46%	6,28%	1,28%	1,54%
	Structuring the conversation	10,02%	7,25%	4,97%	2,91%
	Informing	11,11%	16,30%	10,11%	20,38%
		41,52%	34,44%	21,26%	26,71%
Transformational leadership	Visioning	1,08%	10,28%	0,57%	10,18%
	Intellectual stimulation	12,4%	5,75%	2,38%	2,82%
	Individualized consideration	6,56%	10,14%	1,35%	3,35%
		20,04%	26,17%	50,22%	70,63%
Listening	Listening	37,72%	38,83%	72,74%	56,49%
	Total	100%	100%	100%	100%

Table R1: Behaviors of a highly effective German manager and highly effective Dutch managers during regular staff meetings

Table R1 shows the comparison of the leadership styles (laissez-faire, transactional, transformational) of highly effective Dutch leaders and a highly effective German leader due to video recordings. The table is divided into the frequency and the seconds of the coded meeting behaviors (mutually exclusive) that were videotaped. These are depicted for the highly effective Dutch leaders (n=16) and the highly effective German leader (n=1).

First of all, with respect to the laissez-faire leadership style, the German leader always shows higher values (frequency and seconds) than the Dutch leaders. It is conspicuous that German leaders show disinterest more often than Dutch leaders.

Furthermore, the transactional leadership section shows that in total the German leader shows transactional leadership behavior more often than transformational or laissez-faire behavior and he also shows transactional behavior more often than the Dutch

leaders. It is important to mention that the transactional behavior of the German leader is less time consuming than that of the Dutch. This can for example be seen from the frequency value of defending one´s own position for the Dutch leaders which is 0.42% compared to the German leader with 1.09% while the time amounts 0.24% for the Dutch leaders and 0.18% for the German leaders. Another example for this phenomenon is verifying, which amounts to a frequency of 6.28% for Dutch leaders and 8.46% for the German leader while the time intensity for verifying amounts to 1.54% seconds for Dutch leaders and only 1.28% seconds for the German leader. Although, the German leader shows transactional behavior more often, the Dutch leaders score far higher on informing, which amounts to a frequency of 16.30% for Dutch leaders and 11.11% for the German leader and the Dutch leaders score also higher on seconds which amounts to 20.38% and only 10.11% for the German leader.

Moreover, in total Dutch leaders score higher on transformational leadership than the German leader (frequency and seconds). One variable shows that the German leader scores higher on the frequency of intellectual stimulation (12.4%) than Dutch leaders (5.75%) but again, their behavior scores less in the intensity of time (2.38%) compared to the Dutch (2.82%). A significant result are the scores of visioning. The highly effective Dutch leaders score in both, frequency and seconds (10.28% and 10.18%), far higher in that section than the highly effective German leader (1.08% and 0.57%). In conclusion, the highly effective German leader scores higher on the frequency of transactional leadership than on the frequency of transformational leadership but he scores higher on the seconds of transformational leadership than on the seconds of transactional leadership.

Additionally, to receive further results to test hypotheses 1-3, the leadership effectiveness rated by the followers was correlated with each of the leadership styles laissez-faire, transactional (management by exception-passive, management by exception-active and contingent rewarding) and transformational (idealized influence behavior, idealized influence attributed, inspirational motivation and individualized consideration) due to the mean ratings of the followers below.

Leadership style	Pearson Correlation (r)	Significance (p)	Mean (μ)	SD (σ)
Laissez-faire Leadership	-.221	.469	3.21	1.44
Transactional Leadership	.751	.003	4.15	0.62
Transformational Leadership	.912	.000	4.59	1.02

Table R2: Correlation of each leadership style (rated by the followers) with leadership effectiveness (rated by the followers)

The correlation analysis in Table R2 provides information about the relationship between each of the leadership styles correlated to leadership effectiveness both rated by the followers. The correlation coefficient represents the strength of the linear relationship: in this case the relationship between transactional leadership and leadership effectiveness is positive and relatively strong (r= 0.751; p < 0.05) but the relationship between transformational leadership and leadership effectiveness is positive as well but very strong (r= 0.912; p < 0.05). The positive correlation indicates that if one variable increases the other also increases, e.g. when the leader gains in one of the two leadership styles, he becomes more effective. Additionally, the correlation between laissez-faire leadership and leadership effectiveness is negative and very low (r= -0.111; p > 0.05) which indicates that they do not correlate significantly. Concluding from the results of the video analysis and the survey it can be said that the German leader of the global health company is mostly using leadership behaviors of two leadership styles: the transactional and transformational leadership behavior. As seen in the theoretical part this phenomenon is called the augmentation effect which is a mix of transformational and transactional leadership behavior and leads to effective leadership (Bass B. M., 1990; Lowe & Kroeck, 1996; Bass B. M., 1999; Gill, Levine, & Pitt, 1999). Therefore, the German leader is neither a transactional leader nor a transformational leader, his leadership profile consists of behaviors of two leadership styles.

Furthermore, the data of the survey (questionnaire) also been analyzed to gain more facts to find an answer to the question associated with hypotheses 1-3: to what extend does the behavior of a highly effective German leader differ from the behavior of highly effective Dutch leaders. Furthermore it was also analyzed to see if there is a congruence of the video data and the survey data. The following table depicts the survey data for transformational leadership of effective Dutch and German leaders:

	Dutch (n=16)	German (n=1)
Transformational Leadership behavior		
Idealized influence behavior	4,83	4,72
Idealized influence attributed	4,81	4,75
Inspirational motivation	5,24	4,67
Individualized consideration	4,28	4,08
Intellectual stimulation	<u>4,43</u>	<u>4,54</u>
Transformational Leadership (mean)	**4,73**	**4,55**

Table R3: Survey data for transformational leadership behavior of highly effective Dutch leaders and the highly effective German leader

The table R3 shows the analyzed survey data for transformational leadership behavior and it depicts the same result as the data of the video recordings that highly effective Dutch leaders score slightly higher on transformational leadership behavior than the highly effective German leader. The table of the analyzed survey data is not that precise than the table of the video data but both express the same results which leads to the conclusion that highly effective Dutch leaders score higher on transformational leadership behavior and that the highly effective German leader uses transactional behavior as well as transformational behavior.

