



Introverted or Extroverted Leader? : The Impact of Culture on Leadership Preference

Maki Vanajas

Haaga-Helia University of Applied Sciences

Bachelor of Business Administration

Bachelor's thesis

2023

Abstract

Author Maki Vanajas
Degree Bachelor of Business Administration
Report/Thesis Title Introverted or Extroverted Leader? : The Impact of Culture on Leadership Preference
Number of pages and appendix pages 43 + 6
<p>Introverted leaders have received much attention recently, although extroverts are often believed as born leaders. In today's globalized world, cultural difference plays a huge role in communication and relationship, and that must apply to people's leadership preference as well. By getting a better understanding of the relationship between culture and leadership style, we can tailor leadership style to match the people that we are working with better. That will contribute to better communication and relationship with subordinates, superiors, and co-workers, and also better leadership performance.</p> <p>This research-based thesis aims to find out the relationship between leaders' personality type and their leadership styles and the cultural background of other people such as team members and subordinates. This thesis is not commissioned by any party.</p> <p>To collect data, the author conducted quantitative research by surveying the students of Haaga-Helia University of Applied Sciences about their cultural background, personality and which leadership style, introvert or extrovert, they prefer to work with and why.</p> <p>Based on both qualitative and quantitative research results from the survey, this research suggested a moderate influence that cultural background has on leadership preference and a great influence that the personality of followers has on their leadership preferences. Also, the universally shared belief and perception about successful leadership and leaders affect their leadership preference.</p> <p>Due to the limitation such as a restricted number of respondents, the results of this research are indicative. Therefore, at the end of this thesis, the author proposes further research on this topic with improvements in sampling.</p>
Key words Leadership preference, Introverted leaders, Extroverted leaders, Cultural dimension

Table of contents

1	Introduction	1
1.1	Research objectives	2
1.2	Research method and problem	3
1.3	Overview	3
2	Theoretical framework	5
2.1	Personality	5
2.1.1	Introvert and extrovert	5
2.1.2	The Five Factor Model	6
2.1.3	Summary	7
2.2	Leadership	8
2.2.1	Linkage of personality and leadership	8
2.2.2	Extroverted leadership	9
2.2.3	Introverted leadership	9
2.2.4	Summary	10
2.3	Culture	11
2.3.1	High and low context culture	11
2.3.2	Power distance index	12
2.3.3	Summary	13
2.3.4	Linkage of culture and leadership	15
3	Research methodology	17
3.1	Research approach	17
3.2	Data collection	17
3.3	Survey questions	19
3.4	Methods of data analysis	21
4	Results	22
4.1	Background information of respondents and answers	22
4.2	Reasons for the preferred leadership style	26
4.3	Impact of cultural background on leadership preference	28
4.4	Impact of cultural background on appreciated leader's quality	29
4.5	Impact of follower's personality on leadership preference	31
4.6	Impact of the length of residency in Finland on leadership preference	31
5	Discussion and assessment	34
5.1	Conclusions	34
5.2	Proposals for further research	36
5.3	Reliability, validity and ethics of the research	36

5.4 Reflection on the project and own learning.....	37
References	39
Appendices	44
Appendix 1. Cover letter	44
Appendix 2. Survey questions	45
Appendix 3. Survey results.....	47

1 Introduction

According to Hanges, Aiken, Park, and Su (2016, 67), global leadership is developing as a major problem because of new environmental factors including globalization, technology that allows continuous task input from many sources and virtual meetings, and increasing competition. Of course, that leads to significant changes in the working environment. Due to the above-mentioned factors which also made global workforce mobility easier, working in a multicultural environment has been a daily reality for a growing number of people worldwide (Rozkwitalska & Basinska 2015, 3). That also means that anyone has a chance to become a leader to people from different cultures and to have a boss from a different culture.

According to Hofstede, especially managers who work in different cultural contexts with different power distances need to learn how to modify their management styles to fit the particular environment in which they operate and the typical expectations of their follower regarding the rank and authority of their leaders (Gutterman 2019, 124). So, by getting a better understanding of the relationship between culture and leadership, we can tailor our leadership style to match the people that we are working with better. That will contribute to better communication and relationship with subordinates, boss, and co-workers, and better leadership performance.

Reading the existing research on culture and leadership, I got personally interested in the relation of personality in this topic. More specifically, the terms to describe personality: introvert and extrovert. Nowadays, it is rather hard to find someone who doesn't know what they mean, although there are common misunderstandings about them.

Today, the most commonly used and well-known personality type recognition tool is the Myers-Briggs personality assessment, Myer-Briggs type indicator (MBTI). Every year, around two million people take this test to find out their personality type. (The Myers-Briggs Company s.a.) As this personality assessment became popular and several authors published books about introverts, people's interest in personality types grew. The terms introvert and extrovert also started being used more often in our daily conversation, especially on social media platforms.

Extrovert attracts more attention than introvert especially when it comes to leadership because people have a stereotype that extroverts make better leaders. While it is also a truth that extroverts are more likely to be leaders and in fact, "96% of managers and executives display extroverted personalities" (Grant, Gino & Hofmann 2010, 1), PhD and certified speaking professional, Jennifer B. Kahnweiler and many other authors focused on introverted leaders and emphasized how introverts have great qualities for leadership in extrovert-dominated leadership world.

As Hofstede mentioned, leadership has strong relation with cultural factors. So, I decided to study the linkage of leadership, culture, and add personality factors which is my interest.

1.1 Research objectives

The aim of this thesis is to find out and evaluate the relationship between leaders' personality type and their leadership styles, and the cultural background of other people such as team members and subordinates. The main research question of this thesis is **“Do followers in a certain cultural group prefer introverted leaders or extroverted leaders?”** In order to answer this research question, generated investigative questions are below.

- Does cultural background have an influence on one's preference for leadership style?
- Which characteristics of introverted and extroverted leaders have the most impact on the preference in each culture?
- Does a person's personality (introverted or extroverted) affect the preference for leadership style?

This thesis handles three main subjects which are leadership, personality, and culture. This thesis thoroughly focuses on the leadership style of introverted leaders and extroverted leaders for the subject of leadership and High and Low context culture and the Power distance index for the culture.

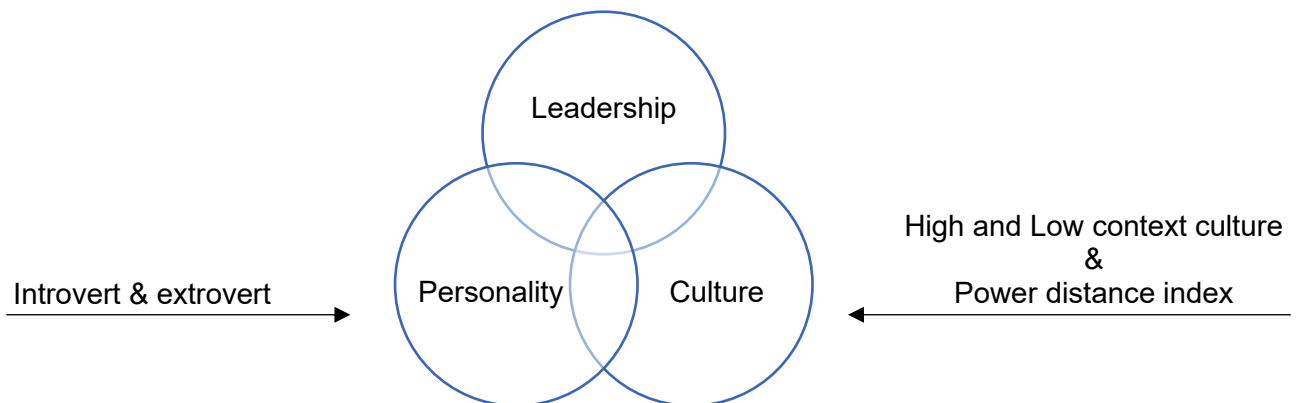


Figure 1: The main three subjects of this research

To delimitate the range of this research and topic, the leader's cultural background as well as respondents' age, gender, area of specialty, length of working experience are removed from the focus. Also, the cultural background is defined by the country of origin. In other words, the history and length of respondents' residency in countries other than the country they are from is

considered to not affect their cultural background. However, since this research is held in Finland, one question about the length of living in Finland was added to the survey to see if living in a certain place affects the thinking of people from different cultures.

1.2 Research method and problem

To find out the answer to the research questions, the author surveyed the international bachelor students of the English-taught programs at Haaga-Helia University of Applied Sciences. The survey questions, data analysis methods, and justification are covered later in chapter 3. Research method.

A possible problem along the way is that it might be difficult to collect a sufficient number of responses from the online survey. In that case, I am willing to change the course of the research and conduct interviews to collect more qualitative information and deepen my understanding of each answer or collect more responses by asking people in person on campus. Research methodology is discussed more closely in chapter three.

Table one shows the connection between each investigative question, framework, results, and questions in the questionnaire using an overlay matrix. It helps the reader to better understand the work as a whole.

Table 1: Overlay matrix

Investigative question	Theoretical framework (Chapter)	Survey questions	Results (Chapter)
IQ1. Does cultural background have an influence on one's preference for leadership style?	2.2 & 2.3	1, 2, 3, 4, 5, 6	4.3
IQ2. Which characteristics of introverted and extroverted leaders have the most impact on the preference in each culture?	2.2 & 2.3	1, 2, 4, 5, 6	4.4
IQ3. Does a person's own personality (introverted or extroverted) affect their preference for leadership style?	2.1 & 2.2	3, 4, 7	4.5

1.3 Overview

This thesis is structured into five chapters. This first chapter is to introduce the topic and focus of this research to the readers. In the next chapter, the existing research and literature that build the

framework and foundation of this research are reviewed and presented. In chapter three, the research method and data analysis method are defined. In chapter four, the research analysis and the result are presented. And this thesis is summarized in the last chapter where the conclusion, proposals for further research, assessment of validity and reliability, and reflection on own learning and its process are reviewed.

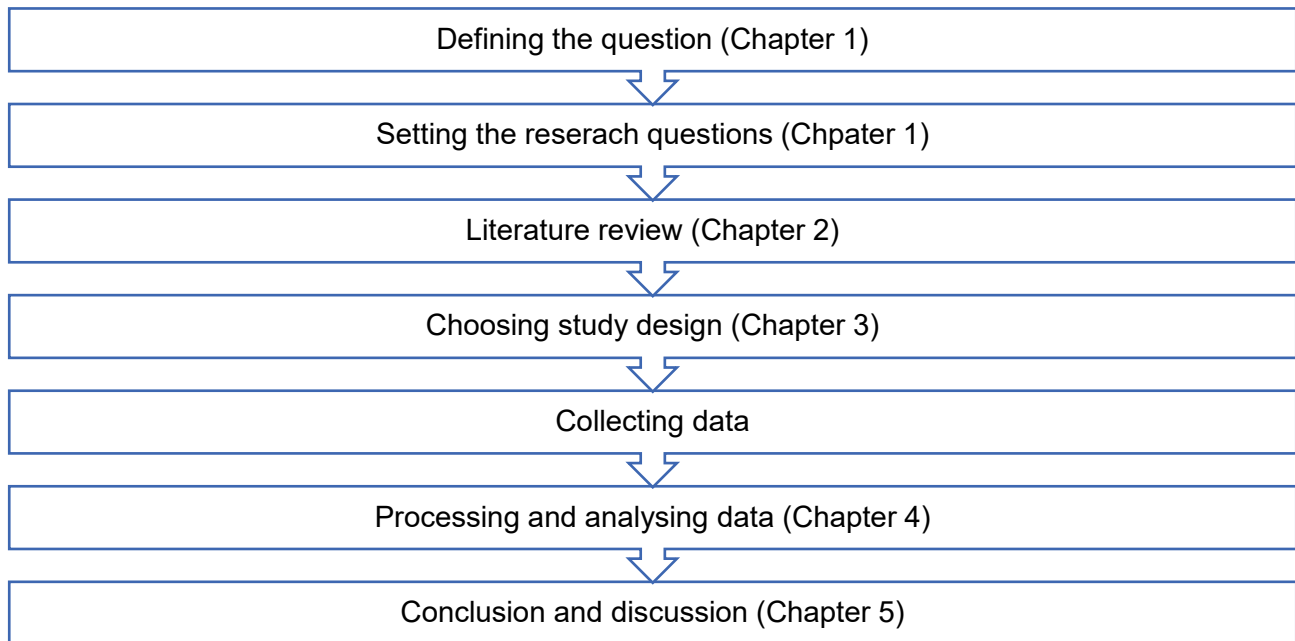


Figure 2: Research process

2 Theoretical framework

In this chapter, an overview of the theoretical framework that is used to analyse the research result is described. The purpose of this chapter is to lay the foundation for the theory used in the subsequent analysis. Also, each linkage between the main subjects is described in the chapters as Figure 3 indicates. However, the linkage between cultural dimensions and personality is not discussed deeply in this thesis since it is less relevant. However, the topic is discussed to some extent in chapter 2.1.2 Five Factor Model.

