IDENTIFYING BUSINESS STUDENTS’ LEADERSHIP STYLES

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Abstract

The fact is, no organization has ever become great without exceptional leadership - without leaders who can connect the efforts of their teams to the critical objectives of the organization, who can tap the full potential of each individual on their teams, who can align systems and clarify purposes, and who can inspire trust. The purpose of the study is to investigate and compare what management styles business students from Halmstad University, Sweden, will implement. Moreover, this study shows future leaders work preferences and concerns. As a tool for the findings the managerial grid (founded in 1964 by Blake and Mouton) was incorporated with situational theory (Hersey and Blanchard, 1977). The investigation was conducted applying a theoretical framework to empirical data. By analysing leadership styles and students work preferences, it illustrates the kind of leader a business student will potentially become and which direction he/she may take. Overall, the average of 130 business students from Halmstad University shows that they are going to be a Team Leader, because for them the people’s needs as well as the results of their work are important.
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______________________________  ______________________________
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Halmstad, 24th of May 2007
CHAPTER ONE

1. Introduction

In this chapter, a short background of the dissertation is described and an overview of the research problem. It also discusses the main purpose of searching for problems which need to be solved. Furthermore, it explains why the subject was chosen and shows the limitations. At the end of the chapter, an outline of the whole thesis is given.

1.1 Background

In recent years, the propagation of globalization can be attributed to several growing factors such as the advancements in new technologies which have enabled global communication to be more feasible and accessible, the increase in economic stability in several less developed nations such as India, and the developments in transportation which have made travelling more efficient. This has created numerous opportunities for firms from the addition of new markets to improved access of resources to a more comprehensive understanding of customers from the exposure of various cultures (http://northonline.sccd.ctc.edu/ssimes/rebeccafisk.html).

Though extremely beneficial for organizational success, the introduction of these new opportunities has made operation more complex and has created several barriers. This may be attributed to organizations expanding too rapidly abroad, entering completely new markets without a more thorough understanding, and not properly rewarding workers with respect to their traits and cultural values. Whatever the case maybe, this leads companies to integrate cost-cutting measures such as down-sizing the work force, reduction in employee training, and other courses of action that may hinder their success in the long-run. Thus, workers are less likely to complete the task effectively since they are not properly trained and have a heavier work load. In addition, the boost in diversity in the work place has created a number of communication problems from a lack of understanding and compromising. Nonetheless, the benefits far out weigh the drawbacks and organizations are almost required to expand abroad and diversify their work force; otherwise, they are doomed to failure. The same fate can be met, if organizations do not handle problems arising from globalization efficiently (http://hbswk.hbs.edu/item/3773.html).
But this is a risk that firms need to take if they want to be leaders in their industry and it can be significantly reduced through proper leadership. This interest coincides with a growing belief that one of the major sources of a competitive advantage for a business is the proper management and development of individuals who can work effectively in teams and accomplish organizational goals. However, the management and development of people may lead to internal conflicts not only from cultural differences but from personality clashes and lack of clearly defined goals. According to Bartlett and Goshal, organizations face numerous challenges in working effectively across borders. This is especially true for international teams where the backgrounds and cultures of each team member is almost completely different and, thus, very strenuous to come to terms and share a common goal (Bartlett and Goshal, 1989). The interaction framework model for analyzing leadership (adapted from Hallander, 1978) depicts the importance of a leader and how he/she interacts with the elements of the leadership equation. Leadership involves 3 elements: the leader, the follower, the situation, and the interaction between them. This shows the importance of leadership and how vital it is for him/her to make appropriate decisions which is dependent on the leaders’ style of leading.

By identifying various types of leadership styles and implementing the most suitable one, a leader can significantly increase his/her likelihood of success. These styles vary with success which depends on a number of factors such as subordinates’ background, company culture, and any other influences which can affect a leader’s decision. Thus, it is crucial for a person to be aware of his/her behavioral tendencies which can impact the person’s leadership style and, therefore, determine how effective he/she maybe as a leader.

1.2 Research problem

Since organizations are becoming more global and complex, the role of the leader is vital to the success of the firm. This success is highly dependent on the leadership style utilized and the implementation of it in the appropriate situation. Many organizations do not know the kind of leader they are hiring until the individual officially works for the company. Even the people themselves do not know the kind of leader they will be and are nearly oblivious to their weaknesses until they are actually placed in that position.

Present studies do not show enough information about future potential leaders preferences in various styles of management in an organization. This coincides with how to properly build a suitable work environment and deal with conflicts arising from workers of
different backgrounds and nationalities. In order to find out the type of method that future potential leaders may use, the main problem of this study has been created: “What leadership style will future potential leaders implement?”

This can be determined by using Blake and Mouton’s managerial grid model. From this theory, the authors can identify leadership styles by using a survey. This survey lists questions that will help conclude what kind of leader a future potential leader may become. In addition, Hersey and Blanchard’s situational theory is used to help analyze the situation in which the leader is performing and to see which leadership style is most effective with which employee behavior. Thus, Blake and Mouton’s managerial grid theory will be incorporated with Hersey and Blanchard’s situational theory for this subject matter.

1.3 Purpose of the study

Based on the background and research problem, the main purpose of this study is to identify the various types of students’ leadership styles. This study will classify the type of leader that students are and which areas they need to improve on. In addition, this will show that placing too much emphasis on either people or results will lead to overall low productivity (http://www.mindtools.com).

This research will also help contribute to the much needed empirical data on Blake and Mouton’s theory on classifying leadership styles. In addition, there is a significant lack of studies on this theory and that is why there is a strong need for more empirical data. Nonetheless, organizations are implementing this theory and training programs based on it with no sufficient research to properly support it.

1.4 Scope and limitations

Limitations are set in this study to ensure that there will be no misleading information. After identifying the authors’ interest in leadership styles, there is a need to narrow down the study to students at Halmstad University from the Business and Engineering Department. This department was chosen because of the authors of the thesis have direct contact with the business students and the accessibility of the information. Moreover, the authors, as future leaders, wanted to investigate leadership styles that others will implement.

There are many points of views that need to be regarded when addressing the subject matter such as background, beliefs, religion, social environment, nationality, experience, and any other influencing factors. Also, the way that the information was gathered could have
been further expanded to include business students at other universities and translated into participants’ native language. However, due to time and resource constraints, the authors cannot adequately take all of these factors into consideration. That is why the study has been limited to the preferences of business students at Halmstad University to work alone or in a team, and their concern for people or for results.

The authors of this thesis meticulously selected the theoretical framework based on situational and behavioral theories which are the most relevant and useful. However, there are several other theories that may provide further insight such as “great man”, trait, contingency, participative, management, and relationship (http://psychology.about.com/od/leadership/p/leadtheories.htm). Nonetheless, these theories, like all theories, contain limitations and disadvantages, thus, the chosen theories are the most suitable for this study.

(http://northonline.sccd.ctc.edu/ssimes/rebeccafisk.html)

From the behavioral and situational theories, Blake and Mouton’s managerial grid and Hersey and Blanchard situational leadership model are incorporated.
Outline of the dissertation

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
THEORETICAL FRAMEWORK

CHAPTER THREE
METHODOLOGY

CHAPTER FOUR
EMPIRICAL RESULTS

CHAPTER FIVE
ANALYSIS

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CHAPTER TWO

2. Frame of references

This chapter includes the selection of theories that pertain to the problem. It builds a framework for analyzing the empirical data and creating conclusions. Management styles have been already recognized and specified, but future leaders’ predispositions are still unknown. That is why for this study the previous academic theories were applied because the authors believed that these theories were the most appropriate for providing insight.