Emotional Intelligence Factors		Leader	Followers
Self-emotion appraisal	SEA 1	6	5,38
	SEA 2	6	5,23
	SEA 3	6	5,15
	SEA 4	6	4,85
	Mean SEA	**6**	**5,15**
Others emotion appraisal	OEA 1	6	4,46
	OEA 2	6	4,92
	OEA 3	6	4,54
	OEA 4	6	4,54
	Mean OEA	**6**	**4,62**
Use of emotion	UOE1	7	5,69
	UOE2	7	5,31
	UOE3	7	5,54
	UOE4	7	5,69
	Mean UOE	**7**	**5,56**
Regulation of emotion	ROE1	7	5,08
	ROE2	7	5,31
	ROE3	7	5,00
	ROE4	7	4,92
	Mean ROE	**7**	**5,80**
Emotional Intelligence	**Total**	**6,5**	**5,28**

Table R4: Leader and Follower mean values of the emotional intelligence dimensions

Table R4 shows the mean values of the four emotional intelligence dimensions, Self Emotional Appraisal (SEA), Others Emotion Appraisal (OEA), Regulation of Emotion (ROE) and Use of Emotion (UOE). The emotional intelligence was measured on the basis of a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Emotional intelligence is assessed on the basis of the value level. In this respect the higher the value, the higher the emotional intelligence of the leader. In advance it has to be declared that the leader of the case study rated his emotional intelligence always higher than it was rated by his followers. This result shows that the view of the leader compared to his employees diverge. This lack of agreement between self evaluation or self-perception and evaluative feedback shows a high discrepancy. This phenomenon

may occur due to self-rating inflation, the leader may be unaware of how he is seen by his followers (Atwater, Roush, & Fischthal, 1995).

The ratings of the followers range from moderately agree or agree (4.5 - 5.8) whilst the rating of the leader always lies between agree and strongly agree (6.0 – 7.0). All results of the ratings, be it the leader or the followers, are relatively high (SEA 6.0 and 5.15; OEA 6.0 and 4.62; UOE 7.0 and 4.62; ROE 7.0 and 5.80) which indicates that the leader is emotional intelligent. This is also underlined by the total score of the emotional intelligence of the leader which lies at 6.5 (leader) and 5.28 (followers).

Furthermore, the follower´s mean value of leadership effectiveness was correlated with the follower´s mean value of emotional intelligence.

The bivariate correlations analysis represents the strength of the linear relationship between emotional intelligence and leadership effectiveness, in our case ($r= 0.56$; $p < 0.05$) which indicates a relatively strong relationship between leadership effectiveness and emotional intelligence. In addition, it indicates a positive correlation, which means that, if one variable increases, the other also increases. For example when leaders gain in emotional intelligence, they will become more effective.

Concluding the results up to this point it can be said that the leader of this case study is relatively emotional intelligent and if the leader would gain in emotional intelligence he will become more effective.

Variables	t	Sig. (2-tailed)	Specified value (Mean Manager)	Mean (Followers)	SD (Followers)	Mean difference
Self-enhancement	-6,27	.000	7	4,51	1,43	-2,49
Self-transcendence	-11,28	.000	7,75	4,23	1,13	-3,52
Conservation	0,24	.815	3,75	3,83	1,22	0,08
Openness to change	-4,19	.001	5	4,11	0,67	-0,89

Table R5: t-test: value congruence between the leader and his followers

The TableR5 shows the results of the t-test in which the ratings of the variables self-enhancement, self-transcendence, conservation and openness to change of the followers were analyzed to see if they are congruent to the ratings of the leader. The problem in this special case was that there were only ratings of one leader (n=1) and therefore the t-test tool of the specified value was chosen. This tool tests all ratings of the variables of the followers against the specified value which is always in our case the mean rating for each variable mentioned above.

Self-enhancement

The sample mean self-enhancement followers is tested against the specified value of 7 (self-enhancement mean leader). It is assumed that the sample mean (self-enhancement followers) equals the specified value (H0). The significance level is 0.000 which is lower than the usual threshold level of 0.05. Therefore, we can reject H0 which means that it can be assumed that the sample mean differs from 7 and that there is no significant value congruence for self-enhancement between followers and the leader.

Self-transcendence

The sample mean self-transcendence followers is tested against the specified value of 7.75 (self-transcendence mean leader). It is assumed that the sample mean (self-transcendence followers) equals the specified value (H0). The significance level is 0.000 which is lower than the usual threshold level of 0.05. Therefore we can reject the H0 which means that it can be assumed that the sample mean differs from 7.75 and that there is no significant value congruence for self-transcendence between followers and the Leader.

Conservation

The sample mean conservation followers is tested against the specified value of 3,75 (conservation mean leader). It is assumed that the sample mean (conservation followers) equals the specified value (H0). The significance level is 0.815 which is higher than the usual threshold level of 0.05. Therefore we <u>cannot reject the H0</u> which means that it can be assumed that the sample mean does not significant differ from 3.75 and that there is significant value congruence for conservation between followers and the leader.

