

ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ
СЕМЕНА КУЗНЕЦЯ МІНІСТЕРСТВА ОСВІТИ І НАУКИ УКРАЇНИ

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Кваліфікаційна наукова праця
на правах рукопису

ЦИХЕТНЕР-ХІРТЕНЛІНЕР ДАНІЕЛА
ZENETNER-HIRTENLEHNER DANIELA

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ДИСЕРТАЦІЯ
ФОРМУВАННЯ СТИЛЮ ЛІДЕРСТВА В ПРОЦЕСІ ЗМІНИ
ПОКОЛІНЬ В УПРАВЛІННІ ПІДПРИЄМСТВОМ /
FORMATION OF LEADERSHIP STYLE IN THE PROCESS OF
GENERATIONAL TRANSITION IN ENTERPRISE MANAGEMENT

Спеціальність 073 «Менеджмент»

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результатів і текстів інших авторів мають посилання на відповідне джерело

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АНОТАЦІЯ

Цихетнер-Хіртерлінер Даниела. Формування стилю лідерства в процесі зміни поколінь в управлінні підприємством. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 073 – Менеджмент. – Харківський національний економічний університет імені Семена Кузнеця, Харків, 2023.

Дисертацію присвячено поглибленню теоретичних положень та обґрунтуванню методичного забезпечення формування стилю лідерства в управлінні підприємством в процесі зміни поколінь керівників.

Об'єктом дослідження є феномен лідерства в управлінні підприємствами. Предметом дослідження є сукупність теоретичних положень, методів, методичних підходів, методичного забезпечення щодо формування стилю лідерства в управлінні підприємством в умовах культурного різноманіття та зміни поколінь.

Узагальнено трактування визначень «лідерство» та «стиль лідерства» за допомогою контент-аналізу та морфологічного аналізу. Запропоноване уточнене трактування поняття «лідерство», новизною якого є врахування як процесів зміни поколінь в управлінні підприємством (а отже – базування на поколінських цінностях), так і крос-культурних аспектів притаманних глобальному характеру організаційних процесів. Виокремлено та узагальнено класифікацію стилів лідерства, наведено опис та порівняльний аналіз відповідних стилів лідерства.

Удосконалено теоретичні положення сучасних процесів змін в теорії лідерства, новизною яких є врахування груп компетентностей, необхідних для різних стилів лідерства (професійні, методологічні та «м'які» навички), що дало змогу сформулювати матрицю компетентностей лідерів, диференційовану у розрізі різних поколінь та особливостей національної культури.

Сформульовано положення щодо формування стилю лідерства в управлінні підприємством в процесі зміни поколінь, які включають наступні теоретичні аспекти: стиль лідерства має визначальне значення для забезпечення управління підприємством; керівники використовують стиль лідерства, який відповідає їх індивідуальним характеристикам та цінностям; різні покоління мають різні цінності, а отже – обирають різні стилі лідерства; в процесі зміни поколінь може з'явитись транзитивний стиль лідерства; існують додаткові фактори впливу на стиль лідерства: національна культура та стадія життєвого циклу підприємства, що зумовили визначення спеціальної процедури формування відповідного стилю лідерства, яка дає змогу перейти до нового стилю безпосередньо або через перехідний період, щоб допомогти керівництву підприємства досягти основних цілей.

Узагальнено основні вимоги, які висуваються до робочого середовища для забезпечення ефективної комунікації поколінь при впровадженні транзитивного стилю лідерства, які згруповано наступним чином: ставлення до роботи, організаційна структура підприємства, мотиваційні фактори, технологія, співпраця, комунікації та технології, ставлення до роботи. Це дало змогу надати співставлення характеристик поколінь і факторів, пов'язаних з їхнім співробітництвом на робочому місці.

Розглянуто відмінності між стилями лідерства, що притаманні різним національним культурам з використанням шестифакторної моделі Герта Хофстеде, та проведено порівняння основних характеристик австрійської та української національних культур і виявлено стилі лідерства, які іманентно притаманні цим національним культурам.

Проаналізовано основні підходи щодо класифікації стадій життєвого циклу підприємства. Також, з урахуванням характеристик транзитивного та трансформаційного стилів лідерства, які притаманні національним культурам України та Австрії, запропоновано матрицю відповідності кожного зі стилів лідерства різним фазам розвитку підприємства, а саме: створення, раннє зростання, швидке зростання, зрілість та занепад.

У дисертації проаналізовано та виявлено фактори, які визначають вибір між трансформаційним або транзакційним стилем лідерства на різних стадіях життєвого циклу підприємства. Також виявлено основні зв'язки зміни стилю лідерства у відповідності до поколінських та культурних особливостей менеджменту підприємства та доведена необхідність формування транзитивного стилю лідерства у випадку неможливості збереження поточного стилю лідерства або прямої його зміни.

А роботі було визначено вподобання представників покоління Z щодо цінностей їх майбутніх лідерів та очікувань від цих лідерів. Для цього було проведено анонімне анкетування 131 українських та 157 австрійських представників покоління Z щодо їх очікувань від їх майбутніх лідерів. В анкеті респонденти відповідали на сімнадцять питань, при цьому їхні відповіді оцінювались на основі 5-шагової шкали Лайкерта. Це дозволило сформулювати та підтвердити сім гіпотез, щоб порівняти очікування українських та австрійських представників покоління Z щодо своїх майбутніх лідерів. Перша гіпотеза визначає, що трансформаційний та транзакційний стилі лідерства є більш важливими для представників покоління Z в Україні, ніж в Австрії, була підтвердилася. Друга гіпотеза дала змогу виявити, що українські респонденти оцінюють лідерство, орієнтоване на виробництво, і лідерство, орієнтоване на зміни, вище, ніж австрійські респонденти, тоді як австрійські респонденти приділяють більше уваги стилям лідерства, орієнтованим на співробітників. Наступні три гіпотези, що стосувались мотивації, дозволили довести, що вища мотивація до роботи призводить до: більш високого оцінювання трансформаційного, орієнтованого на працівників, та орієнтованого на зміни стилю лідерства, незалежно від країни; більш високого оцінювання транзакційних грошових, та транзакційних негрошових стилів лідерства (із сильнішим ефектом в Україні, ніж в Австрії); але не має впливу на оцінку стилю лідерства, заснованого на транзакційних санкціях, в обох досліджуваних країнах. Щодо гіпотез про наявність взаємозв'язку між стилем лідерства та продуктивності працівників, то було виявлено, що українські респонденти з

вищим рівнем продуктивності віддають більшу перевагу трансформаційному, орієнтованому на зміни, ніж орієнтованому на співробітників (транзакційному) стилю лідерства, але для австрійських респондентів результати роботи не впливають на бажаний стиль лідерства.

Доведено необхідність врахування впливу наступних груп факторів на формування стилю лідерства: комунікація лідерів та співробітників, мотивація, взаємодія та спілкування, баланс роботи і особистого життя, гендерні особливості.

У дисертації розроблено процедуру формування стилю лідерства в процесі зміни поколінь, новизна якої полягає у визначенні взаємозв'язку між стилем лідерства, національними культурними відмінностями, цінностями та психологічними характеристиками представників різних поколінь, а також встановленні відповідностей між етапом життєвого циклу підприємства та найбільш доцільним для нього стилем лідерства. Рекомендації апробовано на прикладі трьох поколінь (X, Y, Z), які виконують лідерські функції на сучасних підприємствах. Так, проведено порівняльний ретроспективний аналіз зміни стилів лідерства на протязі історії UAS UA та Харківського національного економічного університету імені Семена Кузнеця, який дав змогу розробити методичне забезпечення та інструментарій формування стилю лідерства в управлінні підприємством.

Обґрунтоване методичне забезпечення формування стилю лідерства в процесі зміни поколінь в управлінні підприємством, яке включає процедуру формування стилю лідерства та інструментарій забезпечення формування стилю лідерства на кожній стадії та етапі процедури. Новизною є запропонована диференціація у відповідності до стадії життєвого циклу підприємства та особливостей національної культури країни співробітників підприємства або його лідера через обґрунтування побудови матриці відповідності.

Результати дисертації отримано з використанням фундаментальних положень сучасної управлінської теорії, теорії поколінь та нових концепцій

лідерства в управлінні підприємством. В якості основних загальнонаукових і спеціальних методів були використані: методи теоретичного узагальнення, аналізу, синтезу, структурно-логічний аналіз, статистичний аналіз, метод експертного опитування та анкетування, теоретико-логічний аналіз, інструменти описової та математичної статистики, кластерний аналіз, графічний метод.

Практичне значення одержаних результатів полягає в тому, що використання теоретичних і методичних положень дисертації доведені до рівня конкретних методик і рекомендацій щодо формування стилю лідерства в умовах зміни поколінь в управлінні підприємством, а саме: визначення стилю лідерства в управлінні підприємством у відповідності до фази життєвого циклу та стратегічних цілей підприємства; процедура формування стилю лідерства з урахування поколінських та крос-культурних факторів. Університет прикладних наук Верхньої Австрії впровадив такі результати наукових досліджень, що мають наукову новизну: пропозиції з формування стилю лідерства в процесі зміни поколінь на різних рівнях управління університетом (довідка від 12 вересня 2023 р.).

Методичне забезпечення та інструментарій формування стилю лідерства в управлінні підприємством в процесі зміни поколінь апробовано на прикладі трьох поколінь (X, Y, Z), які виконують лідерські функції на сучасних підприємствах. Зазначені рекомендації та пропозиції впроваджено у діяльність Харківського національного економічного університету імені Семена Кузнеця в 2022-2023 роках (довідка № 23/86-02-53 від 11 вересня 2023 р.).

Методичні положення дисертаційної роботи щодо обґрунтування теоретичних положень сучасних процесів змін в теорії лідерства, з врахуванням груп компетентностей, необхідних для різних стилів лідерства (професійні, методологічні та «м'які» навички), на основі чого було сформовано матрицю компетентностей лідерів, диференційовану у розрізі різних поколінь та особливостей національної культури та розроблена процедура формування стилю лідерства в процесі зміни поколінь, новизна якої полягає у визначенні

взаємозв'язку між стилем лідерства, національними культурними відмінностями, цінностями та психологічними характеристиками представників різних поколінь, а також встановленні відповідностей між етапом життєвого циклу підприємства та найбільш доцільним для нього стилем лідерства впроваджені в навчальний процес Харківського національного економічного університету імені Семена Кузнеця підготовки бакалаврів на факультеті Менеджменту і маркетингу за спеціальністю 073 «Менеджмент», освітньою компонентою «Основи лідерства та організаційної динаміки» та магістрів за цією ж спеціальністю за освітньою компонентою «Менеджмент організацій» в процесі проведення лекційних та практичних занять у 2022-2023 н. р. (довідка № 23/86-02-54 від 18 вересня 2023 р.).

Ключові слова: лідерство, стилі лідерства, управління підприємством, теорія поколінь, крос-культурний менеджмент, крос-культурне середовище, крос-культурні компетентності, національна культура, групи компетентностей, матриця якостей лідерів, життєвий цикл підприємства, покоління, зміна поколінь, цінності.

ABSTRACT

Zehetner-Hirtenlehner D. Formation of leadership style in the process of generational transition in enterprise management. – Qualifying scientific work on the right of the manuscript.

Thesis for degree a Doctor of Philosophy (Ph.D.) in specialty 073 – Management. – Simon Kuznets Kharkiv National University of Economics, Kharkiv, 2023.

The dissertation is devoted to the deepening of the theoretical provisions and the justification of methodological support for the formation of a leadership style at enterprise management in the process of generation transition of managers.

The object of research is the phenomenon of leadership in enterprise management.

The research subject is a set of theoretical provisions, methods, methodological approaches, and methodological support for the formation of the leadership style at an enterprise management in the conditions of cultural diversity and generation transition.

The interpretation of the definitions of “leadership” and “leadership style” is generalized using content analysis and morphological analysis. A refined interpretation of the concept of “leadership” is proposed, the novelty of which is the consideration of both the processes of generation transition in enterprise management (and, therefore, based on generational values), as well as cross-cultural aspects inherent in the global nature of organizational processes. The classification of leadership styles is distinguished and summarized, and a description and comparative analysis of the relevant leadership styles are given.

The theoretical provisions of modern processes of transition in the theory of leadership have been improved, the novelty of which is the consideration of groups of competencies necessary for different styles of leadership (professional, methodological, and “soft” skills), which made it possible to form a matrix of competences of leaders, differentiated in terms of different generations and characteristics of national culture.

Provisions regarding the formation of a leadership style at enterprise management in the process of generation transition have been formulated, which include the following theoretical aspects: leadership style is of decisive importance for ensuring enterprise management; managers use a leadership style that corresponds to their characteristics and values; different generations have different values, and therefore choose different leadership styles; in the process of generation transition, a transitive style of leadership may appear; there are additional factors influencing the leadership style: national culture and the stage of the enterprise's life cycle, which led to the definition of a special procedure for the formation of an appropriate leadership style, which allows you to switch to a new style directly or through a transition period to help the management of the enterprise achieve its main goals.

The main requirements that are put forward to the work environment to ensure effective communication between generations when implementing a transitive leadership style are summarized, which are grouped as follows: attitude to work, the organizational structure of the enterprise, motivational factors, technology, cooperation, communication and technology. This made it possible to compare the characteristics of the generations and the factors related to their cooperation in the workplace.

The differences between the leadership styles inherent in different national cultures were considered using Gert Hofstede's six-factor model. The main characteristics of the Austrian and Ukrainian national cultures were compared and the leadership styles immanently inherent in these national cultures were identified.

The main approaches to the classification of the stages of the life cycle of the enterprise were analyzed. In addition, taking into account the characteristics of transitive and transformational leadership styles inherent in the national cultures of Ukraine and Austria, a matrix of correspondence of each of the leadership styles to different phases of enterprise development is proposed, namely: creation, early growth, rapid growth, maturity, and decline.

The factors that determine the choice between a transformational or transactional leadership styles at different stages of an enterprise's life cycle were analyzed and identified in the dissertation. In addition, the main connections of the change of leadership style following the generational and cultural characteristics of the management of the enterprise were revealed, and the need for the formation of a transitive leadership style in the case of the impossibility of preserving the current leadership style or its direct change was proved.

The preferences of representatives of Generation Z regarding the values of their future leaders and expectations from these leaders were revealed in the work. For this, an anonymous survey was conducted of 131 Ukrainian and 157 Austrian representatives of Generation Z regarding their expectations from their future leaders. In the questionnaire, respondents answered seventeen questions, and their answers were evaluated based on a 5-point Likert scale. This made it possible to form and

confirm seven hypotheses to compare the expectations of Ukrainian and Austrian representatives of Generation Z regarding their future leaders. The first hypothesis determines that transformational and transactional leadership styles are more important for representatives of Generation Z in Ukraine than in Austria, which was confirmed. The second hypothesis revealed that Ukrainian respondents rate production-oriented leadership and change-oriented leadership higher than Austrian respondents, while Austrian respondents pay more attention to employee-oriented leadership styles. The following three hypotheses related to motivation made it possible to prove that higher motivation to work leads to a higher evaluation of transformational, employee-oriented, and change-oriented leadership styles, regardless of the country; higher evaluation of transactional monetary and transactional non-monetary leadership styles (with a stronger effect in Ukraine than in Austria); but has no effect on the evaluation of the leadership style based on transactional sanctions in both studied countries. Regarding the hypotheses about the existence of a relationship between the leadership style and employee productivity, it was found that Ukrainian respondents with a higher level of productivity give more preference to a transformational, change-oriented, than to an employee-oriented (transactional) leadership style, but for Austrian respondents, work results do not affect the desired leadership style.

The need to consider the influence of the following groups of factors on the formation of leadership style is proven: communication of leaders and employees, motivation, interaction and communication, the balance of work and personal life, and gender characteristics.

The procedure for the formation of the leadership style in the process of generation transition, the novelty of which consists in determining the relationship between the leadership style, national cultural differences, values, and psychological characteristics of representatives of different generations, as well as establishing correspondences between the stage of the enterprise's life cycle and the most appropriate one for it leadership style is developed in the dissertation. The recommendations are tested on the example of three generations (X, Y, Z), who

perform leadership functions in modern enterprises. Thus, a comparative retrospective analysis of the change in leadership styles throughout the history of the University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics was conducted, which made it possible to develop methodological support and tools for the formation of leadership styles in enterprise management.

The methodical support for the formation of the leadership style in the process of generation transition in the management of the enterprise, which includes the procedure for the formation of the leadership style and the toolkit for ensuring the formation of the leadership style at each stage and stage of the procedure, is substantiated. The novelty is the proposed differentiation by the stage of the life cycle of the enterprise and the characteristics of the national culture of the country of the enterprise's co-workers or its leader through the justification of the construction of the correspondence matrix.

The results of the dissertation were obtained using the fundamental provisions of modern management theory, the theory of generations, and new concepts of leadership in enterprise management. The main general scientific and special methods were used: methods of theoretical generalization, analysis, synthesis, structural analysis, statistical analysis, expert survey and questionnaire method, theoretical analysis, tools of descriptive and mathematical statistics, cluster analysis, and graphic method.

The practical significance of the obtained results is that the use of the theoretical and methodological provisions of the dissertation has been brought to the level of specific methods and recommendations for the formation of a leadership style in the conditions of a change of generations in the management of an enterprise, namely: the definition of a leadership style in the management of an enterprise in accordance with the phase of the life cycle and strategic goals of the enterprise; the procedure of forming a leadership style taking into account generational and cross-cultural factors. The University of Applied Sciences Upper Austria implemented the following results of scientific research, which have a scientific novelty: proposals for

the formation of a leadership style in the process of generation transition at different levels of university management (dated September 12, 2023).

Methodological support and tools for the formation of the leadership style at enterprise management in the process of generation transition are tested on the example of three generations (X, Y, Z) who perform leadership functions in modern enterprises. The specified recommendations and proposals have been implemented in the activities of Simon Kuznets Kharkiv National University of Economics in 2022-2023 (certificate № 23/86-02-53 dated September 11, 2023).

Methodological provisions of the dissertation work on the substantiation of the theoretical provisions of modern processes of change in the theory of leadership, taking into account the groups of competences necessary for different styles of leadership (professional, methodological and “soft” skills), on the basis of which the matrix of competences of leaders was formed, differentiated in terms of different generations and features of national culture and developed a procedure for forming a leadership style in the process of generation transition, the novelty of which consists in determining the relationship between the style of leadership, national cultural differences, values and psychological characteristics of representatives of different generations, as well as establishing correspondences between the stage of the life cycle of the enterprise and the most expedient leadership style for it are introduced into the educational process of Simon Kuznets Kharkiv National University of Economics in the preparation of bachelors at the Faculty of Management and Marketing, specialty 073 “Management”, educational component “Fundamentals of Leadership and Organizational Dynamics” and master’s degrees in the same specialty under the educational component “Management of organizations” in the process of conducting lectures and practical classes in 2022–2023 s.y. (Certificate № 23/860254 dated September 18, 2023).

Keywords: leadership, leadership styles, enterprise management, generational theory, cross-cultural management, cross-cultural environment, cross-cultural competencies, national culture, competency groups, leadership qualities matrix, enterprise life cycle, generation, the transition of generations, values.

List of the applicant's published works on the topic of the dissertation

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scientific publications of Ukraine**

1. Zehetner-Hirtenlehner D. Formation of the leadership style of Generation Z. *Actual problems of innovative economy and law*. 2023. № 3, P. 79–84. (0,64 cond.-printed sheets).

URL: <http://apie.org.ua/uk/publications-uk/2023-3/>.

DOI: <https://doi.org/10.36887/2524-0455-2023-3-12>.

2. Lepeyko T., Zehetner D., Zehetner A. Theoretical background of leadership style differentiation: generation aspect. *Вісник ОНУ імені І. І. Мечникова*. 2022. Т. 27. Вип. 3 (93). С. 66–71. (0,81 cond.-printed sheets / 0,27 cond.-printed sheets).

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3. Lepeyko T., Zehetner D. Contemporary approach to the generations transition and cooperation at modern working place. *Ukrainian Journal of Applied Economics and Technology*. 2022. Volume 7. № 4. P. 33–39. (0,74 cond.-printed sheets / 0,37 cond.-printed sheets).

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Collection and/or Scopus databases**

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INTRODUCTION

Relevance of the research. The modern operating conditions of enterprises are characterized by uncertainty, turbulence, and the presence of crisis phenomena, which in Ukraine are particularly complicated by military operations. This determines the complexity, inconsistency and tension of communications in the enterprise management system. All this requires changes in the leadership models inherent in enterprise managers to ensure the harmonization of people's interests and relationships in the process of production. These processes are very complex and contradictory, especially taking into account the change of generations of enterprise managers. The modern concept of leadership means, first of all, the creation of a new world in which people want to work, and not just have to work.

Consequently, the people who grew up in these changing environmental conditions have also changed a lot: a new generation, the so-called "Generation Z", has emerged and is starting to enter the labor market. Companies are facing new challenges and expectations, including those that rely on managers and leaders. For companies to remain competitive, they need good and motivated employees who become part of a global workforce that brings a different dimension of change, adapting to a different cultural environment. Therefore, managers have to revise their leadership strategies and concepts, trying to adapt to new environmental conditions [2].

Generational transition entails the evolution of basic leadership constructs based on the characteristics of Generation Z and national culture. Leaders need to be aware that different generations will value their leadership skills and styles differently, and cultural differences play a role in the internationalization and mobility of the workforce, making the phenomenon of digital leadership a reality.

In such a context, the transition of generations of leaders in modern enterprises acquires weight and significance as a central problem of ensuring the stability of management in conditions of uncertainty. In this regard, the task of developing

approaches to the formation of leadership style in the process of transition of generations of managers, filling with new content of tools and essential characteristics of transition stages, becomes relevant and important.