2.1 Historical views on leadership

Every epoch in history is asking for its own type of leadership as an expression of existing values in society (Bjerke, 2001, p. 62). In medieval society, leadership was built into social institutions and by religion. In industrial society, leadership had a major role in planning and supervising work – technological rationalism was combined with practical values. In information society, people were looking for leaders who can provide meaning in life and reduce modern uncertainties at the same time as social structures became more horizontal, and time as well distance is disappearing (Bjerke, 2001, p. 62).

The birth and evolution of the idea of “leadership” focuses on a much more complex concepts that reaches far beyond the single leader. In fact, contemporary definitions most often reject the idea that leadership revolves around the leader’s ability, behaviors, styles or charisma (Brungard, 1998, http://sunsite.unc.edu/horizon). Today’s scholars discuss the basic nature of leadership in terms of the “interaction” among the people involved in the process: both leaders and followers. Thus, leadership is not the work of a single person; rather it can be explained and defined as a “collaborative endeavor” among group members. Therefore, the essence of leadership is not the leader, but the relationship (Rost, 1993).

The result of this transformation in the concept of leadership has been the rethinking of leadership definitions. Joseph Rost (1991) articulates a definition of leadership based on this post-industrial perspective which is: leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1991, p. 42-45). Other definition says that leadership is “the process of influencing an organized group toward accomplishing its goals” (Hughes, Ginnett, Curphy, 2002, p. 8).

From a culture perspective, leaders create and encourage organizational cultures, device strategies, and originate various structural elements. Moreover, each leader creates a
different dominant logic for his/her organization. However, different organizational elements, cultures and practices that fit with the leaders’ dominant logic are not always easily accepted. Leadership is a key component in developing and creating culture. It is known, that the structure of a company mirrors its leader’s personality. If the leader is controlling and domineering, the organization will be centralized and managed in a top-down structure. In contrast, if the leader is team oriented, the organization will be decentralized and managed in a flat structure. Thus, leaders make nearly all decisions that shape and form organizational culture (Nahavandi, Malekzadeh, 1993, p. 60-72).

For better understanding of leadership, the definition of “global leadership” is needed as well. Peter Harris and Robert Moran have defined “global leadership” as “being capable of operating effectively in a global environment and being respectful of cultural diversity” (Harris, Moran, 1996, p. 9). This is an individual who can manage accelerating change and differences. The global leader need to be open and flexible in approaching others, need to cope with situations and people disparate from his or her background, and also has to willing to re-examine and alter personal attitudes and perceptions. Moreover, skillful global managers and executives understand the significance of integrated throughout all operations and actions. They are convinced of the necessities to manage cultural differences and develop the skills necessary to participate effectively in a global environment.

The way leadership is viewed in this thesis demonstrates the importance of further research. Looking at history, sociology, cultural and global perspectives, leadership has many definitions and interpretations. Due to the delimitations in this study, leadership is identified as a mixture of those elements.

2.2 Previous studies

Previous studies helps support and form a more comprehensive understanding of the subject matter. For many years researches have been interested of leadership. As a result of previous studies, leadership can be categorized into various leadership styles. Additionally, it becomes a function not only of the characteristics of the leader, but also of the followers; for example, the managerial grid, developed by Robert Blake and Jane Mouton in 1964. It is a behavioral leadership model that identifies five various leadership styles based on two dimensions: concern for people and concern for result. Previous research that involves classification from managerial grid was done on people who currently were leaders. The most suitable recent study is presented by Bernardin and Alvares (1976). They explored the
measurements commonly used in grid programs to position participants on the management grid before and after participating in the Blake and Mouton training program. The purpose is to determine the capability of the self-assessment of managerial style (SAMS) in predicting the efficiency of a leader and his strategy preference for resolving problems.

The overall finding of the test concluded that there was no significant relationship between the types of managerial style and determining the resolution strategies of leaders. However, the study did not refute the findings. It stated that there is still a possibility that the SAMS can determine these relationships. In order to do so, more research with more control variables must be implemented to properly test Blake and Mouton’s theory and training programs. This study provides their findings about leaders and the capability of the self-assessment of management styles.

The next study is presented by Christine Shea in *The Effect of Leadership Style on Performance Improvement on a Manufacturing Task*. This research shows the importance of a leader who is concern for his/her employees. The author of the article describes leadership styles and its affects toward workers. It backs the conclusion that leadership styles can be identified and studied under controlled conditions. Moreover, it showed that individuals can be trained to exude leadership styles.

The study concluded that workers whose leader is considerate and compassionate had higher results than workers whose leader is charismatic and result oriented. Therefore, once future potential leaders are aware of the leadership styles they can see how they might be successful. Of course, this study was for individuals that are already leaders, however, it did describe leaders that were more concern with people and were more likely to be successful than others who had more concern for results.

The situational leadership theory is supported by Claude L. Graeff (1983) in *The Situational Leadership Theory: A Critical View*. Graeff contends that the contribution from the situational leadership theory is only minor for the study of leadership. Nevertheless, the concentration and focus of this theory on subordinates as the most important component in the environment and the recognition of the need for behavioral flexibility from the leader is crucial for leadership success.

These previous studies support the findings of this research and enable the reader to a better understanding. Managerial grid is adapted to business students and it helps to analyze students’ preferences of work individually or in a team. Furthermore, this graph is a basic tool that gave an idea of business students’ leadership style. But, like any other instrument it attempts to profile of a person. There is a need to take under consideration other factors, such
as, how does the manager and employees will rate a person as a leader, if the job is done, if the person as a leader will take care of his/her employees, if the person will grow in the organization, etc. However, because of limitation in the study the authors are unable to check how business students will behave in the future. All is based on speculations.

2.3 Components of leadership

Leadership involves three elements: the leader, the followers, the situation, and the interaction between them (see Figure 1). By examining the interaction of the three elements, a more comprehensive understanding of leadership will be accomplished. This will show the importance of a leader’s role for properly motivating employees, building effective teams, and adapting to situational dilemmas. This can only be accomplished by accurately aligning the most suitable leadership style with the organization’s goals (Hughes, Ginnett, Curphy, 2002, p. 20).

Figure 1. An interactional framework for analyzing leadership

![Figure 1. An interactional framework for analyzing leadership](image)

2.3.1 The Leader

The leader concentrates on the individual and what he or she has to offer to the organization which is based on a person’s personal history, interests, character traits, education, experience, influence tactics, and motivation. Each one of these factors are equally important in shaping a leader and once these components are properly obtained and refined, he/she can effectively motivate and empower employees to succeed. Therefore, by satisfying employee needs, they will be more productive, their quality of work will increase, and the organization will achieve their goals (Hughes, Ginnett, Curphy, 2002, p.15-315).

The personality of a leader is intricate and complex. It is based upon traits, values, behaviors, and past experiences that can mould an individual into the person he/she is today. Additionally, a leader must have a high degree of maturity and understanding of his followers and organization’s goals in order to implement the most efficient leadership style (Hughes, Ginnett, Curphy, 2002, p. 167-175, 206, 400-407). From this, a leader can determine the type of leadership style (http://www.mindtools.com/pages/article/newLDR_84.htm#task), such as:

- **Autocratic** – The leader has complete control over his workers and teams with virtually no input from them.
- **Bureaucratic** – This is a very formal style of leadership where the rules are very closely followed.
- **Charismatic** – The leader is very enthusiastic and exerts a great deal of energy and motivation on his workers.
- **Democratic** – Employees and the team are involved in the decision making process.
- **Laissez-faire** – The employees and team basically work on their own with very little contact from the leader.
- **People-oriented** – The leader concentrates on organizing and developing the people in the team.
- **Servant** – The leader is not formally recognized as the leader and everyone participates in the decision making process.
- **Task-oriented** – Concentrates on completing the task and at times can be very autocratic.
- **Transactional** – The members of the team completely follow the leader.
- **Transformational** – Is a true leader and is constantly motivating his team with shared future goals.
- **Situational** – Leading that depends on the skills and experiences of the team, task at hand, organization’s environment, and the leader’s preferred style of leading.
2.3.2 The Follower

The role of followers plays a major role in the leadership process. Their expectations, personality traits, maturity level, level of competence, and motivation affect it. Followers that share the same goals as the leader and are properly rewarded are more willing to work longer hours and put forth more effort. With companies downsizing and managers doing more work, followers have to perform tasks previously done by leaders. In turn, this leads to more power sharing and collaboration among followers and leaders. This helps followers to become more independent and possibly mould them into future leaders. In addition, they will become more experienced and will better advise their superiors (Hughes, Ginnett, Curphy, 2002, p. 30).