Openness to change

The sample mean openness to change followers is tested against the specified value of 5 (openness to change mean leader). It is assumed that the sample mean (openness to change followers) equals the specified value (H0). The significance level is 0.001 which is lower than the usual threshold level of 0.05. Therefore, we can reject the H0 which means that it can be assumed that the sample mean differs from 5 and that there is no significant value congruence for openness to change between followers and the leader.

		German (frequency)	Dutch (frequency)	German (seconds)	Dutch (seconds)
Self-defending	Showing disinterest	4,1	1,68	48	10,55
	Defending one´s own position	6,2	1,26	5	5,9
	Providing negative feedback	11,4	1,76	15	8,97
		<u>21,7</u>	<u>4,7</u>	<u>68</u>	<u>25,42</u>
	Average mean value self-defending	7,23	1,57	22,67	8,47
Steering	Directing	50,1	10,7	118	39
	Verifying	48	19,96	36	47,38
	Structuring the conversation	56,8	22,99	140	90,69
	Informing	63	49,6	285	599,69
	Visioning	6,1	32,93	16	289,9
		<u>224</u>	<u>136,18</u>	<u>595</u>	<u>1066,66</u>
	Average mean value Steering	44,80	27,24	119,00	213,33
Supporting	Intellectual stimulation	70,3	18,03	67	80,79
	Individualized consideration	37,2	31,44	38	111,52
	Listening	213,9	121,29	2050	1532,76
		<u>321,4</u>	<u>170,76</u>	<u>2155</u>	<u>1725,07</u>
	Average mean value Supporting	107,13	56,92	718,33	575,02

Table R6: Video data for Self-defending, Steering and Supporting behavior of highly effective Dutch leaders and the highly effective German leader

Table R6 shows the video data for self-defending, Steering and Supporting behavior of Dutch and German leaders. The table is divided into the frequency and the behavior in seconds of the coded meeting behaviors (mutually exclusive) that were videotaped. These are depicted for the Dutch and German leaders. First it is obvious that the total of the Self-defending behavior section the German leaders show higher values (frequency and time) than the Dutch leaders. It is very conspicuous that the German leader provides negative feedback more often than Dutch leaders.

Furthermore, the steering behavior section reveals that in total the German leader shows more often transactional leadership behavior than the Dutch but their behavior is less time consuming. One example is the frequency value of informing which amounts 49.60 for Dutch leaders and 63.00 for the German leader but the time intensity for informing amounts to 599.69 seconds for Dutch leaders and only 285.00 seconds for the German leader.

Moreover, the German leader scores in total higher on supporting behavior than Dutch leaders (frequency and time). Two variables show that the German leader scores higher on frequency but less in intensity of time: intellectual stimulation and individualized consideration. Individualized consideration is especially conspicuous because the frequency of Dutch leaders amounts to 31.44 and the German leader amounts to 37.20. Time intensity is much higher for individualized consideration of Dutch leaders (111.52) than for the German leader (38.00). This shows that Dutch leaders use more time for individualized consideration than the German leader but in total the German use more supporting behaviors than Dutch leaders.

Leadership performance	Pearson Correlation (r)	Significance (p)	Mean (μ)	SD (σ)
Perceived team effectiveness	.638	.019	4.82	0.90
Perception of team trust	.095	.758	4.79	0.80
Extra effort	.924	.000	4.56	1.06
Extrarole behavior	.688	.009	4.42	0.80

Table R7: Correlation of leadership performance (rated by the followers) with leadership effectiveness (rated by the followers)

Table R7 displays the leadership performance, which was measured on the basis of perceived team effectiveness, perception of team trust, extra effort and extrarole behavior correlated to leadership effectiveness which was rated by the followers. The figures depict, that perceived team effectiveness (r=0.638; p < 0.05), extra effort (r=0.924; p < 0.05) and extrarole behavior (r=0.688; p < 0.05) are significant figures compared to the perception of team trust (r=0.095; p > 0.05). This indicates that there is a significant positive relationship between leadership effectiveness and these three variables. The significant positive correlation indicates that if one variable increases the other also increases, e.g. when the leader gains in one of the three leadership performance indicators, he becomes more effective.

Hypotheses:	Accepted	Not Accepted
1. Leaders who score high on laissez-faire leadership are highly ineffective	X	
2. Leaders who score low on transactional leadership are highly effective		X
3. Leaders who score high on transformational leadership style are highly effective	X	
4. Leaders who score high on emotional intelligence are highly effective	X	
5. Highly effective leaders score high on congruence of self-enhancement values		X
6. Highly effective leaders score high on congruence of self-transcendence values		X
7. Highly effective leaders score high on congruence of conservation values	X	
8. Highly effective leaders score high on congruence of openness to change values		X

5. DISCUSSION

This study has examined the behavioral profile of a highly effective German leader. Due to the results of the survey and the expert raters the examined German leader is highly effective.

This part of the study determines the behavioral profile of a highly effective German leader. Therefore the focal highly effective German leader is used to identify in how far the theoretically elaborated hypotheses can be accepted.

According to the results of part four it can be said that the highly effective German leader shows little "disinterest". According to Nijhuis et al. (2008), showing disinterest includes a certain level of distance to followers, no interest or actions to followers. Additionally, there is a lack or no participation during critical junctures, therefore "disinterest" can be linked to laissez-faire leadership (Zohar, 2002). Furthermore, in this case the laissez-faire leadership behavior of the highly effective German leader has a negative relation with effectiveness which is in line with the theory that laissez-faire leaders are highly ineffective (Goodnight, 2004; Zohar, 2002).