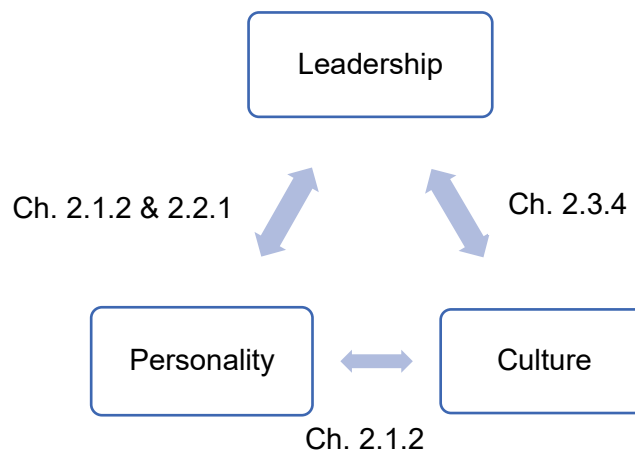


Figure 3: The linkage of main subjects

2.1 Personality

2.1.1 Introvert and extrovert

The previously mentioned personality type test, the Myers-Briggs type indicator was developed based on the theory of Swiss psychologist Carl Jung (Jung, Adler & Hull 2014). Jung popularised the psychological terms “introvert” and “extrovert” in 1921. He explained Introvert refers to individuals with a lower level of extroversion and extrovert is one with a higher level of extroversion. He mentioned that extroverted people release their energy towards people and also gain energy from social interactions, and introverted people place greater emphasis on their inner thoughts and find vitality in solitary. Although most of us fall somewhere between extroversion and introversion, many people exhibit different degrees of extroverted behaviour in certain situations, which also means that the same person can also behave more introverted depending on the situation. (Jung 2014, 7-8; Psychologist World s.a.)

In the study of Saklofske, Eysenck, Eysenck, Stelmack & Revelle (2012) that focused on the neurological aspect of introverts and extroverts, the sensitivity of these two types’ neurological systems

was pointed out. Due to their greater levels of arousal and increased sensitivity to dopamine, introverted persons try to avoid stimuli that make them feel overwhelmed. Contrarily, extroverts are the opposite. A lower degree of arousal and less dopamine sensitivity causes them to seek out additional stimuli. (Saklofske & al. 2012.)

The terms introvert and extrovert are used quite differently in the psychology world compared to the common stereotype that people have about introverts and extroverts. There is not yet a well-defined and universally agreed definition of these terms as the research and debate about the term are ongoing. However, the definition of introvert and extrovert which is related to the Five Factor Model of personality is the most current and well-researched one. (Christfort & Vickberg 2018, chapter 9; The Myers & Briggs foundation s.a.) Therefore, in this thesis, the author chose this model to build the theoretical framework.

2.1.2 The Five Factor Model

Five Factor Model (FFM) is an empirical categorization of personality with the five factors (Big Five traits), Neuroticism, Extraversion, Openness to experience, Agreeableness, and Conscientiousness. Although this model is used by researchers for the most researched and up-to-date definition of personality types, it is not exactly a theory of personality. However, this theory explains each factor and phenomenon by creating a coherent theory by organizing the research findings. Today, much of what specialists mean by “personality” is summarized by this model. (Christfort & Vickberg 2018, chapter 9; McCrae & Costa 2008, 159.)

These five factors are assumed to be independent but also interrelated with each other. For example, one of Extraversion’s traits, seeking stimuli is related positively to Openness to experience, and negatively to Conscientiousness. (Aluja, García & García 2002, 720–722; De Fruyt, Van De Wiele & Van Heeringen 2000, 446.) However, DeYoung, Quilty, and Peterson (2007, 883) noted that while the factors are related, they are not perfectly correlated and there is a great deal of unique variance within each factor. Therefore, only the factor of Extraversion is reviewed here.

Extraversion

FFM characterizes introverts (lower score on Extraversion) and extroverts (higher score on Extraversion) in a really similar way as Jung. According to Roccas, Sagiv, Schwartz and Knafo (2002, 792), extroverts tend to be more “sociable, talkative, assertive, and active” and introverts tend to be more “retiring, reserved, and cautious”. Pursuing excitement, novelty, and challenge - the objectives of stimulation values - is consistent with extraversion. Additionally, the expressive and active traits of extraversion support the accomplishment of values and success by exhibiting competence in accordance with social norms. Also, extroverted behavior is likely to make it easier to pursue

joyful experiences. (Roccas & al. 2002, 792.) In short, according to the trait Extroversion of FFM, introverts are characterized as solitary and reserved and extroverts as outgoing and energetic (Christfort & Vickberg 2018, chapter 9).

However, this model is prone to be affected by cultural factors as some of the traits are easily affected by cultural norms. Also, the reliability of this model was higher in developed countries than in developing countries due to multiple reasons such as language barriers, insufficient translation, and unfamiliarity with self-assessment questionnaires. (Gurven, Rueden, Massenkoff, Kaplan & Lero 2013, 4.) Therefore, this model cannot determine everyone's personality without any other influences.

2.1.3 Summary

In any definitions of introvert and extrovert, Introverts are recognized as reserved and calm and prefer keeping their social network smaller, and extroverts are recognized as sociable and energetic and prefer having many people in their network. (Christfort & Vickberg 2018, chapter 9.)

Kahnweiler (2018, introduction) mentioned the common assumption about introverts being shy. But someone more introverted does not mean that he/she is shy. Shyness is different from introversion, even though some phenomena of shyness and introversion overlap in some cases. (Kahnweiler 2018, introduction.) It is explained that shyness leads to problems as "it can keep them from interacting with others even when they want or need to". But introversion is not a problem or imperfection that must be overcome. It is about a personality, and how one handles the stimuli and situation. (American Psychological Association 2022.)

The table below summarizes the main difference in personality traits between introverts and extroverts.

Table 2. Personality traits of introvert and extrovert

Introvert	Extrovert
Focusing on inner thought	Focusing on external world
Gain energy from solitary	Gain energy from socializing
Reserved	Outgoing and energetic
Avoid stimulation	Search for stimulation
Prefer smaller social network	Prefer larger social network

Those people who are in the middle of extrovert and introvert and use both characteristics according to the situation are categorized as an ambivert (Psychologist World s.a.). One example of ambiverts is salespeople. They are good at listening to the clients deeply, which is one of the strengths of introverts, and have a great ability to talk and express enthusiastically about what they are trying to sell, which is one of the strengths of extroverts. (Kahnweiler 2018, introduction.) However, as mentioned previously, this research focuses thoroughly only on introverts and extroverts.

2.2 Leadership

Leadership has many definitions, but in the simplest words, it is the ability to influence others to achieve certain goals. The process and specific characteristics of leader to effectively influence others are the core of an understanding of leadership. (Hughes, Ginnett & Curphy 1993.)

Edmonstone and Western (2002, 34-47) describe personal attributes of leaders taking a far-sighted and effective view and making clear and decisive decisions based on the information that is available for them. A leader's attribute of credibility is at the core of leadership, which is usually acquired through ethical and transparent approaches in practice. Leaders are often required to take the initiatives, take a risk when needed and be willing to take responsibilities. In order to make this kind of behaviour, they are required to have a good strategic thinking, excellent communication skills and emotional intelligence. But after all, leadership is not only for the top of hierarchy to direct, but also is required to influence those who are at the lower position of the hierarchy. (Edmonstone & Western 2002, 34-47; Hughes & al. 1993.)

Leadership style refers to the approach that leaders take in order to perform leadership: influence, inspire and direct others. Any leader's leadership style is usually influenced by their personality, life experiences, the level of emotional intelligence, family, and way of thinking. (CFI education inc. 2022.) Although there are many theories about leadership styles, this research focuses only on the leadership styles of introverts and extroverts for comparison.

2.2.1 Linkage of personality and leadership

As previously mentioned, some studies suggest the linkage between Big Five traits and leadership. Judge, Bono, Ilies, and Gerhardt (2002, 767-768) explained that based on several studies, especially Neuroticism, Openness and Extroversion have notable impacts on leadership effectiveness and leader emergence. As this thesis is strongly focused on introverts and extroverts, the linkage of Extraversion out of the three traits that have a connection with leadership is discussed closely here.

Several studies conducted between 1904 and 1947 showed that the linkage between Extroversion and leadership is inconsistent. Five studies showed that Extroversion has a positive influence on leadership, whereas three showed otherwise. Four studies showed that Extroversion doesn't even have any impact on leadership. (Judge, Bono, Ilies & Gerhardt 2002, 768.)

However, later other reviews suggested a strong impact of extroversion on social leadership as extroverts tend to emerge as leaders more than introverts. Also, other research by Kirkpatrick and Locke (1991, 50) commented that leaders are described as more energized, active, talkable, and even restless compared to non-leaders. These characteristics of leaders clearly match the ones of extroverts. On top of that, Gough also claimed that the main characteristics of Extroversion have an influence on self and peer ratings on leadership effectiveness. (Judge & al. 2002, 768.) Based on the research and evidence, today, it is believed that Extroversion has a great impact on leadership effectiveness and leader emergence.

2.2.2 Extroverted leadership

As extroversion is taken for granted and already considered one of the main factors in successful leaders, there are not many studies focused on extroverted leaders. As mentioned previously, extroverts are often seen as born leaders. Because of extroverts' strong social skills, when extroverts perform leadership, they put special focus on communication with others and vocalizing all aspects of information clearly, which means that they rely on verbal communication more than non-verbal communication. Also, they bring a propulsive force to the team. A team with extroverted leader can keep proceeding and operating even if they do not have a whole plan yet. They are also goal-oriented and try to get tasks done in a bold manner. (Blazek 2015; Weinstein May/Jun 2017, 23.)

On the other hand, one of their weaknesses is the lack of depth of their thought. They have a tendency to speak more than listen to others, and this tendency leads to an overabundance of self-confidence. (Weinstein May/Jun 2017, 23.)

2.2.3 Introverted leadership

Introverts have many unique strengths that they can use effectively in the challenges of leading a team. Some of the globally famous introverted leaders are Mark Zuckerberg, CEO of Facebook, Bill Gates, founder of Microsoft, and Emma Watson, actor and gender rights activist. There are also many famous introverts from history, such as Mother Theresa, Martin Luther King Jr, and Nelson Mandela. As pointed out previously, introversion and shyness are different things. Indeed, none of those successful leaders are seen as shy. (Kahnweiler 2018, introduction.)

Introverts are good at reflecting and taking their time to think deeply before making decisions. It is also easier for them to listen deeply to others, understand what matters to them, and use the information to make reasonable decisions. (Weinstein May/June 2017, 23.)

When introverts perform leadership, they pay close attention to the small details in their information and data. They analyse the data over and over to understand deeply to make decisions and also to predict possible outcomes from the decision. Therefore, they are good at handling pressing issues. They are also team-oriented. This attitude towards a team increases the engagement of other team members, which leads also to a more productive workspace. (Blazek 2015; Kahnweiler 2018, introduction.)

As for weaknesses, introverts may find it difficult to show confidence and build a strong network with business associations. They may find networking challenging due to the discomfort that they may feel in their social situation. (Weinstein May/June 2017, 23.)