2.3.3 The Situation

The third part of the leadership process is the situation in which the follower and leader interact. This part of the process is unclear and vague because a situation can range from something as simple as hiring a low level employee to dealing with a corporate takeover to the stability of the government. But the main factors of situation are the work task, the people, the organization, and the environment (Hughes, Ginnett, Curphy, 2002, p. 23-39).

The work task has many components such as skill variety, task identity, task significance and interdependence, structure, autonomy, and feedback from the work. From these items, leaders are able to gain valuable insight on what factors are aiding or hampering satisfaction and performance (Hughes, Ginnett, Curphy, 2002, p. 331-349).

Leaders need to employ followers based on skills, knowledge, experience, needs, and preferences. The organization must be structured that fit the needs of their workers and ensures that they are performing at a high level. This all depends on the organization’s structure and corporate culture. The environmental characteristics are quite difficult to predict and adjust to. They include technology, politics, society, and legality. From these characteristics, emerges a great deal of uncertainty and a potential crisis. Whatever the case maybe, it is on the shoulders of an effective leader to create a suitable working environment for their followers through encouragement, empowerment, and other positive means that fuel growth and development which depends at the leadership style that the leader uses.

The interactional framework model depicts the significance of a leader to the leadership equation. It explains how decisions that a leader makes have a major impact on follower’s performance and organizational success. All of this is dependent on leadership styles which are described below. These styles heavily influence a leader’s behavior and how he/she interacts with followers and forming the structure of the firm. Thus, this is crucial for
proper function of the leadership equation because it involves three elements: the leader, the follower, the situation, and the interaction between all of them. Discussed components of leadership will help to understand why the managerial grid with situational theory was incorporated. First of all, interactional framework shows the importance of followers section where are included for example: motivation, satisfaction, and the most important for the further research - team work. Secondly, the model shows the importance of situation, which involves the most suitable elements: work task, and the people.

2.4 Specific theories of leadership styles

Much research has focused on identifying the traits that leaders possess, the competences that they may or may not have that translate their styles (like autocratic, democratic, etc.). Following the main purpose of this study, which is to determine what leadership styles future potential leaders will implement is important to illustrate two chosen classifications.

2.4.1 Managerial Grid incorporated with Situational Theory

By incorporating the managerial grid with the situational theory, the authors are able to identify various leadership styles and determine which style is most suitable for which situation. First of all, these theories are described separately.

Robert Blake and Jane Mouton in 1964 built on previous research the managerial grid (behavioral leadership model), which is an increasingly used theory of leadership effectiveness. This grid shows the importance of a leader’s having concern both for result and for people. That is why it has been adopted extensively by several major industrial organizations to improve interpersonal effectiveness and develop leadership skills. A variation of the managerial grid, shown in Figure 2, has often been used as well as a means for managerial training and of identifying various combinations of leadership styles.
The managerial grid has two dimensions (Bjerke, 2001, p. 59-60):

1. **concern for result**, that includes the attitude of a leader/manager toward a wide variety of things, such as the quality of policy decisions, procedures and processes, creativeness of research, quality of stuff services, work efficiency and volume of output.

2. **concern for people**, that includes such elements as degree of maintenance of the self-esteem of workers, placement of responsibility on the basis of trust rather than obedience, provision of good working conditions and maintenance of satisfying interpersonal relations.

Blake and Mouton recognized four extremes of leadership style. Under the 1.1 style (referred to as “Impoverished Leadership”), managers concern themselves very little with people and results, and more they have minimum involvement in their job. This leader is mostly ineffective. He/she has neither a high regard for creating systems for getting the job done, nor for creating a work environment that is satisfying and motivating. The result is situated as disorganization, dissatisfaction and disharmony.

The other extreme – 9.9 style (referred to as “Team Leaders”) are leaders, who display the highest possible dedication both to people and to results in their actions. They are the real “team leaders” who are able to mesh the production needs of the enterprise with the needs of individuals. The premise here is that employees are involved in understanding organizational purpose and determining production needs. When employees are committed to, and have a stake in the organization’s success, their needs and production needs match.
This creates a team environment based on trust and respect, which leads to high satisfaction and motivation and, as a result, high production. According to the Blake Mouton model, this style is the pinnacle of managerial style.

Third leadership style is 1.9 (referred to as “Country Club Leadership”). Here belong leaders who are concerned only for people, their needs, feelings of members of his/her team, and have no or just a little bit concern for the results. These people operate under the assumption that as long as team members are happy and secure then they will work hard. What tends to result is a work environment that is very relaxed, friendly and happy. However they forget about coordinated effort to accomplish company’s goals.

From the other side is 9.1 style (referred to as “Authoritarian Leaders”, also known as “Produce or Perish Leadership”), where leaders concern only with developing an efficient and effective actions. In this category people believe that employees are simply a means to an end. Employee’s needs are always secondary to the need for efficient and productive workplaces. This type of leader is very autocratic, has strict work rules, policies, and procedures, and views punishment as the most effective means to motivate employees.

In the middle, where 5.5 scale is (referred to as “Middle of the Road”), are leaders who have medium concern for people and for results. This style seems to be a balance of the two competing concerns and it may look as an ideal compromise. However, it might appear the problem, because when people compromise, they necessarily give away a bit of each concern so that neither production nor people’s needs are fully met. Leaders who use this style settle for average performance and often believe that this is the most anyone can expect.

One of the biggest problems with Blake and Mouton’s theory is that there is a lack of empirical results on the study. From this theory, many organizations have implemented training programs based on it. Thus, these firms are using a program they may or may not be effective and more research needs to be carried out.

In general, classic studies on leadership have yielded many interesting results but also they have limitations. Few leaders posse all attributes, and also non-leaders may posses those characteristics. Furthermore, no guidance gives the answer how many this attributes a person should have and they do not really patterns of behavior. The purpose of this study is to identify business students’ leadership style. The managerial grid is used to evaluate how the future leaders will perform in the business environment.

The managerial grid is a basic model that is used in this study. These five different leadership styles will help to identify which of these styles business students from Halmstad University will implement. Also, the grid will help to identify business students’ concerns for
people and for results. One tool is going to be a very useful instrument that will help to answer the main problem of this study. From the managerial grid and the main problem, two questions were derived:

1. Do future potential leaders prefer to work alone or in a team?
2. Are future potential leaders concerned for people or for results?

2.4.2 Situational Leadership variable

The situational leadership theory (1969) developed by Hersey and Blanchard describes how leaders should analyze the needs of the situation and then implement the most suitable leadership style. This model is based on two fundamental concepts: leadership style and development level (Hughes, Ginnett, Curphy, 2002, p. 364).

