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LEADERSHIP IN VIETNAM
Now & Future

Bachelor's thesis
Business Management

2017

South-Eastern Finland
University of Applied Sciences

Author (authors)	Degree	Time
Chi Phuong Dang	Bachelor of Business Administration	May 2017

Title	
Leadership in Vietnam Now & Then	104 pages 26 pages of appendices

Commissioned by

Supervisor
Kangasniemi-Haapala Maria

Abstract

The main research problems of this research were to identify the current leadership styles used in Vietnam and the expectations for the leaders in future. The main objectives were to ascertain the most and the least common leadership styles in Vietnam; to predict differences between the leadership styles used now and the expected leadership style to be used in the future; and to analyse the factors that have an effect on those differences.

In order to support the research, the theoritical background was provided, which included the definition of leadership, the most common-known leadership styles, and Hofstede's cultural study. The theoretical information was found mostly in books, academic articles, and previous studies.

Both qualitative and quantitative research methods were utilized in the research. Two one-hour semi-structured interviews were conducted with two high-position managers. The online platform survey was published for a week stimultaneously, in order to get some quantitative data from the mass population. Lastly, researches from previous reports and Hofstede's cultural study were done in order to provide secondary data about Vietnamese culture.

After the analysis, conclusions and findings answering research questions were demonstrated in the end of the study. Briefly, the most/least currently-used leadership styles in Vietnam were found surprisingly against the Vietnamese traditional cutulre in some perspectives. The expectations for future leaders, which was considered as a big challenge for people who will hold the leading postitions, was also discovered. Some advice for more effective leadership styles were proposed.

Keywords

Leadership, current situation, future trend, Vietnam

Contents

1 INTRODUCTION

Once, there was a famous quote in the social media: "An army of sheep led by a lion leader can defeat an army of lions lead by a sheep". In some perspectives, this quote can summerize the reality of leadership. Indeed, the huge importance of leaders in every organizations or community is undeniable. Taking Steve Jobs as an example of an effective leader, that statement can be proven even further. Jobs founded Apple with some other colleagues in his parents' garage in 1976 but then he was kicked out in 1985. He came back in 1997 to rescue Apple from its near bankruptcy. And by October 2011 when Jobs passed away, Apple had become one of the most valuable companies in the world with the presence in seven different industries. If Jobs had not been there with his own effective leadership style, Apple would not had such a success nowadays. That is a concrete example showing that a good leader can have a positive impact on the organization and bring it to the success level.

However, on the another hand, a bad leader can lead the whole organization to an opposite direction. Back in 2013, Thorsten Heins was the CEO in BlackBerry. During his short tenure as CEO, he had made things worse to this Canadian company which had been successful. In 2013, despite the big growth of the smart-phone technology, Heins was unable to accelerate the development for Blackberry and he made a surprising comment in public: "No drastic changes are needed!" As a consequence, Blackberry lost approximately $USD 1 billion a quarter and thousands of employees had to be laid-off. Soon, Heins was fired and the value of Blackberry's stock has declined another 43% for the year. This example has shown that beside a positive impact, leaders can totally drag the whole organization's performance down.

It may sound that leadership only appears in such a business or political environment where there is hierarchies and power. However, in fact, leadership can be seen everywhere, from the smaller scales like families, classrooms, and hospitals to those massive ones like cooperations, countries or continents. Leadership is such a familiar term that everyone has heard about but hardly

defined it in a full picture. Especially, in this case, in Vietnam, there were not enough studies provided to people to clearly define that term and to illustrate the current situation there. Hence, this is the biggest motivation for the author to design this research, with the intention to provide sufficient knowledge to people who are interested in this issue.

The main research problems of this research are to identify the current leadership styles used in Vietnam and the expectations for the leaders in future. In order to solve these research problems, the objectives of this research can be simply set as follows:

- Ascertain the most and the least common leadership style in Vietnam currently
- Predict differences between leadership style which is used now and expected leadership style in the future
- Analyse factors that have an effect on the differences

After all, the results of this research can be used with educational purposes, such as references for other students who also work on leadership, and for those who want to know more about the current and future situation in Vietnam. Moreover, the prediction in the future may be consulted in building leadership training program, so that expected future leadership styles will be taught and practiced by potential leaders in the future.

The structure of this thesis includes the literature reviews followed with the research methodology, analyses, and the final conclusion. In the literature review, two chapters are provided with the theory of leadership background and the introduction to Vietnam study case. The research methodology will be firstly explained with some theory and later with real practices of the author. The data related to Vietnamese culture based on Hofstede's cultural study and previous studies will be collected and analysed. There will be an online survey published for the mass population and two semi-structured interviews with two managers. The data collection process will be recorded and reported, along with necessary

analysis. Lastly, the final conclusion and te final thoughts about the study will be provided.

2   LEADERSHIP

2.1   Definition of Leadership

According to Bass (1900), people started to use the word "leadership" since the early 1800s in writings about the political influence and control of the British Parliament. During this period of time, this word occurred mostly in the Anglo-Saxon areas, with the common understanding of "inheritance, usurpation or appointment". Despite the early presence in the 19th century, different scholars and practitioners initiated their studies in order to find the most covered leadership definition since the beginning of the 20th century. Even though people worked on the same topic, it seemed that the word "leadership" appeared and meant different to different people. In the 20th century, from 1900 till 1990, Rost (1991) analysed all the written materials and found out more than 200 different definitions of leadership. Below, the evolution of how people see and feel "leadership" will be demonstrated in the order of time.

Moore, in 1927 (p.124) defined leadership as "the ability to impress the will of the leader on those led and induce obedience, respect, loyalty and cooperation", which has shown that in the first three decades of the 20th century, scholars saw leadership as the domination of control and centralized power.

In 1935, Pigor mentioned in his book leadership as "a process of mutual stimulation which, by the stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause". Clearly, Pigor did not relate leadership to domination, which was a big difference compared to the earlier studies in the 1920s. Moreover, another study by Bogardus (1934) indicated that leadership is an interaction between specific traits of one person and other traits of others, and this interaction could be changed by different impacts. In this period of 1930s, it can be unquestionably seen that the leadership definition has been evaluated to another direction of interaction and personal traits.

In the 4th decade of the 20th century, a new approach to the leadership was being used. Group or organization were mentioned more often in defining the leadership. For example, Hemphill (1949) defined leadership as individual behaviour involved in group activities. Another group-oriented definition spoke by the OSS (1948) mentioned leadership as the ability to take the initiative in social situations in order to plan, organize and evoke cooperation.

In the 1950s, lots of definitions were focusing on 3 main areas:
- The group theory defined leadership by what leaders do in a group
- Leader relationship shaped the shared goals which defined leadership by leaders' behaviour.
- Leadership effectiveness which is defined by how much influence leaders can have on their groups' performance.

One of many definitions which combined all those aspects was completed by Hemphill and Coons (1957). It related leadership as individual behaviour in directing group activities toward shared goals.

The 1960s saw such a harmony amongst leadership scholars that there was not such a sharp change in the new leadership definition. Seeman (1960) described the definition of leadership through his prevailing definition as the acts by persons influencing others towards the shared direction.

In the period of the 1970s, the group-orientation focused more on the organizational behaviour approach to define leadership. Filley (1978) viewed leadership as "the ability of an individual to establish and maintain acceptable levels of satisfaction and job-oriented performance". Burns (1987) pointed out that leadership is a mobilizing process with elements of motives, values, economic, political and other resources. Generally speaking, leadership in this decade was seen in an organizational point of view which made the definition of leadership appear similar to the management definition.

The year of 1980s witnessed the explosion of scholarly studies on the nature of leadership. As a result, leadership definition was viewed from different perspectives which will be listed below.

- "Do as the leader wishes" was one theme indicating that leadership is getting followers to do what leaders want.
- "Influence" was a commonly-used word of the 1980s and was examined from all angles. It was used in order to distinguish the leadership from the management.
- Traits theme, which was brought back by a bestseller book In Search of Excellence (Peters & Waterman, 1982) helped people's understanding of leadership in a trait-oriented way.
- Transformation theme was stated by Burns (1978) that the transformational leadership occurs when people start to engage with others by raising motivation and morality to a higher level.

After the last decade in the 20th century, leadership scholars agreed on one thing that they could not find a common definition of leadership. However, different arguments were still going on because they had different points of view on leadership and management. Even though more completed studies were reported which gave a fuller view on the leadership field, leadership is still a dramatically complicated concept which could be seen differently by different people.

2.2 Elements of Leadership

As it has been mentioned before, there is a huge amount of definitions for a single term "leadership". However, two definitions by Richard L.Daft (Leadership Experience, 2014) and Peter G.Northouse (Leadership: Theory and Practice, 2013) will be used in order to focus on the crucial elements of leadership, which will be beneficial for the purpose of this study.

First of all, through his studies, Richard L.Daft (2014) concluded that: "Leadership is an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared purposes". Figure 1 will illustrate visually all

the elements which are: leaders, followers, influence, intention, personal responsibility & integrity, change, and shared purpose.

Figure 1. Leadership's Element

Talking about the first element, influence occurs in the relationship which has an active reaction between people. There are questions posted for this element, whether the influence is mono-directional or multidirectional and coercive or non-coercive (Daft, 2014). As a matter of fact, it absolutely depends on the culture and the environment where leadership has a presence in. For example, in the Vietnamese culture where high hierarchy is accepted, influence normally goes one way from superiors to subordinates, and in other words from the top to the bottom. Therefore, the influence is commonly mono-directional and coercive.

The second and third elements are intention and change. Broadly speaking, in groups or organizations or communities, people tend to have the desire to tackle the status quo, in order to have more motivation to achieve the higher goals. Hence, it is undeniable that leadership should contain the intention of people to change for a better outcome.

The only two human elements of this definition are leaders and followers. It is noticeable that without followers there will not be anyone called a leader and vice

versa. Both elements play such an important role in the relationship, as they are all in charge of different tasks which are required to be done in order to achieve the shared purpose. Sometimes, leaders may appear and behave as the followers as well, because it is necessary for them to listen and follow their followers' wishes and set good examples for the followers.

Lastly, the final element which is personal responsibility and integrity is the binding element for the relationship. When the relationship has been established with certain determined goals, the intention and influences, leaders and followers need to take their own personal responsibility and integrity so that they can change and succeed together.

Another definition which is worth mentioning is by Peter G.Northouse (2013). He stated that "leadership is a process whereby an individual influences a group of individuals to achieve a common goal". As it can be seen, Peter's definition is quite similar to Richard's one, but there are a couple of different elements which are process and groups. Peter viewed leadership as a process rather than a relationship. He explained that leadership needs to be emphasized in terms of an interactive event. In other words, leadership is the process that leaders get an effect from and put the impact on followers. Hence, Peter implied that if leadership is seen this way, it is not restricted to a certain group but available for everyone. Another element which is different from Richard's work is groups. Leadership takes place in groups, no matter how small or big they are. Group can be a small community where there are only 5 members or groups can be also a huge enterprise with thousands of employees. The only issue is that in this group context, all other elements should have the presence as well, for example, influences and shared goals (Northhouse, 2013).

Generally speaking, those current new definitions do not focus on the traits, abilities or characteristics like those in the 20th century. However, the most noticeable element to compose leadership is the influence between leaders and followers, so that they can move towards the same direction which is closer to sharing goals. A leader is often seen as someone different, better and above

others. In fact, there is no seniority or position or hierarchy which can make a person to be called "leader". The leader is not even a tittle which can be given just by personal attribution (Kruse, 2013). Leaders are more complex than that, which requires time and effort in order to make the process of building an active relationship amongst people and then to have better outcomes together.

2.3 Leadership VS Management

As it has been mentioned before, there have been a lot of arguments between scholars about the possible differences or similarities between the leadership and the management. Some might say these two fields are different, others may view these as synonymous. Generally speaking, the leadership and the management are two distinct concepts which may be overlapping and confusing in some situations (Ratcliffe, 2013). Therefore, it is necessary to clarify and differ those two in detail.

First of all, talking about the differences between the leadership and the management, there is one famous quote by Theodore Roosevelt who was the 26th president in the United States. He quoted that "People ask the difference between a leader and a boss … The leader works in the open, the boss in convert. The leader leads, and the boss drives". Indeed, his saying is pretty precise when it is concerning the definition and function of leadership and management. In Table 1 below, the comparison between the management and the leadership will be provided, based on different categories.

Table 1. Comparison between Managers and Leaders (Daft, Leadership Experience, 2013)

	MANAGERS	LEADERS
Direction	• Plan and Budget • Minimize risk for sure results • Focus on bottom line	• Create vision and strategy • Maximize opportunity • Keep eye on horizon
Alignment	• Organize and staff • Direct and control • Create structure and order	• Create shared culture and values • Provide learning opportunities • Encourage networks and flexibility
Relationships	• Invest in goods • Use position power	• Invest in people • Use personal influence

	• Focus people on specific goals	• Inspire with purpose and trust
Personal Qualities	• Emotional distance • Expert mind • Talking • Conformity • Insight into organization	• Emotional connection (Heart) • Open mind (Mindfulness) • Listening (Communication) • Nonconformity (Courage) • Insight into self (Character)
Outcome	• Maintain stability: create a culture of efficiency	• Create change and culture of agility and integrity

Though both managers and leaders are in charge of directing their groups, communities or organizations, there are noticeable differences. For example, leaders are those who create and sell the vision to the right group and, augment the opportunities by evaluating the current success and drawing a path for next steps (Perloff, 2004). However, managers are more in charge of planning, budgeting and facilitating (Maccoby, 2000). Due to the fact that they concentrate on the guarantee for good results, they minimise the risks that they may have.

The second category is alignment which is concerned with people inside the working circle. Managers are required to publish and build the structure inside the group or organization, along with rules, procedures, policies and systems. Hence, they will be able to control the process with a system they have built along with their authority (Kumble and Kelli, 1999). In other hand, leaders are full with their willingness to learn from opportunities and to create shared values and culture within their groups. They give followers training opportunities and the freedom to fulfill the responsibility (Kumle and Kelly, 1999).

Another difference can be seen through the building relationship approach. Leaders put a lot of investment in people, in order to build trust and network. They use personal influence to make followers do what have to be done as well as empower and motivate followers to achieve higher outcome. Managers who usually have the high position and authority, use coercion to make people focus on a specific goal and do what they want others to do. The power sources that leaders and managers use are significantly different, one is position power and another is influencing power (Daft, 2013).

The leaders and the managers have utterly different personal qualities. On one hand, managers are real experts who have deep insight into the organization and their major field, for example finance, accounting, marketing, etc. They will put effort to isolate emotions from themselves and try to be more rational. On the other hand, leaders are strongly connected with emotions and open mind. They have skills in listening to people (Daft, 2013).

Lastly, the outcome that managers and leaders expect are contrast. Bennis (1989) stated that leaders were people who wanted to challenge the status quo in order to have more opportunities and development, while managers preferred the stability.

Broadly speaking, we can conclude the differences by Bass's quote (2008, p.654), "Leaders do the right things, managers do things right. Leaders develop, managers maintain....Leaders challenge the status quo, and managers accept it. Leaders set the direction for organizations and managers plan, organize, and arrange systems of administration and control".

Beside those dissimilarities, leadership and management do share some common components. For example, even though leaders are concerned with relationships and motivation, they do care about goal achievement, just as much as managers do. Or both leaders and managers entail activities which are related to humans. No matter how they empower or influence followers, how they manage and control employees, the objective is to have the guarantee that people can complete the things successfully. Bass (1990) once argued that the roles of leaders and managers might overlap sometimes, as leaders manage and managers lead.

Taken together, all those differences and similarities can cause potential for conflict and make people feel confusing. For instance, in such a strong leadership environment, there would be less structure, rules, and policies. At the same time, opportunities are over-given and the risk is over-encouraged to take. In return, with all of these, it will create such a chaotic environment with strong leadership and weak management. Vice versa, if managers control and manage too strictly, there

will be no challenges to change and create new and better ideas. People will have less freedom to think and to develop themselves, as there is no such motivation and encouragement in a working place. Over the years, there have been a lot of reports complaining about "pure leaders" or "pure managers" (Kotter, 2008). Therefore, people who are a leader or a manager should find the middle point for their style in order to create necessary harmony and get the best out of the employees. The harmony can be created in a way that efficient functions and connected relationship are combined (Maccoboy, 2000; Valikangas and Okumura, 1997). In other words, determining the future vision and having an eye on the organization stability, finance, and quality performance should be done simultaneously (Grint, 1997).

This harmony does exist, despite those complaining about "pure leaders" or "pure managers". According to Peter Northouse (2015), in spite of clear differences, management and leadership may overlap sometimes, particularly in this harmony case. People who are able to find their harmony in a leading and managing method should be so called effective leaders/managers. It not only has an effect on one's personal competitiveness but also on creating better working places for everyone (Sarros, 1992).

2.4   Everyday Leadership

Going through all the theory of the leadership, it may appear that leaders are people who do great things and have the presence only in a big scale group like in the governments, companies, organizations, etc. Indeed, leaders do play such an important role in those environments but it is not the only case. Leadership is much more familiar and close to normal life as well, but people just deny and ignore it.

In the TedTalk Show in Toronto, February 2012, Drew Dudley shared his own experience regarding everyday leadership. When he asked the audience how many people were confidently calling themselves leaders, a small portion of the audience raised their hands. Indeed, according to Dudley, this is a completely common reaction that people keep devaluing themselves and their influences to other people's lives. Therefore, they deny and ignore their leadership behaviour or

their influence on someone else. Also, they make leadership appear beyond them and become something that hardly no-one can achieve. This way of thinking should be changed because, in fact, leaders and leadership are all around us, every single day in our life.

At schools and universities, teachers are the most concrete examples of leaders. They lead the class into the direction that they want to share their knowledge with the students. They inspire and motivate students to think creatively, to work harder, and to finish all the exercises at home. Obviously, there are bad and good teachers but in general, teachers do have the influence on every student. It may be a big inspiring source of knowledge that students would love to explore more. It could be the biggest fear for kids to go to school. However, those are all influences and impacts that according to the theory, it is defined as the leadership.

Leaders are also inside the family or in a group of friends. Leaders can be strangers in the street who suddenly give you just as much inspiration as you need. Talking about the TedTalk Show again, Dudley shared his lollipop moment which appears to himself as "no memory", but to his student as something changing her life. It was in the first day in the registration line in the university. He was giving a lollipop to new students, which was for him such a simple and normal thing. However, with that lollipop and his joke, he made one girl not drop the university and find her love of life. He has not even awared of that until the last day of university when that girl came to him and shared this experience. He was clearly a leader, but he did not have the awareness, as most of us do.

Talking slightly informally, at the beginning, leadership is an everyday way of acting and thinking (Richard, 2013, 7) before it takes to a bigger step into a community, group or organization. In this 21st century, people have more opportunities to get access to knowledge and to experience. Hence, a leader can be anyone from anywhere, as we all have some abilities. It is only the problem of self-recognizing, practicing and catching the right chance to become a leader.

2.5 Leadership Style

Ojokuku and al. (2012, 203) once have stated that "leadership is the lifeblood of any organization and its importance cannot be underestimated". Indeed, it is undeniable that leaders are someone within the group who are able to have such an influence that can lead people to a pre-set direction and have a big impact on the group behaviour (Omolyole, 2006). Fiedler (1969) related this issue with the leadership style which can be referred as a kind of relationship which is used to lead people, to make people work together and to head to the same goal. There have been different theories listing out a number of leadership styles. Even though in different studies scholars have had their own lists, some of the leadership styles are repeated continuously. Therefore, it is hard to follow and have a big picture of what kind of leadership styles are commonly used. Hence, in this chapter, all the frequently used leadership styles will be presented, which are (I) autocratic, (II) bureaucratic, (III) democratic, (IV) laisser-faire, (V) transactional. (VI) transformational, and (VII) charismatic leadership.

2.5.1 Autocratic leadership style

The autocratic leadership, in other words authoritarian leadership is one of the most extreme leadership styles which is focused on individualized power. Basically, the decision making power is taken by one individual and there is no such a power delegation within the group. That individual leader will make a choice based on his own opinion, judgement, and knowledge and rarely take advice from followers. Therefore, followers are not heard in this kind of autocratic environment. As a result, it seems like the vision and the goal are not practically shared by all the members because leaders are the ones deciding everything on their own. Moreover, leaders have such complete power that followers have to "do as I say" (Amanchuku and al, 2015, 10). Thus, creativity and innovation are not welcomed by this kind of leaders.

One example for this autocratic leadership style can be taken from Rodrigo Duterte who became the Philippine president in June 2016. He is so famous for his extrajudicial killings campaign for the anti-drug program. Almost 6000 drug-

addicted and innocent people have been dead by police shootings since that campaign was launched. Though UN and lots of human right organizations have shown real concern with this issue, Duterte shared with the media that "I don't care about human rights, believe me".

The autocratic leadership is more likely to be found in some business environments, for example in restaurants, manufacturing or aerospace environment. The shared characteristic by these three environments is that mistakes are not tolerated. Food needs to be served in the highest quality which matches with the restaurant's standard and customers' expectations. For the manufacturing industry, no matter what kind of goods are produced, they needs to be exactly the same. Lastly, aerospace engineers have to have the guarantee of error-free because of the safety requirement. This style can be found in some other non-business environment as well, such as in military or in the music industry (Gill, 2014).

The authoritarian leadership style can have both advantages and disadvantages. If decisions are made without wasting time for consulting different stakeholders, the process will become faster. Also, in such an error-free environment, autocratic leaders are crucial as there should be someone to push people to targeted standards or deadlines. However, in the other side of the coin, autocracy can discourage the creativity and individual personality, which will demotivate people to have the highest productivity (Gill, 2014).

As we are moving to the era of delegation and better-educated workforce, the autocratic environment is not as commonly-used as before. However, we should not get rid of this kind of leadership, as it is still necessary in some particular environment, such as in manufacturing or high pressure environment.

2.5.2 Bureaucratic leadership style

As it is clearly illustrated through the name, bureaucratic leaders are people who create policy structures for an organization, as they believe that by doing so, it can be assured to achieve the goal (Ojokuku and al, 2012, 204). Then rules and

procedures are published and sent directly to the followers to dictate the direction well in advance. This kind of bureaucracy normally occurs in a strict organization which has top-down hierarchy. Bureaucratic leaders are well-organized people. They strongly depend on the structure they have built and they focus on the process instead of their followers. In terms of followers, they have to perform precisely according to the written form, description or plan which were distributed to them beforehand. They need to follow the right structure of the organization, for instance with whom they will work or to whom they need to report the performance.

Colin Powell is an example of a bureaucratic leader. He adopted his leadership style in his time spending in the US military. He realized that success is all about optimizing the potential, and by that, creating the system is essential for the greatness and efficiency across the organization (Martin, 2017). He once wrote in his article about the organization's strategy: "Make sure people know what the job is and give them everything they need to get it done". Clearly, a well-structured organization will give people the guarantee to do so.

Bureaucratic leaders are an appropriate approach to some environments involving safety risks, (e.g, a factory with machines, toxic substances or dangerous location) or in any environment which can bring seriously harmful results (e.g, hospitals, government, bank). In essence, employees need clear guidance there so that failures will be minimized. For example, production or customer services are involved with some routine tasks which may be beneficial from bureaucracy (Shaefer, 2005).

The bureaucratic leadership style has both pros and cons which should be highly considered before being applied to a situation. As it was mentioned before, bureaucracy is most suitable for an environment requiring with serious safety risks or having the repeatable structure. Managers will find it easier to control and manage the activities and performance of employees. However, in the other side, bureaucracy limits people to think outside the box and to be creative. This style is not matching with an organization with people-orientation or heart-basement (Spahr, 2015).

Thoroughly tested in the history, bureaucracy has become one of the most popular styles in societies. Though it has suffered from the bad reputation of pushing employees/followers under high pressure, it is still somewhat fundamental in places where the framework should be set and structure should be efficiently provided (Martin, 2017).

2.5.3 Democratic Leadership Style

John Gastil, who was a professor at Penn State University once has had extensive studies about the democratic leadership. He illustrated his work through the article "A Definition and Illustration of Democratic Leadership" for the Humans Relations journal in 1994. Since then, he has been one of the few scholars who has given the clearest definition for the democratic leadership style. According to Gastil (1994), this democracy-oriented style is the way of "distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process". Being completely different from the autocratic and bureaucratic leadership style, the democratic style is more subordinate-oriented. Even though leaders are still the ones who make the last decision, team members are always highly encouraged to participate in the process (Amanchukwu and al, 2015, 10).

Muhtar Kent, the CEO and chairman of Coca-Cola, is popularly known as a democratic leader. Indeed, sharing his thoughts with Fortune magazine in January 2017, Kent said his approach to leadership is all about seeking advice and good counsel. It does not matter whether he had failed or succeeded, throughout his career, he picked up lessons to be more empathy, to collaborate with others, and to build trust network.