Continuing the identification of the behavioral profile of the focal leader it was exposed that the highly effective leader is significantly "directing" and "verifying" a lot as well as "structuring the conversation" and "informing". Furthermore, the focal highly effective

leader shows a significantly high "individualized consideration" behavior. Therefore, the behavior of the focal leader is consistent with the transactional and transformational leadership theory because he provides guidance, attention to followers and he also serves the main element of transactional leadership, the directive leadership behavior (Howell & Costley, 2006). Additionally, he shows the transformational leadership behavior "intellectual stimulation" which indicates that he "examines new perspectives for solving problems and completing tasks" (Eagly, Johannesen-Schmidt, & van Engen, 2003, p. 571).

So far it can be concluded that highly effective leaders use a behavioral mix of transactional and transformational leadership which corresponds with theory (Bass B. M., 1999; Judge & Piccolo, 2004; O´Shea, Foti, Hauenstein, & Bycio, 2009; Yukl, Leadership in Organisations, 2010). A possible explanation for using a mix of transactional and transformational leadership behavior might be the current state of business (situation) in which the leader and the followers are. Due to the Hersey-Blanchard Situational Leadership Theory, successful and effective leaders should change their leadership styles due to the maturity of the followers and the details of the tasks (Leadership-central.com). The use of situational leadership might be a reason why the focal leader of this case study is highly effective but this proposition needs future research for getting approved.

For adding more value to the study and to make it more interesting the focal highly effective German leader was compared to a pool of highly effective Dutch leaders to receive data to what extend an effective German leader differs in his behavioral profile valued on a benchmark of effective Dutch leaders. Dutch leaders show more transformational behavior while the profile of the German leader is mostly comprised of a combination of transactional and transformational behavior. This coincides with the theoretical part because according to Szabo et al. (2002) Germany and the Netherlands score highly on participative leadership which can be identified as transformational leadership, however the Netherlands score slightly more on transformational leadership. This outcome of different leadership behaviors between the highly effective German leader and the effective Dutch leaders might be attributed to main cultural difference between Germany and the Netherlands. This main cultural difference is that Germany is a masculine country and the Netherlands are feminine which indicates that measurements of the dominant values in society like assertiveness, acquisition of

money, not caring for other and the quality of life are higher in Germany than in the Netherlands (Hofstede, 1980; Hofstede, geert-hofstede.com).

Furthermore, the relationship between emotional intelligence and leadership effectiveness has been examined. The result of the bivariate correlations analysis represents that emotional intelligence of the leader is positively correlated to leadership effectiveness and therefore emotional intelligent leaders are more effective. This effect is also supported by the findings of Hur et al. (2011), Wong and Law (2002) and Palmer et al. (2001) which indicate that emotional intelligent leaders are more effective than leaders who are less emotionally intelligent and furthermore, transformational leaders are more emotionally intelligent than leaders being transactional or laissez-faire. Additionally, in this study it has become obvious that there is a high discrepancy of the self- evaluation or self-perception of the leader and the evaluative feedback of the followers. Due to Atwater et al. (1995) this phenomenon may occur due to self-rating inflation, the leader may be unaware of how he is seen by his followers. This result is an important indicator for an interesting future research topic in this field.

With reference to the results of value congruence between the leader and his followers it is obvious that there is only significant value congruence for conservation. Due to theory, conservation emphasizes submissive self-restriction, preservation of traditional practices and protection of stability (combining security, conformity and tradition). In this study the level of value congruence is very low but as theory and research examples depict, shared values are associated with positive organizational performance, therefore leaders should try to achieve high value congruence with their employees for being highly effective (Brown & Trevino, 2009; Edwards & Cable, 2009; Kristof, 1996). Therefore it can be assumed that the leader would increase in leadership effectiveness if the perception of the values gets more congruent.

Additionally, Edwards et al. (2009) state that value congruence has an impact on the enhancement of communication and trust. Therefore value congruence promotes communication within organizations and the development of trust within relationships. The result of this study for perception of team trust is very low and not significant, so this supports the above mentioned statement of Edwards et al.

The findings of the research demonstrate the behavioral profile of an effective German leader of a global health company. The use of the video observation method added a significant value to the study. Most of the times perceived behaviors correlate

significantly with the observed behaviors. The self-evaluation of the leader is not congruent with the evaluation of the followers. This study has examined effective leadership behavior by using a new multi-methods approach (qualitative and quantitative) to try to identify significant differences between reality and perception. With the study this gap is filled by analyzing and contrasting the observable leadership behaviors (video data of the filmed regular staff meeting) as well as the collected survey data and expert ratings. Finally, by comparing the highly effective German leader to highly effective Dutch leaders the study receives an added value.

PRACTICAL IMPLICATIONS

The profile of the focal highly effective German leader of this study is comprised of transactional leadership behaviors as well as transformational leadership behaviors. The results of the study reveal that there is a rating discrepancy between the leader and his followers. Therefore, it is recommended to implement regular video analysis sessions to film the leader during regular meetings with a subsequent self-evaluation. This tool can be used to reflect behavior in certain situations and to improve it accordingly. These video observations can be very helpful for leaders to identify their behavioral profile and to review whether their behavior is appropriate during the meeting. Furthermore, discrepancies of self-evaluation and upward feedback (ratings of followers) will presumably decrease due to a better self-assessment of the leader. Additionally, it is advisable to do informational feedback sessions between the leader and his followers because according to Kunich et al. (1996) one main proficiency of an effective leader is to be able to give and receive feedback. A combination of all other tools of leadership combined will not make a leader effective if feedback is lacking.

In this study there was a lack of value congruence between the leader and his followers. Thus, to get more efficient it is recommended to convey a clearer message to employees, about how important several values are regarded for their work. Leaders need their own set of values and these must be communicated to followers successfully in order to guide and direct them to a common goal. Shared values are an important component to be effective.

Besides, it is also recommended to enhance team trust because team trust has an essential role in effective leadership. Due to Gillespie (2004) team trust can be enhanced by "consulting team members when making decisions, communicating a collective

vision, and sharing common values with the leader. Therefore, enhancing value congruence and team trust are very important building blocks of leader effectiveness (Gillespie, 2004).