Due to the simplicity of the model and the complexities of managing, many leaders have utilized this model and it is functional in most environments for most people (see Figure 3 for more details). Moreover, situational model is based on situation. The situation has been explained in 2.3.3 section, which helps to recognize the behaviors of leaders. Additionally, the situational leadership model is needed for investigating the needs of the situation, where task and relationship with others are important as well as leader’s maturity level. That is why this model has been chosen, because it includes:

- Telling: High task, low relationship
- Selling: High task, high relationship
- Participating: Low task, high relationship
- Delegating: Low task, low relationship
- M4: High maturity level
- M3: Medium-high maturity level
- M2: Low-medium maturity level
- M1: Low maturity level
This theory helps leaders consider how leadership effectiveness may rely on being flexible with followers (Hughes, Ginnett, Curphy, 2002, p. 368). In addition, by using the managerial grid model, it is easy to see what category participants fell into and which leadership style will be most appropriate to adopt based on subordinates’ maturity level. For instance, if a student’s leadership style is a “team leader”, then this style will be most appropriate for workers with a low maturity level and when the task and relationship are both high.

These theories are used in two steps. The first step utilizes the managerial grid to identify leadership styles. The second step shows which leadership style is effective based on followers’ maturity level and the situation. The incorporation of these two theories is shown in figure 4, and furthermore is measured by questionnaire to determine business students’ leadership style.
Figure 4. Managerial Grid incorporated with Situational Leadership Theory

The model determines five leadership styles incorporated with effectiveness based on followers’ maturity level and the situation.

Impoverished style of leadership works best with delegating since the task is low and the relationship between workers is weak.

Team leader is the most effective with selling since the task is more complex and the relationship between the worker and leader is strong.

Perish style of leadership is typically used with telling because the task is the most important and the relationship leader and employee is low.

Country club works best with participating since the task is not as complex and the relationship between the leader and employee is very strong.

Middle of the road leader must use is own judgment on which function to apply because telling, selling, participating, or delegating are all possible choices. Thus, the leader must thoroughly analyze the situation, the task, and the relationship to determine which function is most suitable.

Source: Own composition adapted from Blake and Mouton and from Situational Leadership Model.
CHAPTER THREE

3. Methodology

This chapter presents a plan for collecting, organizing, and integrating the data so that an end result can be reached (Merriam, S., Welford R. & Prescott K., 2001, p. 58). It is supposed to give the reader insight into how the research was completed, and in what order the different tasks were conducted. The chapter starts by describing the research strategy, the methods, and description of the data collection. It uses general terminology from the literature for explaining how the specific research was conducted.

3.1 Research strategy

The choice of strategy depends on several factors, for example, the form of the research questions, the need for control over behavioral events and the degree of focus on contemporary versus historical events. There are five distinct research strategies that can be used and each strategy has its own advantages and disadvantages. The different strategies are: case studies, experiments, surveys, historical research, and analysis of archival records (Yin, 1994, p. 32).

The main problem has been defined: “What leadership style will future potential leaders implement?” To solve the problem two different strategies have been used: literature review supported by previous studies and surveys.

3.2 Research method

A study can be qualitative, quantitative or a mix of both (Merriam, 1998, p. 6-8). Yin (1994) and Jacobsen (2002) differentiates between the two types of approaches that can be considered for research. First of all, a qualitative research approach, which emphases openness as a key word and attempts to highlight details, shades and uniqueness concerning the explored phenomenon. Secondly, a quantitative research approach, which has a high external validity and makes it to a further extent possible to generalize the research. A given situation can be thoroughly explained especially concerning its extent and scope. This approach is therefore more useful when the frequency and extent of a certain phenomenon is explored (Jacobsen, 2002, p. 37). Moreover, the objective of quantitative research is to develop and employ theories and hypothesis pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental
connection between empirical observation and mathematical expression of quantitative relationships (Konarzewski, 2000, p.15). From reviewing relevant information included in books, journals, articles, and internet, the authors have obtained a high level of understanding concerning the chosen subject, because in the literature there is a limited amount of research concerning it. Due to the subject, quantitative approach has been chosen. Using a quantitative method, the authors found that the questionnaire will be the best way to acquire the desired primary data.

3.3 Data collection

The data for this study was collected from both secondary and primary sources. Secondary research involves the summary, collation and/or synthesis of existing research rather than primary research, where, for example, data is collected from research subjects or experiments (Pilch, Bauman, 2001, p. 21). According to Kotler, the secondary data “is information that already exists somewhere, have been collected for another purpose” (Kotler, 2002, p. 274). According to Lacobucci, secondary data “possess important advantages over primary data, so the research always starts with secondary data, particularly given the ‘information explosion’ and the enormous volume of existing data (...) but any good marketing research study should begin with secondary data” (Lacobucci, 2005, p. 168-169). The literature review would consist of books, articles, journals, internet sources, statistics etc. (Jacobsen, 2002, p. 57).

Secondary data collection let the authors of this study get a wide horizontal view of the subject. The information has been collected at the Halmstad University Library and the Public Library in Halmstad. Both libraries have a large amount of literature, that according to Dane “a literature review should accomplish three main goals: obtaining a scientific perspective, avoiding duplication of effort, and avoiding conceptual and procedural problems” (Dane, 1990, p. 62). To gain knowledge about leadership and leadership styles the relevant secondary sources such as articles, journals, books and reports on internet have been searched.

Primary research involves the collection of data that does not already exist. The primary data is collected by the writers themselves directly from the source. The information that the authors gathered would therefore be suitable for the specific research question (Jacobsen, 2002, p. 52).
Primary data is all kind of information gathered specifically for the research in question. The most common way of collecting primary data is through interviews or different kinds of questionnaires (Erikson, Wiedersheim, 1997, p. 65-66). The central advantage of secondary data is savings in cost and time in comparison with primary data (Kinnerar, Taylor, 1996, p. 176). Primary data also guarantees that the information is relevant from a time perspective. As the world changes quickly, many sorts of information quickly become obsolete.

For collecting primary data in this study a questionnaire was used. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. A questionnaire is a settled list of questions, where more or less closed collection of answers is accompanied (Konarzewski, 2000, p. 137-138).

Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. (Konarzewski, 2000, p. 140-143). Thus, for some demographic groups conducting a survey by questionnaire may not be practical.

In these studies authors used a questionnaire Blake and Mouton Managerial Grid (see Appendix 1, http://homepages.stmartin.edu/students/jkennedy/blake_and_mouton_managerial_grid.htm). For research problems’ needs the questionnaire was modified. Some questions were changed and few were added (see Appendix 2). For questionnaire analysis scoring section was used from Blake and Mouton Managerial Grid as well (see Appendix 3, http://homepages.stmartin.edu/students/jkennedy/blake_and_mouton_managerial_grid.htm).

Moreover, as a type of survey, questionnaires also have many of the same problems relating to question construction and wording that exist in other types of opinion polls. Opinion polls are surveys of opinion using sampling. They are usually designed to represent the opinions of a population by asking a small number of people a series of questions and then extrapolating the answers to the larger group (Pilch, Bauman, 2001, 85). That is why the authors had to do a pre-test. The randomly selected group of 15 business students showed that they understood the questions and they proved to have an interest in the subject matter. The small pre-test allowed the authors to explore this strategy further by using the questionnaires to the larger group of 130 students (as the future potential leaders). The questionnaires were given to randomly selected business students at Halmstad University
while they were attending class, working in the computer labs, or on break. All of them were asked if they are business students at the university prior to filling out the questionnaire. The group of 15 randomly surveyed students is not accounted with the sample size of 130 business students and their answers are not analysed.

The questionnaires were given to business students at Halmstad University on April 2007. The sample of the study was 130 students from the Business and Engineering Department (The authors were unable to find out the exact number of business students studying at Halmstad University. Since there are approximately 7000 students at the University, it is estimated that a maximum of 700 are studying business). All of them filled out the questionnaire correctly since the authors were present during the entire survey process. Out of 130 participants, 80 were Swedish and 50 were descendants of Polish, French, Moroccan, Persian, Hungarian, Spanish, Finnish, Australian, Chinese, or mixed origins. Coincidently, there were equal numbers of male (65) and female (65) students.