The democratic leadership is the most effective in highly developed environment, where members are highly educated and expertised. Also, they are able to work responsibly even without supervision. This kind of environment can be found in R&D departments, housing construction sites, universities and information technology companies (Eric Gill, 2016). Other non-business environments which

may have democracy are pharmaceutical industry, hospitals and labs, and high-tech firms. Clearly, those listed environments have experts in different fields who can work without the control of leaders, and who are capable of providing useful advice.

This democratic leadership style has a really positive impact on the group performance and is able to carry out the highest productivity from members. As everyone is encouraged to share their thoughts, better ideas and decisions may be found out. Job satisfaction will be higher automatically since people feel like they belong to the group/organization and they are committed to sharing projects or goals. However, there are some downsides of this style. Democratic leadership style may sound as the most effective one, but it is only in theory. In reality, it is more complicated to find such a matching environment for this kind of leadership, as it is more appropriate for high-tech environment. Therefore, appearing in others, this style may cause a lot of troubles. Firstly, time-consuming may happen as people are not expertised enough to contribute or they cannot agree on the issue. Secondly, roles are unclear, and as a consequence the communication channel will be disrupted and failed. Then as the final result, no decision can be made and the project is uncompleted.

Though there are some downside perspectives on this democratic leadership, this style has become more and more beloved within the leadership framework. Among CEOs' and employees' network today, democracy is more commonly-applied and blended with some other leadership style simultaneously. This is understandable as it is required to have more creativity in working place and performance needs to be further boosted.

2.5.4 Laissez-faire leadership style

Originally from French, laissez-faire means "let-it-be" or "leave it alone". In practice, this leadership style literally means that leaders will delegate the whole authority to members to decide what they want to do and how they will do it (Gill, 2016). The only concern for leaders is how good the result is. Therefore, members need to figure out the most optimized way to accomplish tasks. In some cases, resources

and advice are provided to members if needed, but normally leaders will hand off if there is no emergency. Comparing this style with the autocratic and the democratic leadership style, through the Figure 2, it can be seen that the laissez-faire leaders carry the least authority and they are more likely to delegate all the responsibilities to the group members. The autocratic leaders that have been mentioned before are completely in contrast. The democratic leaders are somewhat in the middle, as group members still have the right and possibility to contribute in the final decision making.
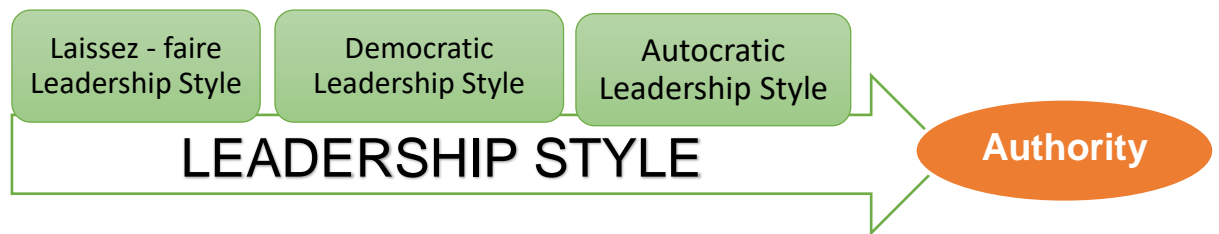
Figure 2. Leadership Style according to the level of authority

Ronald Reagan, the 40th president of the United States has a famous quote about this "let-it-be" leadership style. He said: "Surround yourself with the best people you can find, delegate authority, and don't interfere as long as the policy you've decided upon is being carried out".

This leadership style is engaged to immensely creative and innovative environment. It can be found in start-up firms, social media companies, advertising agencies, R&D departments, etc. Usually, in this kind of environment, leaders have the laissez-faire characteristics. They allow their followers to have the autonomy to create and decide the final products. Laissez-faire aslo appears at the top of an organization, like the board of executive. Practically, that group includes experts who have exceedingly knowledge and authority within the organization already. Therefore, it is unnecessary for leaders to supervise and watch every single member (Gill, 2016).

In terms of the benefits that the laissez-faire can deliver, the most important advantage is that members are given a freedom to think and work independently.

Hence, it creates such a motivated and responsible environment for employees to perform and behave correctly. The productivity may rise and the final outcome will be improved (Gill, 2016). However, being applied to an unappropriate environment, the laissez-faire will make problems worse. In such a low-expertise environment, employees are in a strong need to have someone supervise and consult frequently. Nevertheless, the laissez-faire leaders will not provide crucial needs for employees. Thus, the roles and tasks are unclear to be carried out, and in return, the group will be in a chaos. Another disadvantage is that leaders may make an excuse based on this kind of the leadership style. They take the advantage to neglect their responsibility towards employees and for the group's failure. Hence, they will be able to blame employees themselves that they did not match with the overall expectations from the leaders (Cherry, 2016).

The laissez-faire leadership may become the best or the worst of leadership styles (Goodnight, 2011). Indeed, if this approach is practiced in a wrong environment, the problem will not be solved and also the scenario will be worse. However, looking at the brighter side, laissez-faire leaders can create more freedom and motivation for employees, which may boost the productivity of a team.

2.5.5 Transactional Leadership Style

Transactional leadership style is defined as the managerial leadership which focuses on the supervisor's role in an organization (Odumeru & Ifeanyi, 358). In most cases, supervisors will have the formal authority in conforming to the organization and structure, managing the performance of employees, and giving deserved rewards or punishment based on the existing organizational structure. Basically, supervisors and followers will approach the work in such a way that they have to agree on the reward-penalty system in advance, then based on that, supervisors will take an eye on employees and judge how good or bad their performance is, in order to have the decision on how much employees should be rewarded or penalized.

This trading relationship is pretty similar to the "carrot and stick" approach which was given by a philosopher Jeremy Bentham in the 1800s. This approach is taken

from an old story of a donkey, which is made to move forward by putting a carrot in front of him and jabbing him with a stick from behind. Hence, a carrot represents for the rewards and a stick means the punishment. Similarly to a human case, leaders put an effort in pushing followers towards the goals, by giving them a promising reward or a threatening penalty.

This leadership style plays an important role in short-term oriented or goal-oriented environment (Spahr, 2016). For example, in the sales department, leaders often apply this approach to their style, in order to push salesmen to achieve the monthly revenue. It is understandable that if a salesman gets the sales higher than what the leader expects him/her to do, he/she is more likely to get more references or extra bonus for that month. However, if he/she repeats losing the sales numbers and cannot get the planned revenue, there is a chance that he/she will be laid off. The transactional leadership style is most effective when the needs within the group is a low-level needs which can be gained from the extrinsic motivation. According to Maslow's hierarchy of needs (1943), there are three levels of needs for every individual: basic needs, psychological needs and self-fulfilment needs.
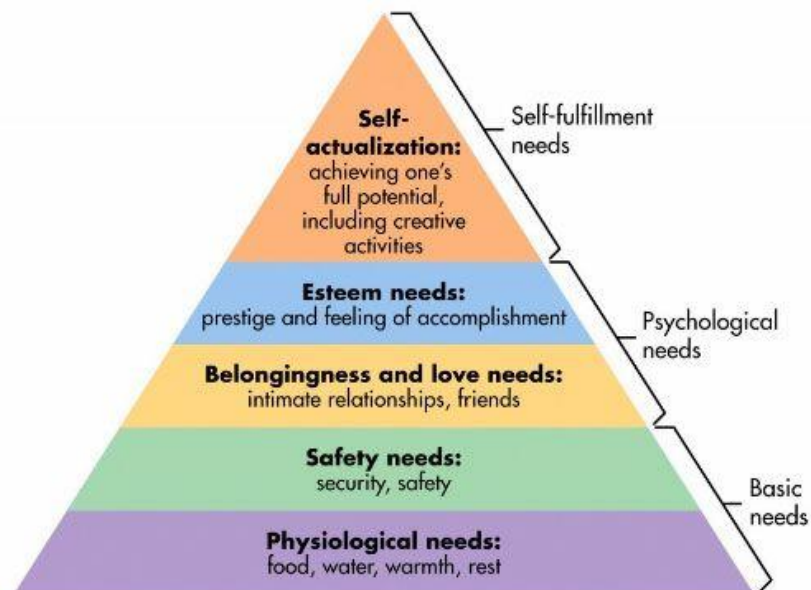

Figure 3. Maslow's hierarchy of needs

Those extrinsic motivations can only fulfil the basic needs which are about safety, security, food, water, warmth and rest. Truly, people will feel insecure if they cannot

earn enough for living. Therefore, they will be thrived more by rewards for better performance and more money for their life.

The positive side of this leadership approach is that it can motivate employees, create an unambiguous structure for the organization and benefits short-term goals (Future of Working, 2016). Undoubtedly, transactional leaders are able to build a reward-punish system beforehand, so that they will have their own judging foundation. Goals will be communicated thoroughly that everyone will understand what he/she is expected to complete. Short-term oriented goals are easier and more motivated for employees to achieve, as they do not need to be too patient and hard-working to get a slightly raise in their salary. However, the transactional leadership also receives a lot of criticism. First of all, creativity is not encouraged in this kind of situation and hence, there would be no change or innovation within the group (Future of Working, 2016). Routines and rules will be repeated again and again, which may cause demotivation and boredom in the organization. This leadership approach may cause distance in the leader-follower relationship. Since leaders are only concerned with the final working result in order to find the best "carrot or stick", the relationship will not be taken care of and enhanced over time. Trust and accountability will become an issue simultaneously, as the whole relationship is just about exchanging money and the final outcomes (Future of Working, 2016). Sadly, employees may refer themselves as "numbers" instead of humans.

The transactional leadership style still remains a popular style because in one way or another, it can lift the motivation for employees and their productivity (Future of Working, 2016). However, some elements should be considered carefully. For instance, leaders should be concerned about building an honest and trustworthy relationship with employees. Or when giving rewards or punishment, neutral attitude and non-preference should be activated, in order to create a fair environment.

2.5.6 Transformational Leadership Style

Being different from all the leadership styles which were indicated before, the transformational leadership style is rather about using influence to inspire and motivate followers. In the other words, leaders using this style "inspire followers to transcend their interest for the good of the organization" (Robbins, Judge & Saghi, 2009, 456). They inspire and motivate followers to make them believe in their capability so that followers can achieve higher goals which they thought they would have never made. Since this leadership approach is about having better outcomes, leaders and followers who are involved in will be always in the challenge of a status quo.

According to Bass (1985), the transactional leadership consists of four elements: Inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration, which be seen from Figure 4 below.
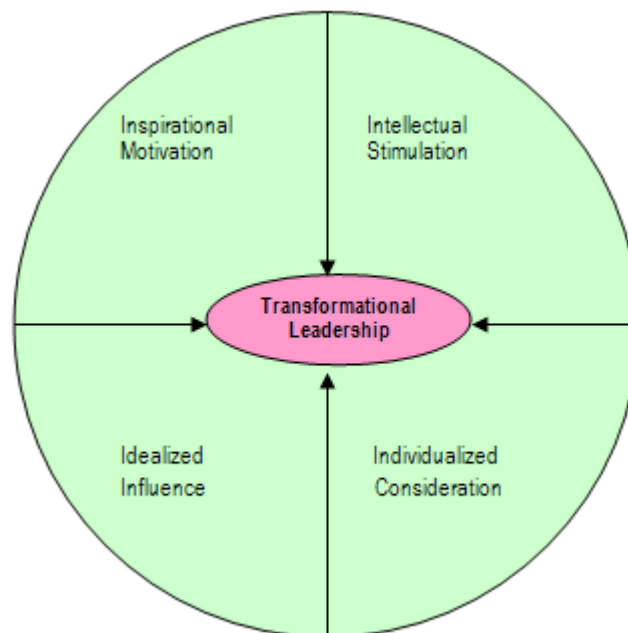

Figure 4. Transactional Leadership's Elements

Inspirational motivation

Transactional leadership promotes vision, mission and values among the group which are so compelling that leaders know what they expect from followers. Therefore, they keep working enthusiastically and having any optimistic attitude, in

order to create and keep such positive energy within the group environment. Hence, they can inspire followers and make them work passionately to fulfil the goals.

Intellectual stimulation

The transformational environment frequently requires lots of creativity and innovation. Plus, with the goal of challenging the status quo, leaders do expect more intelligence and effort from followers. They are more than open to all ideas and they do not blame followers to have a useless one. Also, they are not hesitating to get rid of old practices and replace them with new innovations.

Idealized Influence

Typically, transformational leaders always set themselves as good examples for followers to imitate. Moreover, the relationship between leaders and followers in this approach is based on trust and respect. Therefore, followers tend to copy role model from their leaders.

Individualized consideration

Since creativity and innovation are welcomed in this leadership approach, essential support if needed is really important for followers in order to realize the goal. Therefore, supportive transformational leaders are always available to provided needed support by keeping track on followers' performance, open regular communication, etc.

Transactional and Transformational Leadership Styles are the two most easily-mistaken ones. These look similar as with both approaches, leaders move the group closer to the set goals. Indeed, it seems to be the only similarity between these two styles. Moreover, these are quite different from each other. Burns (1978) has explained differences between transactional and transformational leadership. In one hand, the transactional leaders establish an exchange relationship with the followers, by giving rewards/punishment for work and loyalty of followers. In the other hand, the transformational leaders prefer to engage with followers in a trust

circle where they can inspire and motivate followers to gain better outcomes. In Table 2 below, it can be seen that two terms are utterly distinctive.

Table 2. Transactional VS. Transformational Leadership (Odumeru and Ifeanyi, 2013)

TRANSACTIONAL LEADERSHIP	TRANSFORMATIONAL LEADERSHIP
Leadership is responsive	Leadership is proactive
Works within the organizational culture	Works to change the organizational culture by implementing new ideas
Employees achieve objectives through rewards and punishment set by leader	Employees achieve objectives through higher ideals and moral values
Motivate followers by appealing to their own self interest	Motivates followers by encouraging them to put group interest first
Management – by – exception: maintain the status quo, correct actions to improve performance	Individualized consideration: Each behaviour is directed to each individual to express consideration and support

Transformational leaders have both pros and cons in implementing in practice. This leadership is good at building the relationship in the group. Trust, respect and emotional intelligence are highly promoted amongst the members. The members do receive necessary support and motivation from the leaders, hence if this leadership style is applied in an appropriate environment, the outcome is undeniably brilliant (Martin, 2016). However, if the leaders misuse this style, there will be lots of problems inside the organization. For example, the employees who are incapable of deciding and implementing tasks on their own, will be lost in the whole process. Hence, the structure of the organization will collapse as there is no certain responsibility for every single individual. Risks must be taken when leaders give the whole authority to the followers. Plus, the risk is becoming higher when the leaders and the followers always look for new changes and challenges (Future of Working, 2016).

Everything consists of both pros and cons. The only matter is how to use it properly. In this case, the transformational leadership style is not an exception. In order to get it the best out of this style, leaders should apply this style to the outdated organization where people need a sharp revolution, or in start-up firms where

creative ideas should be produced. These kinds of environments which need to be changed and innovated can get a lot of benefits from this leadership style (Spahr, 2015).

2.5.7 Charismatic Leadership style

Originally from Greek, charisma means "a gift of grace". Translated to the modern English, grace includes compelling attractiveness or charms which can motivate the devotions of others. Indeed, charismatic leaders are people who have this gifted grace of attracting and motivating followers. According to Ronald E.Riggio, in his article "What is Charisma and Charismatic Leadership?" (2012), charismatic leaders are "essentially very skilled communicators, individuals who are both verbally eloquent, but also able to communicate to followers on a deep, emotional level". Charismatic leaders also have the visionary distinct and critical thinking traits. Hence, they are able to spread the message to followers effectively and emotionally, in order to evoke the eagerness of others to improve the process of getting things done and achieve a better goal.

The charismatic and the transformational Leadership styles may be viewed as the same accidentally. Indeed, these styles have both similarities and differences at the same time. For example, both kinds of leaders are aware of their leader responsibility. They share the common ground in the way of approaching the influence to make a change happen inside the organization (Oti). However, the changing direction of two leaders seems to be quite different. For the transformational leaders, they focus on challenging the status quo by encouraging changes within the organization. Nevertheless, it is not necessary for the charismatic leaders to change anything (Keth, 2016). In terms of motivating followers, the charismatic leaders focus more on using and pushing emotions, whilst the transformational leaders may use some other factors.

The charisma leaders can be found in different environments. For a religious example, Martin Luther King, Jr. is famous for his movement for equal rights through South America. He had the attention from the president candidate at that time, John J.Kennedy. Then later, in 1963, he delivered "I Have a Dream" speech,

which was seen by more than 200 000 people. The following year witnessed the legalization of Civil Rights Act of 1964. In the business environment, it is worth mentioning Steve Job, a former CEO of Apple. He was able to spread the visionary message to all of his employees effectively, which has been motivating them to create more and more innovation. Once he said: "My job is not easy on people. My job is to make them better". In the political environment, Ronald Reagan can be seen as a charismatic leader who gave lots of motivational talks to illustrate his political point of view.

One question has been posted whether the charismatic leadership is a blessing or a curse. The most concrete answer depends on the situation. Normally, the good side of the charismatic leadership is that leaders can create such an emotional inspiring environment for the followers. It is not only about raising the emotional satisfaction of the followers but also about driving people for the shared common cause (Sparh, 2016). However, a curse occurs when the independence of the team on the charismatic leaders is too solid. Suddenly, leaders may move to another company or have a serious accident that they have to stop working immediately, so there is a chance that employees will suffer a lot from this lost. In some other cases, the ego and personality of a charismatic leader may overtake the organization's vision, which ends up in misleading the team to another direction or makes the individual personalities fade in the team (Spahr, 2016).

It is undeniable that charisma can bring such a convinced result. However, are charismatic leaders born or made? Richard Arvey and his colleagues have carried a study and concluded that this leadership style is two-third "made" and one-third "born". As charisma is really a process, they can improve their communication skills and emotional intelligence from learning experiences. Moreover, gaining the followers' trust and persuading them to follow requires time to make it happen. Therefore, beside some born characteristics, charisma is absolutely learned and gained through the experiences and learning process.

3 HOFSTEDE'S CULTURAL DIMENSIONS

It is quite clear that the culture shapes the mind-set and the behaviour of leaders in choosing the style of their leadership. Indeed, leaders and managers are a big part of national societies, where they can have some influences from the national personalities, from the way they are brought up by parents, from educational, work and political systems. Hence, it is undeniable that in order to understand the leaders' behaviour and their chosen styles, it is necessary to understand the culture and the societies where they come from. In fact, leadership and culture cannot be seperate from the society studying. Once, a U.S anthropologist Marvin Harris has stated: "…aspects of social life which do not seem to be related to one another, actually are related."

Hofstede's study is considered the most completed study about the influences of the national cultures on the organizational cultures. This study was based on the real research of Professor Geert Hofstede, Geert Jan Hofstede, Michael Minkov and others in the research teams. At first, between 1967 and 1973, Hofstede surveyed more than 100,000 IBM employees in 66 countries to collect his data. Then the analysis was carried out and the study was published with only 4 dimensions in 40 countries which had the most respondents. Shortly after that, the study was expanded into 50 countries and 3 regions. In 1991, Michael Harris Bond with Chinese professors concluded the fifth dimension based on the real research and Confucian thinking, called "Long-term/ Short-term Orientation". In 2010, the sixth dimension "Indulgence vs. Restraint" was added to the study. Finally, as the result, the latest edition of the study is illustrated through the book called "Cultures and organizations: Software of the mind" includes the analysis from 76 countries all over the world.

Six dimensions used in the study are: power distance, individualism, masculinity, uncertainty avoidance, long-term orientation, and indulgence. Each dimension will be transferred into a score on the scale from 0 to 100 in order to show how likely the culture will be represented in terms of that dimension. Even though the study is statistical, the dimensions are not absolutely correct as they are only focused on the majority of the researched society.

Power Distance

This dimension is referred as the extent to which the members of an organization or community expect and accept that the power is unequally distributed. Although in all societies, inequality existed, but the level is different, and how people react in this power-distributing situation is different. In Table 3 below, the main characteristics of two different environments will be illustrated. The higher the score in this dimension, the more likely people will accept the large power distance.

Table 3. Differences between Small and Large Power Distance societies (The Berkeley Electronic Press, 2011)

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-centered education	Teacher-centered 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 peacefully changed	Autocratic governments based on copotation 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

From Table 3, it can be seen that the most influencing factor which affects the leadership choice is the level of obedience in the society. Indeed, in all society or family, people are expected to listen to each other, nonetheless, in every large power gap society, the level of expectation is obviously one or twice higher than in

the low power gap one. People are brought up in the way that they have to obey people who are older or have more power. Then, if they are still followers, they will follow thesame route in listening and obeying the instructions or orders from the superiors. In other words, they will expect to be told what to do. However, if people become leaders, they will want the followers to conform their orders. Thus, this is moderately a circle of giving, receiving and processing the order in the society. This factor has a huge impact on building an autocratic society, where a small group of people can decide and give orders while the rest needs to follow and obey. Similarly in an organization with high power distance, people accept the fact that the power hierarchy exists. As a consequence, the salary distribution is determined by the position in the hierarchy. The higher the position you have, the more salary you will receive. In fact, people who are in charge of high position in an organization like CEO, senior managers are more likely to receive the higher salary and more beneficial salary package than subordinates.

According to Hofstede et al. (2010), the tendency of high power distance is concentrated in Eastern Europe, Asia, Africa and Latin countries. Germanic and English-speaking Western countries normally experience low power distance.

Uncertainty Avoidance

This dimension shows how comfortable or uncomfortable when people within the society have to face the uncertainty. In this case, uncertainty is not quite the same as risk, but it is more about unstructured, surprising or vague situations. Hence, in a strong uncertainty avoidance environment, people tend to minimize the ambiguity by establishing absolute truths, laws or strict behavioural norms. The Table 4 below will give a fuller picture of how high and low uncertainty avoiding societies differs from each other.

Table 4. Ten differences between Weak – and Strong Uncertainty Avoidance Societies (The Berkeley Electronic Press, 2011)

Weak Uncertainty Avoidance	Strong Uncertainty Avoidance
The uncertainty inherent in life is accepted and each day is taken as it comes	The uncertainty inherent in life is felt as a continuous threat that must be fought

Ease, lower stress, self – control, low anxiety	Higher stress, emotionality, anxiety, neuroticism
Higher scores on subjective health and wellbeing	Lower scores on subjective health and wellbeing
Tolerance of deviant persons and ideas: what is different is curious	Intolerance of deviant persons and ideas: what is different is dangerous
Comfortable with ambiguity and chaos	Need for clarity and structure
Teachers may say 'I don't know'	Teachers supposed to have all the answers
Changing jobs no problem	Staying in jobs even if disliked
Dislike of rules – written or unwritten	Emotional need for rules – even if not obeyed
In politics, citizens feel and are seen as competent towards authorities	In politics, citizens feel and are seen as incompetent towards author

From Table 4, one interesting factor is standing out, about the expectation for teachers. In a strong uncertainty avoidance society, where students do not feel comfortable with the lack of clear structures, guidance, or details of the objectives or how to get a good grade, it is more likely for students to be taught by expertised teacher. Hence, teachers are under pressure to be able to answer all the questions posted by students. However, in a society where people have the high tolerance towards the uncertainty, teachers may not say "I don't know". This does not lead people to an insecure feeling but to a more interesting and curious situation when people are able to discuss or discover the problem. This could be applied to the leadership and management situation where leaders may or may not say "I don't know". In the strong uncertainty avoidance environment, if the leaders cannot gain the trust from the subordinates in terms of their ability and expertise, there is a big chance that subordinates do not want to follow those leaders as they feel those leaders are incapable of deciding and giving clear instructions. However, in another environment where people are more relaxed with the ambiguity, leaders and followers may share the knowledge together without the barrier of being shy to say "I don't know".

Another factor of this dimension which may have the impact on the organization is that the openness to innovation. Since in a low uncertainty avoidance environment, it is welcome to have new or even crazy ideas, so it is easier to have more

innovations or changes inside the organization. However, with the higher level of uncertainty avoidance, other organization prefers to maintain the situation and be stable.

The high uncertainty society mostly appears in Eastern and Central Europe, Latin countries, Japan, and German-speaking countries. English-speaking, Nordic and Chinese culture countries normally have high tolerance towards the ambiguity.

Individualism – Collectivism

In a collectivist society, there is a strong bond between individuals. People are integrated into groups or extended family, and they feel the responsibility to take care of each other. This behaviour will be rewarded with loyalty and the caring. On contrast, individualist societies do not have such a tight interaction between individuals. People would rather look after themselves or their immediate family. For more details, Table 5 will be provided below.