2.2.4 Summary

As described in previous chapters, introverted leaders and extroverted leaders have unique strengths and some weaknesses which are summarized in Table 3. However, the main point here is not to compare which is superior to the other. In fact, there is the research about efficiency of leadership in the military that shows that a low score of extroversion leads to better leadership performance, whereas the research in nursing claims otherwise: a high score of extroversion leads to better leadership performance. Both introvert and extrovert traits can have a negative influence on leadership in a different context. (Farrell 2017, 438; Forouzandeh, Rastgari, Nasiri & Salehikhah 2009, 170-171; McCormack & Mellor 2002, 192-193.) And each leadership style has its own fields where performance can be maximized.

Also, the qualities that are mentioned in the thesis of each leadership style are not only applicable to one personality. As mentioned in the chapter about introversion and extroversion, they are a continuum and people act according to the situation such as what kind of social situation it is, who they are surrounded by, etc. In other words, this chapter is not trying to tell that being one certain type excludes them from being good in certain things. For example, it does not mean that introverted leaders cannot be good at communication just because extroverted leaders, the opposite personality type, are especially supreme in communication.

Table 3. strengths and weaknesses of two leadership styles

	Introverted leader	Extroverted leader
Strength	<ul style="list-style-type: none"> - Pay attention to details - Think deeply before making decisions - Good listener - Team-oriented 	<ul style="list-style-type: none"> - Energetic team-leading - Strong verbal communication skill - Goal-oriented - Bold
Weakness	<ul style="list-style-type: none"> - Difficulty showing confidence - May struggle to build a strong and wide network 	<ul style="list-style-type: none"> - Lack of depth of thought - Overabundance of self-confident

2.3 Culture

Anthropologist James Spradley described culture as "the acquired knowledge people use to interpret experience and generate behavior" (Spradley & McCurdy 2011, 9). Also, LaMorte (2016) of Boston University defined culture as "all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation". Culture refers to "the way of life of society as a whole." Therefore, it also contains belief systems, language, rituals, and rules of conduct like morality and law. (LaMorte 2016.)

Although culture is measured in many different indexes and categorized by many cultural dimensions, in this thesis, Edward Hall's high and low context culture dimension and Geert Hofstede's power distance index are used to characterize and categorize cultures as the main focus of this research is leadership.

2.3.1 High and low context culture

Edward Hall introduced the terms high and low context to "describe communication patterns and preferences of the culture" (Reynolds & Valentine 2004, xviii). High context communication relies upon nonverbal communication more such as body language and eye contact and prefers indirect communication styles, and low context communication is usually more verbal and prefers direct communication styles. (Mooij 2011, 43; Reynolds & Valentine 2004, 15-26.) The table below shows the main difference between high and low context cultures.

Table 4: High vs. Low context cultures (Adapted from Reynolds & Valentine 2004, 26.)

High context cultures	Low context cultures
Relies on implicit communication	Relies on explicit communication
Emphasizes nonverbal communication	Emphasizes verbal communication
Subordinates tasks to relationships	Separates tasks from relationships
Emphasizes collective initiative and decision-making	Emphasizes individual initiative and decision-making
Views employer/employee relations as humanistic	Views employer/employee relationship as mechanistic
Relies on intuition or trust	Relies on facts and statistics
Uses indirect style in writing and speaking	Uses direct style in writing and speaking
Prefers circular or indirect reasoning	Prefers linear reasoning
Adheres to the spirit of the law	Adheres to the letter of the law

This cultural term, high and low context culture, is used in this thesis to roughly categorize the cultures of respondents to the survey. It is especially suitable because the term focuses on communication patterns and preferences. As seen in chapter 2.1 personality, one of the biggest differences between introverted leadership style and extroverted leadership style is communication style, and this research is about people's preference for leadership style.

2.3.2 Power distance index

Geert Hofstede's power distance index (PDI) is one of five cultural indexes that he invented as the result of his research. Hofstede defined PDI as the degree to which the less powerful accept and anticipate that power is not divided fairly. It also indicates the degree of inequality that exists and also is accepted in society between people with and without authority. This index only lies in people at the bottom who do not have power in an organization, not those people who have high status and authority. (Doney, Cannon & Mullen 1998, 152; Hofstede, Jonker & Verwaart 2009, 2.)

A high PDI score means that society accepts the unequally distributed power in a complex hierarchy, and therefore there are huge gaps in authority and respect. A low PDI score means that power is distributed more equally, and the hierarchy is flatter. In a lower PDI score society, bosses

and employees are considered equal, and therefore ideally everyone could be involved in decision-making, whereas in a high PDI society, only authorities are involved in decision-making. This also applies to the relationship between parents and children, teachers and students, and the elderly and younger generation. In a lower PDI score society children are treated equally as parents, and in a higher PDI score society “Parents teach children obedience”. (MindTools s.a.; Hofstede 2011, 9.) Table 5 summarizes the main difference between small and large power distance cultures.

Table 5: Ten differences between small- and large- power distance societies (Adapted form Hofstede 2011, 9.)

Small power distance	Large power distance
Use of power should be legitimate and is subject to criteria of good and evil	Power is a basic fact of society antedating good or evil: its legitimacy is irrelevant
Parents treat children as equals	Parents teach children obedience
Older people are neither respected nor feared	Older people are both respected and feared
Student-centred education	Teacher-centred education
Hierarchy means inequality of roles, established for convenience	Hierarchy means existential inequality
Subordinates expect to be consulted	Subordinates expect to be told what to do
Pluralist governments based on majority vote and changed peacefully	Autocratic governments based on co-optation and changed by revolution
Corruption rare; scandals end political careers	Corruption frequent; scandals are covered up
Income distribution in society rather even	Income distribution in society very uneven
Religions stressing equality of believers	Religions with a hierarchy of priests

This term, power distance index, is also used to categorize the cultures of respondents. However, this index focuses more on the relationship between subordinates/teammates and bosses/leaders. Therefore, it is believed that categorizing the group by this index is appropriate for this research.

2.3.3 Summary

When looking at these indexes by country, a certain pattern can be found. Asian countries such as Japan, China, and South Korea are often considered as high context, and Scandinavian countries,

Western Europe, and North America for example, are considered as low context. (Confederation College 2021, 1-3.)

Although it is different from country to country even though they belong to the same continent and are geographically close, generally the Oceanian countries and those in North America have a lower score (under 50) which means that they have a small power distance. In contrast, most of the countries in Asia and South America tend to be high on this score (over 50), which indicates that they have a large power distance. (Mooij 2011, 363-364.)

Table 6 summarizes and compares high and low context culture and power distance index scores of each country. In the table power distance index scores over 50 are marked in red and under 50 are marked in blue, high context cultures are marked in red, and low context cultures are marked in blue. As it shows, there is a clear linkage between these two indexes. Except for a few exceptions, countries with high context communication styles such as countries in Asia and South America have a larger power distance, and those with lower context communication styles such as countries in Europe and North America have a smaller power distance.

Table 6: Countries and their cultural dimension and index scores

Group	Country	High or Low context	Power distance score
Asia	China	High	80
	Japan	High	54
	Vietnam	High	70
	Indonesia	High	78
	Philippines	High	94
	India	High	77
	Nepal	High	65
Oceania	Australia	Low	36
	New Zealand	Low	22
Europe	Austria	Low	11
	Finland	Low	33
	Spain	High	57
	France	High	68
	Germany	Low	35
Africa	South Africa	High	49
	Ethiopia	High	64
	Jamaica	Low	45
North America	Canada	Low	39
	United States	Low	40
	Mexico	High	81
South America	Peru	High	64
	Chile	High	63
	Brazil	High	69

2.3.4 Linkage of culture and leadership

The linkage between culture and leadership style was suggested in many studies. The Global Leadership and Organizational Behaviour Effectiveness (GLOBE) study, the biggest research ever done on leadership and culture, shows that cultural values and belief affects a leader's behaviour

and leadership style (House, Hanges, Ruiz-Quintanilla, Dorfman, Javidan, Dickson & Gupta 2020, 18).

Zagoršek's assessment of culture's influence on leadership suggested that although culture has less of a direct impact on leadership styles than was anticipated, in comparison to other variables like gender, age, or job experience, culture has a substantially greater explanatory value. According to him, culture shapes the prototype of the ideal leader in society in a significant way, and also influences the personality features and work ethics of leaders and their subordinates. He also mentioned that culture affects not only their attributes and behaviours but also the subordinates' assessment of leaders whether they accept or reject the leaders. In other words, cultural factors also affect the relationship between leaders and subordinates. (Gutterman 2019, 108-115.)

There are studies that say otherwise. Ardichvili and Kuchinke (2022, 113-114) suggest further research on this topic as they concluded that the relationship between culture and leadership may not be strong enough to claim within their research. However, this argument is incomplete and weak because this research is of a quite small scale compared to other research that claims there is a linkage between culture and leadership. This research was done in four countries, whereas GLOBE research was done in 62 countries and Zagoršek made his assessment based on his studies in five countries, but those countries (Argentina, India, Korea, Nigeria, Slovenia, and the United States) vary in terms of cultural dimensions. (Gutterman 2019, 108; House 2004, 483.) Speaking of the variety of research samples, the researched countries are the former countries of the Soviet Union (Georgia, Kazakhstan, Kyrgyzstan, and Russia), which have quite similar characteristics in terms of cultural dimension. All four countries are high-context cultures and have high PDI scores (Hofstede Insights s.a; World Population Review s.a). This can be seen as sampling bias because it lacks variety in the research sample audience. For these reasons, this research is incomplete and weak to deny the linkage of culture and leadership as a counterargument.

In conclusion, based on these arguments, culture affects leaders' behavior and shapes peoples' image of the ideal leaders which means that the ideal leader's qualities are not universal as different cultures have different ideal images of leaders. So, the fact that culture has some degree of influence on their image of the ideal leaders shows that there is a linkage between culture, leadership, and a preference for leadership style.

3 Research methodology

3.1 Research approach

The research question and investigative question of this research focus on cultural grouping and preference grouping (introverted leadership or extroverted leadership). For this reason, to answer the questions, qualitative and categorical data is needed other than quantitative data.

Qualitative data refers to data in the form of numbers which is used to answer "How" and "What" questions (Goertzen 2017). For this research for example, also with a help of quantitative data, categorical data helps to answer investigative question three "Does a person's own personality (introverted or extroverted) affect the preference for leadership style?" as the data can help to evaluate "to what extent" in this case.

Data that is measured using a scale that has a variety of classifications, is referred to as categorical data (Agresti 2012, 1). In this research, this kind of data helps to answer the investigative questions "Does cultural background have an influence on one's preference for leadership style?" and "Which characteristics of introverted and extroverted leaders have the most impact on the preference in each culture?" as the data helps to evaluate the differences based on the cultural groups.

Even though this is quantitative research, some qualitative data – data to answer "Why" questions - can be useful to deepen understanding of certain phenomena.

3.2 Data collection

To collect quantitative and categorical data to answer the research question and the investigative questions, the author conducted an online survey. The survey was made with the Webropol survey tool. Kothari (2004, 101) mentioned that with online surveys, even those respondents who are difficult to contact can be readily reached, and a larger sample makes the results more credible and trustworthy.

According to Kothari (2004, 101), some of the negative factors of using a survey as a research method are

- the low rate of response
- the collected data might not be valid when the respondents are not educated about the topic.
- Respondents may answer some of the questions unclearly and unsurely, therefore, analysing the data might be difficult.

- it is hard to tell if the respondents are really representative.

For these reasons, the survey was designed as simply as possible and purely focused on only the main topic. Also, short descriptions of introverts and extroverts were added to the relevant section in case respondents are not familiar with the terms. (See Table 7.)

As for the respondents' representativeness, as mentioned in the introduction, to delimitate the range of the research and data, the cultural background is defined by the county of origin. So, the history and length of respondents' residency in countries other than the country they are from are not considered to affect their cultural background in this research. As the world is globalized, it is difficult to define and categorize cultural background in one word without any doubt.