The research verifies what leadership styles business students will implement.

3.4 Validity and reliability

Validity and reliability are mainly related to quantitative research (Eisenhardt, 1989, p. 534) which has been used in this thesis. Validity refers to the degree to which a study correctly reflects or evaluates the specific concept that the researcher is attempting to measure (http://writing.colostate.edu). Reliability instead, is the degree to which an experiment, test, or other measuring procedure yields the same result on repeated trials. The viewers that are able to replicate research methods, or the ability to use research tools and procedures that yield consistent measurements. However, without the agreement of independency, they would be unable to satisfactorily draw conclusions, formulate theories, or make claims about the generalizability of their research. (http://writing.colostate.edu).

While reliability is concerned with the accuracy of the actual measuring instrument or procedure, validity is concerned with the study’s success at measuring what the researchers set out to measure.

Researchers should be concerned with both external and internal validity. External validity refers to the level to which the results of a study can be generalized (Wanstrom, 2006). Additionally, the author distinguishes two types of generalization:

- Analytic – which is typical for case studies and for statistical methods, foe example a survey;
Statistical – where previously developed theory is used as a model according to the empirical results that are compared to the case study (studies).

Internal validity instead, refers from one hand to the rigor with which the study was conducted, and secondly to the level to which the designers of a study have taken into account alternative explanations for any causal relationships they explore (Huit, W., Hummel, J., and Kaeck, D., 2001).

In this studies internal validity of the research has been used, and that is why only the first of these definitions are suitable for this thesis. The rigor with which the study was conducted is described in Data Collection section (3.3).
CHAPTER FOUR

4. Empirical results

The empirical data is information based on experiment, observation and interviews rather than theory (www.farlex.com). The empirical data was collected by primary data that are questionnaires which were given to business students at Halmstad University to determine what leadership styles they will implement. In this section, the real findings of the research are described.

4.1 Primary data

In this section, the target group is described and the findings are presented.

4.1.1 Students’ work preferences

The questionnaires that were given to business students at Halmstad University on April 2007 are determined what management styles business students will present in the future. The results are presented in figures and tables. In this chapter the empirical findings are described and in Chapter Five these findings are compared with theoretical framework.

To make clear and easy to understand structure of this study, is important to present international setting. The results are surprising. Figure 5 shows the different nationalities that were surveyed. Out of 130 participants, 80 were Swedish and 50 were descendants of Polish, French, Moroccan, Persian, Hungarian, Spanish, Finnish, Australian, Chinese, or mixed origins.

![Figure 5. Nationality](image)

Source: Own composition.
The mixture of different nationalities determined the working preference of 130 students (Figure 6). A large number of participants - 86 preferred to work in a team while only 44 opted to work alone. This finding shows that most students prefer to work in a team, not alone.

**Figure 6. Students' Work Preferences**

Source: Own composition.

Additionally, the research became very interesting because there was a need to compare nationalities and students’ work preferences. Figure 7 shows that out of 80 Swedes that were surveyed, 21 preferred to work individually and 59 preferred to work in a team. Out of 50 students in the other category, 23 preferred to work individually and 27 preferred to work in a team. In both groups, working in a team is greater.

**Figure 7. Nationality and Students' Work Preferences**

Source: Own composition.
In Swedish society, there is a large disparity between students who prefer to work in a team and those who would rather choose individual projects. In contrast, there is a smaller difference between ethnic students and their work orientation. Their opinions are nearly equivalent. However, for further findings nationality is not the most variable component.

In connection with coherent problem, that is “Do future leaders prefer to work alone or in a team?” is easy to see that business students prefer to work in a team. This review will help us to discover what kind of leadership style surveyed students will implement.

4.1.2 Students’ concerns

According to managerial grid, one of the most important components is identifying students’ concerns. Following the research, the work orientation of 130 surveyed students is shown in Figure 8. A significant group of students (78) presents a high concern for people and a slightly less concern for the results (36). Only 16 students fell into the middle-of-the-road category since they had the same score in both people and results.

**Figure 8. Students' Concerns**

![Figure 8. Students' Concerns](image)

*Source: Own composition.*

The view of business students’ concerns is very useful to adapt the findings to managerial grid, as a basic tool to identify leadership styles. It will show the final results and will help to identify future leaders’ preferences and constrains. Furthermore, it will give an answer, if business students are concern for people or for result. We have to remember, that those participants that prefer to work in a team, they do not have to be concern for people.
They might also be concern for results that is a main task of team work. To make the study more clear is necessarily to build a figure that will answer this doubt.

**Figure 9. Students' Concerns vs. Work Preferences**

![Bar chart showing students' concerns vs. work preferences](chart.png)

*Source: Own composition.*

As is shown in the figure above, business students that preferred to work in a team are also mostly concern for people (54). However, there is a group of students that prefer to work individually (24). From a group of students that have a high concern for result 15 preferred to work alone and 21 in a team. Additionally, students that scored the same in both areas, only 5 preferred to work individually and 11 wanted to work with others.

After findings, is easy to read that business students that are concern for people prefer to work in a team. This is connected with possibility to learn new team work skills, analytical and decision making skills, flexibility, compromise and negotiation. Moreover, these students accept others opinions and points of views. For them the most important is effective team work. However, a group of students with individual preference of work are concern for people as well. For them other people are also important, they accept their opinions and values but they see their work more effective and secure, when they work alone.

Students that are concern for result, team work is more important than individual work. However, the distance between two groups (individuals and team workers) is not as big as in case of first group of business students that are concern for people.
From the third group of students that are concern for both people and result, most of them preferred to work in a team. This means that even, when the result of the work is the most important, co-workers needs are still in a high level.

To gain a better understanding of the research problem, the gender study was needed to be taken into consideration (see Figure 10). Coincidently, the surveyed students were 50% female and male (both sexes 65 participants).

**Figure 10. Gender Concerns**

![Figure 10](image)

*Source: Own composition.*

Gender influences students’ concerns (Figure 10). On one side, female students are more concern for people (44) compared to males (34). It means that women are more sensitive for relationships with co-workers than men. This also is noticeable in a group of students that are concern for people and result (10 women and 6 men). However, in a group of business students that are concern for task, men constitute 21 and women 15 surveyed people. As a result from the research, male prefer to do their job in a team or individually, but they want to see results of their work. They are more concentrated on tasks.

Table 1 shows females and males work preferences combined with their concerns more specified. Both women and men that are concern for people prefer to work in a team. However, still we can noticed, that women in the same group proved that they can also work individually which were 6 more than the 9 males that could function alone. Moreover, in both genders, students that are concerned for results prefer to work in a team. Meaning, both sexes agreed that working individually is as important as working in an effective team. Additionally, students concern for both people and results prefer to work in teams. Thus, females in this group did not want to work alone, so even though when they are concerned
for both elements they prefer to work *in a team* (6). Male students in this group can work *alone* (5), as well as, *with others* (5).

**Table 1. Gender Concerns vs. Work Performances**

<table>
<thead>
<tr>
<th></th>
<th>FEMALE</th>
<th></th>
<th></th>
<th>MALE</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work preference - individual</td>
<td>Work preference - in a team</td>
<td>Total</td>
<td>Work preference - individual</td>
<td>Work preference - in a team</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Students concern for people</td>
<td>15</td>
<td>29</td>
<td>44</td>
<td>9</td>
<td>25</td>
<td>34</td>
<td>78</td>
</tr>
<tr>
<td>Students concern for both people and result</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Students concern for result</td>
<td>6</td>
<td>9</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>21</td>
<td>36</td>
</tr>
</tbody>
</table>

*Source: Own composition.*

From the above figure 10 and table 1, women clearly are more *team oriented* and have a higher *concern for people* than males. Based on the questionnaires given to equal numbers of males and females is clearly shown that women outnumbered men by 6 and 4 in the *people and result* categories, respectively. In addition, well over half of the surveyed women preferred to work *in a team*. This is connected with building relations with others and learning from each other.