The conducted analysis proved that in the scientific literature, a fairly wide range of problems related to leadership both in general and in terms of various aspects (generational, cultural) in particular is investigated.

Among foreign and Ukrainian scientists, the problem of leadership was studied by R. Griffin, J. Phillips, S. Gully, J. Maxwell, T. Elmore and others. The issues of cross-cultural leadership were paid attention to: S. Arefiev, T. Blyznyuk, T. Vlasenko, T. Lepeyko and others. E. Abashkina [37], B. Kukhta [38], M. Logunova [39], V. Mishchyshyn [40] and others are engaged in the study of generational theory issues. The works of such scientists and researchers as L. Antonov [41], V. Bodrov [42], M. Dzevelyuk [43], O. Kilievich [44], V. Tertychka [45] and others are devoted to the study of the essence and features of changes in the style of leadership in the context of the development of the economic system and its relationship with the external global environment in which modern enterprises function and new management tools are being improved and implemented.

The results of the analysis of the scientific literature show that in domestic studies of the problem of the formation of a leadership style in management in the current conditions, a fragmentary approach prevails, which does not allow for analyzing the multifaceted nature of these issues. In scientific works, there are no unified views on the priorities of the formation of leadership style in a global, multicultural and multigenerational environment. The peculiarities and essential characteristics of leadership during the change of generations in the management of the enterprise are also not fully disclosed. The analysis of recent publications proved the relevance of studying the global experience of shaping the style of modern leaders at enterprises.

Therefore, there is a need to conduct research on the formation of leadership style during the transition of generations of managers and the need to apply new approaches and procedures in Ukraine and Austria in the conditions of the transition

of functioning in the global information environment and determine the need for further research on this issue, the choice of the goal and scope of research tasks.

Connection of work with scientific programs, plans, topics. The dissertation work was carried out by the research plans of the Poltava State Agrarian University on the scientific and applied topic “Management of national security in the context of globalization challenges: macro-, micro-regional and sectoral levels” (state registration number 0118U1005209), which confirms the relevance and value of the work research and which presents several developments regarding the development of general theoretical provisions and methodical provision of solutions to the issue of leadership style formation in the conditions of generational change at enterprises.

The purpose of the study is the development of theoretical and methodological provisions regarding the formation of a leadership style in enterprise management in the process of generational transition of managers.

To achieve the goal, the following *tasks* were set:

to summarize the definitions of the concepts of “leadership” and “leadership style”;

to improve the theoretical provisions on the formation of leadership style, generalize the classification of styles and competence inherent in each of them;

to reveal the peculiarities of generational values and psychological characteristics for managers of modern enterprises;

to identify cultural differentiation of leadership styles in the global environment;

to develop the conceptual principles of leadership style formation in the conditions of changing generations of managers at the enterprise;

to offer methodical support for the procedure of forming a leadership style at various stages of the enterprise's life cycle;

to justify the matrix of competencies of leaders, differentiated in terms of different generations and features of national culture.

The object of research is the phenomenon of leadership in enterprise management.

The subject of the study is a set of theoretical provisions, methods, methodological approaches, and methodological support for the formation of a leadership style in enterprise management in the conditions of cultural diversity and generational transition.

The following *research methods* were used: to improve the definition of the concepts of “leadership” and “leadership style” – methods of theoretical generalization, analysis, synthesis, structural-logical, content and morphological analysis; to substantiate the conceptual provisions of the formation of the leadership style in the conditions of the change of generations of managers – methods of theoretical generalization, analysis, synthesis, structural analysis; for a comparative retrospective analysis of changes in leadership styles during the life cycle of the enterprise – theoretical analysis and expert survey; to compare the expectations of Ukrainian and Austrian representatives of generation Z regarding their future leaders and hypotheses about the existence of a relationship between leadership style and employee productivity – an expert survey based on a 5-step Likert scale and the method of cluster analysis; for visualization of research results – graphic method.

Special software tools were used for modeling and calculations: statistical software, SPSS, v. 27.

The information basis of the study was made up of legislative and regulatory documents on management issues, official statistical data from the statistical information databases of the State Statistics Service of Ukraine, the results of international studies, GLOBE, Hofstede Insights, official statistical data on the functioning of industrial enterprises, published on their official websites; scientific works of domestic and foreign scientists, materials of periodicals, Internet resources, results of the author's research.

As a result of the goal of the research realization and task completion we obtained results whose scientific novelty lies in the improvement and development of theoretical provisions and methodical approaches to the formation of a leadership style in enterprise management in the conditions of generational transition of managers.

for the first time:

conceptual provisions for the formation of a leadership style in the conditions of the transition of generations of managers are proposed, based on taking into account the value orientation and cultural characteristics of representatives of the modern generation of managers, the difference of which is the differentiation of the choice of leadership style depending on the stage of the life cycle of the enterprise, which determines the main management tasks and will allow to identify the main competencies, which a leader should have at each stage of the life cycle;

have been improved:

definition of the concepts of “leadership” and “leadership style”, the feature of which is the complex simultaneous consideration of both the processes of generational transition in enterprise management (and, therefore, based on generational values) and cross-cultural aspects inherent in the global nature of organizational processes, which is the basis for the main methodological principles of its formation;

a list of groups of competencies inherent in different leadership styles (professional, methodological, “soft” skills), which made it possible to form a matrix of competencies of leaders, differentiated in terms of different generations and national culture features;

have been further developed:

summarizing the main requirements for the work environment to ensure effective intergenerational communication when implementing a transitive leadership style, which is grouped as follows: attitude to work, organizational structure, motivational factors, technology, cooperation, communication and technology, attitude to work, it allows provide a comparison of generational characteristics and factors related to their cooperation in the workplace;

the procedure of forming a leadership style in the conditions of a change of generations, which is based on determining the relationship between the leadership style, national cultural differences, values and psychological characteristics of representatives of different generations, as well as establishing correspondences

between the stage of the life cycle of the enterprise and the most appropriate leadership style for it, which includes nine stages and allows you to substantiate the matrix of correspondence of leadership styles at different phases of the organization's development (creation, early growth, rapid growth, maturity and decline).

The practical significance of the obtained results is that the use of theoretical and methodological provisions of the dissertation work is brought to the level of specific methods and recommendations for the formation of a leadership style, which to the greatest extent corresponds to generational values and the main psychological characteristics of personnel and managers of enterprises. The theoretical, and methodological provisions, conclusions and recommendations substantiated in the dissertation can be used by owners and managers of enterprises in the process of forming a leadership style under the conditions of transition of generations. The practical value of individual results is confirmed by their implementation in the activities of enterprises, namely: practical recommendations for the formation of a leadership style in the process of generational transition at different levels of management have been implemented in the activities of the Austrian university University of Applied Sciences Upper Austria, as evidenced by a certificate dated 12.09.2023; methodological support and tools for forming a leadership style in enterprise management in the process of generational transition have been introduced into the activities of the Simon Kuznets Kharkiv National University of Economics, which has been tested on the example of three generations (X, Y, Z) performing leadership functions in modern enterprises, as evidenced by certificate № 23/86-02-53 dated September 11, 2023. In the study process of Simon Kuznets Kharkiv National University of Economics, during the teaching of the discipline “Fundamentals of Leadership and Organizational Dynamics” for bachelors at the Faculty of Management and Marketing, specialty 073 “Management” in the educational component “Fundamentals of Leadership and Organizational Dynamics” in the process of conducting lectures in the academic year 2022–2023, the following achievements of Daniela Zehetner-Hirtenlehner were introduced: theoretical provisions of modern processes of transformation in the theory of leadership, taking

into account the groups of competencies required for different leadership styles (professional, methodological and “soft” skills), on the basis of which a matrix of leadership competencies was formed, differentiated by different generations and national culture; in the course of teaching the discipline “Management of Organizations” for the preparation of masters at the Faculty of Management and Marketing, specialty 073 “Management” in the educational component “Management of Organizations” in the process of conducting practical classes, the following achievements of Daniela Zehetner-Hirtenlehner were implemented: the procedure for forming a leadership style in the process of generational transition, the novelty of which is to determine the relationship between the leadership style, national cultural differences, values and psychological characteristics of representatives of different generations, as well as to establish correspondences between the stage of the enterprise life cycle and the most appropriate leadership style for it, as evidenced by the certificate of implementation №. 23/86-02-33 dated June 13, 2023.

Personal contribution of the recipient. The dissertation is an independent scientific work, all the results of which were obtained by the author personally and were reflected in scientific publications. The author's contribution to the works performed in co-authorship is listed in the list of published works by the topic of the dissertation.

Approbation of the dissertation results. The main provisions and results of the dissertation work were presented by the author at international scientific and practical conferences: International scientific forum “NEW ECONOMICS – 2019” (Kyiv, November 14–15, 2019 p.); Proceedings of the 49th International Academic Conference (Dubrovnik, Croatia, 2019); 48th Annual EMAC (European Marketing Academy) conference (Hamburg, Germany, May 24–27, 2019); 11th Regional EMAC Regional conference (Zagreb (online), September 16–19, 2020); 49th Annual EMAC Conference (Budapest: EMAC, Budapest, Hungary, 2020); Global Business Conference (Zagreb, Croatia, 2021).

Publications. The scientific results of the dissertation are reflected in 4.5 credited scientific publications of the recipient, namely: 3 articles in scientific

publications included on the date of publication in the list of specialized scientific publications of Ukraine; 1 article in a periodical scientific publication indexed in the Scopus databases; 1 individual chapter in a collective monograph. In addition to the above, the results of the conducted research are illustrated by other publications: 2 articles in scientific journals indexed in international scientometric databases, 6 materials of all Ukrainian and international scientific and practical conferences. The total volume of publications is 8.23 conditionally printed sheets; the author personally owns 3.6 conditionally printed sheets.

The structure and scope of the dissertation. The dissertation consists of an introduction, three chapters, conclusions, a list of references with 230 titles on 22 pages and 4 appendices on 45 pages. The total volume of the dissertation is laid out on 268 pages of typewritten text (11,1 auto. sheets), contains 16 figures (1 figure takes up 1 full page), 28 tables (7 tables take up 15 full pages). The main text of the dissertation is 171 pages (7,125 auto. sheets).

CHAPTER 1

THEORETICAL ASPECTS OF LEADERSHIP STYLE TRANSITION IN THE ENTERPRISE MANAGEMENT

1.1. The essence leadership and leadership style classification

Appropriate leadership should motivate employees and is designed to make them perform at their best and thus make a positive contribution to the company's success. Many variables determine the performance of a company. A general model to explain occupational performance is offered by Boyatzis' [3] contingency model of performance. He describes essential factors that lead to occupational performance. According to him, maximum performance is achieved when a person's competencies and skills match the job requirements and the organizational environment. In an update of his contingency model "Competencies in the 21st Century" [4, p. 5–12], social variables are included in the model as a component of individual skills and competencies (fig. 1.1).

"There are three clusters of competencies differentiating outstanding from average performers in many countries of the world [...] (1) cognitive competencies, such as systems thinking and pattern recognition; (2) emotional intelligence competencies, including self-awareness and self-management competencies, such as emotional self-awareness and emotional self-control; and (3) social intelligence competencies, including social awareness and relationship management competencies, such as work motivation, empathy, and teamwork." [4, p. 7]. These competencies can be influenced and improved by appropriate leadership styles.

In the context of this study, the personal variables denote the values, visions, motivation, competencies, and interests of the employees, which vary according to generational and cultural background. Job requirements consist of the responsibilities of the role and the tasks to be performed. The organizational environment includes

the corporate culture, the leadership styles applied, and the attitudes, experiences, and motivation of the leaders.

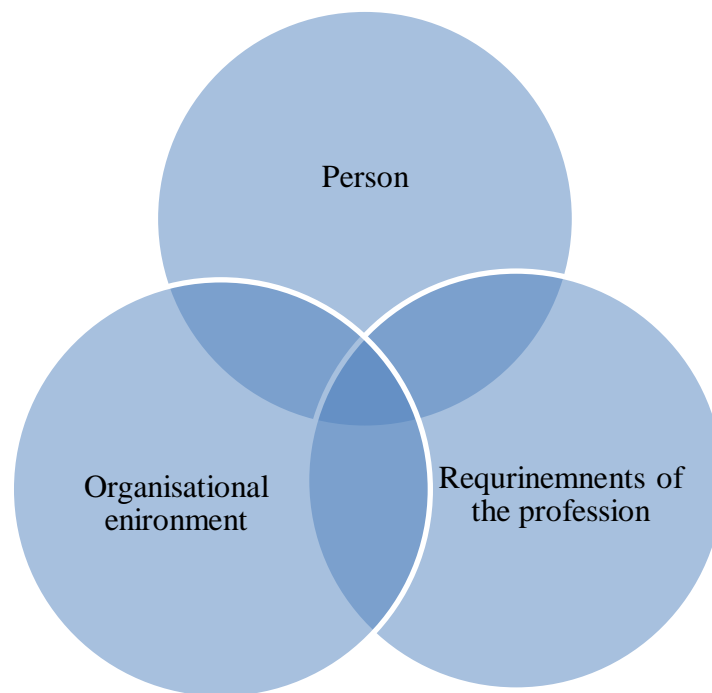


Fig. 1.1. Contingency model of performance [4]

The economic psychologist Lutz von Rosenstiel defines leadership as “goal-related influence” [5, p. 3]. Von Rosenstiel differentiates between “leadership through structures” and “leadership through people”. Examples of leadership structures are the hierarchy in a company, job descriptions, or performance incentives such as bonuses or wage increases. However, since not all circumstances and conditions in a company can be calculated in advance, and since human resources differ from other resources through individuality, self-determination, and personality, every company also needs leadership through people. Due to the increasing complexity of many work processes, people as leaders and management people are becoming more and more important. Even where leadership is provided by structures, people determine the extent to which these rules are followed. Leadership therefore depends on people and the way they interact and communicate with each other [5, p. 4].

Back in 1939, a traditional division into the three leadership styles “authoritarian leadership style”, “democratic leadership style” and “laissez-faire style” comes from the social psychologist Kurt Lewin [6]. He and his colleagues showed that each of these three styles has different characteristics and effects on performance and motivation. Since then, numerous leadership styles have been presented, discussed, and analyzed. Some of them are discussed in this chapter.

Today, leadership is a managerial and ethical category that has been discussed by different authors for a long time. Table 1.1 presents the main definitions of the term “leadership” as found in the academic literature.

First of all, it can be seen from Table 1.1 that there is no common approach to defining leadership. Most authors use the following keywords: the ability to influence, process (social, influence), guide people/activities, the function of knowing yourself, behavior, the system of expectation, vision, and values.

Despite these different approaches, the essence of leadership is mostly the same, but the authors use different terms and approaches to explain it. Ultimately, all of them are concerned with shaping cooperation with employees and among employees in a professional context in such a way that the most ideal and sustainable performance possible can be achieved for the company. This means leadership is viewed as guiding people’s activities and influence related to long-term goals and values, not just behavior or social process.

According to the subject of this thesis, not only theoretical implications but practical recommendations on leadership style changes under the process of generation transition and with consideration of different cultures are to be developed.

Modern enterprises are confronted with a complex and constantly changing environment, and increasingly challenging work processes. People as leaders and management people are becoming more and more important. Even where leadership is provided by structures, people determine the extent to which these rules are followed. Leadership therefore depends on people and the way they interact and communicate with each other [5, p. 4].

Table 1.1

Morphological analysis of the definition “leadership” (compiled by the author based on relevant literature)

Authors	Definition	Keywords
Griffin, R. W. and Phillips, J. M. et al. [7]	“leaders are individuals, who can influence others’ behavior without resorting to force, and those who are accepted by others as leaders”	ability to influence
Davis, K. [8]	“leadership is the process of encouraging and helping others to work enthusiastically toward objectives”	process of encouraging
Van Fleet, D. D. and Griffin, R. W. [9]	“leadership is an influence process directed at shaping the behavior of others”	influence process
Maxwell, J. C. [10]	“leadership is influence, nothing more, nothing less”	influence
Barnard, C. I. [11]	“leadership is the quality of behavior of the individuals whereby they guide people or their activities in organized efforts”	guide people or their activities
Bennis, W. [12]	“leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your leadership potential”	the function of knowing yourself
Koontz, H. D. and O’Donnell, C. et al. [13]	“leadership is the process of influencing people so that they will strive willingly towards the achievement of group goals”	Striving willingly toward group goals
Keys, B. and Case, T. [14]	“leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives”	process of influencing people
Handy, C. [15]	“a leader shapes and shares a vision which gives point to the work of others”	shapes and shares a vision
Hemphill, J. K. and Coons, A. E. [16]	“leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal”	the behavior of an individual
Jaques, E. and Clement, S. D. [17]	“leadership is that process in which one person sets the purpose or direction for one or more other persons and gets them to move along together with him or her and with each other in that direction with competence and full commitment”	the behavior of an individual
Buchanan, D. and Huczynski, A. [18]	“leadership is a social process in which one individual influences the behavior of others without the use of threat or violence”	social process
Drucker, P. F. [19]	“leadership is not a magnetic personality that can just as well be a glib tongue. It is not “making friends and influencing people”, that is flattery. Leadership is lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations”	lifting a person’s vision to higher sights
Prentice, W. C. H. [20]	“leadership is the accomplishment of a goal through the direction of human assistants. A leader is one who successfully marshals his human collaborators to achieve particular ends”	accomplishment of a goal
Cribbin, J. J. [21]	“leadership is an influence process that enables managers to get their people to do willingly what must be done, do well what ought to be done”	influence process
Batten, J. D. [22]	“leadership is a development of a clear and complete system of expectations to identify evoke and use the strengths of all resources in the organization the most important of which is people”	system of expectations

Traditional leadership theories emerged in the age of machine mass production (mostly in the first half of the 20th century) and corresponded to the mechanistic picture of the world: the low-skilled workers were considered cogs in the factory system and had to be instructed, controlled and monetized by (all) knowing managers, controlled and driven by monetary incentives. The leadership theories of the time were primarily concerned with the factors of success on the part of the manager – his or her characteristics, behavior, or leadership styles.

Table 1.2 presents an overview of traditional leadership theories.

Table 1.2

Overview of traditional leadership theories [23–25]

Leadership theory	Central contents	Keywords
Trait theories	Certain traits of the leader are decisive for the success of the leadership. For example: intelligence, social competence, willpower, openness to new experiences	Certain traits
Behavioral theories	Leadership success depends on the concrete behavior of the leader (task-, employee- and participation-orientation).	Concrete behavior
Situational theories	There is no universally valid leadership behavior but depending on the situation a specific leadership style is necessary.	Depending on the situation

As stated in the works of Lang and colleagues, Peters, and von Rosenstiel [23–25], depending on which determinants are in the foreground, a distinction is made between trait, behavioral, and situational theories of leadership.

For a long time, the cause of success was sought solely in the personality of the leader. Both in social science research and in everyday psychology, people thought primarily of the extraordinary qualities of the leader and his or her charisma. The personality psychology approach by Bass and Bass [26] has attempted to identify the characteristics that distinguish successful leaders from less successful ones.

The best-known and still internationally universally recognized model to this day is the (culturally stable) five-factor model developed in the work of John, Naumann and Soto, Wanous and Keon, and Latack [27, 28].

Commonly, the factors are denominated as the “Big Five” and they present the five factors that describe a personality most meaningfully. The factors each comprise a bipolar field of personality traits: neuroticism versus emotional stability, hostility

versus agreeableness, lack of goal setting versus conscientiousness, introversion versus extraversion, and closed-mindedness versus openness to new experiences. These five factors are each arranged on a continuum. In meta-analyses on the traits of the Five-Factor Model of Personality, extraversion, and emotional stability, for example, were found to be particularly relevant. However, as discussed by Bono and Judge, and by Judge et al., overall only a relatively small proportion of leadership success can be explained by personality [29, 30].

Another approach is behavioural leadership which forms the foundation of leadership style research. In contrast to the person-oriented leadership approaches, which are based on psychology and individual traits and characteristics, leadership style research focuses on the observable behavior of the leader. It is assumed that the situation has a decisive influence on whether a certain behavior leads to the desired success. The notion that there is a list of characteristics or skills that is appropriate in all situations is rejected.

Also, with this stream of research, the people being led and the relationship between the leader and the led gained more attention. Attempts have been made to identify leadership styles that lead to effective leadership in certain contexts. Under this approach, a lot of classifications of leadership styles have been developed and tested.

Aside from the traditional division into the three leadership styles “authoritarian leadership style”, “democratic leadership style” and “laissez-faire style” by Kurt Lewin and colleagues [6], another approach to classifying leadership styles goes back to the categorization of Burns [31] who distinguishes between transactional and transformational leadership. More recently, there are newer leadership styles, such as authentic leadership or ethical leadership, for instance as discussed by Anderson and colleagues [32, p. 245]. The aforementioned authors also accept generational differences when stating “What works for you may not work for (Gen) Me”. However, the authors related their works towards Generation Y rather than Z.

Numerous leadership styles have been presented, discussed, and analyzed. In the following section, some well-established leadership styles will be elaborated on more in detail.

The search for common characteristics of leaders was and is important in most cultures. In 1847, Thomas Carlyle posited that it is the “heroes”, the “great men”, who are already born leaders and that only personalities endowed with heroic potential can ever become leaders. He held that great men are born, not made. Although Carlyle is considered the initiator of this theory, many before him wrote that a leader is born, not made. Plato, Lao-tzu, Aristotle – and even Machiavelli – contributed to this way of thinking. However, numerous historical events demonstrate the moral shortcomings of this concept of leadership.