LIMITATIONS AND FUTURE RESEARCH

In this study only few significant results were found. Possible causes for this situation can be a threat of statistical conclusion validity namely "low statistical power" which signifies the small sample size (leader n=1; followers n=13). This main impediment of the study leads undeniably to results which are not as significant as they could be. It is more likely to find significant results by using a large sample (Shadish, Cook, & Campbell, 2002). Furthermore, the sample size is too small for being representative for a whole population. Clearly, in future the study needs to be researched on a basis of a larger sample.

This research used the method of filming a regular team meeting. During this meeting several team members were asked to give a presentation which led to a high frequency of listening behavior. This limitation is, to some extent, neutralized by the fact that listening was not counted among any behavior of the three leadership styles. It was listed separately. If one does not want to maintain the separation from the other behaviors one suggestion is to code the presentations during a meeting as null-behavior. Behavioral influencing factors like specific characteristics of the leader or performances or characteristics of the followers may form the behavioral profile of a leader. In contrast, different constellations or characteristics of a group may also have an effect on the behavioral profile of a leader. One team might for example need a lot of leader guidance, so more directing or structuring behavior (steering behavior) will be shown by the leader (Yukl, 2010). Future research should determine in how far group differences (e.g. in terms of gender or education) influence the behavioral profile of a highly effective leader and in addition different situational factors need to be taken into consideration for future research. Furthermore, Barbuto et al. (2007) argue in their research that the effects of gender, education and age upon leaders are important influencing factors. This view on leader differences can also be interesting in future research.

Moreover, the used codebook in this study can be optimized as no distinction was made between active and passive listening. The leader is an active listener when he or she is

interacting with the follower and/or is showing non-verbally that the speaking follower is understood. The leader is a passive listener when he or she is just quiet and not acting. Future research can be used to see if there is a link between leadership effectiveness and the extent of active or passive listening of the leader. Additionally, in future research there needs to be an addition of using humor in the codebook. In this study only laughing and joking within individualized consideration was used in the codebook. So there needs to be a distinction between laughing, joking and using humor because when the leader is laughing or joking this can be different from using humor. Using humor is when the leader makes a joke and two or more followers laugh or when he or she is humorous. By optimizing the codebook, behaviors could be coded in more detail so that more specific behavioral conclusions can be drawn.

By comparing the focal leader to a pool of thirteen highly effective Dutch leaders only a tendency can be stated because to compare one leader against thirteen is too weak to draw a clear conclusion which is generalizable to the German and Dutch population. Furthermore, researched Dutch leaders work for the bank sector and the focal leader of this case study works for a global health company. This also has to be adjusted to make the results more comparable. Therefore, already Jung and Avolio (1999) emphasize that deeper "cross-border" research is needed in this field of leadership research to draw a conclusion with respect to the behavioral repertoire of highly effective leaders across borders.

6. CONCLUSION

The results of this study show that the behavioral profile of an highly effective German leader of a global health company consists of transactional leadership behavior (structuring; informing) as well as transformational leadership behavior (individualized consideration). Therefore, a mix of transactional leadership behavior and transformational leadership behavior leads to high leader effectiveness.

Due to literature, a highly effective leader who combines transformational and transactional leadership behavior is especially engaged in contingent reward behavior (O´Shea, Foti, Hauenstein, & Bycio, 2009; Judge & Piccolo, 2004). In addition, highly effective leaders supplement transactional leadership behavior with transformational leadership behavior. Therefore, the behavioral profile of the focal highly effective leader of this study is in line with the literature because he uses transformational leadership

behavior and especially individualized consideration which indicates that he is concerned for his follower´s needs and competencies and that he offers a supportive environment to exploit these. Furthermore, the focal leader is especially engaged in contingent reward behavior which indicates that he provides compliments, recognition, extra time and attention for his followers this conforms to the results that he showed a lot of informing and structuring behavior.

This study also exposes that laissez-faire leadership has no relation to leadership effectiveness.

Besides, focusing on effective leadership behavior and leadership styles this study also deals with emotional intelligence. A positive correlation between emotional intelligence and leadership effectiveness was discovered. Therefore, it can be concluded that emotional intelligent leaders are more effective. An emotional intelligent leader has the ability to understand deep emotions and be able to express these emotions naturally. In addition, he is able to sense and acknowledge emotions well before most people and he is able to perceive and understand the emotion of those people around him like his followers. Ultimately, he is also able to regulate his emotions and to use emotions to facilitate performance (Goleman, 1998; Wong & Law, 2002).

This research focused on the value congruence of the highly effective German leader and his followers. The result of this research depicts only significant value congruence for conservation which emphasizes submissive self-restriction, preservation of traditional practices and protection of stability.

For adding more value to the study and to make it more interesting the leadership behavior of the focal highly effective German leader was compared to a pool of highly effective Dutch leaders. The result shows that Dutch leaders show more transformational leadership behavior while the profile of the German leader is mostly comprised of a combination of transactional and transformational leadership.

All results of this study were detected by a triangulated research method: video observation, survey and expert ratings. This triangulation helps to fill the gap to identify significant differences between reality and perception by analyzing and contrasting the observable leadership behaviors as well as the collected survey data and expert ratings.

The findings of this study clearly indicate that an extension of leadership studies is needed beyond exclusively using one method as survey ratings of followers. In future, a

multi-method approach might aid to investigate an overall behavioral leader profile and to identify differences between perception and reality.