Table 5. Ten Differences between Collectivist and Individualist Societies (The Berkeley Electronic Press, 2011)

Individualism	Collectivism
Everyone is supposed to take care of him or herself and his or her immediate family only	People are born into extended families or clans which protect them in exchange for loyalty
"I" – consciousness	"We" consciousness
Right of privacy	Stress on belonging
Speaking one's mind is healthy	Harmony should always be maintained
Others classified as individuals	Others classified as in – group or out – group
Personal opinion expected: one person one vote	Opinions and votes predetermined by in – group
Transgression of norms leads to guilt feelings	Transgression of norms leads to shame feelings
Languages in which the word "I" is indispensable	Languages in which the word "I" is avoided
Purpose of education is learning how to learn	Purpose of education is learning how to do

Task prevails over relationship	Relationship prevails over task

One notion which differs collectivist and individualist society is the "shame feeling". In the individualist society, the shame-feeling is not likely to occur, since people are classified as individual, and it is unnecessary to take care of one's own image. However, in a collective society where people belong to a certain group, the image or the "face" is much more important because it represents the dignity of that person. The "face" is seen as a social currency which can be gained, built or given to others in honour. Therefore, it is significant to save and protect the "face" for every single individual. Since people in a collective group prefer to keep the harmony and avoid conflicts within the group, "saving face" is sometimes a priority task rather than speaking out opinions or the truth. This happens as well in the business sector, as people should choose whether to protect their own groups' harmony and be relationship-oriented or to stick with the objectives and be goal-oriented.

Hofstede et al. (2010) have concluded that individualism is mostly concentrated in developed and Western countries, while collectivism is in less developed and Eastern countries.

Masculinity – Femininity

This dimension is not seen specifically as an individual characteristic, but as an extend to the values that two genders share within the society. For example, in a feminine society, women and men are both modest and caring at the same level. They can share the same tasks in a family, hence there are no differences in identifying the role in a society. However, in a masculine society, there are specific things that girls or boys can only do. They have different roles and distribution, for instant, girls should be caring but boys should be strong and brave. Ten differences between the feminine and masculine societies will be exhibited in Table 6 below.

Table 6. Ten differences between Feminine and Masculine Societies (The Berkely Electronic Press, 2011)

Femininity	Masculinity
Minimum emotional and social role differentiation between the genders	Maximum emotional and social role differentiation between the genders

Men and women should be modest and caring	Men should be and women may be assertive and ambitious
Balance between family and work	Work prevails over family
Sympathy for the weak	Admiration for the strong
Both fathers and mothers deal with facts and feelings	Fathers deal with facts, mothers with feelings
Both boys and girls may cry but neither should fight	Girls cry, boys don't; boys should fight back, girls shouldn't fight
Mothers decide on number of children	Fathers decide on family size
Many women in elected political positions	Few women in elected political positions
Religion focuses on fellow human beings	Religion focuses on God or gods
Matter – of – fact attitudes about sexuality; sex is a way of relating	Matter – of – fact attitudes about sexuality; sex is a way of relating

In this dimension, there are a couple of elements which can influence the culture of the organization. For example, the ratio of male or female sharing the top positions may be different in a feminine/masculine environment. From Table 6, it can be seen that in the feminine environment, females seem to get more opportunities to be chosen for the top position than females working in the masculine environment. This issue may cause lots of conflicts since commonly everyone is aware of the right to the gender equality, and women are getting more education and courage to fight for what they deserve. Another factor that may stimulous the culture of the organization is the balance between work and family. For people who come from a feminine culture, it is unquestionably not a good choice for a boss to push those people make a priority for the job over their families. In other words, if the job keeps being over-timing and does not allow the workers to have their own spending time for their private life, there is a high chance that they will drop the job and look for something that gives them more spare time. However, people from a masculine culture may not find any problems to prevail the work over their families.

The allocation of these two cultures is not regional like those previous dimensions. For example, the high index of masculinity appears in Japan, German speaking countries and some Latin countries such as Italy or Mexico. It is moderately high in English-speaking countries. The lowest index belongs to Nordic countries and in the Netherlands. Other Latin countries like France, Spain, Portugal and Chile, and Asian countries like Vietnam, Korea and Thailand have a moderately low masculinity index.

Long-term vs. Short-term orientation

This dimension is one of the most important ones in terms of analysing the behaviour of a society. As the time orientation is different, it can have a huge impact on how people see time and how people plan to adapt to situations. Clearly, long-term and short-term orientation are in contrast, hence it creates a lot of differences which can be seen in Table 7 below.

Table 7. Ten differences between Short-term and Long-term oriented societies (The Berkeley Electronic Press, 2011)

Short-term orientation	Long-term orientation
Most important events in life occurred in the past or take place now	Most important events in life will occur in the future
Personal steadiness and stability: a good person is always the same	A good person adapts to the circumstances
There are universal guidelines about what is good and evil	What is good and evil depends upon the circumstances
Traditions are sacrosanct	Traditions are adaptable to changed circumstances
Family life guided by imperatives	Family life guided by shared tasks
Supposed to be proud of one's country	Trying to learn from other countries
Service to others is an important goal	Thrift and perseverance are important goals
Social spending and consumption	Large savings quote, funds available for investment
Students attribute success and failure to luck	Students attribute success to effort and failure to lack of effort

| Slow or no economic growth of poor countries | Fast economic growth of countries up till a level of prosperity |

Evidently, people with two different time orientation will perceive future planning differently. It is not about how organized the plan will be, but how far ahead a future can be seen and prepared. Short-term oriented organization will focus on the short -term goals, whether to gain the profit quickly or to get a big share in the market within a couple of months. However, long-term oriented organization will sacrifice the current production, R&D and other costs at the moment in order to get a big prize in the future. Based on the time view differently, people will have a different perspective on how things work. For example, short-term oriented people will have a clear guideline about the good and evils. Due to the needs to accomplish things immediately, this group of people pay lots of attention in "what is right to do" and they insist of doing right according to the guideline. For the long-term oriented people, the main focus is different as they are more flexible in terms of changing. There is no such a guideline about what should or should not be done, but it depends on the situation and circumstances. The main focus for long-term oriented people is "what will work" in the future, hence they will prepare and adapt themselves to possible changes in the future.

According to Hofstede et al. (2010), most long-term oriented countries is located in Eastern Asia, followed by Eastern and Central Europe. Then the average- term orientation can be found in Southern and Northern European and Southern Asian countries. Short-term oriented countries are the U.S.A, Australia, Latin America, Africa and Muslim countries.

Indulgence and Restraint
This is the lastest dimension which was added in 2010. Focusing on how people view 'happiness", this dimension focuses on how people get freedom in enjoying life and expressing themselves. Indeed, in some societies, because of the strict norms, people are stuck in the middle of rules. As a consequence, the voice is not encouraged to be heard and negative emotions are more likely to be remembered.

Since this dimension is not as important as the previous ones, a detail explanation will not be provided.

4 THE STUDY CASE: VIETNAM

Located in the centre of Southeast Asia, Vietnam is becoming more and more famous at the global scale, for both a tourism and growing economy. Vietnam is bordered by China in the North, by Laos and Cambodia in the West and by the South China Sea in the South and East. In 2016, Vietnam had approximately 93 million inhabitants distributed pretty equally in different regions in the whole country. There are two big cities in Vietnam. The biggest city, Ho Chi Minh is in the South with more than 8.4 million inhabitants. The second biggest city, Ha Noi, which is located in the centre North of Vietnam, has been the capital of Vietnam from 1976, with the population of 7.3 million.

4.1 Brief milestones of Vietnam

Generally speaking, Vietnamese nation has undergone a protracted 20th century, with lots of suffering, accomplishing and transforming.

Under almost a century being a French colony and being at a war for 30 years with the USA, Vietnam claimed its independency as a Socialist Republic of Vietnam on 2 September 1945. However, the whole country did not reunite until 30 April 1975 and after this milestone, Vietnam gained the whole freedom for the nation and for the inhabitants. The wars with France and the USA had left mass casualties for the nation. After the French war, there were approximately 1.6 million army men killed. The second war with the USA had an even worse consequence with more than 3 million dead, including civilians and army.

From the 1980s till the end of the 20th century, step by step, Vietnam tried to recover from the big losts in terms of humans, economy and politics. The initiating change started in 1986, when the government ratified the new laws for the economy, that Vietnam opened its own market to the global scale and encouraged all foreign companies to join in. Then in July 1995, Vietnam took its first step into

the Association of Southeast Asian Nations (ASEAN), which had broaden the path to ASEAN Free Trade Area in December 1995, and later Asia Pacific Economic Cooperation (APEC) in November 1998. The most important milestone for the economy is when Vietnam became a member of WTO on 11 January 2007. Since then, Vietnam has gradually built its own economy, which has become stronger and stronger through years. Looking at Figure 5, Vietnam GDP has increased more than 3 times, from around $60 billion USD dollars to almost $200 billion USD dollars in the period from 2005 till 2016.

Figure 5. Vietnam GDP From 2005 to 2015 (Source: www.tradeeconomics.com)

4.2   Vietnam in a new era

Blending in the technology and globalization world trends, Vietnam is step by step building its own image at the global scale. According to the Global Index which is based on three main dimensions of the globalization: economic, social and political, in the period of 2009 – 2013, the Vietnamese globalization index increased from 46.53 to 49.91. Since Vietnam has more opened legislation process for foreigners to invest in Vietnam, Oscar Mussons shared with Forbes magazine that a bigger amount of FDI will be attracted to Vietnam and hence, Vietnam could have a chance to be one of the most famous manufacturing hubs worldwide. As a result, more local companies go international and more foreign companies enter the Vietnamese market. Therefore, there are various international values which can affect the traditional culture.

This brings both positive and negative impacts on the traditional culture. On one side, Vietnamese perceive more and more values from different countries in the world, hence they can deepen their insight, plus be able to participate in the globalization trend. However, in the other side, this may cause the ignorance of the young generation in preserving the traditional culture.

No matter what will happen in terms of cultural changes, how people run the business, and how people lead will get the effect. Depending on the situation and the level of adaptation of the single individual, the level of success will be determined.

5   RESEARCH METHODOLOGY

Again, it is important to emphasize on the research problems and objectives. As it was mentioned before, the main research problems of this research are to identify the current leadership styles used in Vietnam and the expectations for the leaders in future. In order to solve these research problems, the objectives of this research can be simply set as below:

- Ascertain the most and the least common leadership style in Vietnam currently
- Predict the differences between the leadership style which is used now and the expected leadership style in the future
- Analyse factors that have an effect on the differences

5.1   Research design

Literally meaning, according to Merriam-Webster dictionary, research is an "investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws". Indeed, research is not something that should be casually mentioned but used in a technical sense with the academic purpose (Kothari, 2004). Moreover, going under such a complicated process, from defining problems, formulating a hypothesis or suggested solutions, gathering and analysing data to producing researching conclusion (Woody),

research should be seen as an "art of scientific investigation" and an actual "voyage of discovery" (Kothari, 2004).

However, as a matter of fact, research is commonly viewed in an improper way. For example, some may think research is basically a process of gathering information from magazines or books. Hence, research is conducted in a way of transporting facts, without any contributions for new knowledge (Sachdeva, 2008). Again, this is not actual research. As it has been mentioned before, research carries with itself an academic purpose of giving deeper understanding of the phenomenon which can exist or has just been found (Sachdeva, 2008).

In order to deliver the best out of a research, research design is crucial. It can give researchers the blueprint of the research, which enables the big view of logical consequences of activities, connections between research questions, and possible approaches to collect and analyse the data, and make final conclusions. Depending on the purpose of the research, different strategies, methods, and materials can be adopted and combined by researchers. The most important issue here is that researchers should be capable of explaining what and why the research is done and be aware of research limitations (Kuada, 2012).

5.2   Research problems and objectives

The research problem is the means for the answer of the "So what" questions (University of Southern California Library). Indeed, according to Bryman and Alan in "The Research Question in Social Research: What is its Role?" (2007), a research problem is in the form of "a definite or clear expression/statement" which should show the concern about the condition or difficulty of an issue needed to be understood better. A good research problem should cover all the purposes which are listed below:

- Able to introduce the significance of the study to the reader. Readers should have a brief idea about the researched topic, research questions, hypotheses or assumptions of the researcher.
- Able to identify a particular context for the topic. By this way, readers will understand the investigation's parameters.

- Lastly, able to provide the framework for reporting, which includes the necessities of conducting the research and reporting the information.

After setting the research problems, choosing the primary objectives for the research is essential. Objectives are not only able to show the special aims of the research but also give a concrete answer to the question of how to solve the research questions. Objectives play an important role in a research, as they are guidelines of study development and a measurement of study importance (Farrugia, Petrisor, Farrokhyar and Bhandari, 2009). There is a huge variety of research objectives, however most of these roughly fall into broad groups listed below:

- Exploratory/Formulative group: The objectives in this group are mostly about gaining new knowledge or insight into a phenomenon.
- Descriptive group: The objectives in this group aim at giving a portrait of a particular issue, like a person, a situation or a group.
- Diagnostic group: The objectives in this group focus on producing the frequency of things that happen or things which are related to something else.
- Hypothesis-testing group: The objectives in this group show the concern of the preciseness of a proposed hypothesis between variables.

5.3   Research Methods

5.3.1   Qualitative Research

Qualitative research can be understood as any type of research that its findings do not depend on the statistical procedures (Strauss and Corbin, 1998). In other words, qualitative research is kind of exploratory research. The purpose of this research is to gain the knowledge which lies under facts, such as opinions, motivations or reasons. Hence, it could help to uncover trends, go deeper into a problem by discovering the thoughts, emotions and opinions of research participants (Wyse, 2011).

The qualitative research can be used for different valid reasons. It can be a traditional reference of researchers who have the philosophy-oriented, hence they

find it more suitable and easy to approach the research qualitatively. Another reason why researchers choose this kind of research is based on the nature of the research problem. For instance, if the researcher is giving effort in concluding the nature of experience or a problem that people are having, it is more likely that he/she will pick up the qualitative approach for the research (Strauss and Corbin, 1998).

Some common qualitative research methods consist of discussions, interviews and observation which all can be done individually or in a group.

Interviews

According to Kovalainen and Eriksson (2011), the qualitative interview can be categorized into three group: structured and standardized, guided and semi-structured, and unstructured, informal, open and narrative interviews.

First of all, considering to be the most formal type of interviews, structured and standardized interviews are made with the mindset of "What" question. Questions are built, set and sent beforehand to the interviewees, thus there is little flexibility during the interviewing session. However, this type of interview benefits the research purpose of gathering facts and concrete information. Also, interviewing people with a pre-set questions can get a lot of benefit, as the variety of answers is reduced and the information is gathered in such a systematic manner (Kovalainen and Eriksson, 2011). Besides these advantages, the structured interview does uphold some limitations, such as inflexibility. The question sets cannot be changed and adapted to interviewees' answers, hence interviewers cannot go deeply into one specific area, and the results of the interviews may be shallow (McLeod, 2014).

The second type is guided and semi-structured interview which can help researchers to get answers for both "What" and "How" questions. Semi- structured interview is prepared with the outlines of questions and thess can be sent in advance to the interviewee. One thing which distiguishes semi-structured and structured interview is that during the semi-structure, interviewers are allowed to

have more flexibility to ask extra questions which are not in the guideline and to adapt the questions based on the situation and the received answers (Kovalainen and Eriksson, 2011). Thanks to this flexibility, interviewees have more chances to clarify their points of views, and interviewers can get the bigger understanding of the situation. As a result, both parties have an equal chance to express in depth the situation and the validity of the interview can be increased. However, there might be some struggles for inexperienced interviewers to actually lead this kind of interview. Also, due to the possibility of extra questions, more information will be gathered and it will take more time to code, and analyse that extra information (McLeod, 2014).

Lastly, the most informal kind of interview is used with the purpose of extensive discovering the participants' points of view (Kovalainen and Eriksson, 2011). This kind of interview may be seen as a "guided conversation" with the purpose of discovery, as there is none structure used and the questions can be added or removed freely during the progress (McLeod, 2014). Added by Fontana and Frey (2000), the unstructured interview may have a core concept for the topic, but no interview protocol and formal structures are used. The unstructured interview is the most flexible type of interview that gives interviewers lots of space to adapt and change the way of asking. The information which can be gathered is put into an individualized and contextualized level. However, in order to make the best of this kind of interview, interviewers need to have strong interpersonal skills, so they know how to react to interviewees. Plus, because of the individualized interviews, more time is required to prepare, to ask and to analyse the answers.

5.3.2 Quantitative Research

Originally used in physical sciences (Creswell, 2002), quantitative research has become the "general approach" that researchers choose in order to run a research project (Leedy & Ormrod, 2001). The quantitative research is defined as a type of research that is able to explain the phenomenon by gathering numerical data and using mathematical methods to analyse these data (Creswell, 1994).

According to Sukamolson, there are couple of situations that quantitative approach is suitable for the research. Researchers should use this kind of research approach when the research questions require numerical answers. For example, if it is asked "How many students have enrolled for the summer courses", obviously a certain number is expected to answer this kind of question. In some other cases, the quantitative research can be used in order to produce a number showing differences between the object A and the object B, to segment the population or to quantify the opinions of participants. In this case, it is totally different from the qualitative research despite sharing the mutual working object. For example, in the qualitative research, the question should be posted as "What do you think about the statement A?". However, in the quantitative research, the answer should be provided for the numerical question as "How many people agree with the statement A?".

The most common method used in the quantitative research is survey.

Survey

Simply, the survey is a data collection tool that "means for gathering information about the characteristics, actions, or opinions of a large group of people" (Pinsonneault & Kraemer, 1993) or "assess needs, evaluate demand and examine impact" (Salant & Dillman, 1994). The advantage of the survey is the ability of gaining information from a big sample of the population. Moreover, it is very suitable to gather demographic data which can characterize the composition of the sample (McIntyre, 1999). The data gathered from a survey is systematic, hence less time is required to code the data, analyse and draw the conclusions. However, there are some drawbacks of the survey because of its dependency of the research participants. Though the survey is distributed to a large sample of population, there is still a chance that the bias response is collected (Bell, 1996). For example, in a historical or political context where people may have their own opinions which were shaped by some other intentional factors, those opinions may not worth collecting. Also, there is a possibility that participants intentionally behave and give inappropriate answers.

5.4   Data

5.4.1   Primary Data and Secondary Data

There are two main kinds of data, which are primary data and secondary data. First of all, primary data are which is collected by researchers for certain purposes, which can serve the solution findings for research problem. This data can be gathered through the interviews, the survey or the observation done by researchers (Hox & Boeije, 2005). The second kind of data is secondary data, which is slightly different from the primary data. The secondary data is the existing data that has been gathered through previous studíe. The researchers are able to find this kind of data in literature and published data sources and then apply those findings into their study as a secondary data (Akrani, 2014).

Sometimes, the same data can be both primary and secondary. In more detail, an organization or an individual finding and publishing their own data as the primary source, for some other people to use those as the secondary data in other studies. One concrete example is that the US federal government is in charge of doing their own data gathering tasks, but at the same time publishing those for public purposes (Levine, Krehbiel & Berenson, 2013).

Table 8. Differences between primary and secondary data (Akrani, 2014)

Points	Primary Data	Secondary Data
Meaning	Data collected by researcher himself	Data collected by other people
Originality	Original or unique information	Not original or unique information
Adjustment	Does not need to be adjusted, already focused data	Needs adjustment to suit the actual purpose
Sources	Surveys, observations, experiments	Internet records, governments, published data sources
Time and Skills required	More time and advanced skills required	Less time and normal skills required

5.5   Data Collection

According to the study of Levine, Krehbiel & Berenson (2013), there are four ways of the data sources created:

- Data distribution by organization or individual
- Outcomes of designed experiment
- Survey's responses
- Outcomes of observation study

Hence, respectively, there are four main ways to collect the desired data, based on different purpose and preference of the researcher.

First of all, there are a lot of market research companies and trade associations that provide the studied data as trade goods. One famous example can be referred to Nielsen, a market research company which gives its clients necessary information to compare with the market competitors. Another source that provides existed data is literature sources, such as newspapers, reports and journals. It can give a wide range of information, from the statistical numbers of stock prices, sports to weather conditions.

The second way to collect the data is from designed experiment. Usually, this data is collected through the science experience and involve really complicated statistical data. However, in the business field, it is sometimes done in the case of R&D and testing how well one product can work compared to another.

The third data collection method is through the survey's responses. Ordinarily, people are asked to give answers about opinions, behaviours, characteristics or attitudes towards one specific topic. All those answers will be recorded and built as a data source which can serve the research purpose.

Lastly, the fourth method to collect data is done by the observation study. Researchers can observe the attitudes and behaviours in either a natural or neutral setting, then take notes and record those observations as the data.

5.6   Data analysis

Data analysis plays such an important role in the research process, as it helps the researcher to go further and deeper into the problems, to find the connections

between data and possible analysis, and to generate the conclusions or final findings. As it was mentioned before, research includes two types: qualitative and quantitative research. In fact, through the quantitative research, researchers can just gain raw statistics which hardly show any explanations for a problem. In the qualitative research, words and facts which are collected through interviews and observation basically have no meaning without any further process. Hence, the data analysis has an impact on the research, as it helps researchers to explore the data by producing graphs, charts, cross tabulations, mathematical calculation or some sophisticated explanation (Lacey & Luff, 2007).

Unfortunately, there is no "fixed" method to analyse data, since there are some factors listed below that researchers should take into account:
- Whether the collected data is quantitative or qualitative
- The amount of available resources (time, money, and expertise)?
- The kind of research question that should be answered
- The level of credibility the analysis must have

However, there are some software that researchers can use to produce the desired analysis. For the basic level, Microsoft Excel is good enough, as there are some basic functions it can do, like creating databases, coding data, calculating frequencies, percentages or averages. For the advanced level, the most common used software is SPSS which includes all the basic and advanced functions working well with the purpose of statistical analysis and data management.

5.7 Evaluation of Research

There are different quality criteria adopted to assess the quality of the qualitative and quantitative research. Hammersley (2007) argued that those criteria are not universal guidelines for assessment, but are used as quality basement of developing the research practice. Moreover, he said those help to establish mutual agreement of how good or poor the research is. There are commonly-used criteria which can be listed as: dependability, credibility, confirmability, and transferability.

Firstly, based on Guba's study (1981), dependability can be defined as the extent of how the findings of an inquiry can be constantly repeated with the same resources, the same subjects and the same context. In other words, dependability is the level of consistency and reliability of the recorded research procedure and research findings. If outside researchers are able to follow the procedures that have been demonstrated in the report and to produce roughly the same findings, the dependability of the research is secured (Sandelowski 1986, Polit et al., 2006, Streubert, 2007).

Secondly, credibility refers to the level of confidence in the "truth" of the findings (Guba, 1981). This can be shown through the degree to which researchers presents the "the actual meanings" of research or the "truth" behind the findings (Lincoln & Guba, 1985). In more detail, multiple sources of data and information, sharing the findings with peers, and returning the findings to participants to compare with the real experience are normal ways to increase the credibility in the research (Creswell & Miller, 2000; Padgett, 2008).

Thirdly, confirmability can be determined by providing a detailed methodological description and a connection between data, constructs and theories (Shenton, 2004). Moreover, a link between results and conclusions should be clearly demonstrated, so that it is easier to follow, process and replicate (Moon et al, 2016).

Lastly, the transferability refers to the degree to which findings can be applied in another context or with other respondents (Guba, 1981). Particularly, transferability is the level of usefulness of one finding, judged by how precise it is and how far it can be applicable in different theories, practice and future research (Lincoln & Guba, 1985).

5.8   Limitation of Research

Limitations always occurred in all researches, regardless to how well the research can be carried out (Simon and Goes, 2013). Limitations are factors that are out of

researchers' control and have influences on the interpretation of the findings (Price, H. & Murnan, 2004).

Limitations can occure during the research process, for example in choosing the research methodology, case studies, correlational studies, randomized experiments or survey instruments. For example, in choosing the survey as a data collection method, besides all those benefits of resource saving, systematic information, the survey limits the answer of participants. Multiple choice questions do set the answers beforehand, hence participants do not have a wide range of choice.

As mentioned before, limitations are inevitable. However, subsequent studies and strong research plans can overcome the limitations. Plus, there is no such "proved" and "disproved" judgement towards the findings, researchers should be encouraged to reduce the limitations of the research.

5.9   Research implementation

5.9.1   Data Collection

First of all, in terms of the practice of the survey, different steps were done in order to make sure of the optimization of this method. The survey was both in English and Vietnamese, since the majority of the older targets is not able to understand a foreign language. Different sources and previously-conducted surveys were used for building the main list of the survey questions. Then, 3 testers were invited to have some comments about the survey in terms of the length, the language and how well they can understand it. Then all those comments were taken into account in order to build the last version of the survey. Later, it was published on the online platform of Webropol. As it has been mentioned before, the survey was conducted in two languages, the Vietnamese version and the English version are put into separate links online. Generally, it was not challenging to put all the questions online and have some basic design to make the survey more attractive. In Appendix 1 and 2, the original surveys can be found.