Leadership theory later evolved from the dogma that leaders are born or destined by nature to assume their role at a particular time to a reflection of certain characteristics that foreshadow leadership potential.

The first definition of the transactional style, in combination with the transformational leadership style, dates back to the 1970s. Both styles were created by the American political scientist James MacGregor Burns [31].

However, the first to transfer the concepts of transactional and transformational leadership to the field of business and further develop the approaches was the organizational psychologist Bernard Bass in his seminal book “Leadership and performance beyond expectations” [34].

Table 1.3 presents the results of the leadership style comparison analysis.

Transactional leadership is typified by an exchange relationship between an executive and his or her employees. Transactional leaders enable their followers to achieve goals in return for rewards. The rewards can be of economic (e.g., bonus payments), political (e.g., promotion), or psychological (e.g., praise) nature. Transactional leadership can be characterized by clarifying expectations, assuring performance rewards, and sanctions for non-performance.

Table 1.3

Leadership style comparison analysis

Style	Definition	Authors	Comments
Great Man Approach [33]	“Outstanding leaders were already born as such. This means that these skills are innate and cannot be learned”	Thomas Carlyle	Herbert Spencer believed that a “great man” is only able to change his society if society transforms him into it.
Transactional leadership [34]	“Transactional leadership defines performance targets. These are rewarded when met (e.g. financial bonus or praise). There are sanctions for non-fulfillment“	Max Weber first, Bernard Bass	The focus is on the basic management process of controlling, organizing, and short-term planning.
Transformational leadership [35]	“This style is about paying attention to each staff member individually and doing justice to them personally, which should motivate them and enable them to have more fun at work The leader must develop a special sense for this, where the abilities of each staff member lie and assigns them exactly those tasks that fit their abilities. In doing so, the leader emphasizes above all the meaning that lies in his or her work and that he or she makes a decisive contribution to the greater whole”	Bass and Avolio	A catalog of behaviors has been designed to ensure that a leader is particularly impressive. This is intended to create a feeling of trust, respect, loyalty, and admiration toward the leader, thus enabling above-average performance. The relationship between boss and employee is characterized by eye level and respect. Decisions are explained openly by involving the staff and also allowing them to take on more responsibility. Finally, the leader should also be a role model, because what he or she demands of others, he or she also demonstrates himself or herself, whether it is a matter of moral standards or work commitment.
Servant leadership [36]	“The servant leadership means that there is the duty of leaders with the power to serve those with less power (employees)”	Robert Greenleaf	Servant leaders have highly ethical and caring behaviors. They involve employees in decisions. They also encourage the personal growth of employees and better working conditions in an organization. They understand the wishes of other people listen to their inner voice and have periods of self-reflection.
Supportive leadership [37]	“It is a low-directive and high-supportive leader behavior. The leader listens to the needs of the employees and encourages them”	Jaramillo and Mulki	This style enables employees to be more likely to commit to their work when they feel valued and supported throughout the entire task or project lifecycle.
Situational leadership [38]	“The model proposes a leadership style that adapts to the unique circumstances of each workplace. By evaluating each employee’s ability and experience, leaders can adapt their leadership methods to encourage professional development in their employees. It results in a progression of leadership methods that continuously adapt alongside an employee’s professional development”	Paul Hersey and Ken Blanchard	A leader must adapt their leadership methods to the skills and willingness of their employees. Therefore, the Hersey-Blanchard model outlines four different leadership styles, each reflecting a certain developmental stage of the staff. These are the directing style, coaching style, supporting style, and the delegating style.
Coaching leadership [39]	“The coaching leadership style focuses on building strong relationships and attending to the individual needs of each team member”	Peesker, K. M., Ryals, L. J., Rich, G. A. and Boehnke, S. E.	Coaching leaders usually follow a mentor-mentee approach and concentrate on a balance of praise, support, and constructive feedback.
Spiritual leadership [40]	“The guidance will be based on the spiritual ideals. It is an expression of a fundamental attitude to life that permeates all areas of life”	Arnold, R.	Arnold describes the basis of spiritual leadership as a continuously reflective self-exploration and self-leadership. The spiritual leader often appears similar to a mentor in his actions: level-headed, thoughtful, and understanding.

Clarification of expectations means that a manager explains what is expected in terms of work and performance from his or her employees and what they receive in return for fulfilling these demands. By doing so, managers focus on the individual needs of their employees. Performance assurance means that a manager assures that the employees can expect their wanted rewards for their achieved efforts. Penalties for non-performance occur if an employee does not meet the outlined expectations and therefore he or she will be sanctioned or will not receive the agreed reward [24].

Transactional leadership is based on extrinsic motivation, which results from a benefit-oriented exchange of performance and rewards. Thus, transactional leadership occurs when the manager rewards or sanctions employees depending on the extent to which they achieve their tasks [24].

Transactional leadership describes an interaction between a leader and his or her employees based on a bilateral exchange. Transactional leaders support their employees in achieving their goals and the employees receive rewards for this. The rewards can be economic (e.g. bonus payments), but also hierarchical (e.g. promotion) or psychological (e.g. praise). Transactional leadership is based on clarifying expectations, and ensuring performance rewards, but also sanctions for non-performance or underperformance. We can agree with Peters that from a motivational perspective, transactional leadership is largely based on extrinsic motivation [24].

Within transactional leadership, one can distinguish between the forms of contingent reward, active management-by-exception, and passive management-by-exception [41]. Firstly, the contingent reward stands for making the expectations regarding performance to the employees clear and giving rewards depending on the level of achievement or sanctioning them, if the expectations are not met [42].

The manager identifies the needs of the employees and tries to meet these if the employees perform well. The rewarding behavior of the manager is based on the performance of the employees. This means that incentive mechanisms are utilized to enhance the attainment of corporate targets by the workforce [41].

Using incentive structures can be separated into giving employees rewards of monetary character, like salary increases and promotions, or using rewards of non-monetary character, like praise and acknowledgment. On the other hand, if employees fail to achieve the expected performance they will be sanctioned or deprived of their reward. As a result, a transactional leader uses rewards and sanctions to maintain adequate organizational processes and to improve performance [24].

Active management-by-exception means monitoring the performance of employees and interrupting their processes as soon as deviations or failures happen [42]. This means a manager continuously controls the work processes of the employees and focuses on possible negative deviances towards an assigned objective [24].

Finally, passive management-by-exception means waiting for followers to make mistakes. The leader therefore waits passively and then intervenes to bring the mistake to the follower's attention [42].

Therefore, managers keep away from the tasks of their employees and only interrupt when mistakes happen to correct them. This can be troublesome for employees as they are indirectly urged not to do more than is expected of them. Consequently, employees only do what is explicitly expected and this can prevent them from developing innovative approaches to solve their tasks [43].

Transformational leader not only identifies the needs of their employees, but the executive also tries to exceed the level of these needs to a higher level. The transformational leader tries to transform the employees' motives, values, goals, and trust. The transformation occurs by empowering employees to have decision-making authority in the decision-making process [43].

By being persuasive and having inspiring values, the executive is perceived as a role model. By having a high willingness to cooperate and having strong communication skills, the transformational leader promotes fundamental change processes. By stating a clear vision, the transformational leader communicates challenging expectations. By supporting employees in various ways to realize the

stated vision, the executive intends to increase the employee's self-confidence. Consequently, employees identify with the goals of their leaders and their organization [44].

The transformational leader appeals to the collectivistic good of the organization and thus, employees are motivated intrinsically to commit themselves to these corporate goals and want to perform beyond their expectations. Employees align their values and self-interest in favor of the organization [24].

Transformational leader, on the other hand, not only recognizes the needs of their employees, but they also try to raise these needs to a higher level, to "transform" them. The transformational leader tries to change the motives, values, goals, and trust of the employees positively. Employees are given the power to make decisions in the decision-making process. Through their persuasiveness and inspiring values, the leader is perceived as a role model. By being highly participative and communicative, the transformational leader promotes fundamental change processes [24].

For the transformational leader, the focus is on the individual: he or she sees each employee as an individual and recognizes his or her needs. Other scholars mentioned that leader becomes a mentor and focuses on learning opportunities for their employees to foster their personal growth [45].

Wegner [46] highlights positive leadership as an emerging leadership concept that builds on transformational leadership: "It is based on entrepreneurship, an optimistic attitude, an atmosphere of trust between leaders and followers, fairness and justice among employees, and, of course, hope" [46, p. 92–93].

Furthermore, a transformational leader also needs to have the following four behaviors idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence means that leaders are seen as role models by their followers, which creates trust and admiration through the leader's exemplary practice. Inspirational motivation suggests that the leader has clear expectations towards the employees and their behavior motivates employees to achieve corporate goals. Intellectual stimulation means that in contrast to the transactional leadership style, transformational leaders encourage their employees to

find innovative solutions and to have creative ideas. They want their employees to scrutinize traditional approaches and question the current status.

Thus, novel and creative approaches are encouraged and mistakes resulting from these innovative actions are not penalized. Finally, individualized consideration stands for transformational leaders seeing each employee as an individual and identifying their separate needs. They become mentors and focus on learning opportunities for their employees to encourage personal growth [45].

The first time the servant leadership theory was mentioned and defined was in Robert Greenleaf's seminal work from the 1970s [47]. According to him, there is a duty of leaders with power to serve those with less power, meaning the employees. Greenleaf's view that legitimate authority should come from meeting and serving the needs of employees sparked a movement in leadership research.

In contrast to the transformational and transactional leadership styles, the servant leadership style places the leader on the same footing as the employees and has its main focus on subordinates and ethical behavior [48]. Servant leaders involve employees in decisions and display highly ethical and caring behaviors. Furthermore, they encourage the personal growth of employees and better the working conditions in an organization [49].

Due to a tremendous increase in research in the field of leadership and leadership development at the beginning of the 21st century, various researchers defined and developed different characteristics for the servant leadership style. However, the publications lack agreement on specific characteristics to define servant leadership uniformly [50].

Harrison [45] shares the same opinion and also mentions that there are many publications about the servant leadership style, but until today not enough empirical evidence has been published to prove the validity of this theory.

Therefore, the findings from Larry C. Spears [49], who served as the president and CEO of the Robert K. Greenleaf Center for servant leadership from 1990 to 2007, are used to describe the main characteristics of the servant style for this chapter. The identified ten character traits of servant leaders are listening, empathy,

healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. According to Spears leaders are valued for their communication and decision-making skills. In addition to these important skills, the servant leader needs to commit to listening attentively to others. By doing so the servant leader attempts to understand the needs of a counterpart and assists in clearly formulating their desire. Servant leaders pay attention to what is being said and what is not being said. In addition to understanding the wishes of another person, listening further regards listening to a servant leader's inner voice and having periods of self-reflection. Next, servant leaders need to have the character trait of empathy, which means possessing the ability to understand and share the feelings of another.

Spears mentions that leaders need to welcome individuals as they are and that a servant leader sees good intentions in people's actions. Furthermore, a good servant leader does not foster averted feelings towards colleagues, although one might be compelled to disapprove of some behaviors or performances. The characteristic of healing indicates servant leaders possess the ability to heal themselves and their relationships with others. Throughout life it is normal to encounter emotional suffering, thus, servant leaders see every meeting with other individuals as a chance to impact and beneficially help them. According to Spears awareness strengthens the servant leader and supports the leader in the comprehension of questions concerning morals, authority, and values. The characteristic of persuasion means that servant leaders convince people instead of using their position of power to make decisions in an organization.

Therefore, the leader seeks to find consensus within groups instead of being authoritative. Servant leaders want to accomplish high achievements and "dream great dreams". Thus, servants take a conceptualizing perspective, which means they see passed daily operational activities and think of solving problems or even how to lead an organization abstractly. As a result, one can say that servant leaders need to be able to perform conceptual thinking, which is commonly known as thinking outside of the box. Next, the characteristic of foresight means being able to predict

the most probable result of an event. Foresight itself is hard to define, however, foresight does not mean having the ability to predict the future. Foresight refers more to being able to reflect on lessons from the past, realizing signs in the present, and then making a decision for a better future. The next characteristic defining servant leaders is stewardship. According to the Cambridge Dictionary, stewardship is defined as a person having stewardship over something or somebody, and it describes the way this individual controlling or organizing them [51].

Spears interprets stewardship in the context of servant leadership as committing to being attentive to the needs of other individuals. Therefore, being open to the wishes of others and being persuasive is appropriate rather than controlling them. In addition, servant leaders see their employees as more than workers contributing to an organization. Therefore, servant leaders are dedicated to improving personal growth within their employees. Even if this commitment does not bring personal value to the servant leaders. “In practice, this can include (but is not limited to) concrete actions such as making funds available for personal and professional development, taking a personal interest in the ideas and suggestions from everyone, encouraging worker involvement in decision-making, and actively assisting laid-off employees to find other positions” [49, p. 29].

Furthermore, as organizations become bigger and bigger, servant leaders notice that the feeling of community is lost. Thus, servant leaders try to look for ways to develop and increase community feeling within an organization [49].

In the following, the supportive leadership style is described as part of the path-goal theory. Additionally, supportive leadership is also mentioned in the situational approach paradigm in the leadership literature.

The path-goal theory appeared in the leadership literature in the 1970s and describes how leaders can motivate their followers to achieve assigned goals. The main authors who wrote about the path-goal theory were Evans, House, and Mitchell [52, 53].

The path-goal theory aims to maximize followers’ performances and satisfaction. This is achieved by shifting the focus to followers’ motivations and the

characteristics of work tasks. In the beginning, the path-goal theory was seen as highly innovative because it focused on followers' needs and motivations, which was in contrast to the main focus on tasks and relationships [54].

Compared to the situational approach, which in brief emphasizes that a leader needs to adjust to the so-called development level of a follower, the path-goal theory focuses on the relationship between a leader's behavior, the characteristics of work tasks, and the characteristics of a follower. The three characteristics of a work task are the creation of a followers' task, the formal authority system of an organization (hierarchy), and the primary work group of a follower.

These three characteristic features can motivate salespeople on their own and in some cases do not require a supportive leader. For example, if in a sales organization, there are strong norms within a sales group present and an established hierarchy system exists, then a situation that requires a clear and logical approach will be experienced as easily feasible by salespeople and they will not require a supportive leader who clarifies the obvious goals. Thus, sales leader followers are motivated, because they sense that they can achieve their tasks and that their work efforts are of value to the selling organization.

However, the task requirements of followers that are unclear to them or can be interpreted ambiguously require support from the leader and structure. Also, work tasks that are recurring require input from supportive leaders, as they have to motivate their employees and keep their motivation going.

Next, supportive leadership is well-suited for tasks that are structured, but perceived as unsatisfying or frustrating by followers. The supportive style therefore tries to complement these deficiencies by providing followers with humanity and identifying what will motivate followers. Additionally, in work settings where the primary work group of followers lacks team spirit, the supportive leader intervenes, encourages group cohesion, and creates role responsibilities. The characteristics of the followers define how the behavior of a leader is understood by the followers in a particular work environment.

According to Northouse research has concentrated on the followers' needs for affiliation, preferences for structure, the desire for control, and the self-perceived level of ability to perform a task. These characteristics define to which extent followers perceive a leader's behavior as satisfactory or as crucial for their future contentment. Followers' need for affiliation can be described as salespeople wanting to connect or associate themselves with a selling organization or their sales leader. This is the only follower characteristic that fits the supportive leadership style.

Therefore, the path-goal theory suggests that followers who have a profound need for affiliation favor being led under the supportive leadership style. This is because the friendly and concerned behavior of the leader is a source of satisfaction for the sales employees. This means, that a leader has to make use of a leading style that fits the motivational needs of a follower. To motivate employees to reach their assigned goals leaders provide their followers with needed information or use incentive structures in the work setting. The path-goal theory emphasizes that leaders can be highly effective if their behaviors complement perceived deficiencies by their followers. This means that a leader's behavior is decisive for an employee's job satisfaction and job performance. In other words, the path-goal theory assigns leaders great responsibility for creating and enabling a beneficial, productive, and safe working environment to facilitate followers to reach their targets [54].

Jaramillo and Mulki also state that the supportive leadership style is an important element of the path-goal theory and that it is the sales leaders' responsibility to formulate clear goals, remove obstacles from the followers' path to reach the assigned goal and provide rewards if the expected target is reached [55].

The famous leadership author Bass states that leaders clarify the followers' roles, which means they elucidate exactly which outcome and performance is expected from the employees. Additionally, leaders can give rewards to subordinates upon the achievement of goals. These inducements can then be made dependent according to the satisfactory performance, meaning the size or value of the rewards can be changed to increase the motivation of the employees [26].

A major component of the path-goal theory is the behavior of the leader. The primary four leadership behaviors mentioned by Northouse are directive, supportive, participative, and achievement-oriented. As the directive, participative, and achievement-oriented behaviors are not important for this chapter, they are not explained in further detail. However, the supportive style means being friendly and accessible as a leader. It includes caring for the well-being and needs of followers. Leaders who choose supportive behavior strive to make the work pleasant for their followers, which in return gives the devotees the necessary confidence for achieving designated goals. Furthermore, supportive leaders consider their followers as people of equal status and respect their employees [54].

Reasons given by Jaramillo and Mulki, why supportive leaders succeed, are their abilities to actively listen, to reply effectively to employees' concerns, and being able to create a demanding working atmosphere, which in the end benefits the employees. Furthermore, sales leaders inspire their salespeople, who in return reply with their best efforts to achieve better results and put in special efforts to meet customers' requirements [37].

The situational approach by Hersey and Blanchard does not focus on one or more optimal leadership qualities, but rather on the respective situations that leaders encounter with their employees. In Blanchard's opinion, there is not one exact leadership style that fits best to every employee. Therefore, he developed together with Hersey the situational approach [56].

This theory argues that certain situations demand different requirements, which leaders must recognize and adjust their behaviors accordingly to achieve leadership success. Thus, the given situation determines the appropriate kind of leadership, and to be an effective executive, a sales leader has to adapt his or her form of leadership to the situational context [24, 54].

The situational leadership II model is a refinement of the first model and is built up by the dimensions of directive and supportive behavior. The dimension of directive behavior assists group members in achieving objectives by providing instructions and directions, setting goals and forming evaluation methods,

establishing time schedules, defining roles and, indicating how the assigned objectives are to be fulfilled. Directive-based behavior allows clarification of what needs to be carried out, how it needs to be carried out, and who is accountable for carrying it out. Three keywords that can be used to define directive behavior are structure, control, and supervision. Next, the dimension of supportive behavior assists group members in feeling comfortable with their associates, themselves, and a given situation. The aspects of social and emotional support are important within the supportive behavior dimension. Thus, supportive behaviors displayed by leaders mentioned by Northouse are considering employees for input, solving or assisting in solving problems for employees, giving praise to employees' performances, sharing personal information, and listening. Three keywords that can be used to define supportive behavior are praise, listening, and facilitating [54, 56].

Contrarily to the path-goal theory, the situational approach discusses that leaders must evaluate their employees' competencies and degrees of commitment regarding an assigned goal. By doing so, leaders can find out what is required in a certain situation and which behavior is appropriate to meet the needs of the employees. In more detail, the situational leadership approach assumes that the skill sets and motivation of employees vary over time. This means, that situational leaders have to constantly assess their employees' needs and adapt their levels of supportive or directive behavior accordingly. Effective sales leaders, therefore, can judge situational requirements accurately and choose a leadership style that will meet those necessities [54]. The defined leadership approaches of the situational leadership model are the directing style, coaching style, supporting style, and the delegating style (fig. 1.2).

As depicted in the situational leadership model on the previous page, the leadership styles, which are defined as S1, S2, S3, and S4, of a leader, depending on the development levels of the employees or the person in charge of the task, which are defined as D1, D2, D3, and D4 in the model. The directing style (S1 – D1) is a high-directive and low-supportive leader behavior and the leader clearly explains to an employee what has to be done, how the goals should be achieved, and by when.

The directing leader knows the solution, directs what has to be done to the employees and supervises their implementations. Furthermore, directing leaders find themselves setting timelines and goals for their followers [56].

The development level of the follower is low and therefore the employee can be defined as low in competence, but highly committed. Thompson and Glasø characterize employees at this development level as enthusiastic beginners [57].

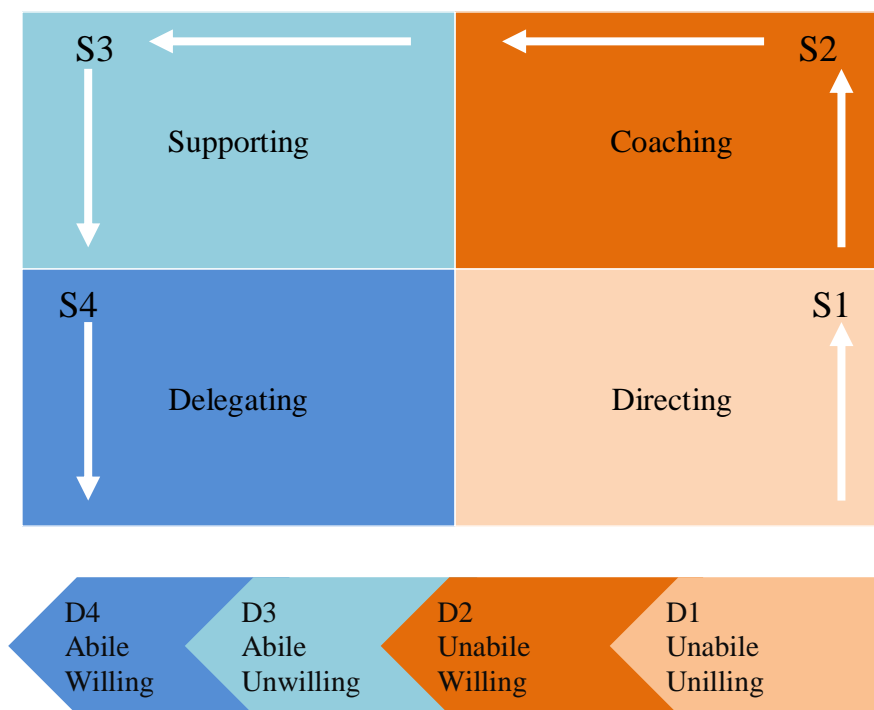


Fig. 1.2. Hersey-Blanchard Situational Leadership Model II [56, 57]

The coaching style (S2 – D2) is a highly directive and highly supportive leader behavior and the leader still provides direction but increases two-way communication. This means, that a leader should listen to an employee's feelings and suggestions, and consider ideas for their appropriateness. However, the leader is still in charge and makes the decisions. The development level of the follower is on the second level and the employee is still to some sort of extent inexperienced and lacks commitment to take responsibility. Therefore, the coaching style is considered to be appropriate, because the leader still guides the employee, and builds confidence and

motivation by giving support [56]. Thompson and Glasø characterize employees at this development level as disillusioned learners [57].