### 4.1.3 Identified business students’ leadership style

After completing the questioners by business students, the answers were transferred into two sections: “people questions” and “task questions”. At the end, the total score was multiplied by 0.2 and it gave the final score.

“People questions” section includes:

- I encourage my team to participate when it comes to decision making time and I try to implement their ideas and suggestions.
- I enjoy coaching people on new tasks and procedures.
- I encourage people to be creative.
- I enjoy reading about different cultures, leadership, and psychology; and then putting what I have read into action.
- When correcting mistakes, I do not worry about jeopardizing relationships.
- I enjoy explaining the details of a complex task or project to people.
Nothing is more important than building a great team.
I respect other people’s beliefs and opinions.
I give advice to my team members to improve their work.

“Task questions” section includes:
Nothing is more important than accomplishing a goal or a task.
I closely monitor the schedule to ensure a task or project will be completed in time.
The more challenging a task is, the more I enjoy it.
When looking at complex task, I make sure that every detail is completed.
I find it easy to carry out several complicated tasks at the same time.
I manage my time very well.
Breaking large projects into small manageable tasks is simple.
I enjoy analysing problems.
I enjoy reading about my profession; and then implementing the new procedures I have learned.

Questions from two sections were mixed and participants did not know to which group these questions belong to. Such combination let to see, if business students are going to be able to listen other people ideas and suggestions, to encourage others to be creative, coaches people on new ways and solutions, build a creative and strong team. All of these elements supposed to be combined with trust and respect. From the other side, it shows that business students are challenging themselves, they can manage their time, solve difficult tasks, and can analyse and answer the problems.

For example, question 10 sounds: When correcting mistakes, I do not worry about jeopardizing relationships. It might seems, that students with high concern for people would put a low score to this question. These students might believe that they do not want to jeopardize a relationship. But, if a leader really cared about the person, would the relationship (being friends) be more important or would guiding the person on to the correct behavior be more important? Good leaders do what it takes to build a great team and develop the people around them. This question helps to separate the “country club leaders” who want to be friends with everyone; the “impoverish leaders” who are afraid they might make waves; and the real “people leaders” who are more concerned with coaching others so that they benefit the team. That is, if the leader lets one of her peers continue with the incorrect behavior, do this help or hinder the other members of the team? It is best not to picture people oriented leaders as a friend, but as a person who is concerned with the growth and welfare of others. Instead of presenting a manager with a dilemma of choosing one or the other alternative, it shows how a leader can simultaneously maximize both production oriented methods and those that are people oriented.
As a result of all the findings, determining the respondents’ leadership style is simplistic and very useful. The behavioral leadership model (Figure 11) that identifies five various leadership styles shows which section the Students’ Average is categorized. Future leaders are more concern for people (6,2). This section allows students to understand team members’ needs, their interests and ways of improving them through designated tasks. On the other hand, students are also concerned for results (5,8). This section focuses on achieving goals, organizational effectiveness, and high productivity when completing a task. When tallying the information for the surveys, the Students’ Average is placed in the Team Leader dimension. As a result of the research, future leaders will be able to combine people with varying backgrounds, work preference, and focus on either the task or their fellow co-worker.

![Figure 11. Students’ Average Matrix](image)

*Source: Own composition, based on Blake and Mouton Managerial Grid.*

The managerial grid is used to evaluate how future potential leaders will perform in the business environment. The results of the research show that students are classified at the most successful leadership style. By properly empowering employees, they will complete the work effectively and efficiently. However, it is necessarily to mention that all findings are based on speculations. Nobody can be sure what will happen in the next few years. People can change from new situations, such as: new environment, new family background and new
work. Business students are still studying and gaining new experiences. Their personalities and characters are yet to be fully developed. New stresses and life experiences will bring them many variables that will shape and affect the way they manage their work as a leader.

The team environment can be developed by team or individual work (see Figure 12). As is shown below, participants that preferred to work in a team scored 5.87 in concern for people and 6.33 for result. Meaning, that even when business students’ want to work efficiently and effectively in a group, they still want to achieve the highest results of their work. The group of surveyed students is higher situated on the managerial grid in comparison to the second group of future leaders that prefer to work individually.

**Figure 12. Individual vs. Team**

Surveyed students that prefer to work alone fell into the same category as students that prefer to work in a team but scored slightly lower with scores of 5.71 in concern for people and 6.05 for result.
The managerial grid and situational leadership theory have been incorporated. The new model identifies leadership style with effectiveness based on followers’ maturity level and the situation. For better understanding of the subject matter, Students’ Average (6.2;5.8) is placed on this model as well (Figure 13).

Figure 13. Students’ Average Matrix on Managerial Grid incorporated with Situational Leadership Theory

![Figure 13: Students’ Average Matrix on Managerial Grid incorporated with Situational Leadership Theory](image)

Source: Own composition adapted from Blake and Mouton and from Situational Leadership Model.

The model determines five leadership styles incorporated with effectiveness based on followers’ maturity level as well as the situation. At it is presented above, Students’ Average is placed in the Team Leader dimension. This leadership style is the most effective with selling since the task is more complex and the relationship between the worker and leader is important. This dimension includes students who understand team members’ needs, their interests and ways of improving the designated tasks. Moreover, theses students are also focused on achieving goals, organizational creativeness and effectiveness, and high productivity when completing a task. When it comes to situational side of leadership, students are able to measure what is the most important in the moment and in the situation.
Also students can consider how effective leadership may rely be flexible with followers. The Team Leader will be the most appropriate by employees, because the results of work are important and relationship with people as well with low maturity level.

Future potential leaders will be able to combine employees with varying backgrounds, work preference, and focus on task result and relationship with fellow co-workers. Nerveless, in front of business students is a long way of understanding social and work environments. From situational perspective, surveyed students have to apply the best choice from telling, selling, participating, or delegating, and analyze the situation with co-workers and the task, relationship to determine which function is the most suitable.
CHAPTER FIVE

5. Analysis

In this section the empirical data with theoretical framework is analyzed. By analyzing the data, the main problem of the study supposed to be solved.

The managerial grid incorporated with situational theory identifies various leadership styles and shows which style is suitable with which function. These functions are based on the task and the relationship between the leader and his/her subordinates. From the quoted and incorporated theories, the main problem of this thesis was able to be answered by using the subsequent steps described below.

5.1 Students’ work preferences

The managerial grid and situational leadership theory allowed identifying students’ work preferences which have influenced on attributed leadership styles. From five different variations of leadership styles and according to Blake and Mouton theory, one has been described as the most successful. The “Team Leader” involves concern for people and for result. One of the main issues which affect Team Leader is preference of team work. Following Devlin’s findings (2002), the process of team work is increasingly recognised as an important element in the assessment of group work. And where team work is marked solely on the basis of product, and not process, there can be inequities in individual grading that are unfair and unacceptable.

A very similar finding has been reached in the thesis. Team work enhances students’ understanding. As future potential leaders they can learn from each other. This brings benefits from activities that require them to articulate and test their knowledge. Team work provides an opportunity for students, as future employees, or future potential leaders to clarify and refine their understanding of concepts through discussion and rehearsal with peers.