Before publishing the survey, the KPI (key performance indicator) was decided that at least 100 participants will give answers to the survey. However, in the end, the result was quite far and ended up with 157 answers. In practice, the key to attract participants to join in this online survey was by using social network. The participating invitation was sent to individuals through Messengers, Snapchat, Instagram and SMS texts. Along with that, sharing in public in Facebook and Instagram was utilized by only the author but also some volunteers who were willing to help boosting the number of answers. Finally, after 7 days in the Internet, 157 answers were recorded.

Talking about the second method of data collection, two interviews were completed on 18th April and 20th April. The chosen form of the interview was semi-structured, which means that besides the determined questions, the interviewers can have more freedom to ask for extra information. Well in advance, the question list which is attached to Appendix 3 was prepared and sent to two interviewees with some introductions about the research and welcoming words. The interview date was also appointed ahead of time, so that both parties would have time to prepare thoroughly.

The interviews were conducted through Skype. Moreover, since recording was approved by the interviewees, the third party software MP3 Skype Recorder was used in order to document the interviews. Both interviews lasted around 50 minutes. Appendix 4 and 5 will give more information about the content of both interviews.

Lastly, the third method which was used to collect the secondary data was through Internet searching. For example, Hofstede's cultural study about Vietnam was collected through Hofstede's cultural tool online. In Appendix 6, the picture of the tool and the online link will be provided. Moreover, other data from previous studies, other students' theses and reports were also used to serve the research purpose. Other sources from reliable newspapers and publishers were all gathered in the final results.

5.9.2   Data analysis

In order to analyse the data which was collected through the online survey, SPSS will be launched in the whole process. Then, the first step which needs to be done is to translate all the open-ended answers from Vietnamese to English so that there is a consistency for all the data in SPSS. Later, the answers were coded into SPSS system by using the numerical system. Based on the research plan and the expectations for the results, the suitable analysis will be done, for example graphs, tables, written analysis or correlation.

For the interview analysis, the scripts will be produced, in order to make it easier to follow. Then, the analysis will be based on the answers that the interviewees have given, and some key words and key content will be paid more attention to.

Lastly, the secondary data will be analysed in the sense of summarizing all the collected data which can support the results found in the interview and survey analysis. Some detailed explanation for the Hofstede's cultural study will be provided in order to understand a big picture of Vietnamese culture.

6   RESEARCH RESULTS

Before analysisng the collected data, it is necessary to revise the research problems and research objectives again. The main research problems of this research are to identify the current leadership styles used in Vietnam and the expectations for the leaders in future. In order to solve these research problems, the objectives of this research can be simply set as below:

- Ascertain the most and the least common leadership style in Vietnam currently
- Predict the differences between the leadership style which is used now and the expected leadership style in the future
- Analyse the factors that have an effect on the differences

6.1 Secondary data

The online Hofstede culture tool has provided a graph showing scores for different cultural dimensions, which can be seen from Figure 6 below.
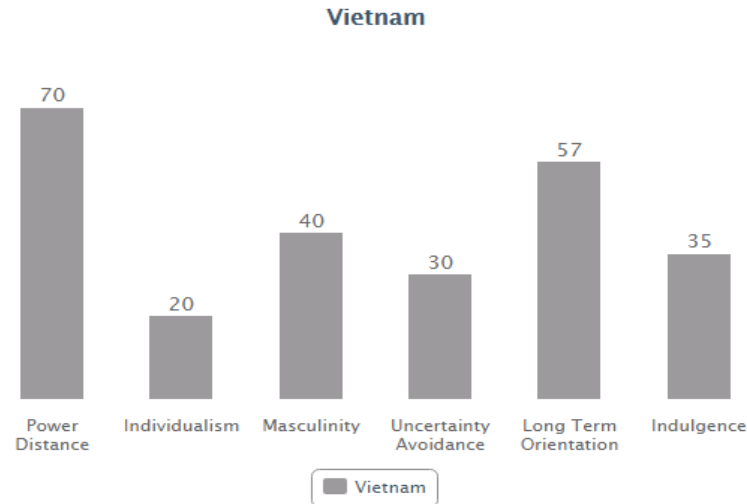
Vietnam

Figure 6. Vietnamese culture in Hofstede's study

First of all, talking about the power distance, Vietnam belongs to the high power distance group, with a score of 70 out of 100. This shows that inside the Vietnamese society, hierarchy is accepted amongst people and there is no equality in distributing power. Even in familes, education or work environment, there is always a superior who is the centre of power. Moreover, Vietnamese is taught in the way that obedience is a must when it comes to followers-superiors relationship. Therefore, in all the environments, especially in the organization, followers are expected to ask for permission and to follow the guidelines from the boss or higher managers. Once, being asked what could be the greatest challenge for both local and foreigners, Vietnam's former leader Phieu (2000) directly mentioned "bureaucracy and corruption". Indeed, if managers figure out something they should have known indirectly from someone else, the person who is involved will be in trouble, because of his "skipping" the managers.

Another factor which can display the big gap in power in Vietnam is the Vietnamese language. The pronouns in Vietnamese is not just as simple as "I- you" in English, but consists of lots of pronouns which can be used in different situation. For example, the pronouns people use to speak to friends or people in the same power

position are completely different from the pronouns for older or powerful people. The rules are so strict that people need to respect and follow those without any exceptions.

In terms of the second dimension "individualism VS. Collectivism", Vietnam scores 20 out of 100, which demonstrates the collectivism in the society. Indeed, all Vietnamese always belong to some extended families or groups or organizations. Since they are one of the members there and they work actively for the shared purpose of the group, they will get the loyalty and protection in return. In Vietnam, it is important to be "us" rather than to be "me". Therefore, the individual voice and the use of "I' are not encouraged. Instead, shared voice and purpose will be taken into account when making decisions. In the business context, members within a department or organization are expected to be loyal and to have a "work for the shared purpose" attitude. Moreover, harmony should be kept within the environment. People try to avoid conflict and not to make the scene of "losing face", as Vietnamese people are scared of feeling shame in front of people. Hence, in feedback sessions in business, leaders normally give good and positive feedback in front of the team. For the constructive feedback, individuals will be taken in the private meeting.

The fourth dimension is related to Masculinity and Femininity in society. In detail, the higher score one country will have, the more masculinity it will take. In this case, Vietnam scores 40 out of 100 and can be considered to have a moderately feminine culture. During the recent years, since different laws on the Marriage and the Family were applied to protect the human rights and to promote the equality between the genders, the gap between men and women role is minimized remarkably within the young generation (Dalton et al., 2001, p.17). Both men and women receive the same chance to be in the top position of an organization. One character showing the feminine side of the Vietnamese culture is about the effort to keep a harmonious relationship. People care about the weak and the poor. They do not try to invoke conflicts between each other. However, if one occurs, win-win situation is commonly picked-up solution (Quang & Vuong, 2002). However, as the consequences of the Chinese colonization and the influences by the Chinese

Confucianism (Knodel et al., 2004), some of the characteristics of the Vietnamese culture are more in the side of masculinity. For example, it is discouraged to show emotions as it is a sign of weakness Therefore, in the organization, especially to the high managers or leaders, they should hold the emotion to themselves or within the extended family only (Byleen, cited in Nguyen & Mujaba, 2011, p.238). It is acceptable for girls but boys should not do it under any circumstances. As the matter of fact, despite some laws indicating the gender equality, men still overcharge in some organizations.

In terms of uncertainty avoidance, the Vietnamese seem to have low uncertainty avoidance level since the score is only 30 out of 100. This dimension is not that precise since only the young and middle age generation have the low preference for avoiding uncertainty. In the recent years, more and more young people have become entrepreneurs and run new businesses. They enjoy taking risks and face with uncertainty, with more flexible rules and schedules. Hence, lots of business ideas and innovations have been created by the young generation in Vietnam recently. However, talking about the old generation under the influence of bureaucracy and the socialist system, they prefer to establish rules in order to minimize the ambiguity. They take more time to consider ideas and decisions when they feel uncertain, and they prefer normal and conventional behaviour and ideas (Quang & Vuong, 2002). Since Vietnam is ranked as a high power distance nation, it can come to the extent that rules are required to be followed strictly. Superiors will give more rules and orders to the followers, in order to show the power and reduce the uncertainty at the same time. However, this situation only occurs in places where people are still running the old systems and the members belong to the middle-age or old-age group.

For the concept of time, Vietnam scores 57 which makes it a pragmatic and flexible culture. People care for the future situation in advance, for example start to invest in something or start to save the money. However, they do still see things in a short-term orientation. Truth is seen in the way of context, time and situation combined, not in the way of future consequences. The Vietnamese culture are both short-term and long-term oriented as some parts of the culture are untouchable

and unchangeable. Still the rest is adaptable in order to fit into the situation and thrive for the most success. Applied into the business context, short-term and long-term plans are arranged simultaneously, depending on the goal or the situation of the business. However, long-term plans for those companies are in the period of maximum 10 years ahead and short-term plans can be in the range from 3 months to 1 year. Therefore, it can be said that Vietnamese culture is very moderately time-oriented.

Lastly, the Vietnamese culture is recognized to be restrained, as the score in this dimension is rather low with 35 out of 100. This dimension does not have an impact on the organization or leadership behaviour, hence it was not examined in detail. However, it shows that the Vietnamese are restricted by strict norms and rules, which makes them have less freedom in speech and behaviour.

6.2   Survey Data

6.2.1   The background of participants in the survey

In Figure 7, 8 and 9 below, the gender, age range, working tittles and experiences of the participants will be overviewed.
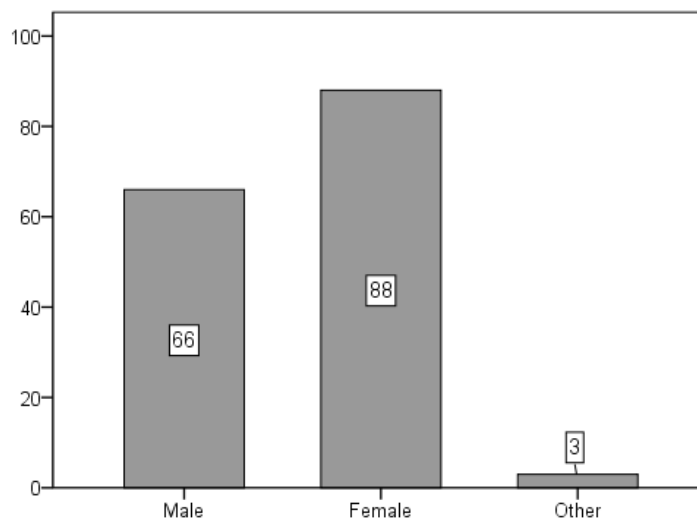

Figure 7. The gender of Participants

The number of male and female participants is quite equal, with the percentage of 42% and 56.1% respectively. The rest 1.9% belong to the "Other gender" group.
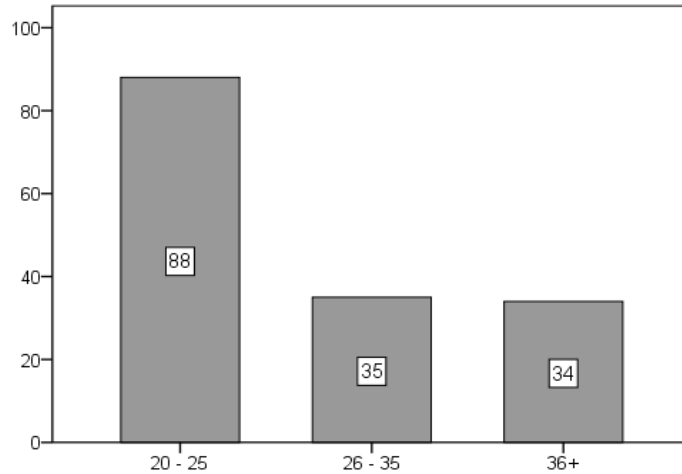
Figure 8. The Age Range of Participants

The age range from 20 to 25 takes the biggest share in the total amount, with more than 56.1% of the total, and equal to 88 participants. The other two age ranges have slight equivalent share, with 23.3% for the 26 – 35 range and 21.7% for the 36+ range.
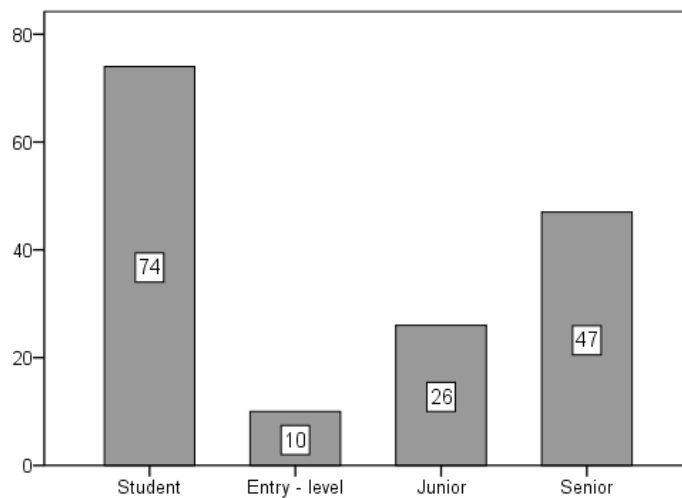

Figure 9. The working tittles and experiences of the Participants

As it has been explained before, half of the participants are in the millennial group, so it is understandable that 74 out of 157 participants (equal to 47.1%) are students. The same notion can be used to explain the senior group. As there is a big portion of participants who are older than 30 years old and have the possibility to have a lot of experiences, the second biggest group in Figure 9 is the senior

group with 47 responses, equal to 29.9%. The rest goes to the junior group with 26 responses and entry-level group with 10 responses.

6.2.2 The data related to Current Vietnamese Leadership Style

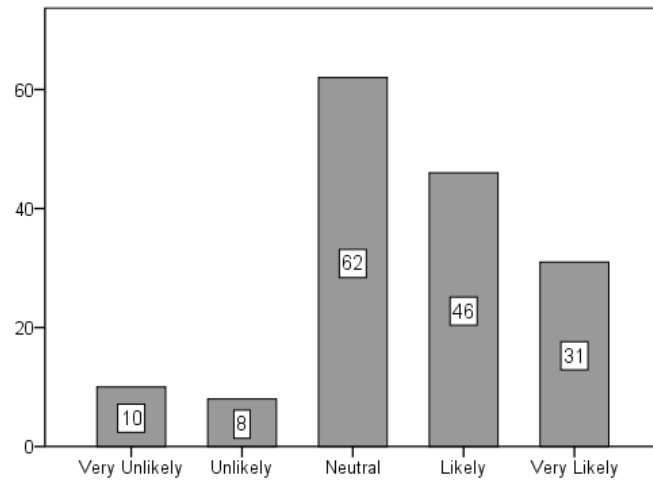***Power Distance and Authority Delegation Related Issue***

Figure 10. The likeliness of "leaders involve followers in the decision – making process"

From Figure 10 above, the number of followers who actually can be inside the decision-making process is pretty limited. Indeed, only 77 out of 157 participants (equal to 49%) receive high chances to be involved. While 39.5% of the participants rated that the involvement chance may or may not be given. Fortunately, only 11.5% which equals to 18 responses said that there is more or less no chance for them.
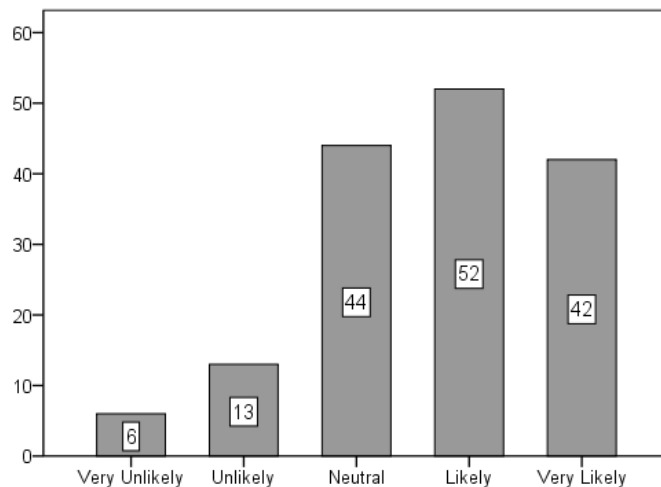

Figure 11. The likeliness of "followers' opinions are listened by leaders"

Slightly for more positive than the previous data, the likeliness to receive the attention from leaders accounts for approximately 60% of the responses. Only 28% of responses marked the "neutral" option for being listened by leaders and 12% for "unlikely and very unlikely being listened by leaders".

However, the opinions listened by the leaders may not be used in the decision-making process. Indeed, only 50% of the participants get a chance to be consulted by the leaders, while 38.2% of the participants' opinions may or may be not used. As it is easily noticed, the data "the likeliness of leaders consult followers' opinions" is quite similar to the data "the likeliness of leaders involve followers in the decision-process".
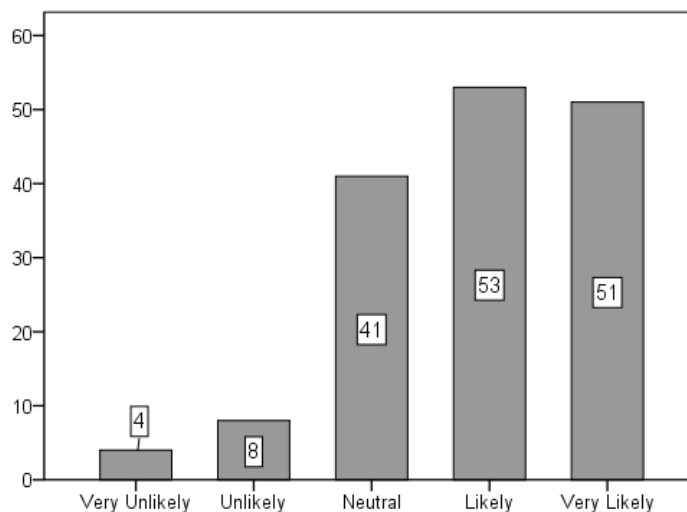

Figure 12. The likeliness of "Followers can decide how to do tasks"

From Figure 12, it can be seen that it is really likely for the followers to have the freedom to decide how they can do things. 104 responses went for the "likely" and "very likely" options and 41 responses rated the "neutral" one. Basically, more than 66.3% of the participants can decide on their own and only 7.6% of participants get more or less no freedom to decide how they do things.

Indeed, the leaders are willing to delegate the tasks to followers. Through the data of "Followers feel that leaders are comfortable to delegate tasks for them", 65.6%

of participants felt that their leaders were comfortable or very comfortable to do so. Only 8.2% of the participants did not feel the same as the majority.

Moreover, the same number of the participants (65.6%) who felt that the leaders were comfortable with delegating also felt that their abilities were trusted by leaders. 21.7% of participants had neutral opinions towards this question, and unfortunately, 12.7% of the participants did not receive any trust from their leaders.

Related to the freedom of deciding how to carry the task, the freedom to have a discussion was encouraged by leaders. More than 69.4% of the responses said that there is likeliness that the leaders are open for the discussions with the followers. The number of leaders who are not willing to openly discuss is pretty limited, since only 8.2% of the response voted for the "unlikeliness of an open discussion" and 22.3% of the response were for the "neutral" option.

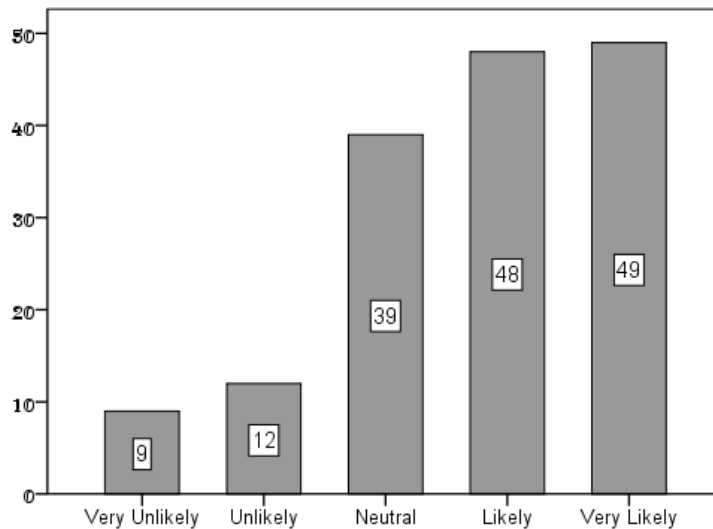**Figure 13**. The likeliness of "Followers need to ask for permission from leaders before deciding anything"

Despite all the freedom to decide the tasks and to discuss responsively with leaders before, the followers are still restricted by the requirement to ask for leaders' permission. 97 out of 157 participants (61.8%) rated that they have to have permission from leaders before deciding anything, while 39 participants (24.8%)

said that it might or might not need the permission from leaders. Only a small portion of participants (13.3%) can have the full freedom to decide for themselves.

Goal-oriented & Relationship-oriented
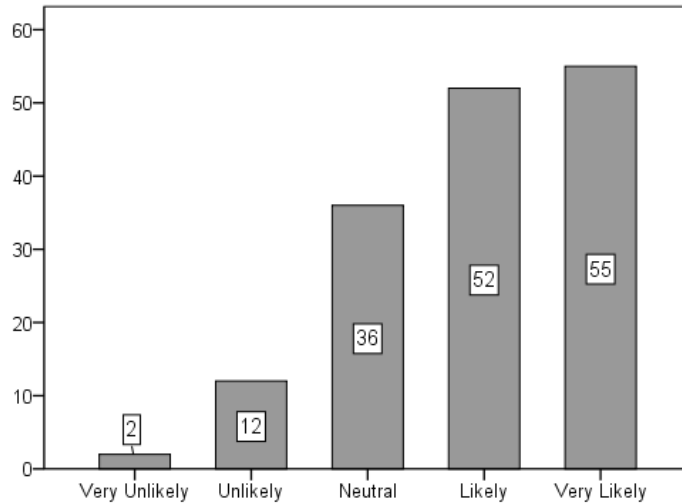
Figure 14. The likeliness of "Leaders to be goal – oriented"

It is undeniable that the majority of the participants' leaders are goal-oriented, with 68.1% of the total responses. There is just a small number of participants (14) who do not really have goal-oriented leaders.

Figure 15. The likeliness of "Leaders to be relationship – oriented"

The number of the leaders who are relationship-oriented drops sharply compared to the goal-oriented one. Only 51.6% of participants rated their leaders having relationship-orientation. One big notion here is 55 participants (35%) who voted for

a neutral answer. 13.3% of participants did not think that their leaders are relationship-oriented.
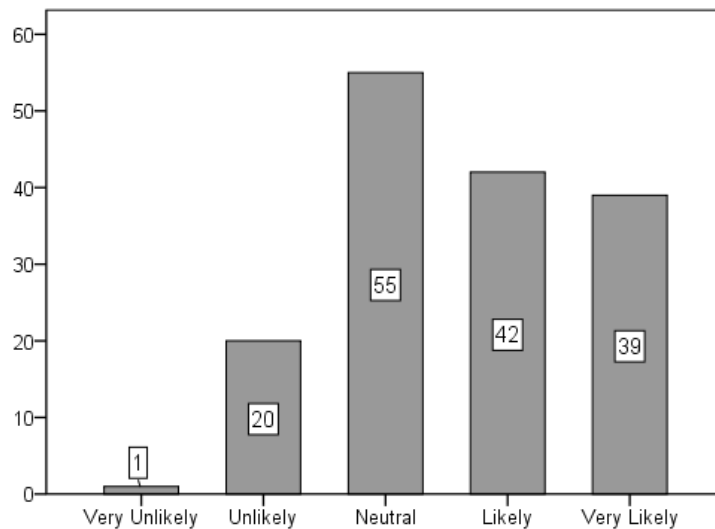
Indeed, the number of the participants who think that their leaders are really friendly in the office takes up to 54.3%. However, only 43.9% of participants experience having a lunch or coffee break with their leaders. Hence, it is likely that leaders are not putting much effort in outside-office activities with the followers and they focus more on the goal rather than the relationship, as the previous data has proved.

There is a positive number from the data "the likeliness of leaders to be balanced between relationship and goal orientation". More than 50% of participants thought that their leaders are in the balanced point. Only 15.3% of the participants chose the unlikeliness and very unlikeliness of their leaders to balance the relationship and the goals.

There were some crosstabs carried out in order to see whether there is any differences between the groups of participants. In this case, the tittles and the working experiences of participants will be clustered with the goal/relationship-orientation of their leaders. The Cross tabulation tables can be found in the Appendix 7 (Table 1 & 2).

The higher the working tittles of the participants are, the more goal-oriented their leaders will be. By looking at the responses belonging to "likely" and "very likely" options, it can be seen that the share compared with the total significantly increases, from 59%, 70%, 69%, and 80.1% for students, entry-level, junior and senior respectively.

Quite similar to the relationship-orientation, the senior group got the most answers for the likely and very likely options, which takes up to 66%. At the same time, the student group only got 47%, the entry-level got 30%, and the junior group got 66%.