The supportive style (S3 – D3) is a low-directive and high-supportive leader behavior and the leader provides recognition accompanied by listening to employees' needs. The leader encourages followers and gives them the feeling of being heard. The employees led by a supportive leader are competent, but still do not fully commit to solving tasks or want to take full responsibility for decisions. This is due to a lack of motivation or confidence. Thus, leaders try to slowly encourage their followers by giving them control over day-to-day decisions or by improving their skills needed to solve a task successfully and confidently [56]. Thompson and Glasø characterize employees at this development level as capable, but cautious performers [57].

The last leadership style defined in the situational theory is called the delegating style (S4 – D4). Leaders display low-directive and low-supportive behavior and allow their employees a great sense of autonomy. The leader does not have to direct or support employees, since they are highly motivated and highly competent in achieving their assigned tasks. A minimal level of delegating, meaning offering little direction and support, is considered to be effective. When leaders find themselves engaging in the delegating style, they know their employees are highly experienced and can answer questions regarding how to solve a task, by when they will have it finished, and do not require supervision by their leaders [56]. Thompson and Glasø characterize employees at this development level as self-reliant achievers [57].

Important aspects of the coaching style have already been presented as part of the situational leadership model II by Hersey and Blanchard. However, Peesker and associates [39] additionally define the coaching leadership style with a more recent approach and outline a specific relevance for sales. Coaching leadership is defined as the provision of individual, practical support and guidance to help salespeople identify unknown areas where they can enhance their work performance. Furthermore, two subthemes concerning the coaching style were identified in their

qualitative study, which was carried out together with sales leaders and salespeople [39].

The first subtheme mentioned focuses on coaching as a tool to enable individual employee development and opportunities for personal growth. Sales leaders raised the significance and highlighted the importance of interactive coaching meetings, comprising both consultation and feedback, which can be used for individual employee development. In addition to that, the majority of the questioned salespeople expressed a desire to contribute to coaching sessions, where the leader asks coaching questions and productive two-way communication occurs. Thus, important skills for sales leaders willing to practice a coaching leadership style are being able to attentively listen, ask followers the right questions, and provide constructive feedback.

The second subtheme mentioned by Peesker and colleagues is called coaching the sales process, which contains two important aspects. First mentioned is the art of selling, incorporating strategically coaching customer opportunities. In second place is the science of sales, which includes the usage of “leading and lagging” indicators as a means of coaching. The art of selling is defined as coaching the sales staff on creating a sales strategy, making deals, deals, and further developing customer-related topics. On the other hand, the science of sales focuses on the definition and measurement of sales activities using metrics. An example of a lagging metric is a sales result, as it can only be evaluated after sales activities have been completed.

Examples of leading metrics are measurements around sales activities and behaviors of employees like performed product demonstrations, sales calls or needed coaching sessions. Compared to lagging indicators, leading indicators have the advantage that they signal, for example, when sales staff deviate from their targets or have problems and therefore allow in-time intervention by the leader. Sales leaders then question their salespeople about how they perform certain tasks or which approaches they choose and why. Again, by asking the right questions the employee discovers possible ways to solve the current situation and becomes conscious of things which were unaware before. Ultimately, the leader becomes a facilitator of

self-coaching for the employees. However, providing too much coaching as a leader can be accompanied by the risk of hindering effective sales performances of sales representatives and by being perceived as distracting and annoying. For example, if sales leaders insist on sales employees achieving a certain amount of sales calls, meaning fulfilling a leading indicator, or exhibiting too corrective behaviors, like demanding weekly reports of customer meetings, negative feelings could be built up and cause adverse reactions of sales employees [39].

Authentic leadership is a style that made its appearance in recent leadership studies and publications about leadership in general [39, 54, 58]. A reason why this leadership style has gained popularity is due to corporate scandals related to sales and thus, individuals demanding credible leaders who act honestly and with good intentions. Although there is no uniform definition for the authentic leadership style, researchers agree on the definition of authenticity. Authenticity is defined as referring to personal experiences that an individual has, such as thoughts, emotions, wants, likes or convictions, which are often expressed by the term “to know oneself” or to become aware of one’s true self. Authenticity also means that authentic people truly express themselves how they feel, and act according to their real inner thoughts or feelings, and that this expression cannot be falsely exhibited [59].

Since there is no common agreement on how to define authentic leadership, Northouse mentions different viewpoints that can be used to describe the authentic paradigm and each viewpoint has a separate significance. The viewpoints referred to are the intrapersonal perspective, the perspective of authentic leadership being an interpersonal process, and the developmental perspective. The intrapersonal perspective puts the main focus on a leader’s self and how he or she feels. Furthermore, this perspective comprises a leader’s self-knowledge, self-regulation and self-concept. Northouse refers to leaders displaying convincing and natural behavior and that the intrapersonal perspective puts special importance on the experiences that have been made in the course of the life and career of a leader. The interpersonal perspective emphasizes the built relationship between a leader and a follower. The relationship was not just built from leaders’ efforts, but also from the

responsive reactions from followers. Thus, authenticity arises from the cooperation between a leader and his or her followers. It is a two-way process, meaning that leaders influence their followers and the followers influence their leaders [54].

Lastly, the developmental perspective describes that authentic leadership can be evoked in a leader and, therefore, nurtured. This view believes that authentic leadership develops in people throughout their lives and is triggered by significant life events, such as a serious illness or a new career. Using a development-based perspective, Walumbwa and associates conceived authentic leadership as patterns of leadership behavior that grow out of, and are based on, positive psychological qualities and strong ethics of a leader [60].

A practical approach to how to apply the authentic leadership style is defined by Northouse according to Bill George's authentic leadership approach. Based on George's research findings and their own experience as a CEO, Northouse outlined five main characteristics of an authentic leader in five dimensions. The dimensions are purpose, values, relationships, self-discipline and heart. The dimensions mean that authentic leaders demonstrate the characteristics of having "a strong sense of purpose", having "strong values about the right thing to do", establishing "trusting relationships with others", demonstrating "self-discipline" and acting "on their values" and, finally, being "sensitive and empathetic to the plight of others" [54, p. 459].

A theoretical approach to the authentic leadership is given by Walumbwa and associates who performed expert interviews to determine which elements are essential to authentic leadership and to establish a proper conceptual construct. The research conducted by Walumbwa and associates unveiled four components that are essential for the authentic leadership theory: self-awareness, internalized moral perspective, balanced processing, and relational transparency [60].

According to Northouse [54], self-awareness relates to personal perceptions made by a leader. Self-awareness is also the first domain of emotional intelligence, which has been formulated by Ingram and associates as a valuable construct for sales leadership research [61].

Goleman [62], famous for his publications on the topic of emotional intelligence, defines self-awareness as having a thorough understanding of personal emotions, strengths, weaknesses, needs and drives. Self-aware people can be characterized as knowing their emotions and how these can affect themselves, others and their work performance. In a sense, they are honest and true about their feelings to themselves and fellow human beings. By experience, highly self-aware individuals know how their emotional states can influence their actions and how they could affect other people. Goleman also states that individuals who are self-aware deeply understand their values and goals and know where they are heading in life and why. The decisions made by self-aware people are consistent with their beliefs and values.

Thus, Northouse says that self-aware leaders know their true selves and this enables them to have strong foundations for their decisions and actions. As a result, leaders with high levels of self-awareness are perceived as authentic by their followers. The internalized moral perspective describes authentic leaders as being in control over a so-called self-regulatory process. This process refers to leaders utilizing their values and ethical standards to lead their behavior instead of being controlled by external influences, like peer pressure or societal pressure. Self-regulatory means that the leaders are in charge of controlling to which extent they are affected by exterior pressures. Therefore, leaders who act in line with their expressed values and morals are perceived as authentic by their followers [54].

Balanced processing refers to leaders' skills to analyze information objectively, to examine others' viewpoints and to consider those before making a decision. Balanced processing additionally means avoiding favoring certain matters and remaining impartial. Listening to the opinions of counterparts who do not agree with the leader's judgment and taking full consideration of their viewpoints before taking action also apply to the view of balanced processing on authentic leadership. Finally, relational transparency means that leaders present themselves to others honestly and truly as they are. This can be controlled by the leaders and it can be decided to which extent transparency of their true self is shown. Relational transparency arises when leaders disclose their feelings, values, motives and beliefs to others. It is about

displaying positive and negative aspects of one's character and about being able to openly express oneself in relationships that involve others [54].

The servant leadership theory was presented by Robert Greenleaf [63]. Dealing with power is an essential element of servant leadership theories. Leaders have to serve those with less power (i.e., employees). In contrast to transformational and transactional leadership styles, the servant leadership style places the leader on an equal level with the employees and focuses on the subordinates and his or her ethical behavior towards them [64]. Servant leaders involve employees in their decisions and demonstrate a high level of caring behavior. They support employees' personal development and improve working conditions in an organization [49]. This style acknowledges the need to be authentic in interactions with employees, but the motivation of servant leaders is more philanthropic, "[...] because they are driven by either a sense of a higher calling or an inner conviction to serve and make a positive difference for others" [65, p. 113]. Harrison [45] however criticizes the lack of empirical evidence that has been published to prove the validity of this theory.

The supportive leadership style is described as part of the path-goal theory and is also mentioned in the paradigm of the situational approach in leadership literature. The path-goal theory appeared in the leadership literature in the 1970s. It generally describes the process of how leaders can motivate their employees to achieve the goals assigned to them. The path-goal theory seeks to maximize employee performance and satisfaction. This is achieved by shifting the focus to employee motivation and job task characteristics.

Schuetz [66] presents four types of leadership behavior within the framework of the path-goal theory: directive leadership, supportive leadership, participative leadership and performance-based leadership. However, the author warns that all types are context-dependent and should be used by the same leader in different situations. This is also particularly important concerning generational and cultural differences.

Coaching leadership is defined as the provision of individual, practical support and guidance to help employees identify unknown areas where they can improve

their work performance. However, if the manager provides “too much” coaching, there is a risk that it can hinder effective employee performance and even be perceived as distracting and annoying. For example, if the manager insists that employees make a certain number of sales calls to meet a leading indicator agreed upon in the coaching, or if he or she is too corrective in behavior, for example, by requiring weekly reports on customer meetings and a discussion about them, this can create negative feelings and lead to undesirable reactions from employees [67].

The path-goal theory of leadership by Evans [68] is the first theory to consider the motivation of the leader in the sense of a situation variable [69]. This theory postulates that leaders, as enablers, can influence the motivation of those they lead through appropriate leadership behavior by making the achievement of goals easier or more attractive for the employees. The task of the leader is to: explain the goal; set relevant goal incentives; show the way to achieve the goal; support the employees in this way and remove organizational obstacles.

The core of the model is formed by four possible behaviors of the leader: directive, supportive, participative and performance-oriented leadership was also mentioned by House and Mitchell [70]. These behaviors influence the expectations of the employees, which are determined by the situation variables “characteristics of the led” and “characteristics of the work task”. The “characteristics of the led” are the need for personal attention from the leader, the need for clear structures, the urge for self-control and the confidence in one’s abilities). The “characteristics of the work task” are: the organization of the workgroup, the organization of the company, the structure of the task, the level of stress and risk, and the variety or monotony of the work.

The basic idea of the paradigm shift in leadership is that the leader should give the employee what he or she in the situation needs to motivate them.

Situational leadership approaches are criticized for the fact that central basic concepts of the theory are formulated in such a way that they cannot be (precisely) measured or operationalized and thus cannot be empirically tested. Nevertheless, the

merit of these theories is the realization, which is still valid today, that not every situation must be managed in the same way.

Since neither trait- nor behavior-oriented approaches could exhaustively explain leadership success or failure researchers in the 1960s began to look primarily for situational variables that influence leadership outcomes. The view is that the effect of a certain leadership style on leadership success depends on the leadership situation. The following approaches can be distinguished.

The situational leadership theory of Hersey and Blanchard [38] recommends different leadership styles depending on the work-related and psychological maturity of the employees. From the two basic directive, task-oriented and supportive, employee-oriented leadership behaviors four possible combinations of task orientation and employee orientation are derived:

1) instructing (“telling”). This represents communication in one direction, namely from the supervisor to the employee. The supervisor tells his employee (or his team) what tasks, how, why, when, and where to perform them.

2) arguing (“selling”). Again, the supervisor gives direction, but the communication is now two-way, and the employee communicates the task in such a way that he or she takes ownership of it.

3) participating. Here there is a shared decision-making process about the work. The supervisor is less likely to give direct work instructions and more likely to make an effort to build a relationship with the employee.

4) delegating. While the supervisor remains involved in decision-making, the employee or group now has the task and responsibility for execution. The supervisor continues to monitor execution and results.

The two authors assume that no leadership style is best for all situations and all conditions. According to their theory, the leader must adapt to each given situation to be successful. Situational variables include the employee’s ability concerning the task to be accomplished, i.e., the level of expertise, skills, and experience, and the willingness or motivation to accomplish the task. The appropriate management style is determined based on the employee’s maturity level.

Building on the maturity model of Hersey and Blanchard [38], the situational (contingency) theory of leadership effectiveness by Fiedler [71] recommends that the leader should be brought into a situation in which he or she can achieve the best leadership performance according to to to to his or her natural leadership style.

To determine a person's task- or employee-oriented leadership style, Fiedler [72] developed his measurement scale, the Least Preferred Co-worker Scale (LPC). To describe the situation – three variables that together determine the “favorability” of the situation are highly important for leadership success. These are: the relationship between leader and led, task structure, and positional power.

A high degree of power and influence is given if all three variables are positive. The variable “relationship between leader” and “relationship between leader and led” has the strongest effect and the variable “positional power” has the least effect on situational “favorability”. The contingency theory postulates that by determining the leader's style of leadership and the “favorability” of the situation, it is possible to predict leadership success.

1.2. Theoretical analysis of the contemporary process of change in leadership theory

Many scientists talk about megatrends that will trigger a process of change in organizations and companies. Successful managers should recognize these megatrends for successful change and use them as an opportunity to lead organizations successfully into the future.

An example of a new demand on leadership can be seen in the “double aging” of the Western industrial nations: people are getting older, while at the same time, the birth rate is falling. In the long term, this leads to dramatic consequences for organizations, managers and employees [73].

The challenges to be overcome lie in adapting work processes and content to the needs, competencies, and skills of an aging workforce, to counteract stereotypes against older employees, maintaining the health of employees to support them in their work, and encouraging them to remain active in the organization. Demographically leadership – also given the talent shortage – is described as a fundamental competence for future successful leaders [73].

Another challenge is the growing complexity that companies are facing today – and even more so in the future. The complexity and the challenges this situation poses for managers and companies are very important to know. In addition, the dangers of reducing complexity and typical mistakes in dealing with complexity and the requirements for good complexity management are a challenge for companies and managers [74].

Another challenge is seen in dealing with uncertainty. While organizations are geared toward mastering uncertainty, leadership is to manage uncertainty [75]. The special feature: Elbe describes uncertainty, if it is not to be mastered, as a resource and source of innovation for leadership. A central task for the future of leadership is the promotion of resilience and salutogenesis [75].

The Israeli sociologist Aaron Antonovsky coined the term salutogenesis, meaning the emergence and maintenance of health. In the 1970s, salutogenesis represented a new approach to health. The Antonovsky model [76] describes the metaphor “life is a river”. Unlike classical medicine, in which the question of what keeps a person healthy does not occur. Classical medicine focuses primarily on the physical symptoms. Antonovsky vividly depicted the different perceptions of his model and classical medicine in a metaphor. In this metaphor, he describes life as a river in which man must assert himself by swimming. The river causes always new situations and possible sources of danger. The speed of the flow is constantly changing. The water glides along sluggishly in places and it also comes to dangerous rapids again and again. Turns require the swimmer to decide in which direction to continue. Classical medicine sees its role in this picture as pulling the swimmer out of the river whenever he is in danger of drowning. When he is released into the stream

after recovery, however, he has not learned how to deal with the dangers better. The same threatening situation can come up again and again. It refers to the individual development and maintenance process of health. According to this concept, health is not to be understood as a state, but as a process.

The manager of the future should say goodbye to the idea that traditional management techniques and management systems are unchangeable. With concepts from the last century alone, it is hardly possible to implement sustainable changes in companies. A “continuous improvement process of leadership” is required. This means that the change of leadership instruments should be regarded as a guarantee of success as naturally as the new development of products and services.

Task- and relationship-oriented leadership theories were among the first conceptual approaches underlying today’s interpretations of leadership styles [71, 77]. The addition of aspects of change-oriented leadership by Ekvall and Arvonen [78] to this dual concept represents a significant extension. This is based on their argument that the two-dimensional model of leadership (task versus relationship orientation) may not be sufficient for companies to be competitive in a rapidly dynamic environment. Leadership orientations can thus be divided into three dimensions, employee orientation, production orientation, and change orientation [78] (Ekvall and Arvonen, 1991). These have become known as the CPE model (Table 1.4).

Although employee orientation and production orientation reflect the essence of relational and task-oriented leadership styles respectively, change orientation has been empirically demonstrated to be a valid construct and independent of the other two factors [79, 80].

When Bernard Bass became aware of the book “Leadership” by the political scientist James M. Burns [31], the development of the concept of transformational leadership began. Burns analyzed the phenomenon of leadership in the context of political upheavals in history and the behavior of the leaders associated with it and came to the conclusion that particularly successful leaders transform their followers. Transforming means convincing the followers of a higher goal, to inspire and

mobilize them, instead of – as less successful leaders do – only motivating them to behave in the desired way (e.g., jobs in exchange for votes). Bass [34] developed the concept of characteristics of behavior for management which opens up the possibility of training transformational leadership.

Table 1.4

**Ekvall and Arvonen's [78] CPE model description
(summarized by Othman et al. [81])**

Dimensions	Definition	Relevant Underpinning Concepts/Theories
Change-orientation	“A leader is interested in innovation, creativity, and new ways to accomplish tasks. By learning and adapting to change the status quo, the leader is also a risk taker as well”	Developmental culture (Denison and Spreitzer, 1991), openness to experience (Costa and McCrae, 1992), double-looped learning (Argyris, 1976)
Production-orientation	“Leader concentrates effort on achieving goals, thus engaging subordinates in work activities in task accomplishment roles”	Rational culture (Denison and Spreitzer, 1991), concern for production (Blake and Mouton, 1964), need for achievement (McClelland, 1961), and Theory X (McGregor, 1960)
Employee-orientation	“Leader is sensitive to subordinates' needs, thus the focus is on maintaining friendly and supportive relationships through friendship, mutual trust and respect”	Group culture (Denison and Spreitzer, 1991), concern for people (Blake and Mouton, 1964), need for affiliation (McClelland, 1961), Theory Y (McGregor, 1960)

Bass and Riggio [44], for example, point out that transformational leadership has stronger effects in times of crisis, in dynamic markets or in times of major change than in stable and secure environments. This can certainly – as Weber [82] already suspected – be attributed to a greater of employees in such situations. Such so-called situations are characterized by a lack of structure, uncertainty and indeterminacy. They contain only a few cues for appropriate behavior. Behavior is therefore not determined by the situation but is rather subject to individual design. Weak situations give employees only a few clues for appropriate or expected behavior. In such situations, employees actively look for cues to decide how they should behave [83].

And it is precisely this search for cues that provides managers with a favorable opportunity for transformational leadership [84].

The principles of transformational leadership have been defined by Bass and Avolio [35]. Table 1.5 depicts the main principles.

Table 1.5

Bass and Avolio's principles of transformational leadership [35]

Main principles	Content
Idealized influence	Acting as a role model, building trust (being clear, unambiguous, reliable and socially competent), conveying enthusiasm, and acting as a person of identification.
Inspirational motivation	Motivates through a vision/mission, agrees on ambitious goals, conveys meaning and confidence, and establishes team spirit.
Intellectual stimulation	Stimulate creative and innovative abilities of employees, promote independent problem-solving behavior and critical questioning of habits, and support learning and rethinking processes.
Individual consideration	Knowing the individual needs of employees, responding to them and developing the skills and strengths of employees in a targeted manner.

The developments in leadership approaches reflect the same ongoing changes within and outside the organizations. The ever-increasing complexity of leadership due to global and dynamic changes describes the situation best. The change in values has had and continues to have a major influence. The term “value change” is used and commented on in different ways. There is a change in priorities in people's value systems. The change is marked by a decrease in the importance of so-called duty and acceptance values on the one hand and a rise in the relevance of self-development and autonomy values on the other [85].