Business students’ prefer to work in a team (86 students). They recognised the value of their personal development of team work and of being assessed as a member of a team. Working in a team helps those students to develop a sense of responsibility. Each member of a team knows how important is to be responsible for a part of the project, because they prefer to work in a team. Also, he or she knows that some members of the team sometimes do not
work as hard as the others, which let the team down. Furthermore, those students can understand that *team work* brings benefits, such as: better understanding of subject matter, acceptance of people opinions, critics, better own and/or group presentation, and more. These benefits have influence on creating the Team Leader.

While some students consider the *group work* they participate in as effective preparation for employment, others are yet to be convinced. There is an alternative view that employers focus on employing *an individual*, not *a team*. Students sometimes do not want to work *in a team*, what is obviously connected with future tasks. In this case, 44 students enter to higher education having developed independent study habits and are strongly oriented towards their own personal achievement. These students may perceive little value for their own problem solving in group activities, or may be frustrated by the need to negotiate. Moreover, these 21 Swedish and 23 other nationalities future leaders might afraid of social responsibility or do not feel right working *in a team*. Definitely they know themselves and they know how big effort they are able to perform. Additionally, if they will not do the work, they can be disappointed only by themselves.

According to these findings, business students understood the value of *team work*. Most of them, 66% (84) prefer to do their job with partners and share with them their opinions. Also they know that *team work* create new team work skills, analytical and decision making skills, flexibility, compromise and negotiation. These components provide to build the organizational and leadership skills.

### 5.2 Students’ concerns

The managerial grid shows the importance of a leader’s having *concern for result and for people* and it was used to see business students’ concerns. That is why it has been adopted extensively for this research. As far as previous studies were done on current leaders, and the purpose was to determine the capability of the self-assessment of managerial style (SAMS) in predicting the efficiency of a leader and his strategy preference for resolving problems, it was easy to conclude by Bernardin and Alvares (1976) that there was no significant relationship between the types of managerial style and determining the resolution strategies of leaders.

In this research, several major questions that were given to business students, gave the answer if they are able to create and develop interpersonal leadership skills, but without determining the resolution strategies of leaders. According to the results, 78 business students present a high *concern for people* and 36 a slightly less *concern for the results*. Only 16 students present the same score in both areas - people and results. Furthermore, from business
students that are concern for people, 54 prefer to work in a team and 24 prefer to work individually. From those participants that are concern for the result, 21 chose work in a team and 15 work by themselves. Among business students that have the same concern for people and result, 11 would rather work in a team and only 5 would work alone.

According to Blake and Mouton, leaders that are concern for people, they are responsible and reliable, they possess quite high level of maintenance of the self-esteem of workers, their relationship with others are based on trust and they are able to satisfied interpersonal relations. Presumably, future potential leaders are ready to posses these features which will help them to become better leaders. Additionally, as Blake and Mouton state, leaders that are concern for results concentrate on quality of policy decisions, procedures and processes, creativeness of research, quality of stuff services, work efficiency and volume of output. Presumably, future potential leaders will concentrate on their work and quality, creativity, procedures, and results of their work will be the most important issues. The group of business students that are concern for both people and result are able to combine both categories. According to creators of managerial grid, leaders in this category want to have very good relationships with co-workers, as well as, be creative and effective with their results. Surveyed students showed that they have very good relationships with others, they communicate very easily with combination of original and effective work.

Findings about students’ concerns that were stated show, that business’ students are going in Blake and Mouton theory direction. At the beginning students need to develop and create own personality, but as leaders they will perform characteristics that were described by researchers.

5.3 Identified business students’ leadership style

The managerial grid let to see where exactly participants are situated and how intensive (high) the score is (the highest score from managerial grid is 9.9). As a sum of all findings, business students are presenting the “Team Leader”. However, there is a need to look very carefully at the grid. Surveyed students present concerns’ average of 5.8 in result and 6.2 in people. The students’ average is not situated very high. This means, that future leaders are trying to balance the two competing concerns, which can look as a good compromise. However, the problem might appear when it comes to compromise, some people necessarily give away a bit of each concern so that neither production nor people needs are fully met. According to Blake and Mouton, future leaders who will use this style, settle for average performance and can believe that this is the most anyone can expect. The
authors of the thesis noticed that most of the students try to go in one direction – concern for people, however result of the work seems to be important as well.

Following the situational leadership theory, business students from Halmstad University that present Team Leader style should be appropriate by workers with low maturity level with high relationship and task. According to Hughes, Ginnett, Curphy, (2002, p. 368-369) leaders may measure how leadership effectiveness may rely on being flexible with followers. In this research, future leaders are located in selling category, which means that the task is as high as relationship with co-workers. Future leaders are able to combine hard work and superior results with good relationships with employees. Furthermore, Claude L. Graeff (1983) states that the need for behavioral flexibility from the leader is crucial for leadership success. In this research surveyed students are behavioral flexible which provides to success. This finding had been influenced by students’ average, which is located in Team Leader management style.

From another selected category are distinguished different leadership styles that might be taken into consideration in this research (http://www.mindtools.com/pages/article/new LDR_84.htm#task). As is shown in chapter 2.3 Components of leadership in The Leader section (2.3.1), there are distinguished few types of leadership styles. Some of surveyed business students might be placed in these types. There are charismatic students, because they have a positive energy and they can motivate their co-workers to work efficiently; democratic, because they prefer to work in a team, which means that all co-workers are involved in the decision making process; transformational, because future leaders are motivating their team with shared future goals. These groups’ present students that prefer to accomplish effective work in teams and are concern for people (86). As a sum of all categories, one presents the essence of surveyed students’ behavior – people-oriented category. It means that future leaders concentrate on organizing and developing the people in the team.

However, there is a group of students (44) that prefer to work alone and they are concern for result. They present autocratic style, where the leader has complete control over his/her workers and teams with virtually no input from them. Some of them present bureaucratic style, where the rules are very closely followed or transactional, where the members of the team completely follow the leader. As a result of such combination the group of surveyed students belongs to task-oriented category, where people concentrate on completing the task.
Few business students (16) are concern for people and result at the same time. That is why they are categorized to the situational group. In this category everything depends on the skills and experiences of the team, task at hand, organization’s environment, and the leader’s preferred style of leading.

Such classification let the authors to place different types of behaviour and combine them with the right type of leadership style. In managerial grid incorporated with situational leadership theory are included students who are concern for both people and results and their behaviour depends on situation. From this combination it is easy to read that Team Leader will work the most efficiently with low maturity level and both high relationships with co-workers and quality tasks. In this research business students’ behaviour is described in the same way as previous situational theory was done.
CHAPTER SIX

6. Conclusions

In this chapter the authors of the thesis will summarize and conclude all research findings that have answered the question what leadership style will business students implement? At the end the comments and implications for further research are given.

The intention of this thesis was to identify the various types of leadership styles of business students at Halmstad University and help contribute more data to Blake and Mouton’s theory. The managerial grid was adapted to business students and it helped to analyze students’ preferences of work individually or in a team. The graph was a basic tool for identifying business students’ leadership style. Additionally, the managerial grid was incorporated with situational leadership model (Hersey and Blanchard, 1977) for better understanding the subject matter.

By using Blake and Mouton’s managerial grid theory, a survey was given to 130 business students. From the survey, the students’ leadership style was identified. The Students’ Average was 5.8 and 6.2 in concern for results and people, respectively. Meaning, they fell into Team Leader category, and they have a significant chance to become an efficient leader.

Future leaders’ generation has recognized the value of personal development as a member of the team. Working in a team helps those students to develop a sense of responsibility, as well as, tests their knowledge. Moreover, each of them can win new skills that are very important for all types of leaders. Analysing task requirements, questioning, listening, criticism, flexibility, negotiation, compromise are only view attributes that students are able to learn by working in a team.