Motivation by rewards, punishments and personal influence
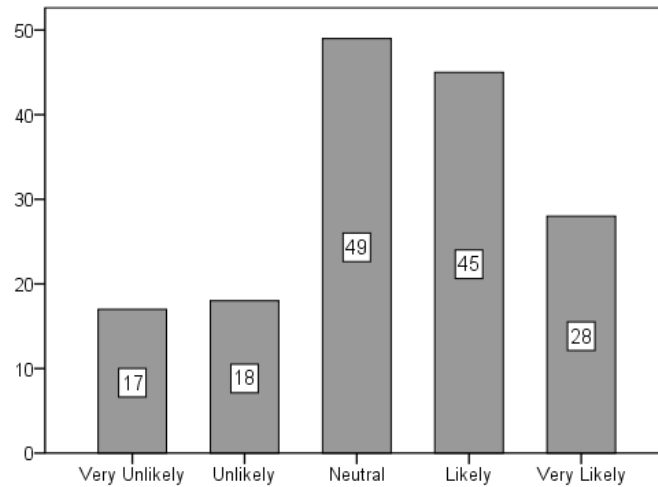
Figure 16. The likeliness of "Leaders to motivate followers by rewards"

There were 73 responses rating for the high likeliness to have rewards as motivation. However, 49 out of 157 participants (equal 31.2%) responded the neutral answers, meaning that there is an uncertainty to say that leaders always motivate followers by rewarding them. Lastly, more than 1/5 of responses said that there is a low chance for participants to receive rewards from leaders.

The second data about the "likeliness of leaders to use personal influence to motivate followers" is not that different from the previous data about rewarding. In detail, 45.2% of participants said that it is likely or very likely for their leaders to use influence, while 32.5% had a neutral response, and the rest 22.3% chose the unlikely and very unlikely options.
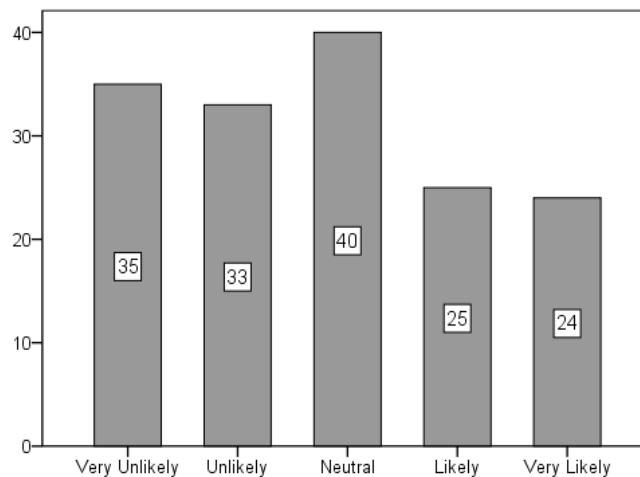
Figure 17. The likeliness of "Leaders using punishment to push followers"

In this data, the most noticeable part is that the unlikely and very unlikely responses take a big share as a whole. In more detail, 43.3% of the responses went to the choice of the low chance leaders using punishment. On another side, 31.2% of responses gave an opposite answer for this question. In the middle, 25.5% went to the neutral response.
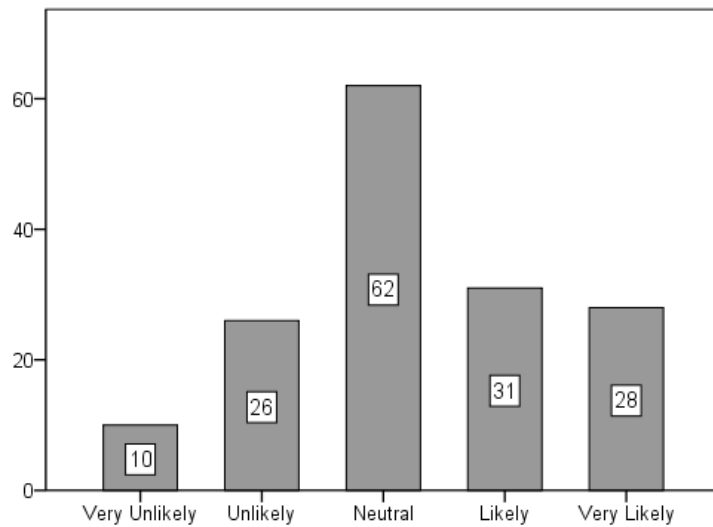
Figure 18. The likeliness of "Leaders combining rewards, punishments and personal influences in motivating followers"

In this data, the neutral responses take the biggest portion as 39.5%. The likely and very likely responses only get 37.5%. The rest 23% picked up the unlikely parts of the answers.

Feedback & Support for Followers

More than half of the participants (68.8%) receive the support from leaders when needed. Roughly 20% of the participants may or may not have any support, and only to a small part of the participants is unlikely to get the support from leaders.
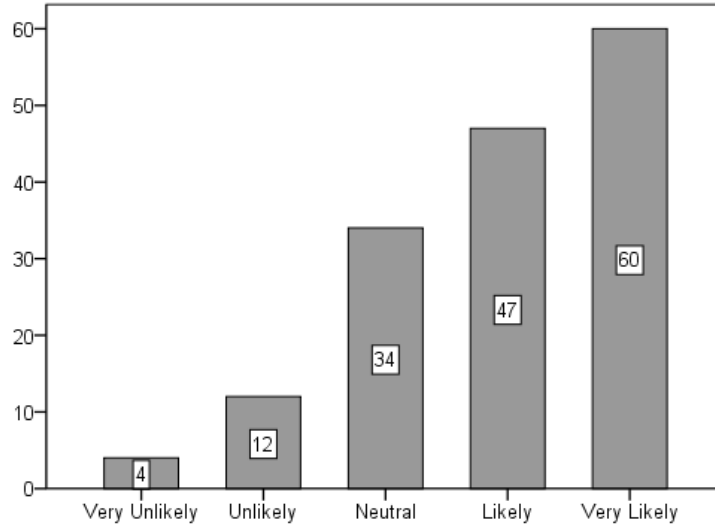
Figure 19. The likeliness of "Supports from leaders are useful"

There is a huge number of participants thinking that the leader supports are good for them, which takes up to 68.1% of all the respondents. Only to 10.1% of the respondents, the supports are not that useful. The rest of 21.7% have neutral responses.
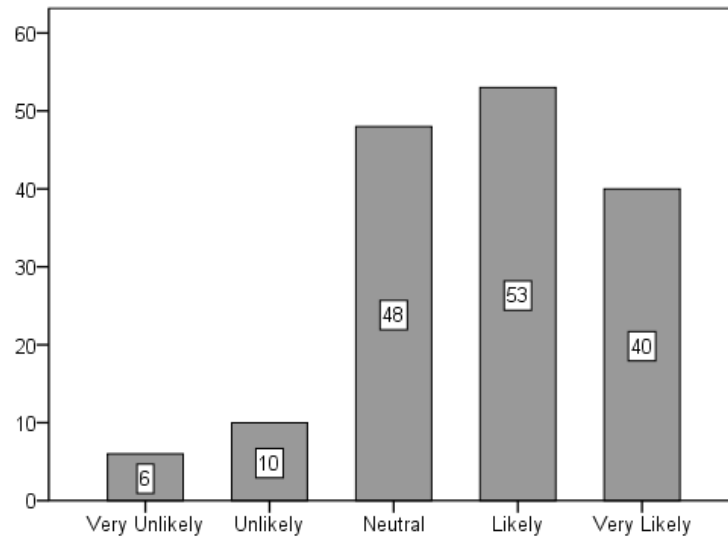
Figure 20. The likeliness of "Followers to receive immediate feedback from Leaders"

Only 16 out of 157 participants did not receive feedback from leaders immediately. A big number of 93 participants have the likeliness to get feedback. However, 48 participants were not sure since they might or might not have feedback depending on the situation.

Despite the fact that lots of participants receive feedback, there is a question mark whether it is positive or constructive feedback. Because of the data, the likeliness of "getting more positive feedback than constructive feedback", the biggest share as 38.2% is owned by neutral responses. In the side of the likeliness part, 27.4% and 17.2% are respectively the percentage of likeliness and very likeliness that positive feedback is given more than constructive one. The rest of the participants 17.2% believed in another direction.
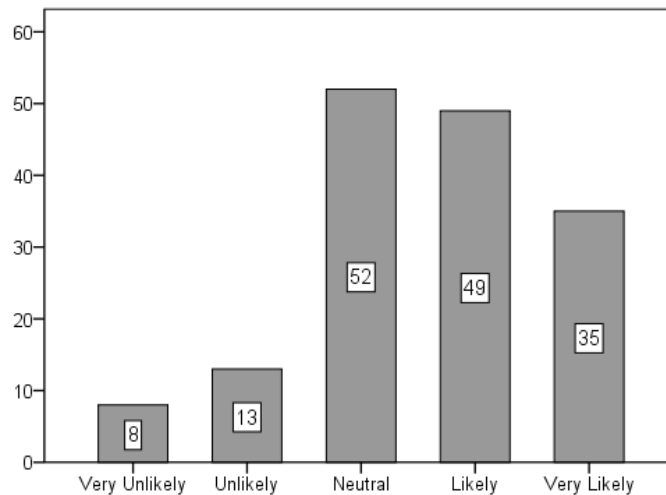
Figure 21. The likeliness that "Both Leaders and Followers are comfortable after the feedback".

It is positive to say that more than half of the participants rating for the likeliness and very likeliness that they and their leaders were comfortable after the feedback session. However, 52 out of the participants (equal to 33.1%) were not sure about the comfort feeling of two parties. Lastly, 13.4% of the participants thought that either one or two parties did not feel comfortable at all.

Vission and Challenges posted by Leaders
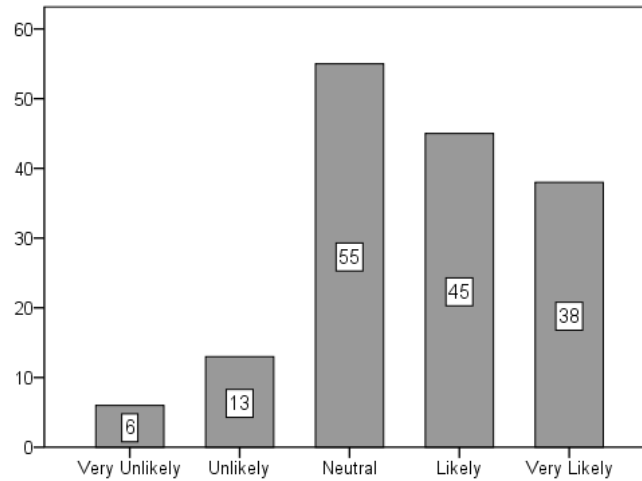
Figure 22. The likeliness that "Plans by leaders are long – term oriented"

There is a big notion here which is one-third of the participants have a neutral response that the plans could or could not be long-term oriented, while more than 52% said that the plans are more likely to be elongated. And only small part of the participants do not experience the long-term plans from leaders.

Another cross tabulation was done between the participants' tittles and the long-term orientation of their leaders' plans. The table can be found in Appendix 7 (Table 3). The more working experience you have, the more long-term oriented your leaders' plans will be. For the student group, only 47% experienced the long-term oriented plan, while for the respectively 40%,57.7%, and 61.7% for the entry level, the junior level, and the senior level.
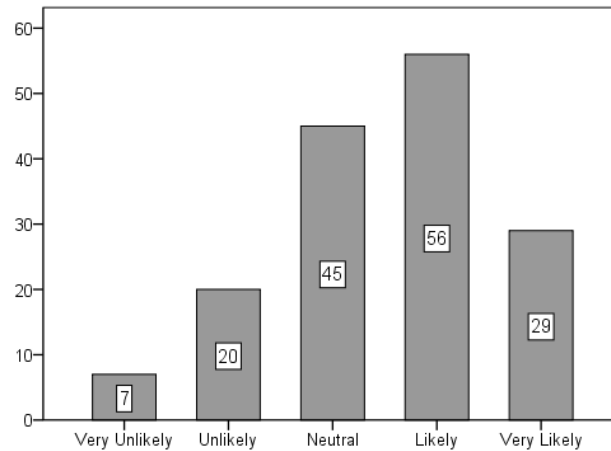
Figure 23. The likeliness of "Leaders to motivate followers for more challenges"

Positively, there were more than half of the participants who received the motivation from leaders to have more challenges. However, there was a still a noticeable part of the participants whose leaders were not eager to have challenges. This part took up to 17% of all participants.
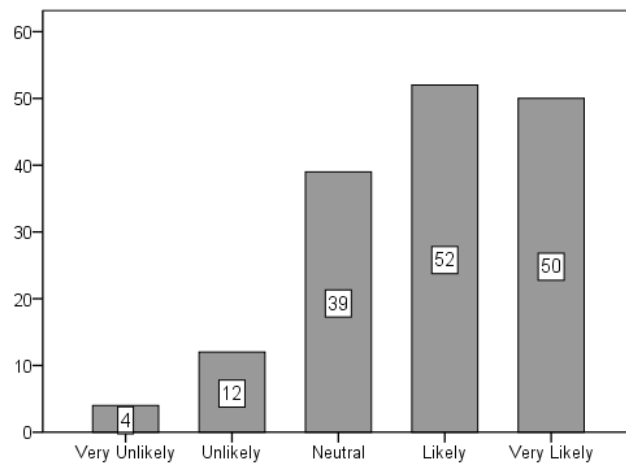
Figure 24. The likeliness of "Leaders to motivate followers for big movement"

More than 64.9% of the participants are encouraged by leaders for bigger changes, while only 24.8% may or may not receive any motivation. Lastly, a small number of the participants gave the answers as unlikely or very unlikely to have encouragement from leaders in terms of changes.

Participants' comments on their current leaders
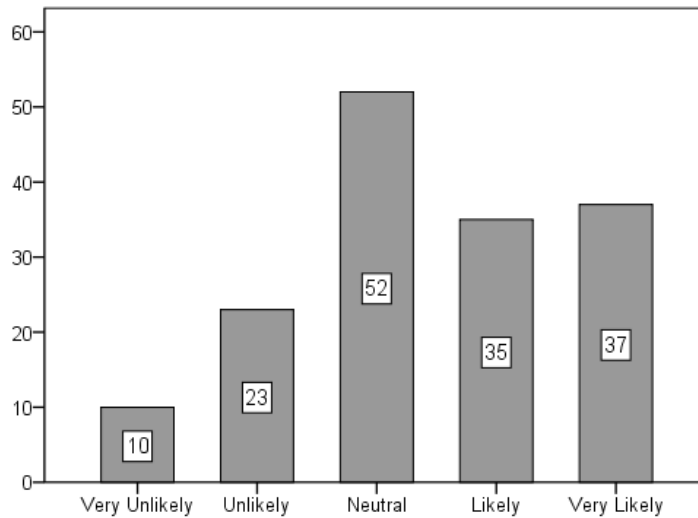
Figure 25. The likeliness of "Leaders to have influence on followers individually"

Generally, only one-fifth of the participants did not have any influence from their leaders. 33.1% of all equal to 52 participants who are neutrally influenced by the leaders. The rest, more than 40%, have big influence from leaders, but half of them get less influence than the other half.

Another data which was also about influence from leaders, but in the team scale is quite different from the individual-scale one. Overall, more than 55% of the participants thought that leaders had positive influence on the team, while 29.3% got the "maybe" answers. Roughly 15% of the participants did not think leaders had not had positive vibes.
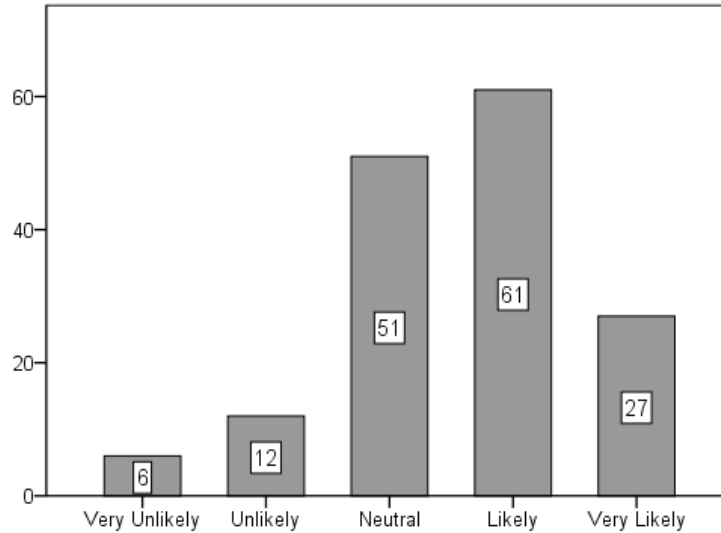
Figure 26. The likeliness of "leaders to have positive influence on team performance"

Quite similar to the previous data, more than 55% of the participants chose "likely" and "very likely" to show that their leaders got positive influence on the performance. Only 11.5% did not share the same opinion as the majority. Lastly, the rest voted for the neutral option.
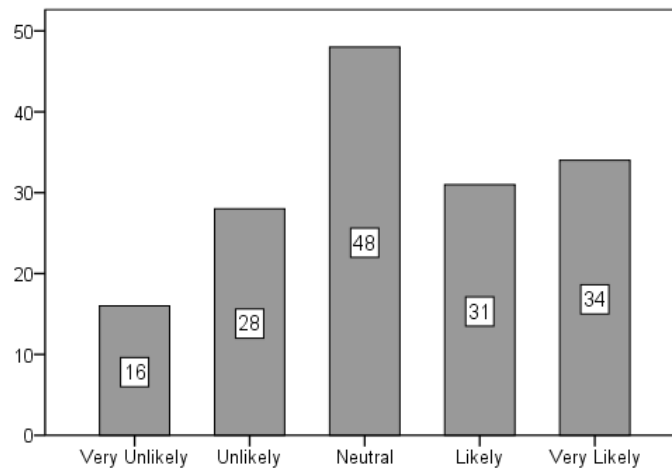
Figure 27. The likeliness of "Followers want their leaders to change"

The number of the respondents chose the unlikely part took up to 28%, meaning that they do not want their leaders to change the current in leading style. Approximately 30% kept the neutral opinion as it may not necessary for leaders to change. While the rest, less than half of the participants answered that it was likely or very likely that they want changes from leaders.

The respondents were asked that "What kind of changes you would like to suggest for your leaders?". There were 48 recorded open-ended answers which are categorized in Table 9 below.

Table 9. Recorded Answers for "What kind of changes you want to suggest for your leaders?

Category	Details	Recorded Number
Management	More effective management	8
	Better task delegation	2
	Better customized plan	1
	Opened in discussion	1
	More employee training	2
Motivation	More motivate for challenges	4
	Use more rewards	2
Feedback	More feedback	1
	Direct evaluation	1
	More constructive feedback	1
Relationship Orientation	More relationship orientation	8
	More friendly	3
Other personalities	Being able to listen	3
	Being fair	4
	Rational, honest and open - minded	1
	Flexible	5
	Emotional control	2
	Decisive	3

As it can be seen, lots of suggestions were made for effective management, relationship orientation, and leaders' personalities.

6.2.3 Data related to the expectation of Vietnamese Future Leadership Style

The process to analyse this data group will be repeated as the previous one, so that every single segment will be studied. It should be noticeable that all the data which will be analysed below is from the expectations of followers about their ideal leaders.

Expected Power & Task delegation
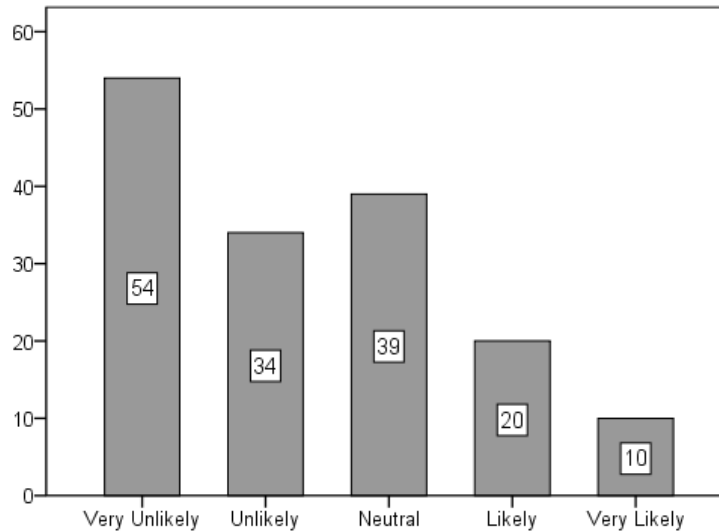
Figure 28. Leaders should decide everything by themselves without consulting anyone

A big number of the participants chose not to have a leader who would decide things by him/herself. This number is more than the half of the participants, up to 56.7%. Besides, there were still 19.1% of participants who were likely and very likely to have leaders in that way. Only 24.8% had a neutral response.

The second data is about the "likeliness of followers to have the freedom to do what they want and how they will do it". 43.9% of the participants were willing to have this kind of freedom, while 40.1% of the participants accepted their leaders' choice to give them freedom or not to. The rest of 16.2% were more willing to be told by leaders "what" and "how" to do things.

There were some differences between the participants who have different experience background. The cross tabuluation tables can be found in Appendix 7 (Tables 4 &5). There seems to be a tendency that senior-tittle people did not quite agree with the statement. More than 66% of the senior participants chose the "very unlikely" and "unlikely" options, why only 50% and 46% of the student participants and junior participants respectively belonged to these options. Moreover, there was a tendency that the entry-level and junior groups prefered more freedom given by leaders. The likeliness from the entry-level group is more than 60% and from the junior group was more than 53%. While for the student group and senior group,

only 36% and 46% respectively wanted to have the leaders who let them do what they want.

The next kind of data can show how likely/unlikely the participants expect "leaders having eyes on them". Broadly speaking, 42% of the participants did not prefer this control. For other 31.2% of the participants, it seems to be acceptable to in this kind of situation. The rest of the participants (with more than 26%0 were willing to be "taken care" by leaders.
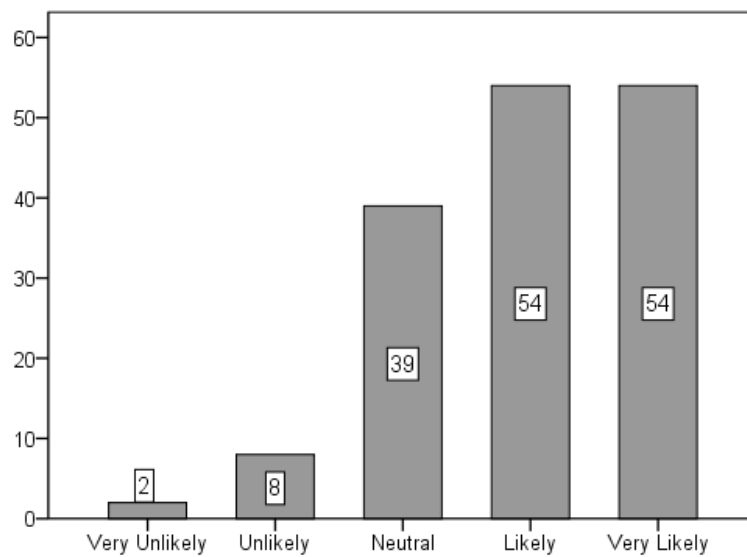
Figure 29. Leaders and Followers should have open discussions and make decisions together"

In this data, there was almost no responses for the "very unlikely" option. Similar to the "unlikely" one, there was very tiny number of participants who chose this option. The majority with 68.8% chose the willingness to have open discussions with leaders and to make decisions together.

Expected Relationship-orientation and Goal-orientation
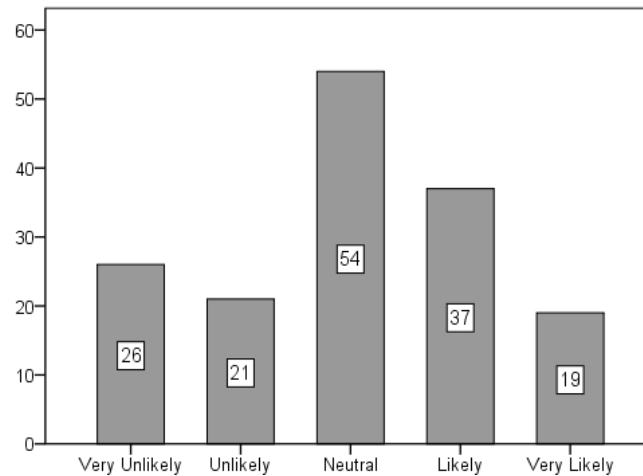
Figure 30. Leaders should scarify the relationship for a shared result

The answers for this question distributed quite equally within the unlikely, neutral and likely responses. There were 30%, 34.4% and 37% respectively for those three groups.