Even though the change in values has been observed in all walks of life, the most areas particularly affected by the change in values are attitudes towards work and career [86]. However, this change in values is not to be equated with a refusal to perform: Performance and career and the “need to achieve something at work is greater than ever” [87, p. 195]. Rather, “the work that is experienced as meaningless (...) is questioned, not the work itself” [88, p. 35]. This requires an understanding of leadership by the dimension of conveying meaning.

With the modern understanding of leadership, interaction and relationship-oriented approaches as well as transformational leadership came to the foreground of

consideration. These shed light on the interactions and relationships of the leader(s) with the led, the group and the organization.

A very well-known interaction- or relationship-oriented leadership approach is the leader-member exchange theory (LMX) [89, 90]. The LMX approach postulates that the quality of the exchange relationship (expressed on an LMX scale) between the leader and the individual led can vary in each case – the led are no longer seen as a collective, but their individuality is recognized. Depending on the quality of the relationship, those being managed can be divided into two different groups: in-group, i.e. employees who have a good relationship with the leader and take responsibility beyond their role, and out-group, who fulfill only the role that the formal job description provides for them. It has been shown that employee turnover is lower among in-group members and that they receive more positive performance appraisals and promotions. Accordingly, proponents of LMX theory argue that leaders should seek to build in-group relationships with all those they lead. Fairness and open communication are seen as the foundations of these relationships. The result is a partnership relationship between leader and led based on mutual trust and respect. Gerstner and Day (1997) in their meta-analysis underline significant positive effects between LMX and subjective assessments by leaders and employees of satisfaction with leadership, general satisfaction, commitment and existing role clarity of employees within their organization [91].

The correlations between LMX and objective performance indicators, such as innovation performance are significantly lower [92]. Moreover, the LMX theory does not provide detailed suggestions on how leaders can build complex, high-quality relationships with their leaders.

The concept of systemic leadership is based on Luhmann's concept of the self-organization of social systems [93]. Here the controllability of systems is fundamentally doubted since a high complexity of the systems is assumed. Systemic leadership sees social systems as networks of actions and effects with multiple feedback mechanisms that are interrelated. Leaders have therefore attributed only very limited effectiveness. This is justified on the one hand by the fact that managers

themselves are exposed to the influences of the system because they are not outside the system. On the other hand, there is influence on employees through existing and created structures which can sometimes exert a stronger and more effective influence on the led than direct control by managers.

The systems theory includes three guiding differences [94] which are shown in the following Table 1.6.

Table 1.6

Three parts of the system theory [94]

Part	Essence
1. Part: Whole	Each system is seen as a whole, with the parts of the system being networked and connected. The whole is more than the sum of the parts. There are properties of the system that cannot be predicted even though knowledge of the individual elements
2. Part: Environment of the System	Every system is delimited from its environment as a realm of its organization and structure. However, there is a relationship of adaptation and exchange relationship with this environment.
3. Part: Identity – Difference	Closed systems distinguish themselves from their environment by drawing boundaries and thus constitute identity. These systems are not directly controllable from the outside; inputs of any kind are controlled according to the system's laws (self-organization/autopoiesis).

In the future, ideas, values, and ethics will play a very important role in the economy, and consumers will also be guided by them. So it is about a more mental, spiritual attitude – not in the esoteric sense, but in such a way that we become aware that we have a responsible role in this world, which is more and more interconnected and moving more and more towards a crisis [95].

Questions of values and health are becoming more and more important in times of an increasingly tense situation. As a result, to reduce stress and find solutions to a difficult situation. “Soft” leadership approaches are being confirmed and revitalized by neuroscientific findings or further developed.

Active attention to intra-psychic and external processes plays an essential role in human well-being, as active attention provides for chemical and physiological changes in the brain [96]. In addition, actively directing attention would lead to personality development. So is mindfulness an important leadership competence [97].

Spiritual leadership is an approachable, clear and powerful leadership of people and organizations. It thrives on 2 balances. On the one hand the balance between emotionality and objectivity and on the other hand the balance between commitment and determination [40].

To generalize all approaches classification of contemporary leadership styles was built (Table 1.7).

Table 1.7

Leadership style classification (developed based on [31, 35, 38, 39, 44, 45, 49, 52–54, 58, 63–66, 69–71, 77, 81, 84, 89-95, 102–106])

Theories (approaches)	Basic assumption	Leadership style
Trait theories	Leadership success is based on certain traits of a person.	charismatic
Behavioral theories	Leadership success depends on certain leaders' behavior.	transactional transformational servant supportive coaching
Contingency (situational) theories	Leadership style brings success in a certain situation.	instructing selling participation delegation
Path-goal theory	Leadership success is based on influence by motivation.	directive supportive participative performance-oriented
Cultural leadership differentiation approach	Leadership success is based on cultural values and differences.	value-based (charismatic) team-oriented narcissistic participative humane autonomous
Interaction approach (LMX theory)	Leadership success is based on the quality of the exchange relationship between leaders and followers.	trust high interaction formal relationship
Social psychology	Leadership success is based on personal features and values.	authoritarian democratic liberal
Systemic leadership approach	Leadership success is based on a set of skills and capacities that any individual can use to catalyze, enable and support the process of systems-level change.	agency professional (core) communion

The aspect of dissent management has so far been given too little consideration in leadership debates and leadership teachings [98]: Sustainable organizational development “lives” from discussion, controversy and dissent, not from a soft culture of harmony [99].

In an interview in the magazine “Personal und Führung”, Thomas Vasek criticizes “the softeners” among managers and states: “Softeners try to avoid conflict at all costs. That is why they do not take a clear stand; they do not allow themselves to be pinned down to anything.

The problem is that the desire for harmony undermines rational, fact-based discourse. Such a culture fosters conformism, blocks necessary change and prevents innovation. Right decisions need dissent and controversial discussion – in other words, conflict instead of harmony.

Moreover, cultures of harmony tend to overburden managers. In addition to all other tasks, one is now constantly busy managing emotional resources in the best possible way. My criticism is not directed against an empathic style of leadership. No one wants a return to the old, authoritarian command system. What I am criticizing is a behavioral model that amounts to nothing more than emotional self and relationship management. The consequence is, for example, a meeting culture in which it is only a matter of being nice to each other. People sit together for two hours without decisions. No one wants to hurt the other, problems and conflicts are swept under the carpet. In the end, this is not only unproductive. The fatal thing about softening cultures is their ambiguity. Under the harmonious surface usually bubbles with intrigue and malicious gossip” [99, p. 84–85].

The demands on managers – as already explained – are becoming more and more demanding. In addition to technical and methodological competencies, they are expected to possess a variety of novel strategic, social and personal competencies. Good leaders are visionaries, analysts and forward thinkers in the development of strategy. They are role models and coaches for their employees and teams and can perceive and promote their employees individually. Franken [100] distinguishes between professional, methodological, and social competencies (Table 1.8).

Table 1.8

Competence groups and competence requirements of leaders [100]

Competence groups	Managerial competencies
Professional competencies	Specific technical competence for the area to be managed
	System competence
	Understanding of interrelationships
	Innovation competence
	Change competence
Methodological competencies	Strategic, logical and critical thinking
	Ability to work interdisciplinary and interculturally
	digital, media and networking skills
Social competences	Coordination and facilitation skills
	Ability to communicate values and visions
	Motivational competence
	Ability to participate and delegate
	Team competence (interactive and virtual)
	Communication competence (oral and written)
	Feedback skills
	Appreciation of diversity
	Ability to recognize the potential and talents of others
	Personal competences
	Values and principles
	mature personality
	high integrity and willingness to trust
	self-awareness and reflectiveness
	Willingness to learn and change

Whilst in the literature mostly causal relationships of leadership and motivation/performance are analyzed, where leadership styles serve as predictors, and motivation and performance are considered as outcome variables, this study reverses the cause-effect direction. We consider work motivation and actual performance as predictors of the appreciation of various leadership styles. Work motivation is an important determinant of personal and organizational accomplishments [101]. Although being disputed [102], dualistic theories distinguish between intrinsic and extrinsic motivation. Concerning expected leadership styles, intrinsic motivation might be more related to transformational, employee, or change-oriented styles, while extrinsic motivation is rather connected to transactional (reward and punishment) oriented styles of leadership.

1.3. Main statement of leadership style formation in the process of generational transition

1. Leadership is an important part of enterprise management and the style of leadership influences its effectiveness.

The phenomenon of leadership has a long history and is studied in many interdisciplinary works [101]. In a general sense, leadership is a mechanism of integration of group activity, in which a single individual or part of a group (team, team) unites and directs the actions of the entire group. As a rule, the leader is the member of the group who occupies a leading position in it (formally or informally). As for the organization, leadership can be defined as a managerial relationship that arises between the leader and his followers, which is aimed at motivating team members to achieve common goals, which are based on an effective combination of different sources of power for each situation.

Thus, leadership in the organization is an authoritative status of an individual in the work team, which allows him to lead people to a certain goal, a prerequisite for this is the presence of a certain power in the team.

The main elements of leadership that determine his style are the personal characteristics of the leader, his values, skills and experience; the presence of followers with certain psychological characteristics; a situation that arises at a certain moment in the organization's development; group dynamics, which determine the interaction between team members.

The effectiveness of leadership is directly related to the ability of leaders to manage organizational and interpersonal communication, influencing its nature. The strategy of the organization's development and the effectiveness of leadership is related to the objective and subjective capabilities of the leader, his ability, firstly, to manage coalitions, and secondly, to create and strengthen relations of cooperation and partnership with organizations, interaction with which becomes a significant factor effective operation of the organization.

Leadership issues are key to achieving organizational effectiveness. On the one hand, leadership is seen as the presence of a certain set of qualities that are inherent in those who successfully influence others, on the other hand, leadership is a process of non-forceful influence in the direction of the organization's achievement of its goals. For a complex organization to effectively perform its tasks, it is necessary to ensure the performance of all management functions.

Leadership is the type of activity that permeates the entire management system. It is impossible to effectively perform the functions of planning, organization, motivation and control, if there is no effective management and leaders who can encourage other employees, positively influence them and lead them, thereby achieving favorable final results.

Summarizing the main works in this field [101], it can be stated that leadership style affects the following areas of management: organizational culture, communications, personnel, external relations and changes.

2. Leadership style connected with individual characteristics and values of managers

Many modern scientists [101] adhere to the synthetic concept of leadership. According to her, leadership is a way of organizing relations between a group of people, where the leader is its curator. The concept is based on a comprehensive approach to management processes based on 3 components. The presence of leadership qualities. Personal characteristics of guided people. The nature of the situation. Not only the leader himself influence the people he leads and tries to model the situation. The manifestation of leadership qualities of a certain individual is also influenced by the situation itself and the surrounding people.

The world has entered the post-industrial stage of its development. The characteristics of this stage should be considered as it concerns not only the applied technologies but also the way of thinking, creativity and the system of defining life values.

Together with the complications of social life, scientific, technical and social progress and the wide use of high technologies, this significantly increases the need

for real effective leaders. Secondly, the complexity, importance and wide variety of functions that a leader has to perform, put forward several socio-psychological requirements for his professionalism and personal qualities. This applies both to the influence on people, with the help of which he can perform his tasks and functions, and to his determination, entrepreneurship and demandingness in combination with a sense of personal responsibility not only for his decisions and actions but also for his actions, including false ones, of their subordinates. Therefore, a manager does not become an effective leader just because he has some set of personal qualities.

The results of recent studies show that certain personality traits may indicate the ability of their bearer to be a leader [104]. The “Big Five” model [105] defines basic personality characteristics, among which extroversion and emotional stability should be noted, which include, in fact, the totality of all previously identified personal qualities of effective leaders. Extraversion is the most important trait of a leader. Extroverts are usually sociable, sociable and persistent. Extraversion reflects the comfortable level of a person's relationships with other people. People who are characterized by high emotional stability are usually calm, self-confident and balanced. Emotional stability indicates a person's ability to withstand stress. Practice shows that personality traits predict a person's ability to become a leader, but the presence of these traits does not yet guarantee the effectiveness of this person's leadership.

3. Different generations have different values so they accept different leadership styles.

Modern enterprises are confronted with a complex and constantly changing environment, and increasingly challenging work processes. People as leaders and management people are becoming more and more important. Even where leadership is provided by structures, people determine the extent to which these rules are followed. Leadership therefore depends on people and the way they interact and communicate with each other [1, p. 4].

Traditional leadership theories emerged in the age of machine mass production (mostly in the first half of the 20th century) and corresponded to the mechanistic

picture of the world: the low-skilled workers were considered cogs in the factory system and had to be instructed, controlled and monetized by (all) knowing managers, controlled and driven by monetary incentives. The leadership theories of the time were primarily concerned with the factors of success on the part of the manager – his or her characteristics, behavior or leadership styles.

Generational changes (from X to Y to Z etc.) could have considerable influences on the working environment in all sectors and at all stages of working life. Gen Z, for instance, is highly influenced by internationalization and digitalization. This can also be seen as an opportunity for organizational transition and leadership development, which ultimately needs to transform the way they do business to compete. Although leadership plays a central role in this transformation process, there is little research on the relationship between leadership theory and “Gen Z”. The same is true for knowledge about what an effective leader should include about the new generation. The aim of this thesis is to contribute to the debate on effective leadership of the new generation by exploring how prospective workers perceive leadership styles and competencies.

Generational differences in organizations affect the transmission of important information from managers to employees at different hierarchical levels. This can be attributed to differences in the values, views and opinions of different generations. The way leaders perceive and deal with these generational differences and how each generation views their leaders can lead to problems in the workplace [106].

This manifests itself in a need for different leadership styles. Zemke et al. go even further and explain that different leadership styles are necessary to be able to perform management tasks in an environment with generational differences. Other authors claim that there is no standardized leadership style [107] and that successful leaders need to adapt their leadership style to the needs of their employees [108].

These differences, which relate to values, attitudes and beliefs, require a leadership style that should be flexible and able to adapt to all generational differences, as presented by Meredith and colleagues [109]. The leadership style used should include a veteran structure that emphasizes delegation, an individualistic

approach that encourages self-development among baby boomers, an energizing style that gives X-ers a sense of making a difference, and a team goal that is relevant to the later generations' values of achieving larger societal and business goals [110].

The basis of the theory of generations, which was developed in the 90s of the twentieth century by N. Howe and W. Strauss independently [111] is the statement that the definition of belonging to the appropriate generation is based on the dominance of the relevant basic values inherent in this generation. They studied the history of society in the United States from the 16th century to the present and concluded that every 20 years a new generation appears in society with different values. Later in [111], it was proved that the behavior patterns of people belonging to one generation are not at all similar to the behavior patterns of members of another generation, even at the same age. Scientists [112–115] agree that each generation has signs of distinctiveness, based on the diversity of values of each generation, which determine the further behavior of this generation, and the defining characteristic of each generation is a list of basic values of this generation. N. Howe and W. Strauss [111] believe that the social generation is a set of people born in one twenty-year period, which meets three general criteria:

- 1) age in history, i.e., the experience of the same historical events at about the same age;
- 2) common, unified beliefs and patterns of behavior inherent in the representatives of this generation;
- 3) a sense of belonging to this generation.

There is a constant interaction between the generations because each previous generation through its actions (progressive or regressive) forms the next generation, and this process is constant. In the context of this theory, most scientists value [112, 114, 115] understanding the significance of phenomena and objects of reality in terms of their compliance or non-compliance with the needs of society, social groups and individuals. Therefore, the values of each generation should not be considered individually, but only based on group behavior, because the behavior of

each individual is determined by a system of values, in addition to generational national and individual levels of values.

The main postulates of the theory of generations, formulated by N. Howe and W. Strauss [111] are shown in Table 1.9.

Table 1.9

Main statements of generation theory

Statement of theory	Explanation	Reflection on generation transition
Theory based on values and foundations of the society		
Take into account cycle of the society's development	80-90 years, 20-25 years stages (recovery, development, decline, crisis).	This leads to the generation conflict
Each generation has its inherited set of values	Generation is formed every 20-25 years. The duration of the generation is the same as the duration of the human life.	Formed based on social, economic, and political conditions in which they are going through the process of socialization
There are 4 archetypes that exist: hero, artist, prophet, nomad	Archetypes are repeated because the new generation wants to correct or compensate for those traits of the older generation that seem unacceptable to them.	Archetypes by their social orientation are divided into dominant generations, i.e., brought up in periods of ups and downs (prophets and heroes); recessive generations, brought up in periods of development or crisis (nomads and artists)

For our research, an important insight is that archetypes are repeated because the new generation wants to correct or compensate for those traits of the older generation that seem unacceptable to it. Thus, representatives of one archetype form generations of the opposite archetype. Significant influence on the formation of each generation influences two opposite periods of transformation of society: crisis and recovery. Well known that periods of crisis stimulate society to unite when people face common danger or enemy, form an ethic of self-sacrifice and pursue order. During the crisis, the values of individualism prevailed, and state institutions, like the entire institutional order as a whole, were criticized in terms of new social and spiritual ideals.

Archetypes are repeated because the new generation wants to correct or compensate for those traits of the older generation that seem unacceptable to it so we need to take into account that during generation transition there is a conflict of generation between representatives of one archetype from generations of the opposite

archetype. Significant influence on the formation of each generation influences two opposite periods of transformation of society: crisis and recovery. Periods of crisis stimulate society to unite in the face of common danger and form an ethic of self-sacrifice and the pursuit of order. During the upsurge, the values of individualism prevail, and state institutions, like the entire institutional order as a whole, are criticized in terms of new social and spiritual ideals.

The time frame of each generation is quite conditional, and at the junction of generations, there are borderline, so-called “echo” generations, whose representatives are the bearers of the values of both generations and act as a kind of mediator between generations. In the process of growing up, members of the borderline generation sometimes join one of the adjacent generations. The change of generations sets in motion the cycle of transformations of society and determines the periodicity of this process. When a generation enters the next phase of life (and a new social role), the mood and behavior in society change fundamentally, allowing the new generation to express itself.

The connection between archetypes, generation, and societal conditions is generalized and presented in Fig. 1.3.

Initially, the ability of this theory of generations was confirmed by N. Howe and W. Strauss [111] only on the example of the history of US society, which was the empirical basis for research to form this theory. That is why its validity in its original form for other regions and countries has been questionable, despite the general universality of many key aspects of the theory.

However, in further studies of the characteristics of the generations of the United States, Canada, South Africa, some countries in Asia and Europe N. Howe and W. Strauss [111] proved that there is a need for minor adjustments to the list of values taking into account the development of individual territories. war, etc.). But in general, the values of one generation in different countries are universal.

The results of the study of the features of modern generations in Western Europe and the United States, namely the generation of baby boomers (born 1943–

1960), generation X (1961–1981 years of birth) and generation Y (1982–2000 years of birth) are presented by the author in [112, 114, 115].

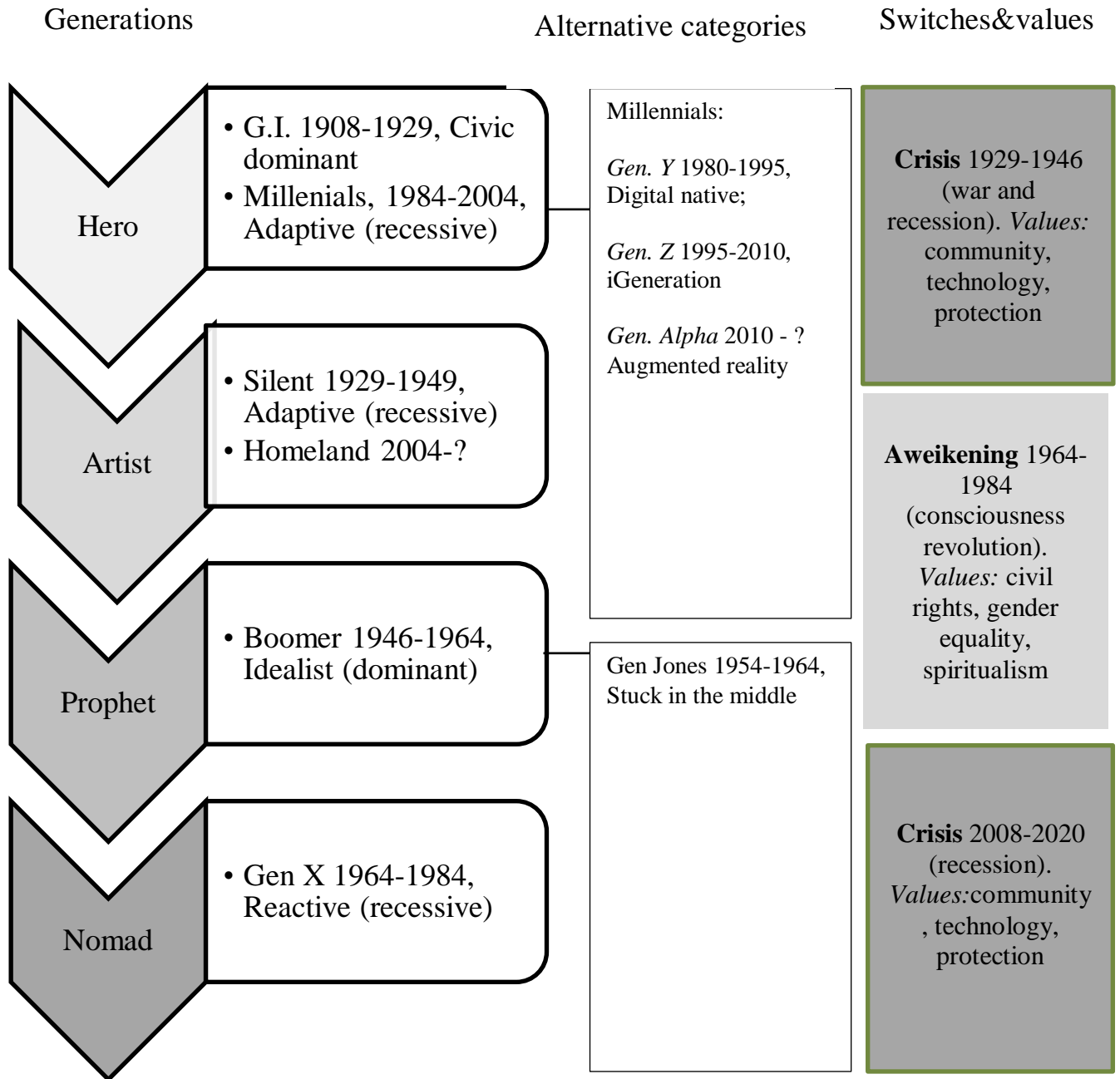


Fig. 1.3. Generation characteristic (1901-1925) – developed based on [111, 112, 115, 116]

Also proved in [112, 114, 115, 117, 118], that under the influence of globalization processes, the representatives of modern generations in Western Europe and the United States, and Ukraine have almost the same generational values. Thus, starting from Generation Y, Austrian generations are formed more under the influence of general world events than regional factors. However, an important aspect of the theory of generations remains the study of the process of formation of value characteristics of national generations, which were formed before the globalization process, because this process should be considered only based on specific historical features and local socio-economic and political situation.