As for the sampling group, since respondents' age, gender, specialty, and working history have no relevance in this research, international students of Haaga-Helia UAS are an appropriate sampling group for this research. However, the respondent's age range would be naturally limited to around 18-35 years old because of the characteristic of the sampling group.

The anonymous online survey was sent to the international bachelor students in English programs at Haaga-Helia University of Applied Sciences. In total, the email with the link to the survey was sent out to 275 students. Additionally, due to the low rate of response, the author asked students in person at Haaga-Helia UAS Pasila campus to answer the same anonymous online survey so that both data from different ways of sampling are comparable.

However, when conducting an in-person survey, there is a higher chance of sampling bias. Sampling bias refers to the bias that occurs when selecting a sample from the population, all the members of the population are not equally given the chance to be chosen and studied. The result with sampling bias is not trustworthy since the result only reflects the data of a biased sample. Many factors cause sample bias. They can be the use of non-probabilistic sampling methods which refers to a sampling technique that selects a sample with non-random criteria, too small sample size, or excludes certain groups from the sample. (Bhandari, 2022.)

In order to reduce sampling bias as much as possible, this part of surveying is done under some of the strategies of Fowler (2014).

Use an appropriate sampling method

The individual who conducts this part of sampling must select participants as randomly as possible, instead of asking individuals in a certain place, like only a cafeteria on campus. Because the cafeteria is often used to collaborate and socialize, those individuals can be more friendly and more likely to participate in a survey.

Offer incentives

Offering incentives such as a small reward or entry into a prize drawing can increase participation among individuals who may not have otherwise been willing to participate. However, incentives must not be too expensive as that may make respondents feel difficult to say no.

Minimize selection criteria

It is also important to minimize the selection criteria. This can improve the diversity of the sample group and minimize the influence of any biases. Also, the individual who conducts this part of sampling needs to be careful not to express any favor for certain individuals or groups.

Even though the surveying is done with care, it is almost impossible to avoid sampling bias completely due to the lack of knowledge of the author. So, it has to be noted that there are always possibilities that sampling bias is detected. But overall, the online survey and supplemental in-person survey with a strategic approach should not impact any biases too much.

3.3 Survey questions

Survey questions are designed to keep the answers and respondents as anonymous as possible and to collect mostly quantitative and categorical data. Only survey question 4 is designed with an open-ended question to collect qualitative information and gives the respondents a chance to express what they have in their mind more specifically. As mentioned in chapter 1, survey question 2 which is about the length of living in Finland was added to the survey to see if living in a certain place affects the perception of people from different cultures. The mandatory questions are marked with a star (*). (See table seven.)

As previously mentioned, this survey is made short which according to Bhandari (2022), also helps to reduce sampling bias. The survey was sent to the population on 16 January, and the reminder email was sent to the same population on 25 January. Following up on the non-responders is also one way to reduce sampling bias. (Bhandari, 2022).

Table 7: Survey question

Survey question	Options	
1. Where are you from? *	List of countries	Categorical
2. How long have you been in Finland?	<ul style="list-style-type: none"> - Less than a year - 1-3 years - 4-6 years - 7-10 years - Over 10 years - I am not living in Finland. 	Categorical
3. Which do you prefer to work with introverted or extroverted leaders? *	<ul style="list-style-type: none"> - Introverted leaders: pay attention to details, think deeply before making decisions, are good listeners, and team oriented. (Introversion and shyness are different.) - Extroverted leaders: bring a propulsive force to a team, have strong verbal communication skills, are goal-oriented and bold 	Quantitative & Categorical
4. Why?	Open-ended question	Qualitative
5. If you answered introverted leaders in Q3: Out of these, which qualities of introverted leaders do you think is the most important?	<ul style="list-style-type: none"> - Close attention to details - Think deeply before making decisions - Good listener - Team-oriented - Others. Please specify. 	Quantitative
6. If you answered extroverted leaders in Q3: Out of these, which qualities of extroverted leaders do you think is the most important?	<ul style="list-style-type: none"> - Energetic team leading - Strong verbal communication skills - Goal-oriented - Bold - Others. Please specify. 	Quantitative
7. Do you identify yourself as an introvert or extrovert? *	<ul style="list-style-type: none"> - Introvert - Extrovert - Can't say. 	Categorical

3.4 Methods of data analysis

Fowler (2014, 127) recommended preparing the data prior to the analysis, which consists of four steps: converting the data file, categorizing the responses, putting the data to make them more readable, and data cleaning. The first, second, and third step was done on Microsoft Excel exported from Webropol. The last step of data preparation, data cleaning, is an essential part of maintaining the quality, validity, and trustworthiness of the research (Bhandari 2022). In this step, the data is screened, scanned, and modified after missing data, invalid data, and other dirty data are appropriately handled.

Data analysis in this research mostly focuses on differences between different cultural groups and the relationship between variables such as the data on the cultural group and preference for leadership style.

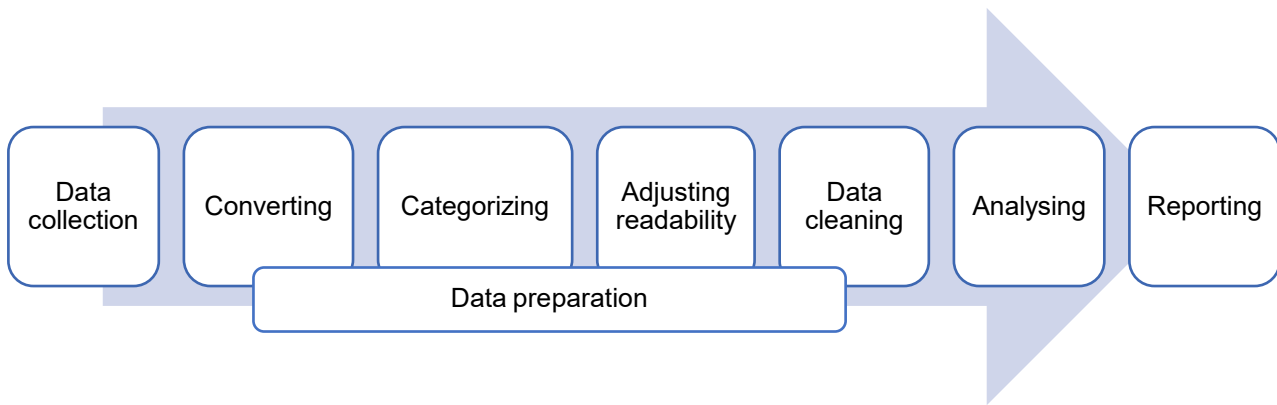


Figure 4: Data analysis process

4 Results

The result and findings from the research are presented in this chapter. The result is first presented sectioned in quantitative data and qualitative data, and after that analysis based on the investigative questions is presented.

4.1 Background information of respondents and answers

Qualitative and categorical data were collected from most of the survey questions except for question 4. The survey results are attached as Appendix 3 at the end of this thesis.

Survey question 1 “Where are you from?” elicited background information from respondents. As you can see in Table 8, and also mentioned in chapter 2.3.3, two cultural dimensions, high and low context culture and power distance index, are clearly correlated. However, Poland and Hungary are not behaving the same way as others which is shown in chapter 2.3.3. Poland is low context culture with a high PDI score and Hungary is high context culture with a low PDI score. Therefore, in this thesis, all countries that respondents are from, are categorized into two groups except for Poland and Hungary to avoid the complex.

The background information of respondents is arranged according to the group based on cultural dimensions (High or low context culture and Power Distance Index score). One group (group HH) is those countries that are high context culture and have higher PDI scores (over 50) and another group (group LL) is those that are low context culture and have lower PDI scores (less than 50).

Out of 62 respondents, 27 respondents (44 %) are from high context culture countries and 35 respondents (56 %) are from low context culture countries. 27 respondents (44 %) are from high PDI score countries and 35 respondents (56 %) are from low PDI score countries.

Table 8: Respondents by country, cultural dimensions, and cultural group (n=62)

Country	n	High or Low context	PDI score	
Austria	2	Low	11	Group LL
Canada	1	Low	39	
Estonia	2	Low	40	
Finland	23	Low	33	
Germany	4	Low	35	
Switzerland	1	Low	34	
Poland	2	Low	68	
Hungary	2	High	46	-
Ethiopia	1	High	64	Group HH
France	2	High	68	
Greece	1	High	60	
India	1	High	77	
Indonesia	1	High	78	
Italy	2	High	50	
Japan	3	High	54	
Lebanon	1	High	80	
Mexico	2	High	81	
Nepal	1	High	65	
Peru	1	High	64	
Russia	3	High	93	
Slovakia	1	High	100	
Slovenia	1	High	71	
Syria	1	High	80	
Thailand	1	High	64	
Vietnam	2	High	70	

The data from survey question 2 “How long have you been in Finland?” are shown in Figure 5. Since the survey was conducted in Finland, 37 % of the respondents were Finnish or those who were born in Finland. Therefore, the answer “over 10 years” has such a high percentage (24 respondents, 40 %) here. Fourteen respondents (23.3 %) have lived in Finland for less than a year, ten respondents (16.7 %) for one to three years, six respondents (10 %) for four to six years, three respondents (5 %) for seven to ten years, and three respondents (5 %) told that they are not living in Finland.

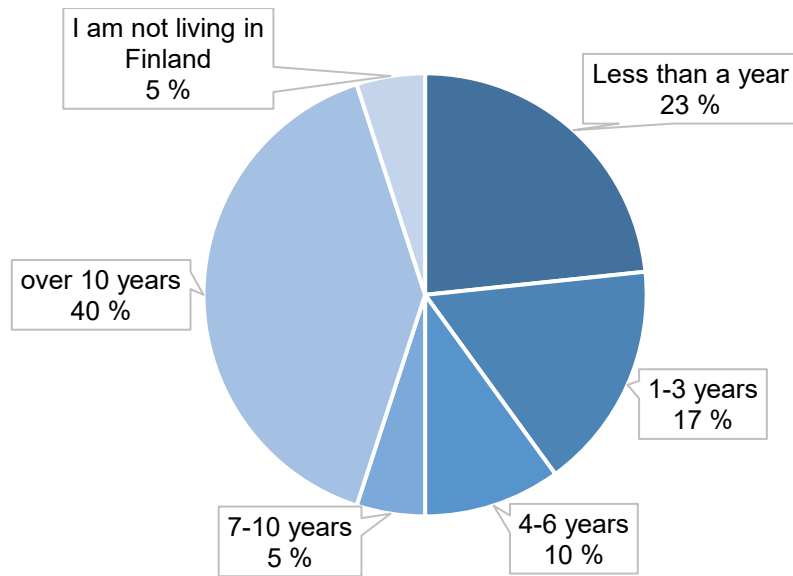


Figure 5: Length of residence in Finland (n=60)

The data from survey question 3 “Which do you prefer to work with introverted or extroverted leaders?” are shown in Figure 6. 32 respondents (51.6 %) answered that they prefer introverted leaders and 30 respondents (48.4 %) answered extroverted leaders.

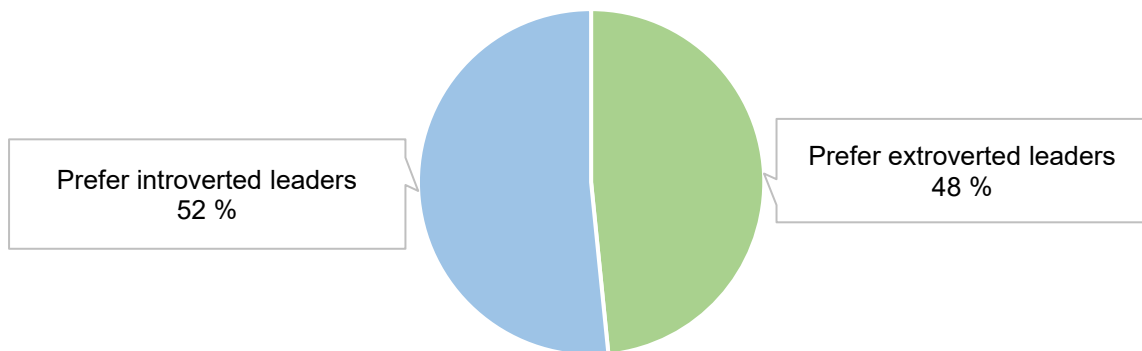


Figure 6: Leadership preference (n=62)

Figure 7 shows the data from survey question 5 “Out of these, which qualities of introverted leaders do you think is the most important?” only from those who answered introverted leaders in survey question 3 “Which do you prefer to work with, introverted or extroverted leaders?”. Ten respondents (33.3 %) chose the quality of being a good listener as the most important quality of introverted leaders. nine respondents (30 %) chose the quality of thinking deeply before making

decisions, nine respondents (30 %) chose the quality of being team-oriented, and two respondents (6.7 %) chose the quality of being able to pay close attention to details.