However, if this data is clustered with the tittle of the participants, there will be a significant difference which can be seen in Appendix 7 (Table 6). For the younger group of the participants, it is more likely that they accept the fact that "leaders can scarify the relationship to gain the shared goal". In the student group, the likely-side responses took up to 43.3% while for the senior group, the acceptance level remained under 23%.

The other data belonging to this segment is the likeliness of "Followers to make social friends with leaders". More than half of the responses show the likeliness and very likeliness of the participants to do this thing. However, 29.3% of the responses were neutral and more than 12% of the respondents were not really willing to be friends with leaders.

Expected motivation by rewards, punishments and personal influence
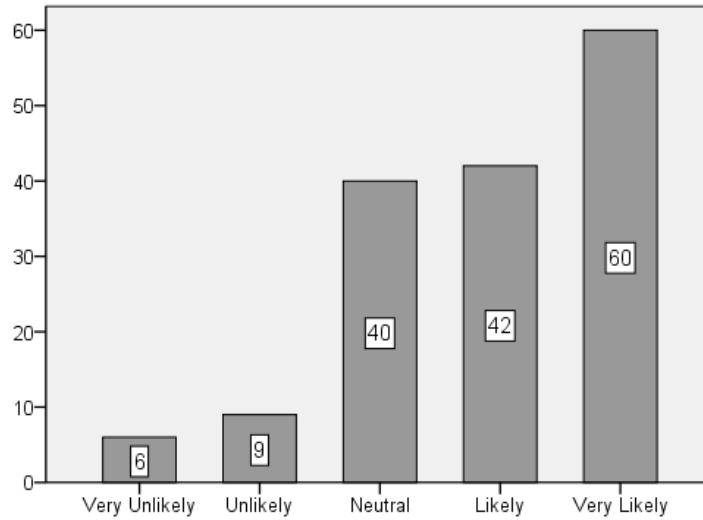
Figure 31. Leaders should use more extrinsic rewards to motivate.

From the figure 31, it can be seen that the majority of the responses focusing on the likely part of the graph. Indeed, 65% of the responses agreed that the extrinsic rewards should be used for motivation. Only a small amount of the responses (equal to 9.5%) did not agree with the statement.
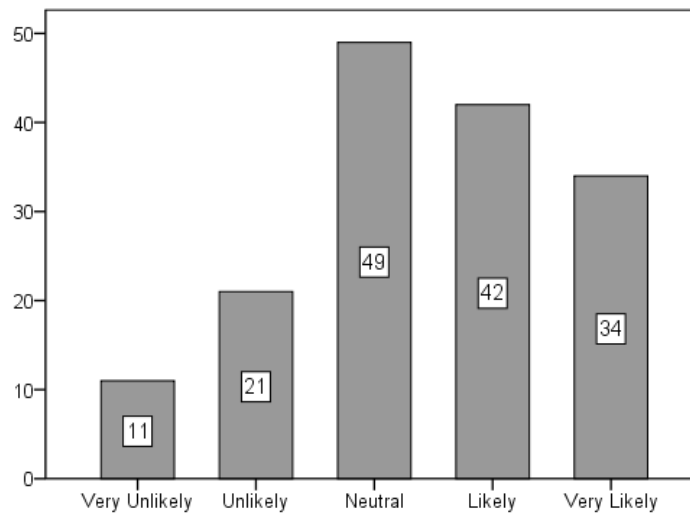
Figure 32. Leaders should use less punishments due to negative emotional effects

Despite almost half of the participants agreeing with the statement, there were still one-fifth of the participants disagreed with that. Roughly one-third of all had neutral responses for this statement.

There is a big notion here for this data when clustered with the age range of the participants, whose cross table can be found in Appendix 7 (Table 7). Looking at the likely and very likely sides of the table, there is a constant decrease in the responses of the participants from different age rages. The respondents aged in 20 – 25 took 52% in this side, while others aged from 26 – 35 gave 45%, and the rest aged more than 36 gave 41%.

Expected Feedback and Support for followers

The fourth segment is about the feedback and support for the followers. The first data in the group is about whether leaders should be always available to support the followers or not. 59.9% of the responses showed it should be likely or very likely that leaders should always support followers. 12.8% of the responses belonged to the unlikely side of the graphs. Roughly 27% left got the neutral responses.

The respondents gave quite similar responses to the next question whether leaders should give as much feedback as possible or not. The distribution of 57.3%, 31.8% and 10.8% respectively belong to likely, neutral and unlikely parts.
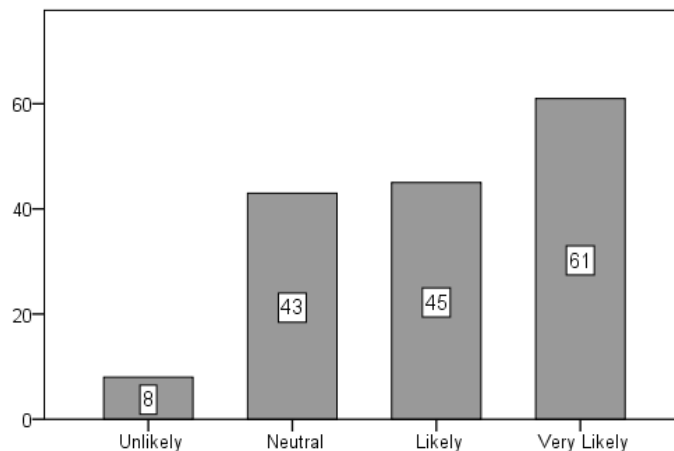
Figure 33. Constructive feedback should be given as often as positive feedback

In this data, there were no responses going for "very unlikely option". Only 5.1% of the participants chose the "unlikely" option. A big majority of participants, equal to

67.7%, agreed with the statement. The rest of 27.4% of the partcipants kept the neutral response.

Expected vision and the Challenges posted by the Leaders
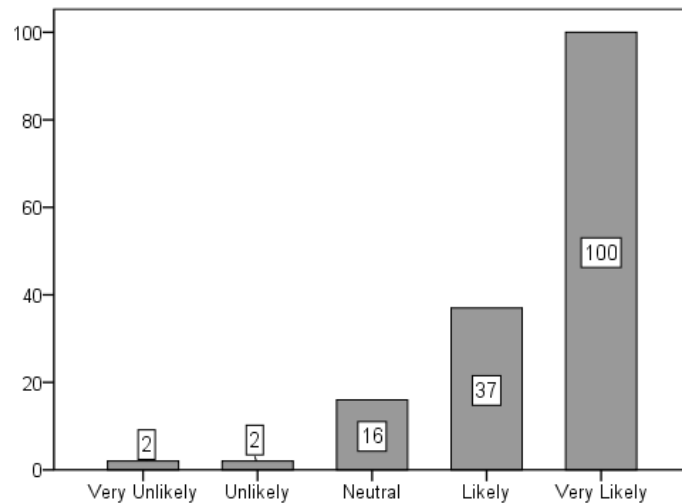
Figure 34. Leaders should have big vision for team

There were two extremely different dimensions from this data, as it can be seen from Figure 34. 100 participants rated the "very likely" option and 37 participants rated the "likely" one, which in total were 137 out of 157 and equal to 87.3%. On the other side of the graph, only 4 participants chose the unlikely and very unlikely answers, which consists less than 3%.

The same set of responses also applied to the question "Leaders should be able to draw a concrete plan and instruction for team". The majority of participants (77.7%) belonged to the likely side of the option list, while only 2.5% are on the other side. However, the number of people gave the neutral response is slightly higher and take up to 19.7%.
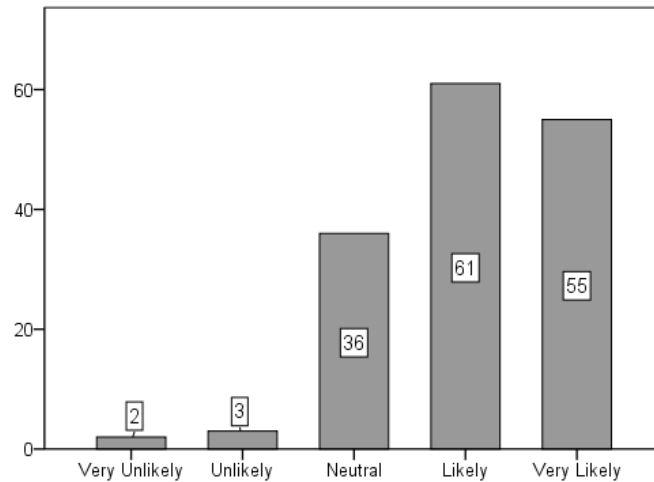
Figure 35. Challenging the status quo should be encouraged by leaders

Again, lots of participants chose the likely and very likely responses. In details, the number was 106 participants which accounts for 73.9%. 36 participants chose the neutral responses, equal to 22.9%. A small portion of 3.2% did not quite agree with the statement.

Lastly, the data for the statement "Stability should be promoted in the team" received quite similar result. 73.4%, 22.3% and 4.5% were respectively the percentage of the likely part, neutral part and unlikely part.

Expected Charisma and the Influences of the Leaders
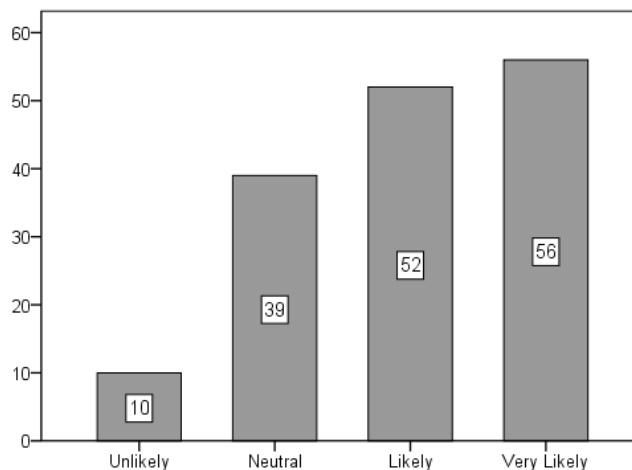
Figure 36. Leaders should be charismatic and have big influence on everyone in a team

More than 68% of the participants were in the likely side, which is shared quite equally between the responses for "likely" and "very likely". Only 6.4% of the participants chose the unlikely option and none of participants chose the "very unlikely" one. The rest, approximately 24.8% had neutral responses.

The last question was asked for other suggestions of an ideal leaders in the future and 14 open-ended answers were recorded. Most of the participants gave suggestions for a bigger vision and the ability to be decisive. Other responses were pretty scattered in a wide range from being able to listen, to persuade, are being relationship oriented to power/task delegation.

6.3   Interview analysis

As it has been mentioned in the implementation of the research, two semi-structured interviews were conducted separately with two managers holding key positions in the organization. Below, the analysis of the data collected through the interviews will be done in the order of different themes which are related to the leadership . However, since the number of the interviewees is limited in the sense that only 2 managers took part in the research, this interview analysis will be used as the support mean for the conclusion.

Two interviewees who participated in the interviews were Employer Branding Manager X in Company X, who is currently leading a team of 16 members, and Operation Chief Y in Company Y, which has more than 2000 employees. Despite the fact that the working scale is different, both managers are working directly with the Board of Directors.

Interviewees' leadership background

To start with, two managers have introduced their background of education and work experiences. The manager X is in the late 20s and so far has been working for 10 years, 4 years especially in a leading position. Right now, that manager is leading a team of 16 members who belong to the millennial generation. On the other side, the second manager Y is around his 40s and has approximately 10 –

15 years in different industries, ranging from management, consulting, HR management, training, operations to marketing. Since Y is working in a high position in the company, the members are the employees in the company. The number of those employees is approximate 2000 currently.

When being asked whether they like to lead or not, both of the interviewees generally gave the answer yes, and they gave some of their points of view about the leadership issue. In spite of lots of pressure and responsibility, the manager X said she did enjoy the feeling that *"she had a nice and very capable team to lead"*. Manager Y viewed this leading process as a *"fun rewarding"* thing to do. Obviously, the leading position brought to him lots of responsibility and he needed to work hard in order to support everyone. In the end, the fun part will come with the fact that he can work and support a lot of people, and he can add values in what he is working right now. Also, for him, the fun reward will come when he can see *"the increasing number"* and the *"success from his subordinates"*.

Decision-making process and Task delegation

Both X and Y shared a lot of common in the decision making process. They both said that they preferred to empower subordinates to take part in and gave an open discussion about decisions. However, if the issue is related to the management (according to X) and the situation is so tight (according to Y), they will decide by themselves or with supervisors in higher positions in the company. Both managers shared that involving people in the decision making process was not a time-consuming process, since their subordinates could learn and share the diversity of backgrounds and ideas to the problem.

About the task delegation, both managers delegates the whole freedom to the subordinates to decide how to do things. X said that she wanted to empower subordinates to be "*project owners*" as long as they can persuade her the reasons why they wanted to do the projects. X added the "*why*" and the expected results should be declared clearly beforehand to get rid of any confusions between her and her subordinates. The *"how"* and *"what"* are not the main concern, and X gave

the whole authority to the subordinates to decide by themselves. Y has quite the same approach to the task delegation as well, he said that:

"*I did not really tell people what they are going to do, and they need to make the decisions on their own*"

Both managers said that this was the risk to take, as the subordinates may make mistakes. As Y said:

"*the more risk you take, the better the outcomes will be*"

the idea was more approved by X as this is a way for "*subordinates to experience and grow quickly*", and by Y as the only way to do to "*have a better organization and a stronger team*".

Open discussion is another thing that both managers are trying to encourage people to join in. For X, the open discussion could be done in both an official and unofficial way. Official meetings are held frequently every week when people can update the process of the projects. Private meetings can be booked as well and X will spend this occasion to answers all the questions from the subordinates or X can coach or supervise them in a specific field. For Y, according to his saying that Company Y is a really flat and open organization, people can freely speak their own mind. He added he did not mind if people could have a comment or suggestion for what he was doing, since those could bring new inventions as well.

Relationship-orientation and goal-orientation

Approaching the issue of "Can working colleagues be friend as well?", X added this is not something that is encouraged in the Western world, but in Vietnam it is a kind of the nature of the team to "*build a good working environment*". X said relaxing and friendly relationship was made in a team and as a result, they could have an environment where people "*respect each other and support each other to overcome the challenges*".

X emphasized that the relationship made is only a friendly one, not the kind of "*family relationship*" that people need to get attached to each other, because this could bring lots of complexity in the working place. The same for Y, as he shared that some of his colleagues were actually his friends and they could spend time together outside of the office. Y stressed this had nothing to do at work place, but to bring

"*more convenience to build relationship and help building trust amongst people*".

Both leaders said, besides the fact that they were actually nurturing the relationship in the office so that their work could be easier in the terms of getting information from people, they both admitted that they were more goal-oriented than relationship-oriented. Y said that when he needed to find solutions, he would look at the relationship but when he needed to make a big decision, the results would be something that he concerned more. Both managers were asked whether they had experienced the situation that they needed to sacrifice the relationship to get the results, they said it was a "*normal thing happened in all organization*". X said this was hard, but since the goal had been communicated clearly beforehand and the subordinates could not commit to the results, sad decisions need to be made in order to secure the results of the team. Similar to Y, he explained:

"*The relationship could be intervened to make sure the mutual results, I would put the relationship aside and go ahead with the decision*".

Approaches to motivation

The next theme of the interviews was about how to motivate the subordinates, by rewards, punishments or personal influence. There are two common things between two managers. The first one is that they customize the rewards that they can give to the subordinates. For example, X shared that after every successful project, she always spent time to buy the right gifts, in order to show her appreciation and recognition to her subordinates. The gifts might not be expensive, but it is something that she said, she spent "*lots of time to observe and do the*

research on what they like", and something that her subordinates were looking for a long time. Y also customizes the value proposition in giving what the subordinates want. He said:

"*For people who just got out of the college, we give them the challenges and coaching as exactly how they want. For managers and directors who are a bit older and think about stock shares, or good salary, we will give them that. For students or for those who wants to have a fun life, we will give them a chance to explore and coach them how to make a good cup of coffee*".

The second common thing is that they try to create an environment where subordinates can grow up and develop themselves. X said that she always had to fight with the management team, so that she could have more financial resources for her subordinates to run projects easier. She fighted for more headcount, so that interns can be employed, and her subordinates could have opportunities to practice managing and leading. Y added that by empowering subordinates to be the owners of the project is another way to motivate his staff. Hence, they can motivate subordinates to work for themselves, and by so would help to improve the functions in their jobs.

X did not share much about punishments, but Y did share some stories behind this issue. Since in Company Y, harassment and cheating are not accepted, and the policy of the company has zero tolerance when it comes to the integrity, then it is the only time he needs to fire someone.

Support and Feedback

The following theme is about supporting and giving feedback. Both managers said that feedback should be given as soon as possible, since according to Y, in Company Y, with the growth rate of 300%, he cannot spend one or twice per year to proceed the feedback session. Y shared her own approach in order to give the most appropriate support to her subordinates. For example, the first group which contains specialists who are capable of allocating tasks and motivating the team

will receive mostly the management coaching. While the second group which consists of mostly executives, soft skills coaching will be the main concern since they lack these skills. The third group of interns and junior staffs will receive small mentoring sessions by X, but not so often, since the first group will help her to do this job. For Y, he also practices real time feedback on the job training and coaching for his subordinates.

Both managers were pretty open with the fact that

"*leaders do not need to know every expertise thing*"

Y said:

"Leader should be a person who can build a team and get a team to work together and deliver the exceptional results"

Also, when the company pays for a smart person, he/she should be expertised enough and be able to make reliable decisions. X does not share the same opinion as Y. She also agreed with the fact that leaders do not need to know everything, but they need to get some basic foundation. She emphasized with all her knowledge, she was able to "*lead more confidently*" and "*give specific feedback*" to subordinates. Moreover,

"The decision you made will sound more convincing and you will appear with more credibility in your subordinates' eyes".

Vision and Challenges

The next theme was vision and challenges. X said her team had a big mission in a long run, but the vision would be established in one per year. However, as X said *"we are living in a world that changes so rapidly"*, she and her team kept an open mind so that they could modify and adjust during the process of completing the vision. X also shared the story of realizing the images of her team, as the story of

challenges. From the beginning, her team was a new one in the company that nobody really knew about. Howver, after a lot of challenges that she pushed the team to go through, the credibility of the team has been set. She said:

"Because we had to start from scratch, we learn much better … And since we conquer the challenge, we can put higher standards than other teams in the company"

X also added about challenging the status quo:

"It's like a game you know, that you need to keep upgrading your level and you cannot go back. You need to become better and better"

For Y, the challenges is by the assignments that he gave to his subordinates. If they could complete those successfully, they would get more challenging tasks. If they failed, they would need to go back to the easier one and start all over again. He added:

"It is ok to make a mistake once, everyone does it. But it's not ok if you make the same mistake twice".

Current leadership situation in Vietnam

When asking about the most and least common leadership styles in Vietnam, both managers shared that it was impossible to generalize anything, since it depended on the corporate culture of each company. X said, according to her own experience, for those international companies, they would practice more or less the same thing what she was doing right now. For local Vietnamese companies, leaders have weaker leadership and management skills. Both X and Y added that in places like public sector, government-owned enterprises or family-oriented companies, leaders would not have an open mind-set and it would be more likely for them to practice the traditional Vietnamese leadership style, with a lot of controlling and power hierarchy. However, in a young dynamic environment or

technology, start-up companies, people will be given more freedom and authority to decide by themselves. Y explained this diversity:

"Vietnam is still poor and have a controlling government, but we also have millennials and young people who travel a lot and want to bring more perspectives back home and want more freedom".

Leadership trends in Vietnam in the future

Lastly, both managers were asked about what could be the future expected leadership in Vietnam and the reasons lying under it. X said that, according to her own research about the millennials who will be the new workforce in the future, leaders should be very clever in delegating tasks to subordinates. Since young people will move their concerns from salaries and benefts to their images, their jobs' meaning and what they can learn from it, assignments need to be carefully designed. She also added young people would have more tendency to improve themselves, leaders should pay attention to coaching and mentoring issues. In the other hand, Y said the future kind of leadership would be like what he was doing right now, because people would be more willing to take ownership and accept the diversity. Moreover, due to the fact that the speed of change in Vietnam is so rapid, keeping minds open is also important for leaders.

Sharing more about the future expectations for leaders, Manager X said it would be challenging for the current leaders to change and adapt to a new kind of leadership. But "*keeping a mind open and do not ignore the differences and being honest with each other*", she was confident that both young people and leaders can adapt to new trends and expectations successfully. Y shared his own positive reaction to this new leadership in Vietnam. He stated:

"*The economy is opening, more foreigners are working here, and more people studying abroad are coming back. And all of these will bring a lot of perspectives and a dynamic situation to Vietnam*"

He added, for both leaders and subordinates:

"We are not only accepting it, but we are also celebrating it, and the future of this country will be decided by young people who are smart, hard-working and open-minded".

7   CONCLUSION

The main research problems of this research are to identify the current leadership styles used in Vietnam and the expectations for the leaders in future. In order to solve these research problems, the objectives of this research can be simply set as below:

- Ascertain the most and the least common leadership style in Vietnam currently
- Predict the differences between the leadership style which is used now and the expected leadership style in the future
- Analyse factors that have an effect on the differences

From the analysis above, since the survey sample was quite big with 157 answers, the conclusion will be mostly based on the survey data. The secondary data about the Vietnamese culture and the interview data will support the survey data to draw the conclusion.

7.1   RQ1: Ascertain the most and the least common leadership style in Vietnam currently

First of all, there is not especifically the most or the least common leadership styles in Vietnam since it depends on the industry and the culture of an organizations or communities. Plus, from the collected data, it is noticeable that there is always a mixture of different styles applied in the same situation.

Generally speaking, the most common mixture that leaders in Vietnam are using currently is the democratic and transformational leadership styles. Beside the fact that subordinates can decide by themselves how they deliver tasks and they are

involved in the decision making process, they are still under the main control of leaders. In other words, they are still required to ask the permission from leaders before deciding things on their own. However, one positive thing is that leaders do pay attention to subordinates by giving support and feedback when needed. As exactly similar to the democratic leadership style, the Vietnamese leaders delegate the authority to subordinates to decide how they will do tasks but at the same time, give them essential feedback and aid when they need it. The most positive thing about this issue is that the majority of subordinates approved that the support is helpful for them to get things done. The transformational aspect of Vietnamese leaders can be seen through the fact that lots of them are encouraging subordinates for a big movement and challenges. More than half of the participants who joined in the survey answered that they did receive motivation to challenge the status quo. From two interviewees' sharing, we have a more sound proof that the leaders in Vietnam has some characteristics of the transformational leaders.

Through the analysis, some other common traits and behaviors of the Vietnamese leaders have been revealed. It was quite surprising that for such a collectivist culture like the Vietnamese one, leaders tend to be more goal-oriented than relationship-oriented. Moreover, the more skilled and experienced subordinates have, the more expectations and goal-oriented the leaders will be. However, the leaders in Vietnam are quite friendly in the way that it is still possible to be friends with subordinates and to have out-office activities together. For example, as manager Y and X had shared in the interviews, friendly activities like having beers together and being friends in the social media are like the nature of how Vietnamese people approach to this kind of leader-subordinate relationship. According to the survey, more than half of the participants often have coffee or lunch breaks with leaders.

Rewards and personal influence are used more commonly in order to motivate subordinates. It was quite positive that almost half of the participants answered that their leaders do not often use punishment to push people. Similar to the results of the interviews, according to manager Y, punishment is something that is only used when it comes to integrity-related issues. However, it is hard to conclude whether

the Vietnamese leaders also practice the transactional leadership style or not, since there was no data recorded about how to get the rewards or punishment.

There is not a particular practice for the long-term or short-term oriented plans applied by the Vietnamese leaders as well. The data has shown that the more experienced the subordinates are, the more long-term oriented the leaders will be. This is understandable that the older generation in Vietnam, especially for the senior level participants in the survey, is under the influence of old culture with long-term orientation. However, with the younger generation, time is something more pragmatic and people tend to be really flexible to jump from this orientation to another orientation. Hence, from the data, the younger group has shorter-term oriented leaders. Nonetheless, generally speaking, leaders in Vietnam seem to be quite practical in this issue, as there were a lot of answers saying that the orientation is somewhere in between the long and short-term orientation.

Talking about the least common leadership styles in Vietnam, through the survey data, it can be seen that there was a minority of the participants who receive no freedom and delegation to do the tasks. It is quite surprising that in a country like Vietnam with a big power gap in the society, the authoritarian leadership style is not common at all. Charismatic leaders are not quite often seen in the organizations or communities in Vietnam, since the rate of leaders having influence on a team and on an individual was quite low in the survey data. The laissez-faire leadership style is not also a common practice, since it is too against the nature of a power-concentrated culture.