Some issues of the theory of generations were adapted by Ukrainian researchers such as T. Lepeyko [114, 116], A. Yermolenko [119], T. Blyznyuk [112, 115, 118], and others. For some countries, such as Ukraine, was determined that the time limits of birth of generations differ significantly from the corresponding generations of US society, which were studied by N. Howe and W. Strauss [111], for 3–5 years. Because in Western Europe and the United States, several generations begin several years earlier than in Ukraine, due to the effects of World War II, later social changes in the institution of the family, and the time and speed of Internet penetration, studied in [106, 112, 114, 115].

The main criterion for determining the time limits of each generation are the features of the environment (political and economic events in society), which affect the formation of the relevant values of this generation.

Based on this criterion, the time limits and main characteristics (values and events that formed these values) of modern generations in Ukraine were determined, namely: the silent generation; the generation of baby boomers; generation X; generation Y; and generation Z.

These characteristics were studied in detail in [106, 112–118]. Consider the peculiarities of the formation and basic values of each of these generations in Austria (Table 1.10).

Table 1.10

Comparative analysis of main characteristics of the current generation who occupied working places

Character	Generation BB	Generation X	Generation Y	Generation Z
Period of birth	1946 – 1964	1965 – 1979	1980 – 2000	2000 – 2015
Imprint period	1957 – 1979	1976 – 1994	1991 – 2015	2011 – 2030
Current age	55 – 73 years	40 – 57 years	19 – 39 years	4 – 19 years
Education	Work enthusiasm Insistence; Rules Clear division of hierarchy	Triggering of rigid hierarchies Early independence Relaxed parenting	Long protective phase Protected by the parents	Overprotective by parents; Dangers are tried to be averted; Supported in making decisions
Formative events	First moon landing Oil crisis Cuba crisis Assassination J.F.Kennedy nuclear danger Cold War rising prosperity growing stability	Reunification of Germany in 1989; Disintegration of the Soviet Union 1991; Watergate scandal USA; Arms race of the Great Powers; Events of the Cold War; Rise of the VW; Golf in 1974; Continuing economic crisis Explosion of the Challenger 1986; Reactor accident Chernobyl 1986	Global financial and economic crisis 2008 Climate change and environmental disasters Terrorist attack 11.09.2001 in NY War in Afghanistan Joining the European Union Introduction of the Euro	Events around Haiti and Fukushima Terrorist attacks and environmental crisis
Environment	Time of economic upswing. Progress in technology Growing stability Political protests Changing social order Developing education policy	Increase in divorces; Open protests; Possible freedom of expression; Trend toward individuality	Digital time; crisis; Wars in Iraq and Afghanistan; Environmental disasters; Terrorist attacks; Uncertainties unemployment	Ongoing crisis; Environmental crisis; The age of digitalization; Climate change; Raw materials and energy crisis
Characteristics	Helpful high social competence; Able to work in a team; High career ambitions; Ready for action; Performance-oriented Career-oriented Leadership quality	Loner; Works consciously; Self-reflective; Egocentric; Rebellious; Cheeky; Complaining; Impatient; Lazy	Questioning; Selfish; Thinking about the future; Self-confident; Disoriented; Overwhelmed; Independent Changeable and adaptable; Fickle; Well educated Demanding; Willing to learn; Spoiled;	Critical of modern technology; Personal relationships important; Critical of politics; Demanding; Respectful; Trustworthy Impatient; Individualistic; Tolerant; Self-confident; Creative Cheerful; Environmentally aware; Intelligent; Innovative; Project-oriented
Setting	Optimistic	Pessimistic	Optimistic	Realistic

*Developed based on [88, 89]

Many companies are run with a logic from the 1920s and 1930s, Rother [120] criticizes. “GM’s approach proved successful during the period of growth and oligopolistic isolation from global competition until the 1970s. It became a role model as well as an accepted management practice and is still taught in business schools today” [120, p. 82].

The founders of highly innovative companies like Gore or Google have never been to business schools where “orthodox management principles” are taught. “But just like managers, business schools often cling to old ways of thinking. They train people to run organizations as if they have structures from the middle of the 20th century” [121, p. 103] – Why this is no longer sufficient is shown in the following subchapter.

Effective employees lead to effective productivity, thus, the greatest resource available to companies is their human capital [122]. Individuals undergo a generational change. Every generation has its unique story, be it Generation X, Generation Y, or, Generation Z. “No generation is a monolith, but there are growing trends of expectations and preferences that change as culture and worker demands change” [123, p. 288].

Generally, the term “generation” can be defined as a group of people born at the same time and consequently presumed to have similar aging experiences and life trajectories, with belonging group members showing identifiable characteristics [124]. Generations are a dynamic social foundation as their transition from one generation to the next is a continuous process with constant interaction with previous generations. There is no consensus about clear thresholds for when one generation ends and another one starts. Based on recent sources [125–127], in this contribution Gen Z consists of members of the society born in 1996 and onwards. This means that Gen Z is currently making its way into the workforce. Whilst the majority of research continues to shed light on Generation Y, nevertheless, HR managers and leaders have the first Gen Z’ers already in their teams.

Generations and their distinct characteristics are often described as an organizational phenomenon that is strongly related to generational identity. This term

defines the individual's knowledge of belonging to a generational group and feeling emotionally attached as a member. Due to the shared events in their formative years, generational identities emerge in the workplace based on collective memories, rather than being strictly tied to birth membership. Shared identities result in common work-related expectations, whereas a violation of these contracts may lead to dissatisfaction, increasing lack of commitment, or leaving the company [128].

Generation Z, sometimes referred to as the "iGeneration" [129] presents unique challenges and opportunities that irretrievably change the way of working [123]. Gen Z differs in characteristics, mindsets and expectations compared to previous generations [130]. Already in the early stages of their development, Gen Z is encouraged to participate in discussions and debates, which provides them with opportunities to present their opinions. They continue to do so when entering the corporate world, thereby questioning other perspectives and arguing for their way of accomplishing tasks. Further, this generation is very ambitious when it comes to achieving their set goals and believes that education is the key to reaching them. Gen Z is a cohort that can be multitasked and prefers to work on more than a single task. Hence, it is the duty of their supervisor to identify their strengths, follow them closely and keep them motivated and energized at work [2]. They are adapted to team spirit and greatly value the social environment of an organization, which forms the company culture for the community. Additionally, they expect job security, as well as a high level of independence and an aversion to authority [123]. Gen Z prefers to be loyal to their profession rather than to an organization. They are quick, efficient and can easily adapt to various types of assignments. Growing up with continuous technological advancements, they expect work-life to be fast and instant [131].

As Gen Z enters the workforce, companies need to be ready to address new issues and expectations that could arise. Managers need to redesign their strategies and policies to sustain and be competitive in the upcoming war for talent [132]. It is becoming increasingly important for companies to acknowledge the impact of generational demographics on the way an organization is managed. A successful company must establish an employee value proposition that offers a concrete answer

to the question of why talented people would desire to work for their company. Therefore, the prospects and their drivers of what makes a great company, jobs, compensation, and lifestyle have to be fully understood [133]. Existing HR policies and practices have been created by older generations and may not reflect contemporary requirements. The result can be a shortage of skilled workers. Therefore, employers need to find the right combination of HR tools and strategies to attract young talents and retain the older workforce at the same time [134]. Growing up with smartphones in Gen Z's hands, technology has merged seamlessly into their lives. Consequently, companies face increasing complexity of engaging with the target audience through numerous media channels. Meret et al. [135, p. 246–47] summarize seven traits that characterize Gen Z members: “Regardless of any consideration on the fundamental impact of digitization on this generation, [...] identify seven personality traits, [...]: (a) they feel special, firmly believing in their ability to address the future trends and becoming builders of their destinies; (b) they are protected, not only by their families but also by their superiors; (c) they are confident and optimistic about the future; (d) they are quite conventional; (e) they are team-oriented, because of their increased possibility of connection with others, primarily related to the level of technological sophistication they bring. This might imply a greater propensity to cooperation; (f) they aim to feel blessed and achieve greater personal fulfillment in the future, relying on a higher level of education; and (g) they feel under pressure and believe that success in the future is based on choices made today”.

Anecdotes from the popular business press indicate that the Gen Z cohort will revolutionize the job market as it is known, also concerning leadership requirements [136]. “Gen Z” might have a significant impact on the organizational environment, in all industries, and at all levels of the organization. “Gen Z”, is highly influenced by globalization and digitalization. They may expect different leadership styles. Leaders have to be ready to cope with the psychological differences of Gen Z, with their high expectations, difficulties with criticism, job-hopping, and high need for praise, as stated by Waal, Peters and Broekhuizen [137], to name just a few.

Zemke et al. [106] indicate that different leadership styles are needed to lead in an atmosphere of generational diversity. There is no uniform style of leadership [107]. Arsenault also underlines this when stating: “[...] these differences require all leaders to have a style that is broad and flexible. The style should include a structured style for Veterans that emphasizes delegation, an individualist approach that values self-expression for Baby Boomers, an excitement style that makes Xers feel like change agents and a team one that is relevant to Nexters’ values of accomplishing greater societal and corporate goals” [110, p. 129].

To date, little is known about the expectations of Gen Z members from their leaders. There exist conceptual papers, but only scant empirical knowledge has been reported in the scientific literature. Concerning communication behavior, Meret et al. [135] found that Generation X is familiar with personal computers, but they use technology mainly for convenience purposes. Generation Y, who already grew up with wireless devices is more technology-savvy. They are used to social networks and online environments. Gen Z, also referred to as digital natives, grew up being highly interconnected with people from all over the globe and are technological professionals. This generation considers technology as their sixth sense, which has effects on leader-follower communications as well. Being acquainted with very fast and direct peer-to-peer communications, Gen Z also prefers quick and direct person-to-person communication with company leaders and desires feedback with more frequency than any previous generation [123].

Chillakuri [138] emphasizes the requirement for timely feedback about Gen Z members’ performance so they can focus on the improvement areas instead of waiting for the year-end review. While emphasizing the need for instant feedback, the participants also underlined the need for candid feedback. Lanier [123] found that Gen Z is even more entrepreneurial than the Millennials, therefore, managers and leaders can motivate these talents by implementing and cultivating entrepreneurial goals at work, such as supporting a sense of agency at work and supporting innovation, autonomy, and project ownership.

Furthermore, Schroth [139] revealed that Gen Z has an idealistic perspective that their work is meaningful and exciting and that their ideas will be implemented by their managers. Leaders should help employees understand their contribution and how it is important to the success of the organization [140].

Klein [141] reports that Gen Z members tend to separate between the professional and private worlds, and flexible working hours are not only seen positively, as this is suspected to be beneficial for the company only. The assumption of management responsibility is playing a minor role [142].

Özçelik [143] reminds leaders to provide Gen Z members opportunities for challenging assignments, job enrichment, customized leadership styles such as reserve mentoring and training programs as well as „[...] giving personal acknowledgment, ongoing training, and consistent frequent feedback as well as recognition of achievement [...] drive[s] employee engagement and retention“ [143, p. 103].

Concerning differences in work values and attitudes, there is an indication that the cohorts prefer distinct types of leaders and leadership styles [128]. In a study [144] participants were asked to select and rank their preferred leadership qualities. They found that attributes such as credibility, persuasiveness and delegation rank lower in the eyes of the younger generation. Contrary to that, characteristics such as dedication, optimism, trust, and support rise in gain importance with every evolving generation.

The scientific knowledge so far suggests that these generational differences may call for adaptations to our current theories of leadership [32]. To better understand the magnitude and the direction of these adaptations, this contribution provides empirical evidence on how younger workers expect their leaders to provide a working environment that supports individual fulfillment as well as puts a focus on tasks and organizational goals [128].

Criteria that have been investigated in academic research on factors affecting job choice may be classified into three categories [145]:

- 1) job characteristics;

- 2) location characteristics;
- 3) individual characteristics.

The first group consists of attributes that are related to the position and function in the company (i.e., salary, benefits packages, or duties, among others). Within the second group, location characteristics, criteria such as job climate, duration of commuting to and from the job, or cultural amenities can be found. Lastly, the third group, individual characteristics, collects personal factors such as gender, relationships with family and friends, mobility affinity, or plans. The literature review provides insights into important criteria for job applicants considering a potential job offer, however, this literature is mainly based on Generation Y [143, 146, 147].

Only a few studies have focused on the traits and characteristics of Generation Z so far, whereas the findings are not consistent, leaving the potential attitude toward organizations quite unexplored [135]. GfK Austria Sozial- und Organisationsforschung conducted a study with 2,000 Austrians, to identify factors that were decisive when choosing between two job offers. The participants stated that a pleasant corporate culture is the most important factor, followed by company values and products that they can identify with (Austrian recruitment platform Karriere.at (www.karriere.at), 2019).

Furthermore, gender-specific research revealed that it is more important for women to have information such as contact and infrastructure details provided, whereas men are more attracted by additional benefits and employee evaluations. Job candidates highly value the opinions and experiences of previous or active employees, as they are considered entirely trustworthy so employee opinions can greatly influence potential employees in their decision to apply for a position or not. For entry-level workers especially, the transparency provided by such evaluations delivers valuable insights into a company. If the communicated statements are not true, employees might start looking for a new career move right after starting this new job (Austrian recruiter StepStone, 2017).

For this reason, the attention of employer branding is shifting towards the field of employee experiences, describing how employees interact with the employer brand in their daily operations. Online websites, such as Glassdoor and Indeed provide an anonymous platform for previous or active employees to share their experiences and knowledge about companies [148]. Deferential contacts with the employees, a comfortable working atmosphere, nice colleagues, and a competent boss are elements that distinguish attractive employers from unattractive ones. Employees who provide their labor for a company's success, want to feel appreciated and taken seriously. Next to regular feedback and appraisal, companies must value the employee as a person and move away from a perspective where employees are easily replaceable. Besides their wealth, people are working for the good of their team and colleagues, hence, a good working atmosphere and team spirit are key. These aspects can be encouraged by providing an informal framework for colleagues that supports the creation of connections and relations (Austrian recruiter StepStone, 2017). Being constantly exposed to the fear of losing the job results in decreased productivity and the desire for a change of the workplace, therefore it is of great importance for employees, independent from the economic situation of a company, to feel they possess a secure job.

4. In the process of generation transition can appear specific leadership styles.

4.1. Working Conditions for good cooperation among the four generations.

There are some differences and similarities between the four generations currently in the labor market that are important for cooperation. To determine what demands are made on the work environment and what attitudes towards the employer are present, the following topics are considered:

- attitude towards work;
- organisational structure;
- motivational factors;
- technology;
- cooperation;
- communication and technology.

4.2.1. Attitude towards work.

According to the 2014 study, Gen. BB is significantly more likely than Gen.X to have the freedom to conform at work while Gen. X has a higher need for authenticity and balance. It was also found that the three generations BB, X, and Y place less emphasis on intrinsic motivation at work than previously thought. It was a widespread assumption that Gen. X is inquisitive and places great value on being able to learn at work. Gen. X's attitude to work is inspired by social change in the company if it matches their passion and commitment. Whereas Gen. BB is more likely to be influenced by major social or political change [149]. Gen. BB people are seen as committed, MAs who enjoy working [150], and who are willing to work hard and do overtime. This was confirmed by a study [149].

If we now compare the generations on operational readiness, we can see that this has changed significantly over the generations. Since the BBs were brought up in a time of discipline and obedience, they are ready to show full commitment in the field of work, because they are fixed to their professional success and the achievement of their personal goals. In return for payment, they are also prepared to work overtime. The attitude of Gen. X, on the other hand, is somewhat different. Gen. X is also characterized by a high level of commitment, but for whom time with family and friends is also important. Since they spent little time with their parents in their childhood, as they spent a lot of time working, it is important for them not to repeat these mistakes. For these MAs, the flexible organization of working hours is important to be able to organize their private life freely. For Gen. Y, the motivation to work is characterized by opportunities for personal development. Young people are interested in finding personal fulfillment in their professional lives and in having professional success. However, unlike the Baby Boomers, they have little interest in fully committing themselves to professional life. They are eager to complete the tasks assigned to them, but they want to determine the implementation and time allocation themselves. Compared to previous generations, Gen. Z is anxious to complete their tasks in a fixed working time, not to work overtime, and to have a clear separation

between work and private life. In exceptional cases, they are also willing to work overtime, but in return, they demand a free working day [151].

In terms of loyalty to the employer, Gen. X is inclined to keep the job because of the positive relationship with colleagues. For them, unlike Gen. BB, it is not the opportunity for development that is in the foreground, but the atmosphere of the team. Gen. Y is comfortable with the idea of having several employers in their professional lives. Due to the economic volatility, loyalty toward the employer has decreased [149]. Gen. BB MAs are described as loyal, committed, and competitive workaholics [152]. Due to their good education, Gen. Z is not dependent on a specific employer and thus also has the freedom to change jobs if the working conditions or well-being no longer suit them. This flexibility is an advantage for young adults, but a great challenge for companies and managers [153].

Gen. BB is part of the understanding of their work ethic when taking on responsibility and because of their good leadership skills, they currently make up the majority of managers [152, p. 79-80]. Gen. X does have career success as a goal. However, due to their openness to a quick change of job, this is often not only possible with their current employer [154]. Compared to their predecessors, Gen. Y and Gen. Z have no ambition to take on major responsibilities. Gen. Z in particular clearly shows an increase in rejection of taking on responsibility, because fewer and fewer young people want to take on leadership positions even though they have a better level of education [153, p. 23]. Gen. BB has a clear idea of how the younger generations a clear idea of how work is to be done and how assigned tasks are to be completed. how assigned tasks must be completed. An understanding of other attitudes is often not present due to the lack of knowledge about the younger generation. The younger ones want to organize and organize the completion of the tasks assigned to them themselves (cf. and organize the completion of the tasks assigned to them themselves [151]. Transparency, autonomy, and flexibility are particularly important to Gen. Z in their professional environment and are considered non-negotiable. Without consideration of these factors, morale and commitment will be significantly reduced [155].

4.2.2. Motivational factors.

The personal motivation of the generations is shaped differently. Whereas the Baby Boomers tend to act out of personal interest, Gen. X cares about the impression they make on their environment. Gen. Y, like Gen. BB, has personal motivating factors such as luxurious status symbols and clothing. Gen. Z, on the other hand, is anxious to satisfy the wishes and ideas of their parents and to make them proud [151, p. 14-23]. Whereas Einramhof-Florian writes about identified a total of seven factors that contribute significantly to the work motivation of Gen. Y [156, p. 61-65]:

- challenge in the workplace;
- remuneration for work performance;
- collegial working environment;
- company location;
- career opportunity;
- work-life balance;
- further training opportunities.

According to a 2014 study, Gen. X is less patient than their Gen. BB predecessors, as they are not willing to wait long for promotions, and they are more dissatisfied with their career progression. They usually demand immediate recognition for their work efforts through praise, promotion, or higher salary. Gen. Y feels neglected in the recognition of their performance and feels that the respect they receive is too little [149, p. 144-145]. Job stability, interesting tasks, and the possibility of a fast career progression are strong motivating factors for Gen. Y, as they are willing to commit to their professional success [157, p. 7]. For them, success, career, and money are the most important things to get ahead in the consumer society. For Gen. Z, on the other hand, career is not at the forefront of their motivation. They want to change the world and place more value on job stability. However, it is also important for them to develop their talents, to receive recognition or even a promotion [158, p. 93-94]. For Gen. BB and Gen. X, a high salary, as well as stability and security in the workplace are the most important motivating factors [154, p. 85-87]. The main motivators for Gen. Z are fun, passion, and also money.

4.2.3. Organisational structure.

Gen. X wants to be independent and self-reliant and sees hierarchical levels mainly as a career goal. To achieve these goals, they prefer to work for themselves and require very little management control. However, they expect to be told exactly what is expected of them so that they can work efficiently on the realization of their goals. Due to the lack of role models, due to their resignation because of the economic crisis, they are distrustful of the leaders and often question the existing authorities [151]. Gen. Z, on the other hand, needs mentors as leaders to be able to share their ideas openly and to satisfy their desire for recognition. Whereas Gen. Y would rather be independent and prefer freedom of development [160]. Gen. BB has grown up under clear hierarchies, subordinates itself to the existing structures and can work well with them. They want to adhere to the structures so that they can move up their career goals [151]. In comparison to other generations, they perceive flat hierarchies as very important. The following generations are more skeptical about strict hierarchies. The younger generations were found to reject being subordinated by hierarchical structures. They prefer subordination based on performance or expertise, which in turn reduces acceptance of the seniority principle. Gen. Y wants performance to have significantly more weight than age and work experience and therefore disagrees with the seniority principle practiced in many companies for the most part. As the figure below, Gen. Y is primarily against preferential treatment according to the seniority principle [161]. The younger generations have no understanding of hierarchies, based on seniority and not on experience and knowledge.