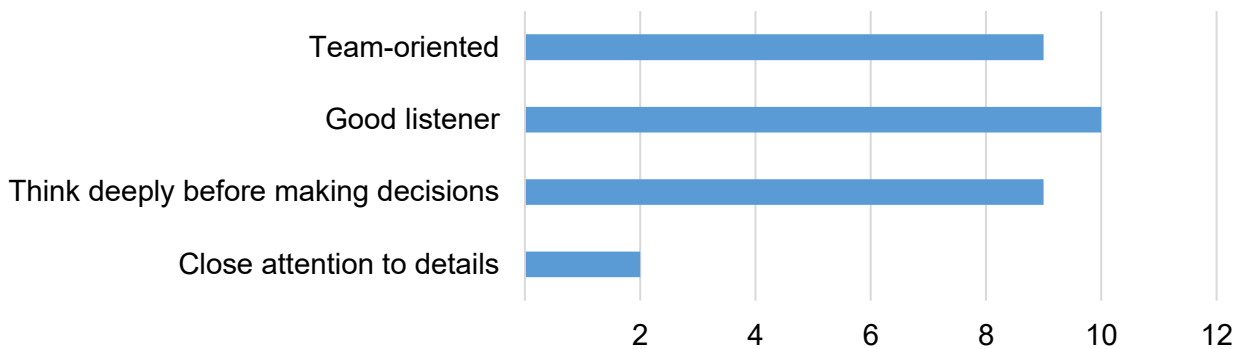


Figure 7: Introverted leaders quality (n=30)

Figure 8 shows the data from survey question 6 “Out of these, which qualities of extroverted leaders do you think is the most important?” only from those who answered extroverted leaders in survey question 3 “Which do you prefer to work with, introverted or extroverted leaders?”. Fifteen respondents (53.6 %) chose strong verbal communication skills as the most important quality of extroverted leaders. Ten respondents (35.7 %) chose the ability to lead the team energetically, two respondents (7.1 %) chose the quality of being goal-oriented, and one respondent (3.6 %) chose the quality of being bold.

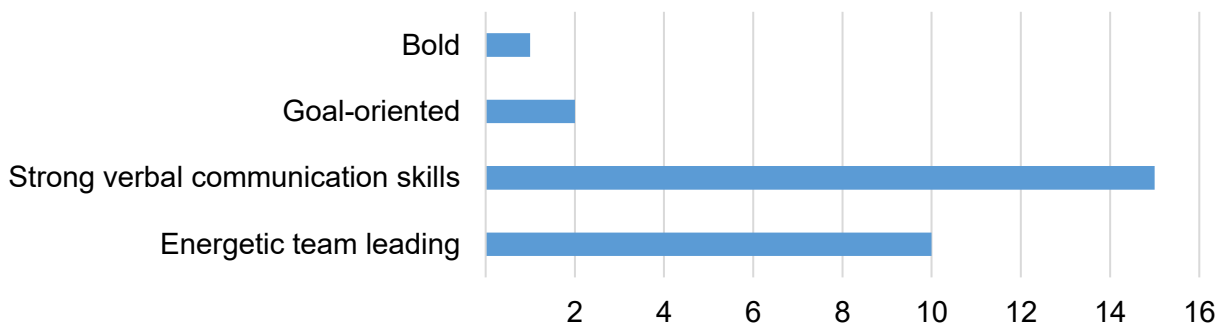


Figure 8: Extroverted leaders quality (n=28)

Figure 9 shows the data from survey question seven “Do you identify yourself as an introvert or extrovert?”. 36 respondents (58.1 %) answered that they identify themselves as an introvert and 14 respondents (22.6 %) answered as an extrovert. Twelve respondents (19.3 %) chose the option “Can’t say.”

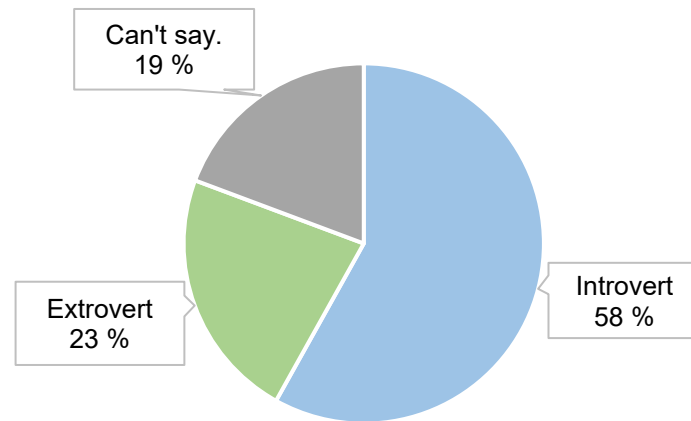


Figure 9: Own personality (n=62)

4.2 Reasons for the preferred leadership style

The only qualitative data from this survey is from survey question 4 “Why?” to ask why they chose introverted leaders or extroverted leaders in question 3 “Which do you prefer to work with, introverted or extroverted leaders?”.

Answers from those who prefer introverted leaders

Frequently found words and keywords are categorized into two main subjects.

Personality

Ten respondents who mentioned the personality of introverted leaders all identified themselves as an introvert. They told that because of the similar personality, it is easier to feel connected, approach, and work together with introverted leaders. One said, “they have empathy” and that leads to a better ability to support their subordinate to reach their goals. Interestingly, eight out of ten respondents who told so were from the cultural group LL.

The keywords of this category are “similar personality”, “feel more connected”, “easier to approach”, “know the employees”, “empathy”, and “team-oriented”. (See Figure 10)

Good listener and deep thinker

Nine respondents told that they prefer introverted leaders because of their quality of being good listeners and deep thinkers. According to the answers, because of those qualities, introverted leaders can “understand other people” and that leads to “knowing how to get the most out of everyone's potential” and also, “make decisions in the favour of both the parties”. Six out of nine

respondents were introverts, one was an extrovert, and two answered “can’t say” regarding the question about their identification. Five out of nine respondents were from cultural group HH and four were from group LL.

The keywords of this category are “think deeper”, “listen to others”, “understand other people”, and “think before acting”. (See Figure 10)

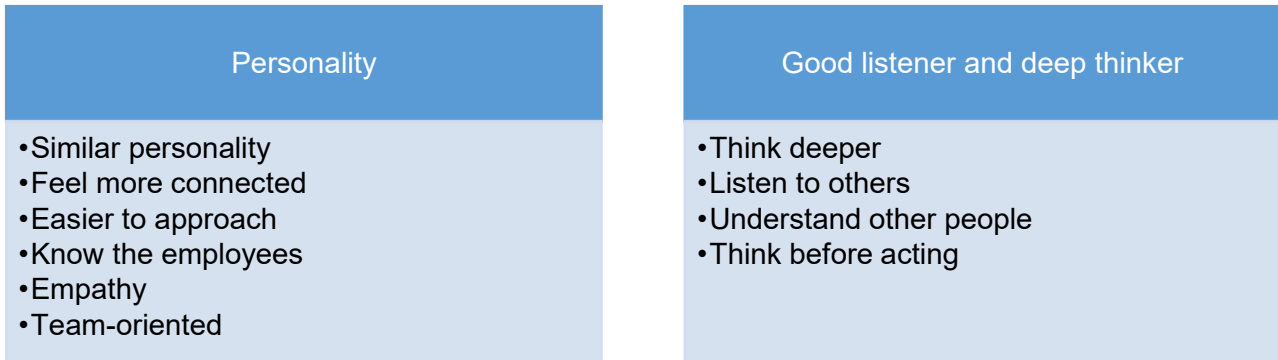


Figure 10: Keywords from the reasons (Introverted leaders)

Answers from those who prefer extroverted leaders

Frequently found words and keywords are categorized into three main subjects.

Personality

Thirteen respondents mentioned the extroverted leader’s personality in the open-ended question. Ten out of thirteen identified themselves as an introvert and three did as an extrovert. According to the answers, introverted respondents prefer extroverted leaders because they “can learn something new from them” that they don’t have and help them to stay active when they are more introverted. On the other hand, similarly to the reason why introverts prefer introverted leaders, all three extroverted respondents prefer extroverted leaders because of the similarity in personality. Seven out of thirteen respondents were from cultural group HH and six were from group LL.

The keywords of this category are “opposite and similar personality”, “open”, and “energetic”. (See Figure 11)

Communication skills

Six respondents mentioned communication skills. According to the answers, they believe that “clear communication is mandatory for successful teamwork”. Four out of six respondents identified

themselves as an extrovert and two as an introvert. Three respondents were from cultural group HH, two were from group LL, and one was from Hungary. As mentioned previously, Hungary is one of the unique cases. Unlike most countries, Hungary is high context culture that scores low in PDI. Therefore, Hungary is treated as an exception.

The keywords of this category are “strong communication skills”, “collaborative”, and “vocal”. (See Figure 11)

Energetic team-leading

Six respondents mentioned extroverted leaders’ energetic team-leading and motivational capabilities. According to the answers, they prefer extroverted leaders because “they are more likely to bring positive energy to the work community” and “be motivated and motivate others” as they are more energetic, collaborative, and goal-oriented. Five out of six respondents identified themselves as an extrovert and one did as an introvert. Five respondents were from cultural group LL and one was from group HH.

The keywords of this category are “being motivated and motivate others”, “boost the mood”, and “bring positive energy”. (See Figure 11)



Figure 11: Keywords from the reasons (Extroverted leaders)

4.3 Impact of cultural background on leadership preference

Figure 12 shows the data from survey question 3 “Which do you prefer to work with introverted or extroverted leaders?” by cultural group. Eleven respondents (55 %) from group LL answered that they prefer introverted leaders and fourteen (45 %) prefer extroverted leaders. On the other hand, eighteen respondents (44 %) from group HH answered that they prefer introverted leaders and fifteen (56 %) prefer extroverted leaders. The result here shows that group HH prefers introverted

leaders slightly over extroverted leaders, whereas group LL prefers extroverted leaders slightly more than introverted leaders. As a result, it seems like there is a slight correlation between cultural background and leadership preference.

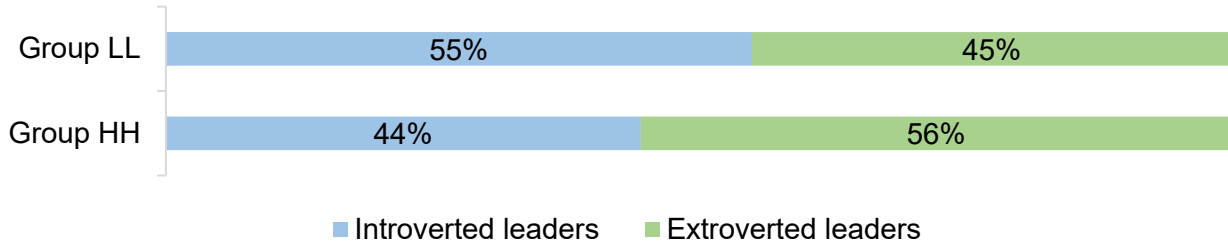


Figure 12: Leadership preference by cultural group

4.4 Impact of cultural background on appreciated leader's quality

For the most important quality of introverted leaders, two respondents from group HH chose the quality of being able to pay close attention to details. Two respondents from group HH and seven respondents from group LL chose the quality of thinking deeply before making decisions. Two respondents from group HH and seven respondents from group LL chose the quality of being a good listener, and two respondents from group HH and six respondents from group LL chose the quality of being team-oriented. (See Figure 13)

Except for the fact that no respondents from group LL chose "close attention to details", the choice of group HH and group LL are equally distributed. So, this research could not specify which specific quality is significantly important. However, the qualities of introverted leaders are equally appreciated in both cultural groups.