LIST OF ABBREVIATIONS

EI	Emotional Intelligence
MLQ	Multifactor Leadership Questionnaire
GLOBE	Global Leadership and Organizational Behavior Effectiveness
PDI	Power Distance
UAI	Uncertainty avoidance
IDV	Individualism / Collectivism
MAS / FEM	Masculinity / Femininity
LTO / STO	Long Term Orientation / Short Term Orientation

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LEADERSHIP BEHAVIOURS
Showing disinterest (A)
Shows disinterest
Reserved
Shows no interest in employees
Defending one's own position (A)
Defends his/her own position and interest towards the employees
Underlines his/her position as a manager
Retains his/her opinion
Providing negative feedback (A)
Provides negative feedback to employees
Comes across as irritated and accusatory
Can communicate a difficult message cautious and clear
Directing (B)
Contradict employees
Call employees into order, if necessary
Interrupts employees
Delegates enough tasks to employees
Verifying (B)
Verifies enough (= regularly checks the state of affairs)
Asks for certain affairs/situations
Controlling
Structuring the conversation (B)
Gives good structure to conversations
Clearly takes the lead in conversations and meetings
Largely determines the topic of conversation
Informing (B)
Informs employees well
Answers questions of employees
Tells employees where information can be found
Visioning (B)
Gives employees clear goals
Gives opinions convincing
Discuss priorities
Intellectual stimulation (C)
Asks for ideas and opinions of employees
Works well together with employees
Encourages employees in a positive way

Individualized consideration (C)
Lets know when (s)he agrees with employees
Is friendly to employees
Shows personal interest in employees

Listening (C)
Listens well to employees
Lets employees know that (s)he understands something (for example by summarize or to nod approvingly)
Attentive listener
Makes good use of what is said against him/her

PERCEIVED LEADERSCHIP: TRANSFORMATIONAL LEADERSHIP
Idealized influence behavior (D)
Instills pride in me for being associated with him/her
Goes beyond self-interest for the good of the group
Acts in ways that build my respect
Displays a sense of power and confidence
Provides complete trust
Idealized influence attributed (D)
Talks about his/her most important values and beliefs
Specifies the importance of having a strong sense of purpose
Considers the moral and ethical consequences of decisions
Emphasizes the importance of having a collective sense of mission
Inspirational motivation (D)
Talks optimistically about the future
Talks enthusiastically about what needs to be accomplished
Articulates a compelling vision of the future
Expresses confidence that goals will be achieved
Individualized consideration (D)
Spends time teaching and coaching
Treats me as an individual rather than just a member of the group
Considers me as having different needs, abilities, and aspirations from others
Helps me to develop my strengths
Intellectual stimulation (D)
Re-examines critical assumptions to question whether they are appropriate
Seeks differing perspectives when solving problems
Gets me to look at problems from many different angles
Suggest new ways of looking at how to complete assignments

PERCEIVED LEADERSHIP: TRANSACTIONAL LEADERSHIP

Management by exception-passive (E)

Fails to interfere until problems become serious

Waits for things to go wrong before taking action

Shows that (s)he is a firm believer in "if it ain't broke, don't fix it"

Demonstrates that problems must become chronic before taking action

Management by exception-active (E)

Focuses attention on irregularities, mistakes, exceptions and deviations from standards

Concentrates his/her full attention on dealing with mistakes, complaints and failures

Keeps track of all mistakes

Directs my attention toward failures to meet standards

Contingent rewarding (E)

Provides me with assistance in exchange for my efforts

Discusses in specific terms who is responsible for achieving performance targets

Makes clear what one can expect to receive when performance goals are achieved

Expresses satisfaction when I meet expectations

PERCEIVED LEADERSHIP: LAISSEZ-FAIRE LEADERSHIP (F)

Avoid getting involved in important decisions

Is absent at times when (s)he is needed

Avoids decisions

Does not bother me when I do not bother him/her

VALUES CONGRUENCE

Self-enhancement (G)

Ambition (having high aspirations)

Success (achieving, accomplishing)

Taking initiative (enterprising, inventiveness)

Self-transcendence (H)

Altruism (caring, assisting others)

Justice (treating others fairly)

Helpfulness (working for the welfare of others)

Teamwork (working together, cooperation)

Equality (ensuring equal opportunity for all)

Conservation (I)

Obedience (meeting obligations, dutiful)

Conformity (following the rules, fitting in)

Tradition (preserving customs)

Self-discipline (exercising self-restraint)

Honor (showing deference to senior employees)

Openness to change (J)
Experimentation (trying new things)
Creativity (innovating, thinking outside the box)
Variety (welcoming novelty and change)
Daringness (seeking adventure, taking risks)
Curiosity (pursuing interests, inquisitiveness)

LEADERSHIP EFFECTIVENESS (K)
Is effective in meeting my job-related needs
Is effective in representing me to a higher authority
Is effective in meeting organizational requirements
Leads a group that is effective

LEADERSHIP PERFORMANCE
Perceived team effectiveness (M)
Our team is consistently a high performing team
Our team is effective
Our teams makes little mistakes
Our team delivers work of high quality

Perception of team trust (N)
In this unit it is easy to speak up about what is on your mind
People in this unit are usually comfortable talking about problems and disagreements
People in this unit are eager to share information about what does and doesn't work
If you make a mistake in this unit, it is often held against you
Keeping your cards close to your vest is the best way to get ahead in this unit
Extra effort (O)
Get me to do more than I expected to do
Heightens my desire to succeed
Increases my willingness to try harder to achieve higher performances
Extrarole behavior (P)
Voluntary help new colleagues to get started
Help others with work-related problems
Voluntary help others who perish in the work
Making overtime without anything in return
Work harder, above what is normally expected
Sharing information with others without anything in return
Perform voluntary activities, which are not required, to assist the organization