4.2.4. Technology.

When it comes to the introduction of new technologies, older people are often cited as the cause of conflict. It is said that they do not know what to do with it because of their age. Often, they are unable to understand the application due to short learning times [161]. Due to age, they are often described as technology-phobic, which can be attributed to the increasing skepticism in old age. However, this conflict can be used for improvements and adaptations [162]. Gen. BB is often assumed to

have a low willingness to learn. Gen. BB have often come a long way in professional life without technical aids, but they have now also recognized the advantages of modern technologies and are willing to learn how to use them. The younger generations are often confronted with digital tools from an early age and have learned to use them. They already know how to use the digital advantages. Gen. X likes to use new tools to organize their lives efficiently. They are tech-savvy and have learned to deal with technology from scratch. As a result, they readily use new technological tools and digital communication media. Unlike Gen. Y who can use any new technology but lack an understanding of it. Gen. Z is also very well acquainted with the use of technology and is considered to be constantly connected, which means that their attention span is considered to be strongly influenced [151].

Table 1.11 presents the summary of the generational characteristics and factors related to the cooperation of generation representatives at the workplace.

Today, employers and managers have to show flexibility, which requires large-scale systemic changes: cultural and operational, together with the adoption of a new way of thinking, openness in demonstrating socially responsible behavior, creating a new corporate culture that would support cultural diversity, recognition, development and opportunities for alternative employment.

With Generation Z, a completely new type of employee enters the labor market. Unlike previous generations who worked hard and made a commitment to their company, Generation Z does not want to give too much of themselves to the company. It tries to separate private life and work, to which it does not want to devote too much time. To organize the best interaction of different generations in the workplace, it is necessary to understand what employee behavior the company needs to achieve its goals, identify the “pain points” of employees that prevent them from being effective, and work with the problems of each generation, taking into account their needs, which, having the same source of the problem can be completely different.

Table 1.11

The summary of the generational characteristics and factors related to the cooperation of generation representatives at the working place

Character	Baby Boomer	Generation X	Generation Y	Generation Z
Characteristics	team-oriented communicative promotion-oriented performance-oriented professionally self-sacrificing ready for action patient sensitive to criticism structured social helpful committed money-motivated responsible	individualistic family-oriented solution-oriented ready for action impatient flexible egocentric self-reflective independent money-motivated promotion-oriented	team-oriented communicative career-oriented goal-oriented self-confident open-minded versatile inquisitive adaptable questioning committed money-motivated	team-oriented communicative project-oriented critical ready for action willing to perform environmentally aware questioning virtual innovative intelligent
Motto for life	live to work	work to live	First live then work	Work is only one part of life
Work-relevant characteristics of the generations				
Motivation	intrinsic (personal success)	extrinsic (expectation of parents)	intrinsic (materialism)	extrinsic (social environment)
Attitude towards the employer	Loyalty Willingness to sacrifice High work ethic High commitment to work	Ready for action, but not self-sacrificing Effective at work critical of existing structures	universally applicable Values & Goals must be part of the personal attitude fit personal fulfillment	Loyalty Striving for Self-realization in private life
Expectations of the employer	Stability Fairness Value stability Appreciate justice Opportunity for advancement	Stability Open to criticism and feedback Local proximity and good accessibility Possibility of further training Opportunities for promotion	Stability demands regular, constructive Feedback Opportunity for further training Opportunities for promotion Freedom of decision Interesting tasks	Stability demands regular, constructive Feedback Meaningful activities Project work Development opportunities
Behavior towards hierarchy	Authority is recognized Structures are adhered to	Authority is accepted critical of authority	Authority questions existing structures	Authority is ignored Breaks structures at

5. There are some factors that influenced leadership style choice (national culture and stage of enterprise development)

While the life of all beings is determined by nature, only in the case of humans is culture added – at least in the elaborate and multifaceted form as we know it. Culture is determined by the collective values and ideas that prevail in our social environment.

It is well-known that cultures differ and therefore perception of the same message by different nationalities varies a lot. Different methodological approaches to structure and classify cultures have been presented over time.

To make culture more objectively tangible, various approaches aim to capture the underlying values and value differences. Two approaches have proven to be significant for the economic sphere: on the one hand, the classic cultural dimensions of Hofstede [163] and, on the other, the GLOBE study [164].

Geert Hofstede's pioneering research about cross-cultural groups has given birth to numerous discussions about intercultural management and marketing. Culture theories describe the effects of a society's culture on the values of its members, and how these values relate to their behavior.

For Hofstede, culture is like the mental software for humans, which processes our ways of feeling, thinking, and acting. Culture is learned and experienced by individuals in the family, at school, and in the workplace [165].

Hofstede developed his dimensional model as a result of a factor analysis to examine the outcome of a worldwide survey of employee values by IBM [166].

In this research, Ukrainian and Austrian culture will be distinguished from the perspective of six of Hofstede's cultural dimensions and their effects on leadership and expected leaders' behavior by Generation Z representatives.

The chart below (Fig. 1.4) was designed with the help of Hofstede's Country Comparison tool [167]. It depicts 6 cultural dimensions of Ukraine and Austria, compared to each other.

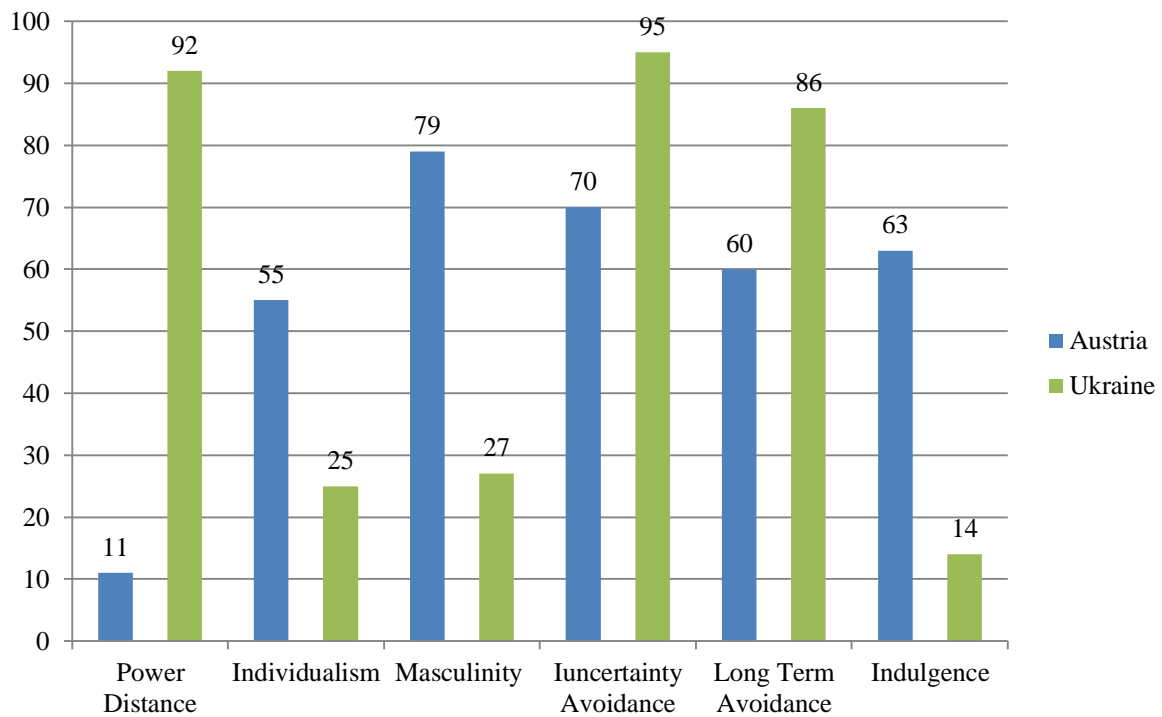


Fig. 1.4. Country comparison through the 6-dimensional Hofstede's model [167] (March 2023)

As shown in the graph, the biggest difference between Ukraine and Austria lies in the “power distance” dimension. Ukraine has a very high power distance, in Austria, the power distance is very low.

Power distance is the strength of societal social hierarchy – the extent to which the lower-ranking individuals of a society accept and expect that power is distributed unequally [168]. Concerning “leadership”, this dimension is of high importance.

Ukrainian employees would demand more expressive and self-explanatory orders, where everything matters from the shade of the background to the very small details depicted. Or, if coming to discussions between leaders and subordinates, the voice tempo, gestures, and all tiny contextual details of the conversation would matter a lot.

This situation would differ for Austrian representatives, whose power distance is much lower, and uncertainty avoidance rates are slightly smaller, too, meaning that

this is a lower context culture, than Ukraine. The low-context cultures tend to expect an explicit communication style. The focus lies on information [169].

Also, other dimensions of Hofstede's framework differ a lot between the two countries, which might have implications for the leader-subordinate relationship discussed in this contribution.

Cultural dimensions characterize the attitude to leadership in national cultures and determine the degree of encouragement of leaders to use their power, interaction with employees, and trust and risk-taking of both parties.

In the case of large power distance, employees might expect the leader to take control, take responsibility for decision-making and direct their actions. The leader is used to following a course of action focused on the final result (direct, structured, purposeful line of conduct), and avoiding focusing on subordinates (providing assistance, caring for subordinates, as well as forming personal relationships with them), as well as not caring much about the degree of participation of subordinates in decision-making. Demonstration of power is encouraged, and it is taken for granted by subordinates because a leader who does not demonstrate power can be perceived as weak and reluctant. Attempts to erase the differences between leaders and employees are not accepted, because culture is characterized by authoritarian, hierarchical social order. The leader demonstrates the maximum power that corresponds to reality.

In cultures with low levels of power distance, the leader might pay less attention to the actual process of achieving goals, and trust across hierarchies is higher. Efficiency gains can be achieved by focusing behavior on interaction with subordinates and their involvement in the decision-making process and other processes related to enterprise management. Demonstration of power is considered ethically unacceptable, and relations between employees are formed based on emphasized social equality and partnership. The leader uses it only in exceptional cases. Leader transfers the impression that he (she) has less power than is, and leadership is based on the choice of the majority.

In individualistic cultures, leaders focus their behavior on individual employees, rather than on the team as a whole. Leadership is based on the management of the individual in the group, with considerable attention to the management structure.

In collectivist cultures, leaders prefer to focus on the team rather than on individual members of the team. An effective leader must lead subordinates while ensuring agreement between team members. Leadership is based on the management of a group of individuals, with considerable attention to the relationship in the management structure.

In a masculine culture, the leader values strength, speed of decision, scale of approaches, determination, toughness and expertise. Actions of the leader, focused on obtaining results or increasing the degree of participation of employees in management, can get the approval of representatives of such cultures, if in their perception; these actions can lead to increased earnings.

In a feminine culture, the actions of the leader, which result in improved quality of life, are acceptable in this culture. For the leader important values are the ability to organize conflict-free group work, reach a consensus, develop a fair motivation, and build relationships.

A leader's actions focused on building relationships with subordinates can be effective in cultures with both masculine and feminine cultures to the extent that these actions can make employees feel satisfied with their work and the activities of the organization as a whole.

In cultures with high levels of uncertainty avoidance, employees expect order from the leader when they are set specific goals and objectives, results-oriented behavior is more effective, and interaction with subordinates may be less productive. In this culture, the leader might be loved or hated, and he/she strives to do the right thing. Low levels of uncertainty avoidance might lead to more active self and risk-taking of employees, in contrary.

The data of 8,841 managers and employees of organizations from 43 countries were collected. The range of countries included corresponded to many of those

studied by Hofstede [163], but large samples from former communist countries were also included. The present findings suggest that the dimensions defined by Hofstede as individualism-collectivism and power distance are better defined as different orientations towards continuity of group membership (loyal commitment/utilitarian commitment) and different orientations towards engagement in social relations (conservatism/egalitarian commitment) [170].

A cultural model was developed that shall give an insight into the largest differences between cultures and how organizations are affected by them. The name of this classification is Trompenaars Cultural Dimensions. It classifies 7 dimensions of culture [171]:

- 1) Universalism versus Particularism;
- 2) Individualism versus Communitarianism;
- 3) Neutral versus Emotional;
- 4) Specific versus Diffuse;
- 5) Achievement versus Ascription;
- 6) Sequential versus Synchronous time;
- 7) Internal direction versus External direction.

Universalism vs. Particularism: These two points differ to what extent the same rules apply in all situations or are they different according to circumstances.

Individualism vs. Collectivism: The individualistic approach is that it is more important to focus on the individual way of people and that it relies on individuals to make decisions. In collectivism, people regard themselves as part of a group and seek consultation and mutual consent before making decisions.

Neutral vs. Emotional: The question is if the expression of emotions is acceptable or not. On the one hand, there are cultures in which emotions are held in check. People try not to show their feelings. On the other hand, there are cultures in which emotions are expressed openly and naturally. People smile, talk loudly, and greet each other with enthusiasm.

Specific vs. Diffuse: When the full person is engaged in a business relationship, there is a genuine and personal connection rather than the specified

relationship dictated by a contract. In many countries, a diffuse relationship is necessary to do business. One example: An American firm was trying to conclude a contract with a South American client. The American businessmen disregard the importance of the relationship. This led to the failure of the deal. The American enterprise made a well-thought-out presentation. They expected that would make its superior product and lower price explicit. The Swedish counterpart took a week to get to know the customer. The Swedes spoke about everything but the product. On the last day, the product was shown. Although it was a little less attractive and a little more expensive, the Swedish company received the order.

Achievement vs. Ascription: Achievement means people are given status based on how well they perform their tasks. Ascription means status is based on who or what a person is. For example, status can be awarded based on birth, kinship, age, gender, or social relationships but also by the educational record. “What did you study?” could be the first question in an achievement culture. In a more ascriptive culture, the question could be “Where did you study?”. The second one is better to keep face.

Time: There are two different ways to approaches to time. The sequential approach to time means people do one thing at a time, they keep appointments strictly and follow plans to the letter. The synchronous approach means people do more than one thing at a time and think appointments are approximate.

Environment: The attitude to the environment is another important cultural difference. The inner-directed way is that people believe that they can control environmental outcomes. The motivations and values come from within the person. The outer-directed way is that people are allowing things to take their natural course. They believe that the world is more powerful than the person. They fear or emulate nature.

Having identified the type of dimensions that have evolved from the survey data, we can now explore how these dimensions may relate to characterizations of the nations in question and their defining cultural values that are based on data available from other sources. There are groups defined which are named Trompenaars’

Cultural Groups. These groups of countries are similar to each other in terms of the five dimensions and the orientations toward time and the environment [170], clusters with similarities towards time and environment:

- 1) Anglo Cluster;
- 2) Asian Cluster;
- 3) Latin American Cluster;
- 4) Latin European Cluster;
- 5) Germanic Cluster.

The study will help to recognize and respect other cultures. Reconciling the differences is the first step. The manager shows her/his thinking that his way of doing things and his values are not the best. Another way of reaction is to abandon her/his orientation and go a native. This is the adaption of the style “when in Rome, do as the Romans do”. But this style lets the manager look like an amateur. People from other countries will mistrust the manager. The manager won’t be able to keep her/his strength [172].

The GLOBE research is also called the Manhattan Project. One hundred and seventy researchers from 62 cultures worked on this study. Data from 17300 managers om 951 organizations were collected [164]. Different cultural groups may have different conceptions of what leadership should entail. Some earlier studies show that in Europe various cultural clusters can be [173, 174]. The GLOBE project discusses similarities and differences in culture and leadership dimensions from different countries in Europe. The results show that two main clusters of cultural values can be distinguished, namely the North-Western and Southeastern parts of Europe. Within these clusters, differences in leadership prototypes to a certain extent mirror differences in culture.

Based on these findings, it is hardly possible to speak of a single typical European culture or a unique European leadership style. However, in some dimensions at least, European values differ from those of some other regions of the world [175]. The Globe study defined 9 society culture scales as described below [52, 176]. Table 1.12 presents society's culture scales.

Table 1.12

Society culture scales [52, 176]

Society culture scale	Explanation
Achievement, Performance orientation	Encouraging and rewarding performance improvement and excellence
Future orientation	Planning, investing in the future, and delaying gratification
Assertiveness	The degree to which individuals are assertive, dominant and demanding in their relations with others
Collectivism	The degree to which individuals are integrated into groups within a collective
Gender egalitarianism	The degree to which a collective minimizes gender inequality
Human orientation	Such as being fair, altruistic, generous, caring, and kind to others
Power distance	The extent to which power in a society is unequally shared
Family collectivism	The degree of integration of individuals within the family
Uncertainty avoidance	The extent to which society relies on social norms and procedures to alleviate the unpredictability of future events

To answer the question of which leadership traits and behaviors are generally accepted and considered effective and which are country or culture specific, we look at the results of the second-order factor analysis. This analysis revealed 6 factors (for more debating see [177]).

Table 1.13 presents these society culture scales.

Table 1.13

Society culture scales [177]

Leadership	Explanation
Charismatic/value-based leadership	Visionary, inspirational, self-sacrificial, integrity, decisive, and performance orientation
Team-oriented leadership	team orientation, team integration, diplomacy, malevolent (reversed score), and administrative competence
Narcissistic leadership	self-centered, status-conscious, conflict inducer, face saver, and procedural
Participative leadership	autocratic and nonparticipative
Humane leadership	modest and humane orientation
Autonomous leadership	individualistic, independent, autonomous and unique

Ukrainian and Austrian cultural peculiarities. Based on above mentioned cultural dimensions, Ukrainian and Austrian peculiarities will be discussed.

According to the UN International Office for Migration (<https://www.iom.int/>), Ukraine is a migration (out) as well as an immigration (in) country. There is an active exchange of students, graduates and workers between Austria and Ukraine. Therefore, it is interesting to understand young people's expectations of leadership and to analyze possible differences in these perceptions.

Historically, Austria and (at least the western part of nowadays) Ukraine had some commonalities, but the societies have developed very differently since that time. Ukraine as a post-Soviet culture is characterized by collectivism and a low level of self-organization [178]. Groups are important, they care for each other and receive loyalty in return. Relationships have priority over the accomplishment of tasks. Ozaralli and Rivenburgh [179] note that in more collectivist cultures, the interests of the group take precedence over personal needs. Group loyalty and group decisions are rewarded, while individual decisions and dissenting opinions or behaviors are not encouraged. Austria, on the other hand, has a moderately high score for individualism. In such cultures, individuals are expected to take care of themselves and hiring and promotion decisions are made based on merit, as shown by Hofstede [167].

In Ukraine, the degree of power distance is high. Power distance reflects the extent of unequal distribution of power in social structures (family, organizations, institutions, or society as a whole) and tolerance of inequality. Ukrainian culture has a higher perception of internal inequality and more pronounced hierarchical structures [180]. Austria ranks among the lowest in the world for the dimension of power distance. Unequal distribution of power is less tolerated, and hierarchical structures are seen as less important [167]. There are a few studies examining the relationship between power distance and marketing. E.g. Tu et al. [181] found a relationship between power distance beliefs and cognitive vs. affective appeals in higher education marketing.

Uncertainty avoidance reflects the extent to which members of a society minimize the risk of making wrong decisions. Studies looking at the relationship between uncertainty avoidance and leadership styles suggest that transformational

leadership styles have a stronger impact on several performance indicators when higher levels of uncertainty avoidance are present as researched by Watts and colleagues or Afsar and Masood [182, 183]. Ukraine has a very high score on uncertainty avoidance, meaning that Ukrainians feel threatened by ambiguous situations. To minimize anxiety, people resort to traditional social patterns and place great value on the basic components of their occupations, such as job security, benefits and permanence [184]. Austria ranks lower in uncertainty avoidance but still has a certain preference for avoiding uncertain situations.

Long-term orientation refers to a society's inclination towards maintaining a connection to its past when facing the challenges of the present and the future [167]. Concerning leadership, Jung and Avolio [185] found that long-term-oriented individuals perform better under a transformational leadership style. Ukraine scores very high in long-term orientation. It is believed that it is difficult to understand the complexity of the present because it is very much tied to the past. Austria is also oriented toward the long term, albeit to a lesser extent than Ukraine.

To generalize all above mentioned cultural characteristics we can propose a matrix of differentiation generation leadership style by the national cultural values and features (Table 1.14).

At the nascent stage, the main processes are the development and implementation of a business plan, obtaining initial financing, entering the market, creating a client base, and recognizing the company's brand among buyers of goods or services. More than 70% of respondents believe that the person leading the organization is a leader who creates a strong team of followers and promotes the brand.

According to more than 80% of respondents, his relations with employees are mainly informal, there is no clear division of responsibilities, and, most employees are involved in all processes of the organization's activities.