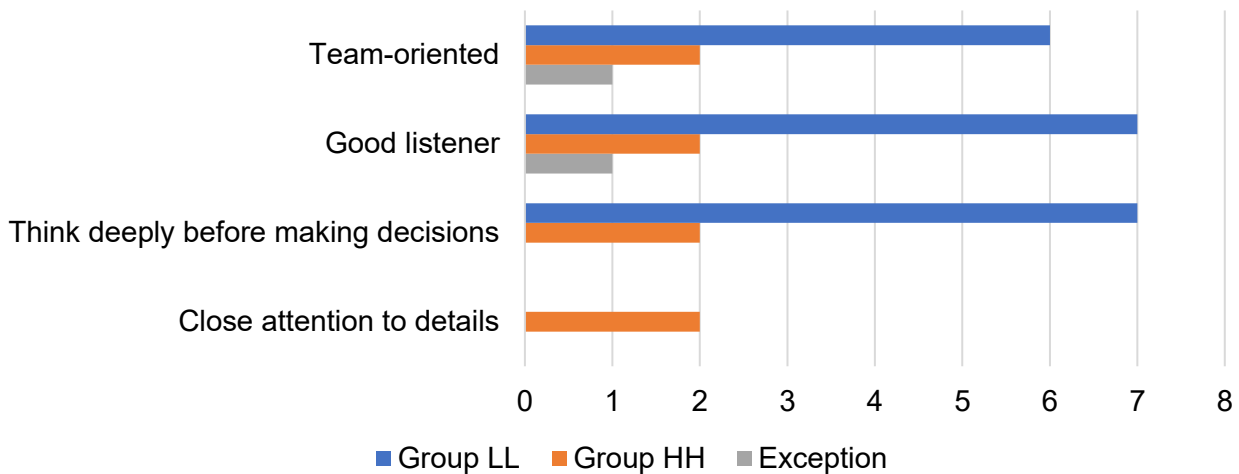


Figure 13: Introverted leaders' quality by cultural group (n=30)

As for the most important quality of extroverted leaders, seven respondents from both groups HH and LL chose strong verbal communication skills. Five respondents from both groups HH and LL chose the quality of leading a team energetically. Two respondents from group LL chose the quality of being goal-oriented and one respondent from group LL chose the quality of being bold. (See Figure 14)

Two qualities out of four in this survey that were chosen the most are "strong verbal communication skills" and "energetic team leading". These both got chosen equally by both cultural groups and it is clear that both cultural groups think that these qualities of extroverted leaders are the most important.

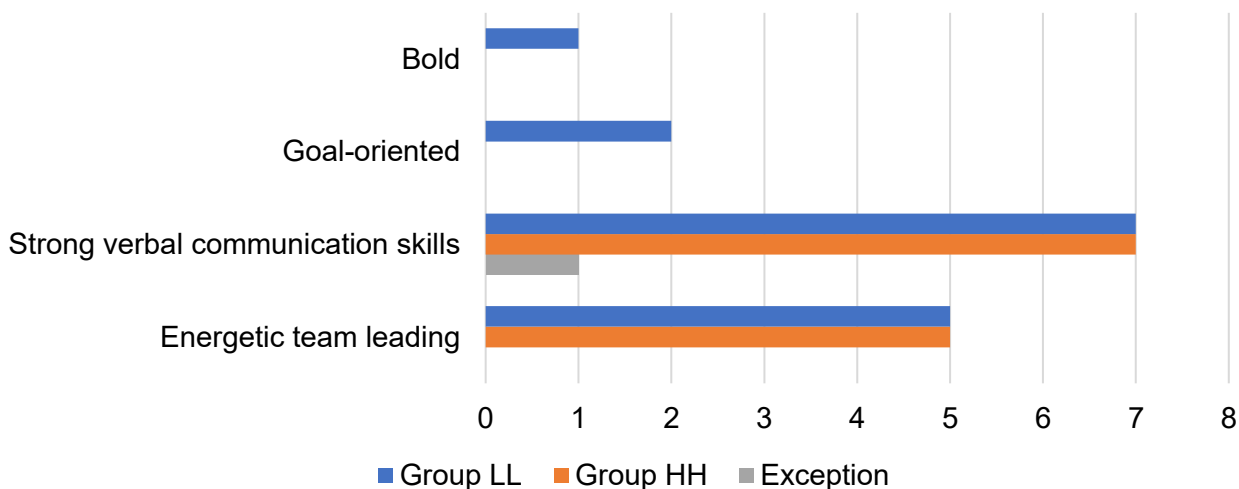


Figure 14: Extroverted leaders' quality by cultural group (n=28)

4.5 Impact of follower's personality on leadership preference

Looking at the quantitative data, out of 32 respondents who prefer introverted leaders, 23 respondents (72 %) identified themselves as an introvert, eight respondents (25 %) answered "Can't say", and only one respondent (3 %) identified extrovert. On the other hand, out of 30 respondents who prefer extroverted leaders, thirteen respondents (43 %) identified themselves as an introvert, thirteen respondents (43 %) identified themselves as an extrovert, and four respondents (13 %) answered "can't say". (See Figure 15) According to this data, introverted people tend to like introverted leaders more, but they also understand the good qualities of extroverted leaders. On the other hand, extroverted people clearly prefer extroverted leaders over introverted leaders.

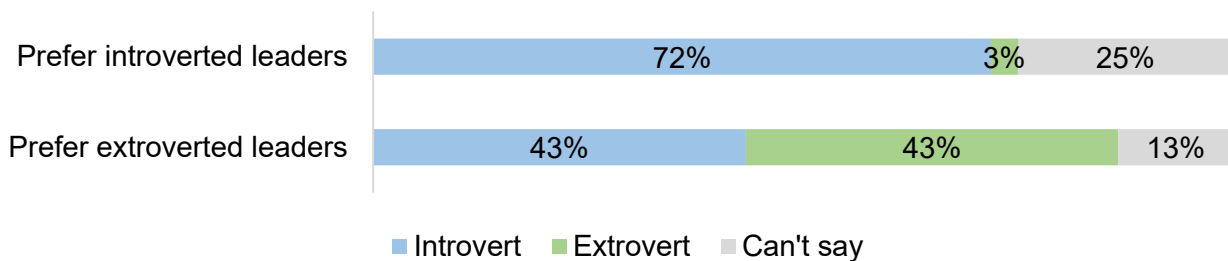


Figure 15: Leadership preference by respondent's personality

On the basis of the answers to the open-ended question, many of the introverted respondents prefer introverted leaders because they feel more comfortable working with people who have a similar personality as they themselves. On the other hand, there are also introverted respondents who answered that they prefer to work with extroverted leaders because it would be easier for them to work with extroverted leaders as they tend to be more open, energetic, social, and speak up more. In other words, they prefer extroverted leaders because of the difference in personality. As for extroverted respondents, they prefer extroverted leaders because of their strong social skills and the ability to motivate followers more efficiently.

4.6 Impact of the length of residency in Finland on leadership preference

Figure 16 shows the data generated from the two data from survey question 2 "How long have you been in Finland?" and survey question 3 "Which do you prefer to work with introverted or extroverted leaders?". Compared to "Over 10 years" in which group most of the respondents are

Finnish and 54 % of the respondents (thirteen out of 24) answered that they prefer introverted leaders, 57 % of the respondents (eight out of fourteen) who have lived in Finland for “Less than a year” answered that they prefer extroverted leaders. 70 % of the respondents (seven out of ten) who have lived for “1-3 years” answered that they prefer extroverted leaders. As for the respondents who have lived “4-6 years”, they answered equally, three answered that they prefer introverted leaders and three did extroverted leaders. 67 % of respondents (two out of three) who have lived “7-10 years” answered that they prefer introverted leaders.

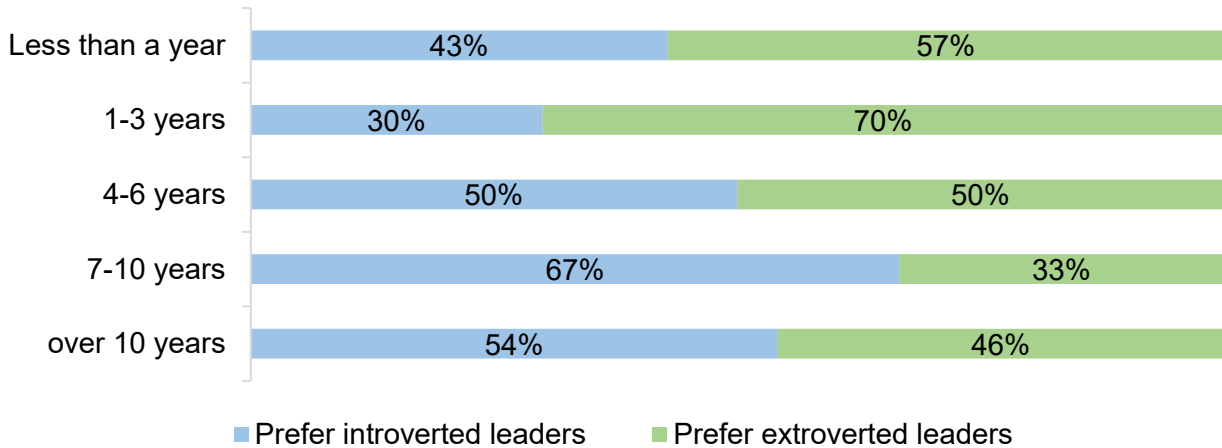


Figure 16: Leadership preference by the length of residency in Finland

As you can see in Figure 16, although the difference is slight, as the length of residency in Finland gets longer, more people answered that they prefer introverted leaders. Based on the results, it can be assumed that the length of residency in a particular place has an impact on how people think about things such as, in this case, which type of leadership style they prefer.

The data of each option by the cultural group is shown in Table 9. Hungary and Poland are categorized as an exception here as they belong to neither of cultural group. The option “Over 10 years” in which the majority prefer introverted leaders, is chosen by mostly Finnish, so the percentage of group LL is much higher (21 out of 24). But the option “Less than a year” in which the majority prefer extroverted leaders, was chosen by an equal number of respondents from both cultural groups, and the option “7-10 years” in which the majority prefer introverted leaders, was chosen only by the respondents from group HH. Therefore, the linkage between leadership preference and the length of residency in Finland cannot be explained by the distribution of respondents.

Table 9: Respondents by cultural group

	Group LL	Group HH	Exception
Less than a year	7	7	0
1-3 years	2	6	2
4-6 years	1	3	2
7-10 years	0	3	0
over 10 years	21	3	0

5 Discussion and assessment

In this chapter, the author draws conclusions on the basis of the results and findings from the research and proposes further research based on the findings and assessment of this research. The author also evaluates the validity and reliability of this research and lastly, evaluates and reflects the project process and own learnings.

5.1 Conclusions

This thesis aimed to find out the relationship between culture, personality, and leadership preference. Based on both qualitative and quantitative research results from the survey, it can be concluded that the cultural background has moderate influence on leadership preference, whereas the personality of followers has a great influence on their leadership preferences. (See Figure 17.)

Culture influences the perception of leadership. Most respondents from cultural group HH prefer introverted leaders. They feel introverted leaders serve better for them as the characteristics of this cultural group such as putting more emphasis on nonverbal and less direct communication and valuing collective initiative (see chapters 2.3.1 and 2.3.2) seem to match introverted leaders' qualities. Most respondents from cultural group LL prefer extroverted leaders because of the cultural characteristics such as putting more emphasis on verbal and direct communication. (See chapters 2.3.1) This is because, as was mentioned in chapter 2.2, extroverted leaders tend to communicate more directly and verbally, therefore, people from cultural group LL tend to prefer extroverted leaders more.