Emotional Intelligence	
Self-emotion appraisal (SEA)	
I have a good sense of why I have certain feelings most of the time	
I have good understanding of my own emotions	
I really understand what I feel	
I always know whether or not I am happy	
Others emotion appraisal (OEA)	
I always know my friends' emotions from their behavior	
I am a good observer of others emotions	
I am sensitive to the feelings and emotions of others	
I have good understanding of the emotions of people around me	
Use of emotion (UOE)	
I always set goals for myself and then try my best to achieve them	
I always tell myself I am a competent person	
I am a self-motivated person	
I would always encourage myself to try my best	
Regulation of emotion (ROE)	
I am able to control my temper and handle difficulties rationally	
I am quite capable of controlling my own emotions	
I can always calm down quickly when I am very angry	
I have good control of my own emotions	

<u>Degree of effectiveness</u>

As part of this study, we would like your judgment of the effectiveness of the participating (team) manager in this study. Effectiveness is defined as the degree to which the manager contribute departmental results, as reported in the performance document. E.g. how much does he achieve the commercial objective (volume, margin, commission), the risk objective (risk attitude, quality of advice, duty of care), the efficiency target (lead-time process), the CRM target (signal arrears, service requests, maintenance meetings, activities) and the HR target (management, coaching).

Below, we ask you to give a rating between <u>one</u> (very ineffective) and <u>ten</u> (very effective).

Level of effectiveness	

How often are the following statements on the above (team) leader applicable?

Please answer this by writing down a number after each statement ranging from 1 to 7:

Never	**Rarely**	**Sometimes**	**Regularly**	**Very Frequently**	**Often**	**Always**
1	**2**	**3**	**4**	**5**	**6**	**7**

He….	
leads his group effective	
heightens his followers desire to succeed	
is effective in meeting organizational requirements	
increases his followers willingness to try harder	
is effective in bringing followers to a higher level	
motivates his followers to do more than I expected to do	
is effective in meeting followers' job-related needs	

Behavior	Definition	Examples
1. Showing disinterest	Keeping distance toward followers Not showing any interest Not taking any action (when expected)	Talking to others while someone else is talking Not listening actively, looking bored, looking away
2. Defending one's own position	Defending one's own position or opinion Emphasizing own importance	"I cannot help it, my boss wants it like that" "I am the operations manager within the organization"
3. Providing negative feedback	Criticizing the behaviors of followers	"I am not happy with the way you did this..." "You shouldn't have acted so hastily"
4. Directing	Disagreeing with a follower Opposing against a follower Enforcing a follower to (not) do something Calling a follower into order Interrupting when someone is talking Changing the topic abruptly Dividing tasks among followers (without enforcing them)	"I don't think that is true" "I still think we should invite another candidate" "I will decide what happens. I want this candidate to be invited for the job" "This decision has been made and there is no turning back" "Hold on, I want to make this clear first" "John, I'd like you to take care of that" "Will you take responsibility for that project?"
5. Verifying	Checking on the current situation Coming back on previously made agreements	"How far are you with those activities?" "Last week we agreed upon this. How are things now?"
6. Structuring the conversation	Structuring the meeting	"The next item on the agenda is..." "We will end this meeting at 14.00 hours"
7. Informing	Providing factual information	"The budget for this project is..." "The board will make a decision within the next two weeks"
8. Visioning	Giving one's own opinion Determining the direction for employees	"Given the recent developments, I think we should..." "Let's go through with this reading project"
9. Intellectual stimulation	Positively stimulating the behaviors of the followers Challenging professionally Stimulating followers to come up with ideas or solutions Inviting followers for discussion	"Don't worry, we will handle this problem together" "I am sure you will do a great job" "What actions should be taken according to you?" "How do you think we can solve this problem?"
10. Individualized consideration	Showing interest for the follower's feelings or situation Showing empathy Showing sympathy Creating an open and friendly environment Agreeing with a follower Showing compliant behavior Laughing, joking	"I am sorry to hear that, how are thing at home now?" "You must be happy about that" "Would you like something to drink?" "Did you have a good journey?" "Yes, that is the way I see it too"
11. Listening	Active listening Showing verbally and/or nonverbally that the speaker is understood	Nodding, eye contact "ok...yes..." Paraphrasing

1. General Question

To what extent are the behaviors of the manager representative during the filmed meeting, compared to similar meetings when the camera is absent? Please circle the answer:

1--------------------2------------------3-------------------4--------------------5-------------------6------------------7

**Not
Representative**   **Very
Representative**

2. To what degree do you use each of these values as an important guiding principle for your work?

Please answer this by writing down a number after each value, ranging from -1, 0, 3, 6 to 7:

Opposed to My Values -1	Not Important 0	Important 3	Very Important 6	Of Supreme Importance 7

Ambition (having high aspirations)	
Success (achieving, accomplishing)	
Self-discipline (exercising self-restraint)	
Taking initiative (enterprising, inventiveness)	
Teamwork (working together, cooperation)	
Tradition (preserving customs)	
Justice (treating others fairly)	
Experimentation (trying new things)	
Conformity (following the rules, fitting in)	
Altruism (caring, assisting others)	
Curiosity (pursuing interests, inquisitiveness)	
Daringness (seeking adventure, taking risks)	
Helpfulness (working for the welfare of others)	
Obedience (meeting obligations, dutiful)	
Creativity (innovating, thinking outside the box)	
Equality (ensuring equal opportunity for all)	
Honor (showing deference to senior employees)	
Variety (welcoming novelty and change)	

3. How often do you show the following behaviors?

Please answer this by writing down a number after each statement, ranging from 1 to 7:

Never	Rarely	Sometimes	Regularly	Very Frequently	Often	Always
1	2	3	4	5	6	7

Voluntary help new colleagues to get started	
Help others with work-related problems	
Voluntary help others who perish in the work	
Making overtime without anything in return	
Work harder, above what is normally expected	
Sharing information with others without anything in return	
Perform voluntary activities, which are not required, to assist the organization	