This study demonstrates that leaders have a better chance of succeeding if they create an effective team. Students in the team understand the task and follow the mission of the group. Also, people who belong to a team have the right qualifications to work efficiently together. Moreover, teams that include students from different backgrounds and nationalities have to learn how to cooperate continually. Business students have recognized the value of taking on themselves responsibility in organization. They want to be creative, develop personal issues continuously, and seriously work in international environment. These elements influence positively team work and allow the students building trust and respect.
From the findings it is necessarily to conclude that future potential leaders are responsible and reliable. They possess quite high level of maintenance of the self-esteem of workers, because the results of their work are very important. They are concentrated on work quality, creativity, procedures, and results of their work. Their relationships with others are based on trust and they are able to satisfied interpersonal relations, because they are concern for people. Moreover, future potential leaders want to have very good relationships with co-workers, as well as, be creative and effective with the results of work. Surveyed students showed that they have very good relationships with others.

From another side, individual work is important as a part of personal development as well. Even though, that future leader’ prefer to work in a team, does not cross from the way to achieve success these students who work more effective and more responsible by themselves. Future leaders that presents this group of people can also be very good leaders, who direct his/her employees to achieve excellent results in their work. However, everything depends on situation which has big influence on people’s behaviour.

Business students are recognized the need of fast changing situation. As a respond to demographic transformations, students are able to face the challenges of globalization and increase the adaptability of human resources to rapid technological evolution.

Overall, is highly recommended for future potential leaders to recognize the needs to take control of the situation and be decisive. He/she ought to understand an individual and team problems and be strong enough to match the right management style.

Since all findings are based on speculations, business students can not be sure about their future. The new situations might appear and new higher challenges will be expected. Presently, future potential leaders are still gaining knowledge and experiences. Now they are mostly concern for people (78 participants). The relationships between co-workers and actions based on trust give the impression that they are the most important for future potential leaders. Nowadays, business students might be satisfied from maintenance of the self-esteem of workers, provision of good working conditions and maintenance of fulfilling interpersonal relations. However, new life experiences and stress connected with work environment might provide the changes, and business students will become people with concern for result. In this case, future potential leaders might be more satisfied from the results of their work. In the first place they will set the quality of policy decisions and stuff services, creativeness of research, work efficiency and volume of production. Also, surveyed students that are concern for both people and result (16), in the future might follow only one direction. A new work challenge may set higher the attitude of a leader toward a wide variety of things and
responsibilities that only the results will be important or, they will follow the opposite direction where trust and relationship with co-workers are placed as strong.

Once the future potential leaders are experiencing the life and work area, they might follow their own “leader”. Since different and unexpected situations may appear they are going to find their own way of managing their work as a leader. Through many variables of doing things a future potential leader is able to shape and affect the best solution for him/her and take a responsibility for his/her own actions.

From the research, individuals’ leadership styles were identified along with their applicability with employees’ maturity level. Though past studies were used and were based on current leaders compared to future potential leaders in this study, it does show that individuals that exude a certain leadership style have a higher chance of succeeding if they apply the right style with the right situation. It is not to say that future potential leaders will or will not be successful. But it is highly recommended that they use a certain leadership style for a specific situation.

It should be duly noted that students that fell into other categories than Team Leader are able to become successful but their results are generally not as high. Additionally, past studies do present a strong correlation to effective leaders with building successful teams and being cultural aware. Moreover, effective multicultural working can be accomplished at many levels in the organization and international teams. In turn, this can help organizations enhance their global capabilities and competitive advantages. Nevertheless, more research needs to be completed based on these theories and past studies.
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**Internet sources:**

1. Lewin’s Change Management Model Understanding the Three Stages of Change  

2. Lewin’s Change Management Model Understanding the Three Stages of Change  


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Appendix 1

Original Questioner

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it actually applies to you. For best results, answer as truthfully as possible.

<table>
<thead>
<tr>
<th>never</th>
<th>sometimes</th>
<th>always</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. ______ I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions.
2. ______ Nothing is more important than accomplishing a goal or task.
3. ______ I closely monitor the schedule to ensure a task or project will be completed in time.
4. ______ I enjoy coaching people on new tasks and procedures.
5. ______ The more challenging a task is, the more I enjoy it.
6. ______ I encourage my employees to be creative about their job.
7. ______ When seeing a complex task through to completion I ensure that every detail is accounted for.
8. ______ I find it easy to carry out several complicated tasks at the same time.
9. ______ I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.
10.______ When correcting mistakes, I do not worry about jeopardizing relationships.
11.______ I manage my time very efficiently.
12.______ I enjoy explaining the intricacies and details of a complex task or project to my employees.
13.______ Breaking large projects into small manageable tasks is second nature to me.
14.______ Nothing is more important than building a great team.
15.______ I enjoy analysing problems.
16.______ I honour other people’s boundaries.
17.______ Counseling my employees to improve their performance or behavior is second nature to me.
18.______ I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.

Source: [http://homepages.stmartin.edu/students/jkennedy/blake_and_mouton_managerial_grid.htm](http://homepages.stmartin.edu/students/jkennedy/blake_and_mouton_managerial_grid.htm).
Appendix 2

The Questionnaire
University of Halmstad

Below is a list of statements about leadership behavior. Read each one carefully, then, using the following scale, decide the extent to which it currently applies to you or will apply to you in the future. For best results, answer as truthfully as possible.

never sometimes always
0   1   2   3   4   5

1. ______ I encourage my team to participate when it comes to decision making time and I try to implement their ideas and suggestions.
2. ______ Nothing is more important than accomplishing a goal or a task.
3. ______ I closely monitor the schedule to ensure a task or project will be completed in time.
4. ______ I enjoy coaching people on new tasks and procedures.
5. ______ The more challenging a task is, the more I enjoy it.
6. ______ I encourage people to be creative.
7. ______ When looking at complex task, I make sure that every detail is completed.
8. ______ I find it easy to carry out several complicated tasks at the same time.
9. ______ I enjoy reading about different cultures, leadership, and psychology; and then putting what I have read into action.
10. ______ When correcting mistakes, I do not worry about jeopardizing relationships.
11. ______ I manage my time very well.
12. ______ I enjoy explaining the details of a complex task or project to people.
13. ______ Breaking large projects into small manageable tasks is simple.
14. ______ Nothing is more important than building a great team.
15. ______ I enjoy analysing problems.
16. ______ I respect other people’s beliefs and opinions.
17. ______ I give advice to my team members to improve their work.
18. ______ I enjoy reading about my profession; and then implementing the new procedures I have learned.
Please circle one answer

In general, I prefer to work:

1. by myself
2. in a team

RESPONDENT'S DATA:

1. Age:...........

2. Gender:
   □ male
   □ female

3. Nationality: ................................

4. How many brothers/sisters do you have?....................

5. Employment status:
   □ unemployed
   □ internship
   □ part-time job
   □ full-time job

6. Place of native residence:
   □ less that 5 000
   □ city between 5 001 to 10 000 inhabitants
   □ city between 10 001 to 50 000 inhabitants
   □ city between 50 001 to 100 000 inhabitants
   □ city with over 100 000 inhabitants

THANK YOU
Appendix 3

Scoring Section

After completing the questioner, the answers are transferred to the spaces below:

<table>
<thead>
<tr>
<th>People</th>
<th>Task</th>
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</tbody>
</table>

**TOTAL ______**

\[ \times 0.2 = ______ \]

(multiple the Total by 0.2 to get your final score)
The above sample shows the leadership styles of the authors of the thesis. Hani scored 5.2 and 6.4 in results and people category, respectively. Agnieszka scored 7.2 in the results and 7.4 in people section. Out of the four leadership dimensions, they both fell into the Team Leader section. However, Hani is situated closer to the Middle of the Road leadership style.