As for the leader's qualities and characteristics that respondents think are the most crucial for successful leadership, based on the theoretical framework in chapters 2.3.1 and 2.3.2, the author anticipated that culture had much more influence on the valued leader's quality and characteristics than the actual results indicate. However, what is appreciated and considered to be crucial for successful leadership seems to be universal no matter what kind of culture people is from. This is considered because there is a universally shared belief about leadership. (See chapter 2.2)

As discussed in chapter 2.2, again, there is a universally shared belief that extroverts are better at leadership since the qualities such as strong communication skills and energetic team-leading skills are considered to be crucial to successful leadership and those are the strength of extroverts. However, interestingly, more than half of the respondents in this research answered that they prefer introverted leaders. Because of the characteristics of introverts being calm and reserved, avoiding stimulation, and preferring to have a smaller social group (see chapter 2.1.3), introverted people seem to prefer introverted leaders. According to the respondents, that is because they feel more comfortable and easier to work when they are led by people with similar personalities and

because extroverted leaders are more energetic, communicate verbally and boldly (see chapter 2.2.4). Due to these characteristics of extroverted leaders, some said that they don't match their personalities. But they also understand that extroverted leaders are good at leadership. (See chapter 2.2) Therefore, a third of them prefer extroverted leaders, unlike extroverted people most of whom prefer extroverted leaders.

On the other hand, extroverted people prefer extroverted leaders because of their characteristics of being social and energetic, preferring a bigger social group, and looking for stimulation daily (see chapter 2.1.3). The result that more than 90% of extroverted respondents prefer extroverted leaders can be explained by the fact extroverted leaders also can be energetic and bold with strong verbal communication skills which make them able to deliver and provide what extroverted followers value in communication.

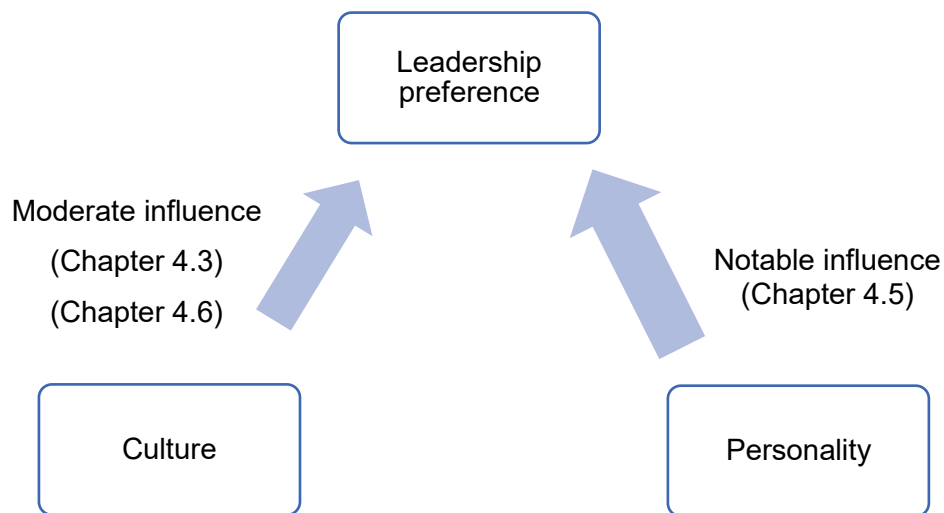


Figure 17: Main subjects and their influences

As mentioned in chapter 2.1.2, culture has some degree of influence on people's perceptions and ways of thinking as well. This research also found that the length of residency in a particular place affects their leadership preference. (See chapter 4.6) This supports the theory in chapter 2.1.2 that people's perceptions and ways of thinking may happen to change eventually in the way that it gets closer in terms of characteristics and norms to the culture that place has. As Kernberg (2016, 145) explains people's behavioural pattern is also included in the term "personality", if the linkage of culture and personality has been proved, this also means that after all, people's leadership preferences can be roughly assumed based on personality with underlying cultural factors.

However, the author would like to stress the fact that all these results are more indicative than assertive due to the limitation the author had such as the restricted number of respondents.

5.2 Proposals for further research

The author recommends conducting the same kind of research among the respondents who are in a working environment. Since the sample group of this research was students, the result may differ. Also, see if the result differs in different sectors and fields as mentioned in chapter 2.2.4, each leadership style has its own fields where performance can be maximized.

Also, for future research, the author recommends expanding the sample size. Even though the number of responses handled in this thesis is considered still sufficient, as Kothari (2004, 101) mentioned, the bigger the number of samples, the more credible the research becomes. (See chapter 3.2) By expanding the sample size, it will also have more variety in the country. It is an important point to consider because in this thesis, due to the characteristics of the sample group being a higher education student, the majority of respondents were from developed countries. Gaining more respondents from developing countries may change the result in terms of personality (introvert and extrovert). Because based on the research of Gurven, Rueden, Massenkoff, Kaplan and Lero (2013, 4), the Big Five Model which was used in this thesis to evaluate personality is considered more reliable in developed countries than developing countries. (See chapter 2.1.2)

All in all, although many factors limited the generalizability of the results, this research proposed new insight into the linkage of personality of both followers and leaders and culture.

5.3 Reliability, validity and ethics of the research

To evaluate the results of this thesis, reliability, validity, and ethics were being considered.

Reliability of research refers to “the extent to which the findings of a study can be replicated” (Andres 2012, 122). For survey research, this means the extent to which similar findings will be produced by conducting in similar conditions with a similar sample audience. (Andres 2012, 123). As the survey questions and the sample audience are mentioned in this thesis, it should be easy to replicate this research in similar conditions with a similar sampling audience. The findings from the survey also should be constant and similar since the survey questions are designed to be simple and sampling was done randomly as much as possible so that there are no other factors that influence the results.

Meyrick (2006, 803-806) argued that the crucial criteria for the validity and quality of qualitative research are “transparency” and “systematicity”. He explained by ensuring the transparency and systematicity of steps in the research, the quality of the process and results in the research can be validated. To ensure transparency in this research, the author described the detail of the sample and

the data collection strategies. As for the systematicity of this research, the author set clear objectives and methods to approach the objectives, built the appropriate survey question, and applied methodological triangulation by analyzing both qualitative and quantitative methods.

Validity for quantitative research refers to the extent to which the quantitative data measure the exact concept of the research (Heale & Twycross 2015). Although the author designed the survey questions to be as simple as possible, focused on introverts and extroverts, and also added explanations of introverts and extroverts to the survey in order for all the respondents to have the same perception toward the topic, the generalizability of the results and the numbers of the respondents posed the limitation of the research. Therefore, again, the result of this research is indicative. As discussed in chapter 5.2, further research can be conducted with improvements.

It is also important to ensure the ethical aspect of the research. This research was done ethically with care for the respondents so that there would be no risk to the respondents. The author informed respondents that the survey is anonymous and there are no questions that collect personal information so that nobody including the author can identify the individuals using the answer. Also, all the answers will be deleted after the process of this research is done.

5.4 Reflection on the project and own learning

This project took place from September 2022 to April 2023 which finished one month earlier than original plan. In the process of writing this thesis, I faced quite many difficulties.

Firstly, Since I didn't have any commissioning company for my thesis, choosing the topic can be based on my interest and my specialising field. However, to conduct research without a commissioning company was challenging. But I was lucky enough to be granted the permission to conduct the research at Haaga-Helia UAS.

Secondly, personality and culture are both big topics and there are hundreds of researchers conducting ongoing research about those topics. So, although there are many of research and information, it was hard to choose which theory, dimension, and framework to use for this research. Also, even though introverts and extroverts have become popular and well-known, still there are wrong assumptions about especially introverts.

Also, due to a technical reason related to the research facility of Haaga-Helia UAS, I had to prepare the survey which also requires to finish up the theoretical framework much earlier than the originally scheduled plan. So, alongside personal life, work, and school, it was sometimes difficult to manage at once.

The low percentage of responses for the survey was the biggest problem in the middle phase of this research process. I am quite happy that after all, I could collect a fair number of responses by changing the plan flexibly and conducting additional sampling in a different mode.

All in all, I am happy with the outcome and the objectives of this thesis was achieved. However, I believe that this research could have been better. For example, the survey scale could be bigger. Although I collected over 60 responses, it sure will be better and more credible if I could get, for example, more than 100 responses. If I have other opportunities to conduct research, I am willing to take much time to plan and build the strategy for sampling.

Lastly, I would like to express my appreciation to my thesis advisor for his constant support and to the research facility of Haaga-Helia UAS for making this thesis project possible.

References

- Agresti, A. 2012. Categorical data analysis. 2nd ed. John Wiley & Sons. Canada.
- Aluja, A., García, Ó. & García, L. F. 2002. A comparative study of Zuckerman's three structural models for personality through the NEO-PI-R, ZKPQ-III-R, EPQ-RS and Goldberg's 50-bipolar adjectives. *Personality and individual differences*, 33, 5, pp. 713-725.
- Ambridge, B. 2014. *Psy-Q: Test your psychological intelligence*. London: Profile Books. London.
- American Psychological Association 2022. Shyness. URL: <https://www.apa.org/topics/shyness/> Accessed: 13 November 2022.
- Andres, L. 2012. *Designing & doing survey research*. SAGE. London.
- Ardichvili, A. & Kuchinke, K. P. 2002. Leadership styles and cultural values among managers and subordinates: A comparative study of four countries of the former Soviet Union, Germany, and the US. *Human resource development international*, 5, 1, pp. 99-117.
- Bhandari, P. 2022. Sampling Bias and How to Avoid It | Types & Examples. Scribbr. URL: <https://www.scribbr.com/research-bias/sampling-bias/> Accessed: 15 February 2023.
- Bhandari, P. 2022. What Is Data Cleansing? | Definition, Guide & Examples. Scribbr. URL: <https://www.scribbr.com/methodology/data-cleansing/> Accessed: 21 February 2023.
- CFI education inc. 2022. leadership styles. URL: <https://corporatefinanceinstitute.com/resources/management/leadership-styles/> Accessed: 8 November 2022.
- Christfort, K. & Vickberg, S. 2018. *Business chemistry: Practical magic for crafting powerful work relationships*. John Wiley & Sons, Inc. New Jersey. E-book. Accessed: 23 October 2022.
- Confederation College 2021. *Intercultural Business Communication*. Open Library. Toronto. URL: <https://ecampusontario.pressbooks.pub/communications/> Accessed: 29 November 2022.
- De Fruyt, F., Van De Wiele, L. & Van Heeringen, C. 2000. Cloninger's Psychobiological Model of Temperament and Character and the Five-Factor Model of Personality. *Personality and individual differences*, 29, 3, pp. 441-452.
- DeNeve, K.M. & Cooper, H. 1998. The happy personality: a meta-analysis of 137 personality traits and subjective well-being. *Psychological bulletin*, 124, 2, pp. 197.

- DeYoung, C.G., Quilty, L.C. & Peterson, J.B., 2007. Between facets and domains: 10 aspects of the Big Five. *Journal of personality and social psychology*, 93, 5, pp. 880-896.
- Doney, P.M., Cannon, J.P. & Mullen, M.R. 1998. Understanding the influence of national culture on the development of trust. *Academy of management review*, 23, 3, pp. 601-620.
- Edmonstone, J. & Western, J. 2002. Leadership development in health care: What do we know? *Journal of health organization and management*, 16, 1, pp. 34-47.
- Farrell, M. 2017. Leadership reflections: Extrovert and introvert leaders. *Journal of Library Administration*, 57, 4, pp. 436-443.
- Forouzandeh, R., Rastgari, M., Nasiri, M. & Salehikhah, A. 2009. Leadership effectiveness among nurse managers and its relationship with extrovert/introvert personality. *IJNMR/Fall 2009, Vol 14, No 4*, pp. 168-173.
- Fowler, F. J. 2014. *Survey research methods*. 5th ed. Sage. Los Angeles.
- Goertzen, M.J. 2017. Introduction to quantitative research and data. *Library Technology Reports*, 53, 4, pp.12-18.
- Grant, A.M., Gino, F. & Hofmann, D.A. 2010. The hidden advantages of quiet bosses. *Harvard Business Review*, 88, 12, p. 28.
- Gurven, M., von Rueden, C., Massenkoff, M., Kaplan, H. & Lero Vie, M. 2013. How Universal Is the Big Five? Testing the Five-Factor Model of Personality Variation Among Forager-Farmers in the Bolivian Amazon. *Journal of personality and social psychology*, 104, 2, pp. 354-370.
- Gutterman, A. S. 2019. *Cross-Cultural Leadership Studies*. Business expert press. New York. E-book. Accessed: 29 January 2023.
- Hanges, P. J., Aiken, J. R., Park, J. & Su, J. 2016. Cross-cultural leadership: Leading around the world. *Current opinion in psychology*, 8, pp. 64-69.
- Heale, R. & Twycross, A. 2015. Validity and reliability in quantitative studies. URL: <https://ebn.bmj.com/content/18/3/66.short> Accessed: 17 March 2023.
- Hofstede, G. 2011. Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2, 1, pp. 2307-0919.