7.2   RQ2: Predict the differences between the leadership style which is used now and the expected leadership style in the future

For the second question, the analysis does provide the fact that leaders have a lot of things to work on, in order to carry the team and satisfy the needs of customer-subordinates. To start with, there will be a big difference on how different groups of subordinates want to get the delegated tasks and power. For example, the entry-level and junior groups prefer much more freedom than the student group who partcipated in the survey. This could be explained by the fact that, the entry-level

and the junior people want to explore things by themselves and learn from the mistake they may make on the way. However, for the student group, since they are not quite exprienced with the work, they may need more attention from leaders to tell them what to do and how to do things. However, all the group share the same needs that they want to discuss things before clearly together and they want their own freedom, no matter how much freedom thay can have to do the tasks. According to the manager X in the interview, leaders in the future need to be clever in the sense that they need to know how to delegate tasks and power effectively and smartly to their subordinates. Different groups require different approaches in order to get the best outcomes and still, both parties feel confortable during the process. With the tendency of a low uncertainty avoidance amongst the young people in Vietnam now according to the study of Hofstede, leaders ought to give them space and resources so that they can explore and grow by themselves. However, leaders should be smart in the sense of doing neccessary interuption to prevent big mistakes and losts for organizations.

The other thing that the expected future leaders are different from the current leaders is that they need to have a bigger vision, clearer instructions and plans, and to motivate for more challenges. When comparing between what the current leaders are doing and what is the expections from subordinates for the leaders in the future in terms of vision and challenges, a huge majoirty of people did agree that challenges and vision should be delivered and encouraged more often. Also from the sharing of X and Y in the interviews, challenges are something that should not be lack of in any organizations in order to be stronger and to grow bigger. Hence, this would be a huge obstacle for future leaders, since not only do they push themselves forward for challenges, but also they need to encourage and empower other people to follow and conquer the challenges together.

Since Vietnam is on the way to globalize the market and lots of foreigners and even local people with different background are searching for careers in Vietnam, future leaders should have more open-minded attitude, in order to adapt as fast as possible to changes and diversity. This will be a big challenge for the old-generation leaders, since they were not used to this kind of diversity before, due to

the fact that Vietnam used to be under the wars and have a closed economy policy. However, if differences and diversity are not ignored by leaders, but accepted and celebrated, leaders will be able to adapt to these changes in the future.

7.3   RQ3: Analyse factors that have an effect on the differences

Lastly, there are lots of factors that have effect on those changes in the leadership style. First of all, the whole situation in Vietnam is constantly changing into a more open way, from how the goverment controls the economy and how people accept the fact that Vietnamese traditional culture is getting more opend in order to adapt with international trends in the world. This results in the way that more foreign people go to Vietnam to start the career and lots of Vietnamese people with foreign educational certificates or foreign background go back to Vietnam to search for opportunities. More and more foreign companies and governments invest in Vietnam in different industries and make the partnership with local goverments or companies.

The second factor that influences the new trend is the technology and Internet that the Vietnamese are having right now. Despite the fact that Vietnam is not a rich and strong country like those in the Western world, there are more and more people having a chance to take access to Internet and use high-technology nowadays. Due to this trend, more and more start-ups and big companies invest in this industry and get a lot of profit from it. As it is undeniable that the technology is changing day by day, the way companies operate and the way people use the technology will be in the domino-effect stimulously. Since leaders are people who are made from the situation and people, leaders should be also the ones who adapt the new situation.

7.4   Summery of the research problems' solution

As it has been repeated from the beginning of the research, the main research problems of this research were to identify the current leadership styles used in Vietnam and the expectations for the leaders in future.

From the survey data, it seems that the most currently used leadership styles in Vietnam is the mixture of democratic and transformational leadership styles. Lots of subordinates receive the power delegation and support from leaders, but still under the control of leaders. There is a big number of leaders who are driving their team for the shared vision and challenges. The least common leadership styles in Vietnam seem to be authotarian, charismatic, and laissez-faire styles. However, the styles may depend on the working environment and cooperate culture of that community or organization. For example, in traditional and local businesses, or government-owned enterprises, leaders may delegate less power to subordinates than the young, dynamic environments or in fast-speed industry (i.g, start-ups, technology, Internet, etc.).

For the future, leaders are expected to be effective in delegating tasks to subordinates. Depending on the background, working experiences and challenges expectations of subordinates, future leaders should build their own strategy in order to make the best out of the delegation. A bigger vision and challenges are the other things that people are hoping for, since the willingness to improve and to conquer the uncertainty of the new work force is visible. This posts a challenge for leaders, since they need to take the initiations and then bring the team to the same path.

7.5   Suggestions for more effective future leaders

Since there were two open ended questions in the survey about what people want their leaders to change and what they expect from their leaders in the future, lots of feedback were recorded. This could be used for consulting for a better and more effective leaders.

First of all, lots of feedback was about more effective management and task delegation. As it has been mentioned before, leaders should be clever in the way that tasks should be assigned for the right and suitable targets. About the management, this is mainly concerned about the financial issue in the team or how leaders balance the work load for each subordinate.

The second advice for leaders is that some basic traits should be attained by leaders. For example, leaders should be decisive and make clear and reliable decisions to the team. Flexibility, the ability to listen and to understand are other suggestions by participants in the survey. Lastly, being fair is one of the most important thing that every leader should consider. Since in Vietnam, with the collectivist in-group benefits, it is quite often that people get treated differently based on the relationship with leaders. Hence, this should not be encouraged to do so in order to create a fair and enjoyable working environment.

Lastly, people are thriving for more challenges. Leaders should take the initiation to challenge themselves and bring along the team with them. By that, everyone can learn and the team will get stronger.

8   QUALITY OF THE RESEARCH

First of all, the research was carried in a way that the standard of dependability, credibility, confirmability and transferability is assured. The research process was documented and recorded carefully and clearly, so that it is easy to track and to follow. Before realizing the research, the foundation for necessary knowledge about leaders and the Vietnamese culture was built in depth and all the aspects related to the research were clearly understood. The process to collect and analyze the data was done in an honest and unbiased manner to make sure that the findings can represent the opinions of the participants joined in the research. Moreover, it was analysed and written in a simple and clear language that the meanings of research can be easily understood. Moreover, the conclusions were based on both the theory and practical findings in a logical and connected sense. Lastly, since there was not particular previous research on the same topic, it was quite complicated to compare the findings here with other sources.

Even though there was a huge effort in realizing the research in the most standardized way, there were a couple of limitations that should be openly discussed. For example, the number of participants taking part in the research may not be big enough to represent for the whole situation in one country. Moreover, the distribution between different targets in the survey was not quite equal, since

the target of entry-level group was so small comparing to others, it was difficult to analyze the data for this group. Another limitation is in the survey published online. The total views on the online link were more than 1000, but in return, only 157 answers were recorded. Hence, it could be the problem of the length of the survey which demotivated the participants, or it was because of the unfamiliarity with this kind of online platform survey. Lastly, the survey did not support researcher on knowing the background of participants' leaders and what kind of industry they were working on. Hence it was challenging in the end to draw the conclusions and findings from the analysis. Another limitation of the research is in the number of interviewees participating in the research. This could have be done better if the author has had a bigger professional network and hence, more managers could know about the research and be convinced to join in the research.

9 CONCLUDING REMARKS

To start with, the author of this research is willing to express the huge gratitude to people who took part in the research. Secondly, the author wants to show the appreciation to her supervisor for always keeping track on the work and providing valuable feedback and suggestions to develop the research. Lastly, the thankfulness is specially sent to the author's boyfriend, family and friends who did not participate directly in the research but supported emotionally and motivationally along the way.

It was a huge challenge to plan and carry the research from scratch, which left the author with a lot of knowledge and experiences in both academic and personal aspects. Indeed, through the research, the author had a chance to revise and advance the basic knowledge that has been gained through the courses at the university. It was interesting and surprising at the same time to see how the data will go beyond the expectations. Also, the view on the author' national country has been expanding in such a way that the author herself gained such a strong belief that the future of the nation will be determined positively by young leaders who are bright, motivated and hard - working. In the personal aspect, this research will be the biggest achievement in the student life. The author has realized after this

research that there is no obstacle which cannot be overcome as long as there is belief in one self and motivation.

To end with, hopefully this research will open the new aspects of leadership in Vietnam, which is such an interesting topic but did not get any attention to be concretely researched. Also, it is expected from the author that by the findings of the research, the young generation in Vietnam can have a more optimistic point of view on the situation there and be well prepared for the future.

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APPENDICES

APPENDIX 1 (1)

English survey version

Hello there!
Special thanks for participating in my small research!
Few words about me, I am Chi and I am student in Finland. Now, I am writing my thesis, so I conduct a small research in order to support my thesis.
This survey will take you approximately 5 minutes, and all the answers are anonymous. So don't worry, your boss will not know about your honest answers here.
Thank you again for your precious time and Take care!

1. Gender *   □ Male   □ Female   □ Other

2. How old are you? *
 □ 20 – 25   □ 26 – 35   □ 36+

3. What is your tittle? *
□ Student   □ Entry - level workers
□ Junior workers   □ Senior workers

4. Think about your current experience with your leader now. *
Please rate those statements below from 1 to 5, to the extent that 1 is "not likely", 3 is "neutral" and 5 is "very likely".

Statements	1	2	3	4	5
Your leader involves you in the decision - making process					
Your opinion is heard by the leader					
Your opinion is used for consulting the decision					
You can decide the way you want to finish your tasks.					
The leader encourages you to have opened discussion with him/her when needed					
You feel that the leader is comfortable to delegate the tasks for you					
You feel that the leader trusts your ability					

Before you decide anything, you have to ask the permission from leader					
Your leader is friendly and often has small talk with subordinates					
Your leader often invites your team to have a coffee or lunch break					
Your leader is goal - oriented					
Your leader is relationship - oriented					
Your leader balances both goal and relationship orientation					
Your leader uses rewards to motivate the team					
Punishment is often used to push the results					
Personal influence is used in order to drive the results					
Rewards, punishment and personal influence are all used in motivating team					
You always receive the support from leader when needed					
The support from leader is useful					
Immediate feedback is given by leaders when needed					
Positive feedback is given more often than constructive feedback					
Both leader and you feel comfortable after the feedback session					
Your leader's plan is long - term oriented					
Your leader always pushes the team to have more challenging tasks					
Your leader always push the team to have big movement					
Your leader has a big influence on you					
Your leader's leading style has a positive influence on everyone in team					
Your leader's leading style supports well enough for the working process					
You think that your leader should change her/his leading style to have a better outcome					

5. Please specify some changes you can suggest for your leader's style

_____
_____

6. Imagine your ideal leader will look like, and please rate those statements below from 1 to 5, to the extent that 1 is "very unlikely", 3 is "neutral" and 5 is "very likely".

Statements	1	2	3	4	5
Your leader decides everything by him/herself, without consulting anyone					
Your leader lets you choose what you want to do, and how you want to do it					
Your leader and you will discuss and make decision together					

APPENDIX 1 (3)

Your leader can scarify the relationship to gain the shared goal					
You feel that you can make social friends with your leader					
Leader should use extrinsic rewards to motivate (ie, promotion, extra salary, more days off, etc.)					
Leader should use less punishments due to the negative emotional effects					
Leader should be charisma and have big influence on everyone in team					
Leader should be always there for you when you need support					
Leader should always have an eye on you					
Leader should give as much as feedback as possible					
Constructive should be given as often as positive feedback					
Leader should have a big vision for the team					
Leader should be able to draw a concrete plan and instruction for team					
Stability should be promoted in the team					
Challenging the status quo should be encouraged by leaders					

7. Other characteristics you want to suggest

_____

_____

APPENDIX 2(1)

Xin chào mọi người! Lời đầu tiên, xin chân thành cảm ơn mọi người đã tham gia vào bài khảo sát này!

Mình xin tự giới thiệu về bản thân. Mình là Chi và hiện tại mình là du học sinh tại Phần Lan. Hiện tại mình đang viết bài luận án để chuẩn bị tốt nghiệp vào Tháng 6 tới. Và những số liệu mình thu thập được qua bài khảo sát này sẽ được đưa vào luận án của mình.

Trông có vẻ dài, nhưng để hoàn thành bài khảo sát này sẽ chỉ tốn 5 phút thôi! Và các câu trả lời sẽ hoàn toàn được bảo mật, do đó đừng lo lắng khi bạn đưa ra những câu trả lời "thật nhất" về sếp của mình nhé!

Xin chân thành cảm ơn các bạn một lần nữa! Chúc các bạn một ngày vui vẻ!

1. Giới tính: *   ☐ Nam   ☐ Nữ   ☐ Khác

2. Bạn ở trong nhóm tuổi nào? *
☐ 20 – 25   ☐ 26 – 35   ☐ 36+

3. Trình độ chuyên môn của bạn hiện tại là gì? *
☐ Học sinh   ☐ 1 - 2 năm kinh nghiệm
☐ 3 - 7 năm kinh nghiệm   ☐ 8+ năm kinh nghiệm

4. Hãy nghĩ tới những trải nghiệp với Sếp/Quản lí của bạn, người mà bạn đang hoặc đã làm việc cùng gần đây nhất. *
Đánh giá những câu hỏi sau vào ô tương thích nhất, từ 1 đến 5. Trong đó, "1" tương đương với "không hoàn toàn", "3" tương đương với "bình thường" và "5" tương đương với "rất chính xác".

Câu hỏi	1	2	3	4	5
Sếp/Quản lí của bạn cho bạn tham gia vào quá trình đưa ra quyết định					
Ý kiến của bạn được Sếp/Quản lí lắng nghe					
Ý kiến của bạn được Sếp/Quản lí tham vấn trong việc đưa ra các quyết định					
Bạn được tự quyết định cách mà bạn muốn để hoàn thành công việc của mình					
Sếp/Quản lí động viên nhân viên tham gia vào các cuộc thảo luận mở					
Bạn cảm thấy Sếp/Quản lí của bạn thoải mái khi giao việc cho bạn					

Bạn thấy khả năng của bạn được Sếp/Quản lí tin tưởng					
Trước khi quyết định một điều gì, bạn phải hỏi ý kiến của Sếp/Quản lí					
Sếp/Quản lí rất hòa đồng và hay nói chuyện với nhân viên					
Sếp/Quản lí hay mời nhân viên uống café, trà, hay đi ăn trưa trong giờ giải lao					
Sếp/Quản lí rất chú trọng vào kết quả, thành tích					
Sếp/Quản lí rất chú trọng vào việc xây dựng mối quan hệ với nhân viên					
Sếp/Quản lí cân bằng giữa việc đạt thành tích cũng như xây dựng mối quan hệ với nhân viên					
Sếp/Quản lí dùng các phần thưởng để động viên nhân viên					
Các hình phạt được đưa ra để thúc đẩy quá trình làm việc của nhân viên					
Những ảnh hưởng cá nhân được Sếp/Quản lí của bạn sử dụng để thúc đẩy nhân viên làm việc					
Tất cả các yếu tố, phần thưởng, hình phạt và ảnh hưởng cá nhân được Sếp/Quản lí của bạn sử dụng để thúc đẩy nhân viên					
Bạn luôn nhận được sự giúp đỡ từ Sếp/Quản lí khi bạn cần					
Những sự giúp đỡ của Sếp/Quản lí rất hữu ích cho công việc của bạn					
Những ý kiến đánh giá, nhận xét được đưa ra ngay khi gần thiết					
Những đánh giá tích cực được dùng nhiều hơn những đánh gia mang tính xây dựng					
Sếp/Quản lí và bạn đều cảm thấy thoải mái, hài lòng sau những buổi đánh giá chung					
Những kế hoạch được Sếp/Quản lí bạn đưa ra đều mang tính lâu dài					
Sếp/Quản lí động viên nhân viên thử thách bản thân nhiều hơn					
Sếp/Quản lí mong muốn có những thay đổi đột phá trong công tác của nhân viên					
Sếp/Quản lí có ảnh hưởng rất lớn tới bạn					
Cách thức lãnh đạo của Sếp/Quản lí có những ảnh hưởng tích cực tới toàn nhân viên					
Cách thức lãnh đạo của Sếp/Quản lí rất phù hợp với quá trình làm việc của toàn nhân viên					
Bạn nghĩ rằng Sếp/Quản lí nên thay đổi cách thức lãnh đạo					

5. Nếu như bạn muốn Sếp/Quản lí thay đổi, thì điều gì bạn muốn Sếp/Quản lí thay đổi nhất?

_____

_____

APPENDIX 2(3)

6. Hãy tưởng tượng tới hình mẫu lí tưởng của Sếp/Quản lí của bạn trong tương lai. *
Đánh giá những câu hỏi sau vào ô tương thích nhất, từ 1 đến 5. Trong đó, "1" tương đương với "không hoàn toàn", "3" tương đương với "bình thường" và "5" tương đương với "rất chính xác".

Câu hỏi	1	2	3	4	5
Sếp/Quản lí của bạn sẽ tự quyết định tất cả mọi việc mà không cần lời khuyên của bất kì ai					
Sếp/Quản lí sẽ để bạn tự quyết định bạn muốn làm gì và bạn sẽ làm bằng cách nào					
Sếp/Quản lí và bạn sẽ cùng thảo luận và đưa ra những kết luận cuối cùng					
Sếp/Quản lí sẽ hy sinh những mối quan hệ với nhân viên để có được những kết quả công việc tốt hơn					
Bạn cảm thấy bạn muốn kết bạn với Sếp/Quản lí của bạn					
Sếp/Quản lí nên dùng những nguồn động viên như thăng chức, lương thưởng, nhiều ngày nghỉ hơn, vvv…					
Sếp/Quản lí sẽ dùng ít những hình phạt hơn, nhằm giảm thiểu những ảnh hưởng tiêu cực tới cảm xúc của nhân viên					
Sếp/Quản lí nên có những ảnh hưởng lớn tới nhân viên					
Sếp/Quản lí sẽ luôn ở cạnh hỗ trợ bạn					
Sếp/Quản lí sẽ luôn canh chừng công việc của bạn					
Sếp/Quản lí nên đưa ra càng nhiều đánh giá về công việc càng tốt					
Các đánh giá tích cực cũng như mang tính xây dựng nên được sử dụng đều nhau					
Sếp/Quản lí nên có một tầm nhìn rõ ràng và truyền đạt tầm nhìn đó tới toàn bộ nhân viên					
Sếp/Quản lí nên xây dựng những kế hoạch và hướng dẫn cụ thể cho toàn nhân viên					
Sự ổn định của nhóm, team nên được chú trọng					
Sếp/Quản lí nên khuyến khích những sự thay đổi và đối mặt với các thử thách					

7. Còn đặc điểm nào của hình mẫu lý tưởng về Sếp/Quản lí mà bạn muốn bổ sung không?
_____
_____

APPENDIX 3

Interview Question List

1. How long have you experienced the leadership role? (in a manger/leader position in the company)
2. Do you enjoy leading? Why/Why not?
3. Do you prefer to make decision by yourself or you will involve your team to make a decision together?
4. How do you delegate the power in your team? To what extent your subordinate can have his/her own authority in the team?
5. How often is it when your subordinate disagree with you and is willing to have an opened discussion with you?
6. To what extent can you agree with this statement: "Working colleagues are social friends"?
7. Are you more relationship oriented or task oriented?
8. How do you motivate your team? By rewards or personal influence?
9. Do you use punishments in motivating your team? Why or Why not?
10. How often do you give feedback to your employees?
11. How do you support your employees? By emotional support, personal support or expertise support?
12. Do you think it's effective to keep an eye on the employees all the times?
13. Do you have a vision or a plan for your team in a certain period? (Such as 1 year, 1 month, 1 week, etc.)
14. Do you believe in challenges, changes and transformation?
15. To what extent do you push your team to challenge themselves in order to change the status quo and to get a better result?
16. What do you think of the percentage of leaders may have the same style like you in Vietnam now?
17. Based on your opinion, what is the most/least common leadership style now?
18. What can be the impacts that have the influence on the leadership style used in the future?
19. What are the main differences between those styles now and those styles in the future?
20. What would be the most effective leadership style in the future in your opinion?

APPENDIX 4 (1)

Interview Script with the Manager X in Company X

1. *How long have you been experiencing the leadership roles? (for example, the manager or the leader in the company)*

Yes, I have been working for 10 years now and I can say that I started my leadership role for the last 4 years, 2 years in the other company and 2 years in the current company X.

2. *How many subordinates do you have in your team right now?*

Quit a big team. Today we just welcomed a new comers, and totally 16 members in my team.

3. *Do you enjoying leading?*

Oh yes, it is a really good question. Sometimes when I wake up, I really enjoy the feeling that I have a really nice team and very capable caring strong team to lead. Yes, I do enjoy leading. But at the same time, leading a team has just so much responsibility and pressure as well. But to me, most of the time, 90 % of the time I really enjoying leading my team.

4. I*s it challenging to lead such a big group of 16 people?*

Yes, I mean this is a challenging job. Because our team is just a new team in the company. Officially we just started to have this team since last September. And we are working in a new field, especially in Vietnam. Employer branding is just a normal term for the business in foreign countries, but for Vietnamese enterprise, it is a really new term. Not so many companies are practicing this right now, so we do not have any experiences or case study from other companies. And for the team, each of us do not have a direct and know – how experience in the Employer Branding. But we have so many different backgrounds, mostly in marketing, communication, also project management and Human resources. In some way, we have to find a way to collaborate and to make the best out of our team. And because employer branding is just a nice combination between marketing and human resources, and so yes, it is really interesting but at the same time challenging. We need to make the best out of each individual in our team and make a nice combination within our team.

5. *Do you prefer to make the decision by yourself or you prefer to involve your team to make the decision together?*

APPENDIX 4 (2)

Actually it depends. There is one principle for my decision making is that jobs involved with leadership or management, for example, when I have to make a decision about how to allocate the budget, or how to advocate the personnel in the team, I will rather do it by myself or with my supervisor in the company. But if I'm gonna make a decision about a project or how to turn that project, I will empower the team to do by themselves. As long as they can convince me why they have to do it that way and what is the key results, I will give them a lot freedom to the run the project by themselves, as long as they can give me the results I am expecting. So I can say that it depends on what kind of decision. If it is directed a lot about the team management, I will make it by myself. But if it is about the project management, I will empower members and make them to be project owners, so they can have so much freedom to decide what and how they do with the project, as long as they can verify the why to me.

6. *So you really delegate the power to your team members, how do you make yourself secure with that delegation?*

Yes, I have to face it at the very basic. Especially with a very young team like my team, it is the risk I have to take. But to let them experience and to grow up very quickly, it is like the thing I want to head to. However, I needed to make it very clear the "why" for every project because without it, you may can go into a wrong direction. And I have to make sure that between us, there is no confusion about why we have to do that project. For the "what", I just clarify some few things and especially the key results I'm expecting them to deliver. But for the "how", I don't really concern about it, because I want them to experience. Maybe they will fail, but to some extent, they can learn from it. But for the next projects, they can do things with less my coaching and supervising. And that's how I lead the team.

7. *Do you often have open discussion with your subordinates?*

Yes, very often. We have 15 people in our team, so every day, I will meet the project team, 3 to 4 people. Sometimes it's overlapping amongst the teams, so I will spend 15 to 20 minutes with the project team. And so, there is one leader from the project team and two leaders from the content team, I will meet them every day to update the information about the project. And on every Friday, we will have the big meeting for the whole team. And then, I will spend 15 minutes to talk to every single individual. They can tell me and ask me anything. And during the office hour, they can book me time beforehand if they want

to discuss with me something or want me to coach them, then I will prepare the material beforehand.

During a week, two small meetings will be held so that all the project teams and content teams can meet and update the information for each other, since it's really important to balance the workload within teams. And because there is a content team which is like a house – supporting team, it is really important for them to understand what's going on and they don't have much pressure from other teams.

8. *So as what you just told me, do you think it's time consuming to have a lot of meetings like that, or is it really effective with your team now?*

Yes, I have been thinking about it a lot. Before, we used to have meetings on Monday and Friday, and each last around 30 minutes. And a longer meeting on Wednesday. But I realized that it's not that effective. And then I decided to meet each team for 15 or 20 minutes. And I meet and talk to them every day too. So like every day, I spent around 2 hours but then I can get all the updated information and they can ask me whatever they want about the project. So now, I don't think we spend too much time on meeting and it's effective.

Also, we have an unofficial channel to communicate through a small chat application, so people can talk instantly over there. And thanks to the friendliness and openness, people really communicate without any hesitation and confusion. Hence, the communication within team is really good.

9. *To what extent, can you agree with the statement "working colleagues can be social friends as well". Because it is such a big difference between Western and Vietnamese working culture, that in Western world, making friends should be avoiding, but it's pretty common in Vietnam to have friends in the office.*

I agree with you. That I myself have studied abroad, and I applied a lot Western leading techniques here. For example, I don't really manage the time but I do manage the results of the work. I use tools to manage the work of the team, rather than just talking or writing down. So it may be challenging at the first time to get good results, you should get a better outcomes for the second or the third times. And at the same time, I do applied Vietnamese leadership style here, because it is the nature of our team to build a good working environment here.