4. How often are the following statements applicable to your supervisor?

Please answer this by writing down a number after each statement, ranging from 1 to 7:

Never	Rarely	Sometimes	Regularly	Very Frequently	Often	Always
1	2	3	4	5	6	7

My supervisor…	
leads a group that is effective	
heightens my desire to succeed	
displays a sense of power and confidence	
provides complete trust	
keeps track of all mistakes	
avoids decisions	
waits for things to go wrong before taking action	
talks optimistically about the future	
helps me to develop my strengths	
spends time teaching and coaching	
concentrates his/her full attention on dealing with mistakes, complaints, and failures	
is absent at times when (s)he is needed	
provides me with assistance in exchange for my efforts	
increases my willingness to try harder to achieve higher performances	

does not bother me when I do not bother him/her	
is effective in meeting organizational requirements	
expresses satisfaction when I meet expectations	
specifies the importance of having a strong sense of purpose	
acts in ways that build my respect	
focuses attention on irregularities, mistakes, exceptions, and deviations from standards	
demonstrates in word and deed an image of competence	
goes beyond self-interest for the good of the group	
gets me to do more than I expected to do	
expresses confidence that goals will be achieved	
is effective in representing me to a higher authority	
avoids getting involved in important decisions	
talks enthusiastically about what needs to be accomplished	
talks about his/her most important values and beliefs	
demonstrates that problems must become chronic before taking action	
instills pride in me for being associated with him/her	
makes us feel that we can take every obstacle	
directs my attention towards failures to meet standards	
shows that (s)he is strongly convinced of own beliefs and values	
treats me as an individual rather than just a member of the group	
gets me to look at problems from many different angles	
re-examines critical assumptions, to question whether they are appropriate	
articulates a compelling vision of the future	
is effective in meeting my job-related needs	
shows an extraordinary ability in everything (s)he undertakes	
suggests new ways of looking at how to complete assignments	
seeks different perspectives when solving problems	
considers the moral and ethical consequences of decisions	
shows that (s)he is a firm believer in "if it ain't broke, don't fix it"	
makes us aware of important shared values, aspirations, and ideals	
discusses in specific terms who is responsible for achieving performance targets	

emphasizes the importance of having a collective sense of mission	
makes clear what one can expect to receive when performance goals are achieved	
fails to interfere until problems become serious	
considers me as having different needs, abilities, and aspirations from others	

5. How often does your supervisor show the following behaviors?

The extent to which your supervisor shows it, you can specify by a number ranging from 1 to 7:

Never	Rarely	Sometimes	Regularly	Very Frequently	Often	Always
1	2	3	4	5	6	7

My supervisor…	
is controlling	
is reserved	
answers questions of employees	
shows disinterest	
contradicts employees	
interrupts employees	
informs employees well	
retains his/her opinion	
is friendly to employees	
listens well to employees	
discusses priorities	
gives employees clear goals	
gives good structure to conversations	
works well together with employees	
gives negative feedback to employees	
comes across as irritated and accusatory	
asks for certain affairs/situations	
shows no interest in employees	
tells employees where information can be found	
calls employees into order, if necessary	
delegates enough tasks to the employees	

underlines his/her position as a manager	
largely determines the topic of conversation	
is an attentive listener	
encourages employees in a positive way	
gives opinions convincing	
shows personal interest in employees	
asks for ideas and opinions of employees	
lets them know when (s)he agrees with employees	
clearly takes the lead in conversations and meetings	
verifies enough (= regularly checks the state of affairs)	
makes good use of what is said against him/her	
can communicate a difficult message cautious and clear	
defends his/her own position and interest towards the employees	
lets employees know that (s)he understands something (for example by summarize or to nod approvingly)	

6. Biographical Questions:

    a. What is your gender?   Male/Female

    b. What is your age?   ....…years

    c. How long do you work for this organization?   ....years

    d. How long do you and your supervisor work together?   ....…years

7. To what extent do you agree with the following statements?

The extent to which you agree or disagree, you can specify by a number ranging from 1 to 7:

Strongly Disagree 1	Disagree 2	Moderately Disagree 3	Neutral 4	Moderately Agree 5	Agree 6	Strongly Agree 7

Our team is effective	
Our teams makes little mistakes	
Our team delivers work of high quality	
Our team is consistently a high performing team	
In this unit it is easy to speak up about what is on your mind	
Keeping your cards close to your vest is the best way to get ahead in this unit	

If you make a mistake in this unit, it is often held against you	
People in this unit are eager to share information about what does and doesn't work	
People in this unit are usually comfortable talking about problems and disagreements	

8. To what extent do you agree with the following statements about your supervisor?

The extent to which you agree or disagree, you can specify by a number ranging from 1 to 7:

Strongly Disagree 1	Disagree 2	Moderately Disagree 3	Neutral 4	Moderately Agree 5	Agree 6	Strongly Agree 7

My Supervisor…	
has a good sense of why (s)he has certain feelings most of the time	
has good understanding of his/her own emotions	
really understands what (s)he feels	
always knows whether or not (s)he is happy	
always know his/her friends' emotions from their behavior	
is a good observer of others' emotions	
is sensitive to the feelings and emotions of others	
has good understanding of the emotions of people around him/her	
always sets goals for his-/her-self and then tries his/her best to achieve them	
always tells him-/her-self (s)he is a competent person	
is a self-motivated person	
would always encourage his-/her-self to try his/her best	
is able to control his/her temper and handles difficulties rationally	
is quite capable of controlling his/her own emotions	
can always calm down quickly when (s)he is very angry	
has good control of his/her own emotions	