- Hofstede, G.J., Jonker, C.M. & Verwaart, T. 2009. Modeling power distance in trade. URL: <https://ii.tudelft.nl/~catholijn/publications/sites/default/files/CulturePDI2009revised.pdf> Accessed: 28 March 2023.
- Hofstede Insights s.a. Country comparison tool. URL: <https://www.hofstede-insights.com/> Accessed: 6 February 2023.
- House, R.J. 2004. An overview of the GLOBE research program. *Transformative organizations: A global perspective*.
- House, R.J., Hanges, P.J., Ruiz-Quintanilla, S.A., Dorfman, P.W., Javidan, M., Dickson, M. & Gupta, V. 2020. Cultural influences on leadership and organizations: Project GLOBE.
- Hudson Jr, S.W. & Ferguson, G.C. 2016. Leadership personalities: Extrovert, introvert or ambivert. *International Journal of Management and Economics Invention*, 2, 9, pp. 999-1002.
- Hughes, R., Ginnett, R.C. & Curphy, G.J. 1993. Time for leadership development interventions in the public health nutrition workforce. *Public Health Nutrition*, 12, 8, pp.1029.
- Jeronimus, B.F., Ormel, J., Aleman, A., Penninx, B.W. & Riese, H., 2013. Negative and positive life events are associated with small but lasting change in neuroticism. *Psychological medicine*, 43, 11, pp. 2403-2415.
- Judge, T.A., Bono, J.E., Ilies, R. & Gerhardt, M.W. 2002. Personality and leadership: a qualitative and quantitative review. *Journal of applied psychology*, 87, 4, pp. 765-780.
- Jung, C.G. 2014. Analytical psychology. In *An Introduction to Theories of Personality*. Psychology Press, pp. 53-81.
- Jung, C. G., Adler, G. & Hull, R. F. 2014. *Collected works of CG Jung, volume 6: Psychological types Vol. 16*. Princeton University Press. E-book. Accessed: 27 January 2023.
- Kahnweiler, J. B. 2018. *The Introverted Leader*, 2nd ed. Berrett-Koehler Publishers, Incorporated. E-book. Accessed: 13 November 2022.
- Kernberg, O.F. 2016. What is personality?. *Journal of personality disorders*, 30, 2, pp.145-156.
- Kerr, B. & McKay, R. 2013. Searching for tomorrow's innovators: Profiling creative adolescents. *Creativity Research Journal*, 25, 1, pp.21-32.
- Kirkpatrick, S.A. & Locke, E.A. 1991. Leadership: do traits matter? *Academy of management perspectives*, 5, 2, pp.48-60.

- Kothari, C. R. 2004. *Research Methodology: Methods and Techniques*. Second revised edition. New Age International Publisher. New Delhi. E-book. Accessed: 15 January 2023.
- Kurt Blazek 2015. *Introvert/ Extrovert leadership Styles: Two Different Approaches, Two Unique Outcomes*. URL: <https://www.truscore.com/resources/introvert-extrovert-leadership-styles-two-different-approaches-two-unique-outcomes> Accessed: 8 November 2022.
- LaMorte Wayne W. 2016. *What is culture?* URL: <https://sphweb.bumc.bu.edu/otlt/mph-modules/PH/CulturalAwareness/CulturalAwareness2.html> Accessed: 10 February 2023.
- Marieke de Mooij 2011. *Consumer behavior and culture*. 2nd ed. Thousand Oaks: Sage Publications. The United States of America.
- McCormack, L. & Mellor, D. 2002. The role of personality in leadership: An application of the five-factor model in the Australian military. *Military psychology*, 14, 3, pp.179-197.
- McCrae, R. R., & Costa, P. T., Jr. 2008. The five-factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research*. pp. 159–181.
- Meyrick, J. 2006. What is good qualitative research? A first step towards a comprehensive approach to judging rigour/quality. *Journal of health psychology*, 11, 5, pp.799-808.
- Ormel, J., Riese, H. & Rosmalen, J.G. 2012. Interpreting neuroticism scores across the adult life course: immutable or experience-dependent set points of negative affect? *Clinical psychology review*, 32, 1, pp. 71-79.
- Pour, F.K. & Golshan, M. 2016. A Reaction Paper on Big Five Personality Traits and Language Learning. *International Journal of Educational Investigations*, 3, 5, pp. 74-79.
- Psychologist World s.a. *Extroversion and Introversion*. E-book. Accessed: 8 November 2022.
- Reynolds, S. & Valentine, D. 2004. *Guide to cross-cultural communication*. Upper Saddle River, N.J.: Pearson Prentice Hall.
- Roccas, S., Sagiv, L., Schwartz, S. H. & Knafo, A. 2002. The Big Five Personality Factors and Personal Values. *Personality & social psychology bulletin*, 28, 6, pp. 789-801.
- Rozkwitalska, M. & Basinska, B.A. 2015. Thriving in multicultural work settings. D. Vrontis, Y. Weber, & E. Verona, Italy. URL: https://www.researchgate.net/publication/299857708_Thriving_in_multicultural_work_settings Accessed: 1 February 2023.

Saklofske, DH, Eysenck, HJ, Eysenck, SBG, Stelmack, RM & Revelle, WR 2012, Extraversion-Introversion. in Encyclopedia of Human Behavior: Second Edition. Elsevier Inc., pp. 150-159.

Spradley, J. & McCurdy, D.W. 2011. Conformity and Conflict: Readings in Cultural Anthropology. 14th ed. Pearson Education. Boston.

The Myers-Briggs Company s.a. The history of the MBTI © assessment. URL: <https://eu.themyers-briggs.com/en/tools/MBTI/Myers-Briggs-history> Accessed: 13 January 2023.

Weinstein, M. 2017. Introvert vs. extrovert leaders. Training (New York, N.Y.), 54, 3, pp. 22.

World Population Review s.a. High context countries 2023. URL: <https://worldpopulationreview.com/country-rankings/high-context-countries> Accessed: 6 February 2023.

Appendices

Appendix 1. Cover letter

Hi!

I am a student at Haaga-Helia in the SEBBA degree program, and currently working on a research project for my bachelor's thesis.

You are warmly welcome to participate in a research project for the bachelor thesis about leadership, culture, and personality. The purpose of this research is to find out how cultural background and personality influence well-matched and appreciated leadership styles, particularly of introverted and extroverted leaders.

To participate, you are asked to complete this anonymous web-based survey.

The questionnaire is very short and takes max. 3 minutes to answer.

<https://link.webpolsurveys.com/S/2B9E621AD96A0CAF>

The survey will not collect any identifiable information, and no one will be able to connect your responses to you.

If you have any questions, you can contact me at maki.vanajas@myy.haaga-helia.fi.


Thank you for your participation!

Sincerely,

Maki Vanajas

Appendix 2. Survey questions

Survey about culture, personality and leadership styles

 Mandatory questions are marked with a star (*)

1. Where are you from? *

2. How long have you been in Finland?

- Less than a year
- 1-3 years
- 4-6 years
- 7-10 years
- over 10 years
- I am not living in Finland

3. Which do you prefer to work with introverted or extroverted leaders? *

- Introverted leaders: pay attention to details, think deeply before making decisions, are good listeners, and team-oriented.
*Introversion and shyness are different.
- Extroverted leaders: have strong verbal communication skills, are goal-oriented, energetic and bold.

4. Why? Please elaborate on your answer to Q3.

5. If you answered INTROVERTED leaders in Q3:**Out of these, which qualities of introverted leaders do you think are the most important?**

- Close attention to details
- Think deeply before making decisions
- Good listener
- Team-oriented
- Other qualities. Please specify.

6. If you answered EXTROVERTED leaders in Q3:**Out of these, which qualities of extroverted leaders do you think are the most important?**

- Energetic team leading
- Strong verbal communication skills
- Goal-oriented
- Bold
- Other qualities. Please specify.

7. Do you identify yourself as an introvert or an extrovert? *

- Introvert
- Extrovert
- Can't say.

Appendix 3. Survey results

Table 10: Respondents by country (n=62)

	n	Percent
Austria	2	3.3%
Canada	1	1.6%
Estonia	2	3.3%
Ethiopia	1	1.6%
Finland	23	37.1%
France	2	3.2%
Germany	4	6.5%
Greece	1	1.6%
Hungary	2	3.2%
India	1	1.6%
Indonesia	1	1.6%
Italy	2	3.2%
Japan	3	4.9%
Lebanon	1	1.6%
Mexico	2	3.2%
Nepal	1	1.6%
Peru	1	1.6%
Poland	2	3.2%
Russia	3	4.9%
Slovakia	1	1.6%
Slovenia	1	1.6%
Switzerland	1	1.6%
Syria	1	1.6%
Thailand	1	1.6%
Vietnam	2	3.2%

Table 11: Length of residence in Finland (n=60)

	n	Percent
Less than a year	14	23.3%
1-3 years	10	16.7%
4-6 years	6	10.0%
7-10 years	3	5.0%
over 10 years	24	40.0%
I am not living in Finland	3	5.0%

Table 12: Leadership preference (n=62)

	n	Percent
Prefer introverted leaders	32	51.6%
Prefer extroverted leaders	30	48.4%

Table 13: Introverted leaders quality (n=30)

	n	Percent
Close attention to details	2	6.7%
Think deeply before making decisions	9	30.0%
Good listener	10	33.3%
Team-oriented	9	30.0%

Table 14: Extroverted leaders quality (n=28)

	n	Percent
Energetic team leading	10	35.7%
Strong verbal communication skills	15	53.6%
Goal-oriented	2	7.1%
Bold	1	3.6%

Table 15: Own personality (n=62)

	n	Percent
Introvert	36	58.1%
Extrovert	14	22.6%
Can't say.	12	19.3%

Table 16: Leadership preference by cultural group

	Introvert		Extrovert		Can't say	
	n	Percent	n	Percent	n	Percent
Prefer introverted leaders	23	43 %	1	43 %	8	13 %
Prefer extroverted leaders	13	72 %	13	3 %	4	25 %

Table 17: Introverted leaders' quality by cultural group (n=30)

	Group HH	Group LL	Exception
Close attention to details	2	0	0
Think deeply before making decisions	2	7	0
Good listener	2	7	1
Team-oriented	2	6	1

Table 18: Extroverted leaders' quality by cultural group (n=28)

	Group HH	Group LL	Exception
Energetic team leading	5	5	0
Strong verbal communication skills	7	7	1
Goal-oriented	0	2	0
Bold	0	1	0

Table 19: Leadership preference by respondent's personality

	Introvert		Extrovert		Can't say	
	n	Percent	n	Percent	n	Percent
Prefer introverted leaders	23	72 %	1	3 %	8	25 %
Prefer extroverted leaders	13	43 %	13	43 %	4	13 %

Table 20: Leadership preference by the length of residency in Finland

	Less than a year	1-3 years	4-6 years	7-10 years	over 10 years
Prefer introverted leaders	6	3	3	2	13
Prefer extroverted leaders	8	7	3	1	11