I don't say that I'm trying to make my team as a family, because a family is much more complicated and require much more attachment. But I would rather say that we have

friendly relationship together, so that we can create such a relaxing and friendly atmosphere here. And I would say that I try to make an environment that people respect each other and support each other and help each other to overcome the challenges.

10. So if you can bring the friendliness to the team, it can have a lot of effectiveness or it can bring some other negative impacts as well?

Lots of Vietnamese teams running under the Vietnamese leadership style have a lot of problems because of the unfriendliness and political issues. But I'm proud to say that there is no such thing in my team. Because everyone can say anything and tell me anything they think, even when they disagree with me. They have no fear to speak out. We don't really make any negative judgements, because this is the only way we can grow without fears. So I can say that the fair politics in our team really make the friendliness and relaxing atmosphere for everyone here.

11. Are you more relationship – oriented or task – oriented?

I would say it is more result – oriented. I don't pay attention to how someone do something, but I pay attention to the actual results. What I keep telling my team is that I don't want them to work hard, but they need to work smart. So they don't need to do a lot of things, but they can still deliver the same results that I expect.
And I'm quite a caring leader. I'm trying to nurture the relationship with others, but I would say that I'm more result – oriented than relationship – oriented.

12. If there is a situation that if you have to turn down on someone in order to make sure the fine results, is it hard to be in that kind of situation?

It's really hard, but it happens for sure in every team. This situation happened to me once or twice already. But after the first time, I have learned a really important lesson that feedback is really important for this kind of situation. I need to communicate really clearly to that specific team members and discuss in detail how he/she is underperforming. I will give him/her the timeline for the development and we have to agree on that timeline

together. There are milestones of improvement and if he/she cannot do it, it will be fair for both of us that I can terminate his/her working.

They may not happy about it but it's a fair decision between us. Since we have already communicated clearly for what is the expectation. Luckily, only two cases like this happened in my team. But those people did not quite fit into the team. And they were not happy for my decision, but they can't comment anything about it, since we had clear communication about it beforehand.

13. How do you motivate your team? By rewards, punishments, or personal influence?

Since my team is pretty young and most of them are millennials. So when they are done with one project, I can give small gifts for them. Especially for girls, it's not that hard for me to choose the right gift. I spent lots of time to observe and do the research on what they like, but it's worth it. Though it's just a small gift, but it can show my recognition how they have done their tasks.

One very common thing amongst our team is that we are all caring people. And if we just show our caring to each other, they feel it right away. So I think it is kind of a motivation as well, but more about the personal influence.

And also, in the end of the year, we have the recognition session, that we see how much contribution during the year, who have improved and they can get more bonuses.

Also, we hire a lot of interns now, so that our official employees can improve their leadership skills.

I fight a lot for the management team, so that my team can have more resources to run their project, so it is easier for them to work on it. Also about the head count, I try to get more interns so my team can practice the leadership skills.

So generally, I communicate to every individual, to show how much I appreciate their job, how much I care about them as a team member, and how much I can offer my help to them.

14. Do you think those rewards and personal influence have effectiveness on the work performance of the team?

Yes, because it's the small gift that you want and you are looking for a long time. Even though I'm really busy, but still I like to observe and to listen to their stories and show my care to them. So far, it's working well in my team.

15. *How do you support your team? By instant feedback, emotional support or expertise support?*

I classified my team into three groups.

The first group is the specialists who is capable to replace me in the future. They are expertise and they have some leadership skills already. There are 4 people in this group. I spent most of time with them because they help me to carry 70% of the work. And they help me to allocate the task and to motivate people. This group receives a lot of management coaching. I always remind them that they need to grow stronger and faster.

The second group is mostly the executives of the team, who are pretty lack of soft skills. Sometimes, I do some coaching and mentoring about presentation skills and time management skills. However, I feel that they want to grow more for their expertise. So if I can answer their questions, I will go ahead. But if I can't, I will find someone else who can organize small workshop to answer those and to coach my team. I am pretty flexible with the thing that a leader don't need to know everything.

The third group is interns and junior staffs. I give them small mentoring session, but not quite often. However, the first group will help me to take care of this one. However, there is no discrimination between interns and official employees, I do have talks and discussion with them every day in the basic.

Generally, I spend my support like 50% for the first group, 40% for the second one and 10% for the third one.

16. *Do you think a leader should be the one who knows everything or he should only lead without any expertise?*

I am grateful for my first three years working, that I have learnt a lot about marketing, communication and somehow in HR. And those are all the foundation for me to lead the team confidently now, because I can have a really specific feedback on their project they are running now. And then I think a leader should have some certain skills and expertise knowledge, because without those, you don't sound convincing to your team member to follow the instruction.

But leaders should not go too much into the execution because they won't have much time to think about strategy, direction or they won't have a clear mind to control the team.

To some extent, leaders should have some expertise on the thing they are working on and leadership will come after that.

17. How far can you vision be seen ahead?

For our team, our mission is to make company X as the best working environment for young tech people. It's a big mission to deliver for such a young team.
However, we build the vision for 1 year, but we keep modify it very often. You know that we are living in a world that changes so rapidly, especially with the technology field. Anything can change after 1 night. We know our mission, but we keep our minds

open.So along the way, if we feel that we need to change the mission in some extent, we will do it. We do what we have to do, but constantly we adjust the way we do it.

18. Do you believe in challenges and changes for your team?

I'm struggling to find the strategy for the big thing. Now we have so many things to do. And the thing is like for my team, once you have done things right, you have more things to do. For my team, at first, nobody knows about us. But now, since our credibility has grown, a lot of other teams just come to us and the expectation gets so much higher. Then we have more things to do. It's interesting for sure, but stressful sometimes.
I believe that we have to grow more and constantly increase our standards. And through more things we have to start from scratch, we learn much better. For example, for our video production process, we did not know anything about it. But now, we are the first team in the company can do the video, even before the business unit.
I'm really proud of our content expertise team and channel communication management. And since we conquer the challenge, we can put higher standard than other team in the company.

19. Do you often push your team to challenge the status quo?

Yes, it's not very often. But it's more always and single day. For example, the content team, if they can write something nice today, they need to do it much better tomorrow. And if we have 100 000 views for a video, the next video should even more than that.
It's like a celling glass, you need to break it to another level. It's like a game you know, that you need to keep upgrade your level and you can't go back. You need to improve better and better.

20. How do they react?

Depends. Deep down inside, they enjoy it, because they can see their improvement and growth after a while. During the time, we can't be happy all the times but I can observe how they feel very often. So if I feel that they are too stressful and tired, I won't push them too harsh. I will empower them to take a rest and later go back and fight stronger.

I mean all of them they like the idea of challenging themselves. And practice, though we face lots of difficulties every day, we all enjoy the process.

21. Do you think in Vietnam, a lot of leaders outside also do the same thing like you?

I was working for both international and local companies. I would say it depends on the corporate culture of each company. For international company, we did practice more or less the same thing like here, like leaders give freedom and power to employees to do the tasks, as long they can deliver the results. But for very local Vietnamese company, they did not practice it. It was a bad experience for me to work with that local company. Leaders are so weak with all the expertise skills and leadership skills. They were just like the boss who pays the salary to the employees.

And for young dynamic environment, I think most of them will have open mindset to practice this kind of leadership. However, for the state company and very local company (like family oriented company) they aren't that good at this opened mindset.

22. What do you will the new trends for Vietnamese style leaders? And Why?

Because the new workforce is the millennials, we did a small research about this target. So we know how to welcome and serve you guys in the future.

I think the young people now they pay a lot of attention on the image and the tittle, like how society view them in social media and what their job is actually about. So leadership in the future has to be really clever in task assignment and design for the team members. Young people do not have much patience, so they really want to jump to the management, instead of the execution. However, in a team, not everybody can do the management job, so leaders should be really delicate in this kind of assigning the tasks to young people.

Also, young people have more tendency to perform better and better. So leaders should take care more about the coaching and mentoring.

And one more thing, constantly leaders should deliver clearly the meaning of work to employees. Young people won't pay much attention to salary and benefit, but they want to do something meaningful for them and for the society.

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23. Do you think it will be challenge for the current leaders to change and fit themselves with new trend?

Yes, it will be really challenging. Even for me, I'm 28 and I'm pretty close to the young generation right now. But there are still big differences between me and the youngest members in my team. I do recognize the differences and I respect that. I try slowly to change and communicate my effort with them, to show them that I'm working on it and I hope they can work on it with me as well.

So in my opinion, for those open minded people like who used to travel or study abroad, it's not that hard for them to change. But for those who are in the late 30s, 40s or even 50s, it will be even more difficult. But I think if they don't ignore the differences and honest with each other, it will be alright for both young people and leaders to adapt to new trend.

APPENDIX 5(1)

Scripts of Interview with the Manager Y in Company Y

1. Can you please introduce yourself and what is your experience in leading so far?

My name is Y and I work as a Chief Operation for company X right now. I just have been resided for two months now. I'm in charge of operation that is basically everything. We have numbers of departments ranging from digital to marketing, human resources and training.

The organization has about 1000 staff and is located in 50 places in Vietnam. We have been growth 300% per year last 3 years, and we plan to keep this growth rate for few more years. We aim to become 200 000 000 000 USD value company in the next 5 years. So that would be a lot of work to be done.

Before company Y, I have 10 - 15 year experience in different industries, ranging from management, consulting to HR management, training, operation and marketing.

2. Do you enjoy the process of leading? And do you find it interesting, challenging or stressful for you?

I believe that some people think about the leadership position as a reward. You work hard, and you got promotion to the leadership or management roles.

To some extents, it is correct in the sense that you have some push that you have your own office, own car. You have a lot of money that I actually do not know how much it could be.

But if you look at it from another perspective, leading a team or organization has huge responsibility. You got to be the support for everybody else. People look up for you for the direction or support and you can't just say no. That's why a lot of leaders that I know from Vietnam work really hard. And of course they enjoy it. But it is something that bring a lot of pressure and hard work and crisis. But I speak on behalf of number of people I know, leading organization in Vietnam is fun. Most of the fun comes from the fact that you are able to work with a lot of other people and you can add lots of values to what the organization is working.

And it is really fun to see the organization growing, the number increasing and the success from your subordinates. And it is the most rewarding job that I can have right now.

3. Do you prefer to make a decision by yourself or you want to involve your team to make the decision together?

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We are a startup company. Although company Y works on the F&B industry which is pretty traditional, but somehow our working style is very close to technology or Internet product Company. Perhaps it is due to the fact that most of our directors and managers are from the communication and internet industry. We run our company in an opened kind of way. We have a very flat organization that everyone can speak their mind. I don't mind if some other people look at what I'm doing and have some comments or suggestions. Sometimes it can bring some inventions as well. We celebrate and encourage other people to speak their mind and to speak up if there is something not right.

Whenever I make an important decision, I always invite other people to discuss and to provide me their diverse background and perspectives. Of course, when it comes to very hard decision or tight situation that other people can't have a consensus, I may have to jump in and make a decision on my own. That happens very rarely. Most of the time, we have time to discuss and make a decision together as a team.

4. *But is it really effective to involve lots of people? Or is it time consuming as well?*

I don't believe that there is a formula here. It depends on the situation. One example, we have a discussion about a security team to make a new policy for them. Basically, there are lots of people jumping in to the discussion, from finance, chief accountant, and operation people. Everyone was discussing to raise the salary for the security staff. I think it was consuming, because I believe that we can't talk about how high or low the salary of someone is before looking into the results that person deliver. So I told the team to stop discussing and give me the results that the team is delivering. That situation is pretty time consuming.

But there was another discussion about the loyalty program for customers. So we were talking about how many points that a customer can have a free drink and so on. In that situation, I believe that we need to spend a lot of time. I run the discussion in a lot of departments …. I call the young people inside the company who are in the same age as the main customers and try to get their ideas about what they want to have. And we have been doing it for last week. And it took a lot of time, but I want to make sure that the big decision is participatory and we are able to make the best decision.

It's hard to say when it is time consuming and when it's not.

5. *How do you delegate the power in your team? To what extent your subordinates can have the authority to do their tasks?*

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… in the organization, we don't really tell people what they are going to do. We give subordinates a lot of power to make the decision on their own. Of course, it doesn't come easily. We have to accept that in the beginning, they will not have so right decision. And we have to work a lot with them to show them that what is right or wrong, what is the lesson learned and how they can make a better decision next time. We spend a lot of time to develop our staff that way. I believe that is the only way to do if I want to have a better organization or a bigger team. I have to find a way to empower our directors, managers to be patient so they will calm down in the right time and to make good decision.

6. *Do you feel like it is a big risk to do so because of the possible failure from the subordinates and the job – hopping trend?*

Of course, there is a risk for everything. But I believe that the more risk you take, the higher the return could be. I invest a lot in our staff and we treat them well. So I think it's really hard for the competitors to take away our people…. And I believe that it's a one way direction that our organization grows 3 times per years. This year we have 1000 people but in the end, we may have from 2000 to 2500 staff. And I can't hold the decision making for myself, I must find good people to delegate. And that takes time, but it is manageable. Of course, I won't give really important decision to fresh people. So through the process, I can see how people do things and how they learn from their mistake. And I'm very confident that we have a lot of good practices from our company and lots of success from our organization about how young and bright people can learn.

7. *To what extent do you agree that working colleague can be a social friend as well?*

That happens. We are getting more active in social sphere. Lots of the staff are my Facebook friends and I talk with them through social channels. Some of them are closer with me than others. I spend time with them both in the office hour and out of the office hour. I talk with them formally and informally. But it's ok. We also build a culture that when we come to work, we are colleagues and we are cool. But out of the office, we can have a beer together. Some of my colleagues are my good friends and I spend a lot of time with them.

But it has nothing to do with the work itself. And making friends out of work can help building trust and to help us to know each other better. So that it could be more convenient to build relationship at work. I don't blame us for that. I can't think of any awkward situations at work though.

8. *Are you relationship oriented or task oriented?*

It's hard to say. In such a big organization, I need to pay attention to dynamic relationship amongst different departments. I have to know what is going on. I need to know some people better than some others, so I can be able to pick up the information and run the organization efficiency. Especially the relationship is counted a lot in Vietnam.

But in another hand, when I need to make a decision, I'm quite result oriented. I make the decision based on what is the best for the organization. I look at the relationship when I am thinking of the solution but at the defining moment, when I have to make a big decision, I will look at the big picture from the broader view. It is more task – oriented or result – oriented.

9. *Have you ever experienced the situation that you have to scarify the relationship to make sure a better result?*

That happened. I was very close to fired my best friend at work. He is a very influential manager in the organization. And somehow that guy and I have different opinions about the way we do digital marketing. So I cannot say who is right, but there is only one way that we have to follow the decision made. And when the situation like that, I don't want to think much about the relationship. When we discuss about the decision, we go through all the steps… I believe that people should move along the decision. You can disagree with the decision but you have to commit to the implementation.

So yes, most of the time relationship and task are two ways of looking into the same situation to make a better decision. But in some specific situations, I do realize that the relationship could be intervened to make sure the mutual results. So I will put the relationship aside and go ahead with the decision.

10. *Some tips to avoid this kind of situation?*

Whenever I have to make a big decision, I try to document the journey that is not only the verbal discussion but also on paper. So I put down all the elements for the consideration, to see why we need to work on some certain direction. So later on, when it is in the heated moment, everybody loses calm, and we will look back the journey….we will move on and we don't want to go back to the starting line.

The other thing we try to put the politics and the relationship on the table. I will start the conversation with like we are good friends, but you know it's important for you and your team. But if we look at the situation from the interest of our whole organization or consumers, it may not be a good thing to do. So what I'm trying to do is to separate the

relationship and the task, the right and the benefits of certain departments for the interest of company and employees.

… When it comes the decision process, we put the interest of customers first, then the interest of our staff and the last one is the interest of the organization. It's not easy but we are trying.

11. How do you motivate your team? By punishment, rewards or personal influence?

Mostly, we motivate our staff by empowerment. We believe that ownership is very important to the success of our organization. We realized that the more ownership we give to our people, the better they function in their jobs. We try to give a lot of empowerment to our staff.

The second thing is we try to customize our value proposition. So for each kind of job in Company Y, we try to customize a value. We have the management trainee program that we believe young and bright people who just got out from college can find challenges and coaching here with us. And we give them what they want….For managers and directors who are a bit older and think about shares, stock options and good salary, we will give them that. For people in a fun life and people who are students, we give them chance to explore and coaching how to make a good cup of coffee or team building activities. One thing about company Y is that we try to talk to the staff and we try to understand them. We try to really know what motivates them and try to satisfy those needs. It's not that easy when we have 1000 people to satisfy. But we are trying and based on what I see, we are doing a pretty good job. Employees are happy and the turnover rate is really low.

So, by empowerment, we can motivate the employees in the sense that they work for themselves. Hence the results will be much better.

12. Punishment is used in the organization?

We don't use the word "punishment" but we do have "incentives". And we give people assignments. If you get an assignment and you finish it successfully, you can move ahead and have bigger challenges. But if you fail, you go back to smaller assignment.

We also try to type our C&B with results. If you have good results, you can have a lot. But if you don't, then you are losing in the sense that you see people getting ahead of you…

I fired quite a number of people because we don't accept harassment, cheating. Whenever it comes to integrity, we have zero tolerance. So yes, I don't really punish people, but I design the incentive to push them hard and move forward.

13. Do you often give the feedback to your employees?

Yes, a lot. I believe that our staff can only learn if I give them good feedback.

14. Is it always an official feedback session or instant feedback?

In our industry, we are moving really fast. 300% growth rate is crazy. So we can't wait 1 or 2 per year to give feedback. I do real time feedback on the job training and coaching in the working report. In some specific cases, I let them make mistakes so they can learn on their own. On some other cases, I intervene right away and tell them what is wrong and what is right. Some other cases, I will tell them come to me and tell me the situation, so we can try to look at the problem together.

There are quite number of ways to gather and give feedback to our staff. But I believe that it should be given as fast as possible, like right away so other people can learn faster.

15. How do you support your employees? Personal support or expertise support?

Depends on the needs. I do provide some emotional support in some rare cases when I can feel it. Other cases, though it is not really what I like, but I do have to jump in and help people technically. I don't really want to do that.

16. But do you think that leaders should know everything?

Of course not. That is why we need smart people in the organization, so that they can make decision by themselves. I don't believe that leading job is to make a lot of decision. But I see leader as a person who can build a team and get a team to work together and deliver exceptional results.

A leader can only do it if they empower people and let them learn. Also, give the delegation they need.

And I make really clear to my people that I don't know about technical problem and the organization pays for them, so they should make the decision themselves and be accountable with that decision.

17. Do you believe in challenges the status quo?

As I have mentioned before, people need challenging assignment to grow. We often give them assignment so they can initiate and growth. It's ok to make a mistake, everyone does it. But it's not ok if you make the same mistake twice.

18. How do your team react?

Yes, in other places in our organization, there are people like that. But most of people who work directly with me are always thriving for challenges. And of course, I will give them and follow them to support the progress.

For those people who don't like challenges, they will be out of my team.

19. Do you think how many percentage of the leaders outside having the same leading style like you?

I don't know about the number. But in technology and startup companies or millennial organization, people are more participatory. Other places like in public sector and government owned enterprises, people still behave the same like they want to control everything.

20. What could be the most or least common leadership style?

I think it will depend on the industry, so I can't generalize anything in Vietnam. Lots of things are happening. Vietnam is still poor and having controlling government, but we have millennials and young people who travel a lot, want to bring more perspective back home and want more freedom. So I believe that it is a good mixture of everything.

21. What will the new trend for the leadership style in the future?

Of course, I believe there would be more people like me, and who are more opened to changes. That's the way to go. People will be more willing to take the ownership and who are more willing to discuss and accept the diversity. We are not only accept it but we celebrate it.

Things are happening really fast in Vietnam right now. The situation has changed a lot.

22. Do you think it would be a challenge for those current Vietnamese leaders now to adapt to new trend?

Of course I believe that leadership style will be the result of the situation. When you see that there are different opportunities, people need to adapt with those.

I see a lot of challenges but also a lot of opportunities. The economy is opening. More foreigners are working here. More people studying abroad are coming back. And all those bring a lot of perspectives and dynamic to the situation in Vietnam. I'm very confident that the future in this country will be decided by young people who are smart, hard – working and open minded.

APPENDIX 6

Hofstede's online tools for cultural dimensions.

https://geert-hofstede.com/countries.html

Country comparison

Please select a country in the dropdown menu below to see the values for the 6 dimensions. After a first country has been selected, a second and even a third country can be chosen to be able to see a comparison of their scores. To compare your personal preferences to the scores of a country of your choice, please purchase our cultural survey tool, the **Culture Compass™**.

Select a Country ▼

▼ Correctly interpreting country scores

Please note that **culture is defined as the collective mental programming of the human mind which distinguishes one group of people from another.** This programming influences patterns of thinking which are reflected in the meaning people attach to various aspects of life and which become crystallised in the institutions of a society.

This does not imply that everyone in a given society is programmed in the same way; there are considerable differences between individuals. It may well be that the differences among individuals in one country culture are bigger than the differences among all country cultures. We can, nevertheless, still use such country scores based on the law of the big numbers, and on the fact most of us are strongly influenced by social control. Please realise that **statements about just one culture on the level of "values" do not describe "reality"; such statements are generalisations and they ought to be relative.** Without comparison, a country score is meaningless.

The scores used for the fifth dimension are based on the research of Michael Minkov as published in the 3rd and latest edition of *Cultures and Organizations, Software of the Mind* (2010), pages 255-258.

Select a Country ▼   Comparison Country ▼
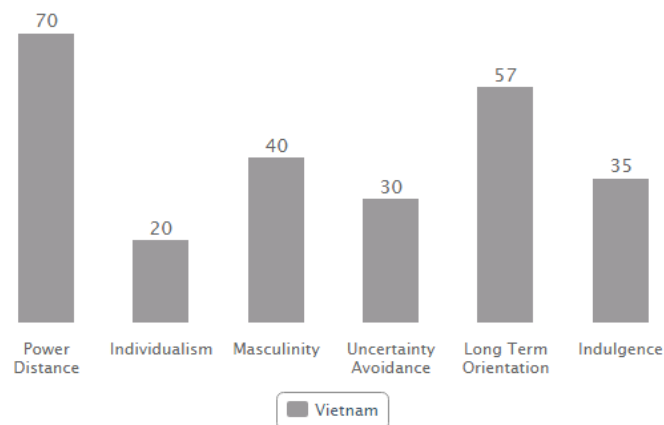
Compare your personal cultural preferences to a country of your interest — take the Culture Compass

See all tools

Vietnam

Power Distance	Individualism	Masculinity	Uncertainty Avoidance	Long Term Orientation	Indulgence
70	20	40	30	57	35

■ Vietnam

APPENDIX 7(1)

Cross tabulation made and used in the research analysis

Table 1. Cross tabulation between participants' tittles and their leaders' goal - orientation

Tittles	Your leader is goal – oriented					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	1	6	23	27	17	74
Entry – level	0	2	1	3	4	10
Junior	1	3	4	8	10	26
Senior	0	1	8	14	24	47

Table 2. Cross tabulation between participants' tittles and their leaders' relationship - orientation

Tittles	Your leader is relationship – oriented					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	1	10	28	26	9	74
Entry – level	0	4	3	1	2	10
Junior	0	3	11	3	9	26
Senior	0	3	13	12	19	47

Table 3. Cross tabulation between participants' tittles and their leaders' plan

Tittles	Your leader's plan is long – term oriented					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	1	6	32	24	11	74
Entry – level	2	1	3	1	3	10
Junior	0	4	7	6	9	26
Senior	3	2	13	14	15	47

Table 4. Cross tabulation between participants' tittles and preference for Leaders' decision

Tittles	Your leaders decide everything by themselves without consulting anyone					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	21	16	17	13	7	74
Entry – level	5	3	1	1	0	10
Junior	2	10	9	2	3	26
Senior	26	5	12	4	0	47

Table 5. Cross tabulation between participants' tittles and the freedom Leaders can give

Tittles	Your leaders let you choose what you want to do, and how you want to do it					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	1	11	35	19	8	74
Entry – level	1	0	3	4	2	10
Junior	1	2	9	13	1	26
Senior	6	3	16	13	9	47

Table 6. Cross tabulation between participants' tittles and the preferred orientation of Leaders

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Tittles	Your leaders can scarify the relationship to gain the shared goal					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
Student	6	7	29	19	13	74
Entry – level	3	3	2	1	1	10
Junior	2	5	8	7	4	26
Senior	15	6	15	10	1	47

Table 7. Cross tabulation between participants' age and the preference in punishment

Age range	Leaders should use less punishments					Total
	Very unlikely	Unlikely	Neutral	Likely	Very Likely	
20 – 25	3	14	25	29	17	88
26 – 35	5	1	13	7	9	35
36 +	3	6	11	6	8	34