Table 1.14

Competencies differentiation by the national culture and generations of leaders

Group of competencies	List of leader’s competencies	Generation				National culture		
		BB	X	Y	Z	Hofstede model	Ukrainian	Austrian
Professional	Technical in the management field	H*	H	M	L/M	Masculinity/feminity	26	79
	System	H	M	L	M	Masculinity/feminity	26	79
	Relation understanding	M	H	M	M/L	Masculinity/feminity	26	79
	Innovation	M	M	H	H	Uncertainty avoidance	95	70
	Change	L	M	M/H	H	Uncertainty avoidance	95	70
Methodological	Strategic, logical and creative thinking	H	M	H	H	Long-term/short term orientation	86	60
	Cross-cultural and multidiscipline skills	L	L/M	M	H	Indulgence/restraint	14	63
	Digital, media, and network skills	L	M	H	H	Masculinity/feminity	26	79
Soft (social)	Coordination and facilitation	H	M	H	H	Individualism/collectivism	55	25
	Communication	M	H	M	L	Individualism/collectivism	55	25
	Motivation	Money as motivation			Time as motivation	Individualism / collectivism	55	25
	Teamwork	M	L	H	H	Individualism / collectivism	55	25
	Feedback	M/L	H	H	H	Masculinity/feminity	26	79
	Diversity acceptance	L	M	H	H	Individualism/collectivism	55	25
	Personal values and principles	M	M	H	H			
Leader’s orientation	Promotional	Family	Team	Team				

* H – high level, M – medium level, L – low level

When moving to the stage of growth, the main thing for the company is the creation of business processes, the formation of a bureaucratic structure, the expansion of business, the implementation of significant new investments, and the increase in the number of employees, clients, and geographical connections. According to more than 60% of respondents, the tasks of the leader who is at the head of the company at this stage include building a new organizational structure, creating a new motivation for employees, and establishing external relations.

Relations between employees and the first persons are becoming less close, which is evidenced by a decrease to 58% of the number of answers acknowledging the presence of informal ties, a clear hierarchy and division of responsibilities (49% of respondents' answers).

As the company moves to the next stage (maturity), leadership is gradually replaced by formal management (80% of respondents). The main processes taking place in the company are a clear distribution of responsibilities between employees and refined business processes (more than 70% of respondents), a hierarchical structure of the company (more than 50% of respondents), and a well-thought-out employee motivation system. The head of the company becomes isolated 23 from ordinary employees (59% of respondents) and communicates mainly with his direct subordinates. The place of the "ideological inspirer" (leader) is replaced by a manager, an administrator who monitors the precise performance of all their functions and responsibilities (76% of respondents' answers).

The main signs of the beginning of decline are a decrease in demand for the organization's traditional products and/or services, a change in strategy, a greater likelihood of mergers, and a reduction in the size of the company's staff to ensure the organization's survival. To keep the company, the manager is again replaced by a leader who listens to the ideas of certain employees (60% of respondents) and tries to find something new in them that can lead the organization out of the crisis. He restores a close relationship with subordinates (40% of respondents), listens to their ideas and inspires them to take measures to get the company out of the crisis (69% of respondents).

Lex Sisney in [100] writes that all lifecycles exist within a dynamic between system development and system stability, we can try to optimize the path or slow the effects of aging, but ultimately every system makes this progression. He writes about product, market, and execution lifecycles, we are interested in the last one. The focus within the execution lifecycle should be to have the right mix of organizational development and stability to support the stages of the product and market lifecycles. The stages of the execution lifecycle become easier to understand with a little pattern recognition. Every business must shape or respond to its environment and it must do so as a whole organization, including its parts and subparts. If it doesn't do so, it will cease to exist. Recognizing this, we can call out four basic patterns or forces that give rise to individual and collective behavior within an organization. They are the Producing, Stabilizing, Innovating, and Unifying (PSIU) forces. Each of these expresses itself through a particular behavior pattern. The combination of forces causes the organization to act in a certain way (Table 1.15).

Table 1.15

Connection between leadership style and stage of enterprise development

Stage of enterprise development	Leadership style			
	Transformational	Transactional		
		Peculiarity reward	Non-peculiarity reward	Sanctions
Emergence	V		V	
Early growth	V		V	
Rapid growth		V	V	
Maturity		V		V
Decline	V		V	V

6. A special procedure for appropriate leadership style formation can be created to change the leadership style of enterprise management directly or through the transition period to help the ruling enterprise toward the main goals.

Conclusions to chapter 1

In the first chapter of the research, the main theoretical aspects of the leadership style formation at the enterprise's management were examined.

Thus, the author based on the morphological analysis of the definition "leadership" (compiled based on relevant literature) concluded that there is no common approach to define leadership. The main keywords used are the ability to influence, process (social, influence), guide people/activities, the function of knowing yourself, behavior, a system of expectation, vision and values. Despite these different approaches, the essence of leadership is mostly the same, all of them are concerned about shaping cooperation with employees and among employees in a professional context in such a way that the most ideal and sustainable performance possible can be achieved for the company. The author proposed to view leadership as guiding people's activities and influence related to long-term goals and values, not just behavior or social process.

Having analyzed the evolution of the leadership theories author defines that traditional theories emerged in the age of machine mass production (mostly in the first half of the 20th century) and corresponded to the mechanistic picture of the world: the low-skilled workers were considered cogs in the factory system and had to be instructed, controlled and monetized by (all) knowing managers, controlled and driven by monetary incentives. The contemporary leadership theories of the time were primarily concerned with the factors of success on the part of the manager – his or her characteristics, behavior or leadership styles.

Within the framework of behavioral and situational approaches, classification of the leadership styles was developed based on comparison analysis in combination with the leadership model analysis leading to defining the modern approach and list of competencies of modern leaders as well as features of the leadership style.

The author concluded an analysis of modern tendencies and megatrends in organizational development and found that the most suitable in this condition are

transactional and transformational leadership styles. Therefore the theoretical provisions of modern processes of change in leadership theory have been improved, the novelty of which is the consideration of groups of competencies necessary for different styles of leadership (professional, methodological, "soft" skills), which made it possible to form a matrix of leaders' competences, differentiated later according to different generations and characteristics national culture.

Further analysis specifies that causal relationships between leadership and motivation / performance: leadership styles serve as predictors, whilst motivation and performance are considered as outcome variables, the cause-effect direction. It was found that work motivation is an important determinant of personal and organizational accomplishments, dualistic theories distinguish between intrinsic and extrinsic motivation. Concerning expected leadership styles, intrinsic motivation might be more related to transformational, employee, or change-oriented styles, while extrinsic motivation is rather connected to transactional (reward and punishment) oriented styles of leadership.

Conceptual provisions regarding the formation of a leadership style in enterprise management in the process of generational transition have been formulated, which include the following theoretical provisions: leadership style is of decisive importance for ensuring enterprise management; managers demonstrate a leadership style that corresponds to their individual characteristics and values; different generations have different values, and therefore choose different leadership styles; in the process of changing generations, a transitive style of leadership may appear; there are additional factors influencing the leadership style: national culture and the stage of the organization's life cycle, it is necessary to define a special procedure for the formation of an appropriate leadership style, which allows you to switch to a new style directly or through a transition period to help the enterprise achieve its main goals.

Based on the cross-cultural management concepts the differences between the leadership styles inherent in different national cultures were considered based on Geert Hofstede's six-factor model, a comparison of the main characteristics of

Austrian and Ukrainian cultures was made, and leadership styles immanently inherent in these cultures were identified. To generalize all above mentioned cultural characteristics matrix of differentiation generation leadership style by the national cultural values and features was proposed and grounded.

The main approaches to the classification of the stages of the organization's life cycle were analyzed and, taking into account the characteristics of transitive and transformational leadership styles inherent in the national cultures of Ukraine and Austria, a matrix of correspondence of each of the styles at different phases of the organization's development (creation, early growth, rapid growth, maturity, and decline) is proposed.

Based on the morphological analysis author defines the transition leadership style evaluated as a set of leadership style combinations relevant to the cultural environment, values, and features of the employee's and leader's generation together with the mission, vision and objectives of the current enterprise's lifecycle stage.

As a result, requirements that will be put forward to the work environment to ensure effective communication between generations (leaders as well as followers) while implementing a transitive leadership style are summarized and group grouped as follows: attitude to work, organizational structure, motivational factors, technology, cooperation, communication and technology, attitude to work. This made it possible to compare the characteristics of the generations and the factors related to their cooperation in the workplace.

The author proposed to consider the influence of the following groups of factors on the formation of leadership style: communication of leaders and employees, motivation, interaction and communication, balance of work and personal life, and gender characteristics.

The main provisions of the first chapter of the dissertation are published in the author's works [218–221, 222–230].

References: [1-3; 5; 6; 8-18; 20; 21; 23-25; 27-36; 38-51; 53-55; 60-64; 66; 67; 69; 70; 72-77; 79; 81; 83; 84; 86-92; 94; 95; 101-103; 106; 112-117; 119-121; 123-125; 127-132; 135-143; 153; 155-160; 163; 164; 166].

CHAPTER 2

ANALYSIS OF FACTORS INFLUENCING LEADERSHIP FOR DIFFERENT GENERATION

2.1. Main hypothesis about differentiation of expectation from a leader

The research design provides the scientific framework for data collection and analysis. It determines the methods by which the data are collected and provides a guideline on how to solve the research problem. The research problem is defined by the main research questions, as have been presented earlier. Those are:

What expectations do the representatives of Generation Z have of the leadership skills of their managers?

What “ideal” leadership styles can be derived from this for the representatives of Generation Z who will soon be entering companies?

Are there cultural differences in terms of collectivism / individualism, high / low power distance, masculine / feminine, and more / less uncertainty-avoiding cultures?

Based on the cultural and economic differences between the countries in the previous section, several hypotheses will be tested to shed light on the different expectations of Ukrainian and Austrian Gen Z representatives of their future leaders.

Fig. 2.1 shows the proposed research model. Existing leadership dimensions should be viewed and reassessed through two “lenses”. First, through the lens of Generation Z compared to previous generations, and second, through the lens of cultural differences. While generational cohorts can be easily distinguished through the demographic variable of “age”, cultural differences need to be considered through cultural dimensions. The intention is to include two countries in the study that have very different manifestations of key cultural dimensions. Austria and Ukraine were selected as target countries for the study.

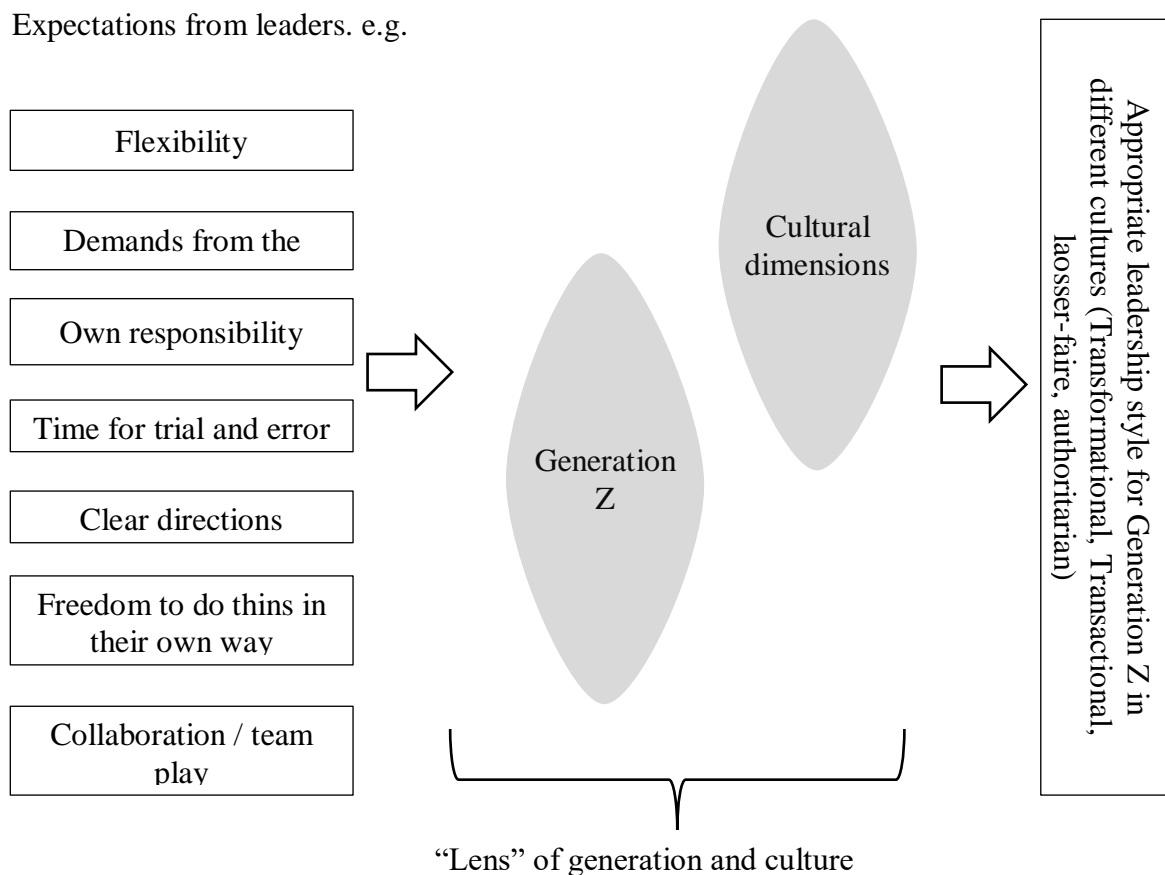


Fig. 2.1. Conceptual model of the analysis

Transformational leadership, three types of transactional leadership (pecuniary, non-pecuniary, sanctions), and three expected orientations of leaders (employee orientation, production orientation, change orientation) were employed in the study.

The research hypothesizes that: the main differences in leadership preferences vary for different countries and motivation is connected with the leadership style.

As a collectivist country with high levels of power distance and uncertainty avoidance, it is expected that expectations from leaders are higher in Ukraine than in Austria. The authors assume that this holds for transformational as well as for transactional leadership styles. When considering the different economic situations of the countries, transactional leadership styles that are based on pecuniary (monetary) rewards may show the largest difference between the countries.

H1: Transformational and transactional leadership styles (pecuniary, non-pecuniary, sanctions-based) are all more important in Ukraine than in Austria. For transactional leadership with pecuniary rewards, the differences are the largest.

Considering employee / production / change-orientated leadership styles, it is assumed that employee-oriented leadership styles are more highly valued in Austria than in Ukraine because individualistic and low power-distant cultures expect managers to be more attentive to them as individuals. For production-oriented leadership, which is related to giving clear tasks and applying a hierarchical structure higher levels are expected for Ukrainian respondents because this leadership style tends to decrease uncertainty through a higher assessability of results and task fulfillment. Change-oriented leadership includes dimensions of transformation, motivation, intellectual stimulation and adaptation to changing conditions. Ukraine as a European country is increasingly influenced by Western attitudes and behaviour. As such, change is an ambivalent construct. On the one hand, change is related to uncertainty, on the other, hand it includes opportunities for improvement and personal development. Regarding Gen Z as the subject of this study, the authors weigh the attraction of change higher and assume that change-oriented leadership is more attractive in Ukraine than in Austria.

H2: Ukrainian respondents weigh production-orientated leadership and change-oriented leadership higher than Austrian respondents, while Austrian respondents put more emphasis on employee-orientated leadership styles.

Concerning transformational leadership-, change-, and employee-oriented leadership, we expect that higher levels of motivation lead to higher expectations regarding these leadership styles, independent of the country, because intrinsically motivated people expect from their leader's inspiration, willingness to adapt, and commitment to their employees. Concerning transactional leadership styles, especially monetary and non-monetary rewarded ones, we expect that for Ukrainian respondents, higher levels of work motivation guide to them gain acceptance and appreciation. Ukraine has lower income levels and weaker economic conditions. Gen Z representatives, however, with unlimited access to information, so highly motivated

people respond to leadership styles that promise any kind of material reward for good performance. Lastly, we assume that higher levels of work motivation do not increase the attractiveness of a transactional sanctions-based leadership style, because the literature suggests that the alternating effect of punishment and motivation is rather negative than positive [186].

H3: Higher work motivation leads to a higher appreciation of (a) transformational, (b) employee-oriented, and (c) change-oriented leadership styles, independent of the country.

H4: Higher work motivation leads to higher appreciation of (a) transactional pecuniary, and (b) transactional non-pecuniary leadership styles, with a stronger effect in Ukraine than in Austria.

H5: Higher work motivation does not have an effect on the appreciation of a transactional sanctions-based leadership style in both countries investigated.

Concerning the effect of work performance and expected leadership styles, we argue that in high power-distant cultures, high-performers appreciate leadership styles that reduce power distance, give them room for unfolding capacity, and do not suppress their willingness to deliver output. As such, we hypothesize that in Ukraine transformational leadership, change-oriented, and employee-oriented leadership styles are more expected and appreciated. Additionally, owing to the weaker economic situation in Ukraine, Gen Z members might strive for economic improvement, which is especially true for people who can perform. This might lead to a higher willingness to accept transactional, monetary, or non-monetary rewarded leadership styles. In individualistic cultures and well-settled economic conditions like Austria, high-performers might perceive themselves as independent, hierarchically as well as economically, and as such the effect of performance on expected and appreciated leadership styles is lower for all types of leadership styles.

H6: Ukrainian respondents with higher levels of performance have an increased appreciation of (a) transformational, (b) change-oriented, (c) employee-oriented, (d) transactional pecuniary, and (e) transactional non-pecuniary leadership styles.

H7: For Austrian respondents, there is no effect of performance on one or more preferred leadership styles.

The research design provides the scientific framework for data collection and analysis. It determines the methods by which the data is collected and provides a guideline for solving the research problem. A research problem can be solved in different ways. Consideration must be paid to the nature of the research problem or subject matter, possible research strategies and methods, and the data sources used to answer the present question. In addition, the availability and access to the data required, as well as the resources available for the investigation (time, equipment, monetary resources).

As outlined by Bortz and Döring [187], frequently used empirical methods of data gathering in the social sciences domain include observation, exploratory interviews, quantitative surveys, and experiments.

Experiments, although they constitute a scientifically valid method and allow the study of causal relationships, are difficult to implement in real-life managerial settings due to the nature of the present research problem. Experimental research manipulates at least one independent variable while controlling for others and measuring the effect on one or more dependent variables. Irrespective of the practical difficulty of planning and implementing such experiments in the field, the question arises to what extent behavior within the experimental framework is an indicator of behavior outside the laboratory.

Observation of respondents' behavior to reveal leadership appreciation and responses to different leadership styles is another method to tackle the research questions stated in this contribution. For example, it could be implemented by participating in leader-subordinate discussions and daily life operations in businesses. Here, however, the difficulty of an interviewer's influence arises (in the case of an open observation), since the behavior of both parties can change due to the presence of a third (most likely unknown) person. Furthermore, it can be assumed that discussions between leaders and subordinates, which also might include sensitive discussions (e.g., consequences for unappropriated behavior or performance, etc.), are

often confidential, and therefore an open observation would probably not be accepted. A covert observation, on the other hand, is difficult because of ethical reasons, but also from a practical point of view, since leader-subordinate discussions and managerial operations usually take place on the premises of the respective company or organization. Preparation for covert observation would be extremely difficult to organize. Thirdly, the research design of this study would require different observers (as it is a cross-country cross-cultural, and cross-language study). Hence from a methodological perspective, observations also would yield problems with the reliability of the results due to different calibrations of the observers.

Exploratory research, often using qualitative methods, aims not to find conclusive results on existing problems but rather to recognize the nature of a problem in fields of research where little empirical evidence is available. Leadership styles and issues related to the leader-subordinate relationship have been studied for a long time. This contribution's research questions focus on the influence of interacting variables and differences between groups (such as cultures and generations). Hence, little additional gain in knowledge is expected from applying exploratory research methods only.

Consequently, for the present study, a quantitative survey is the most appropriate instrument to answer the research questions. Interviews will be conducted using standardized instruments, administered by an independent researcher, and analyzed with statistical methods and tools. The method of collecting data using oral or written interviews is common. It can be assumed that it is known to the intended respondents and does not create uncertainty. If confidential processing of the questionnaires can be assured, answers to sensitive questions can be obtained efficiently and largely unaffected. The exact procedure of the survey will be discussed later.

Another aspect within the domain of method variance is the problem of social desirability in the response behavior of subjects. In empirical social research, this refers to the tendency of subjects to present themselves in a favorable light in self-assessments, regardless of the real attitude to a topic [188]. This holds especially if

relationships between leaders and subordinates are investigated, as there might be an uncontrollable tendency to either praise (or condemn) the leader's behavior. Johnson et al. [189] discuss this phenomenon under the term "impression management".

Social desirability might be problematic concerning the validity and reliability of research findings because relationships with other variables can be overlaid or obscured. Law et al [190] see the problem of social desirability, but they also have arguments that support the relevance of self-report instruments in social sciences. They argue, that self-report tools in the field of psychology have been in use for a long time and there is sufficient evidence on reliability, convergence, discrimination, and criterion validity of many scales. In the context of this study, "social desirability" should not be a big issue, because it is the purpose of the investigation to figure out what the respondents desire concerning their "ideal" leader.

The main study has been administered as a quantitative investigation among Generation Z members in Ukraine and Austria, having different leadership skills evaluated by young people born later than 1997. Respondents were recruited from schools and undergraduate university studies in Ukraine and Austria. An online questionnaire in German and Ukrainian language is the main measurement instrument. The data is processed with statistical tools to assure reliability and validity.

A cross-cultural quantitative survey was conducted in Austria and Ukraine to find out Gen Z representatives' expectations of their preferred leadership style. 157 Austrian and 131 Ukrainian students completed an online questionnaire about their expectations of transformational and transactional elements of leadership. 71% of the sample were female, 29% were male. Respondents were between 17 and 25 years old. 26% of the sample had no job experience, 26% up had to one year, and 30% had experience of one to five years. 18% had more than five years of job experience.

A questionnaire was developed using only existing scales. The questionnaire was provided to the respondents in German and Ukrainian language. The Ukrainian version was translated by native speakers with in-depth knowledge of leadership and cultural matters. There were 17 questions in the questionnaire, including some open

questions and demographic questions. The complete questionnaire is attached to this document in the appendix A.

An online tool (Limesurvey V. 3.25.21) was used to disseminate the questionnaire among the respondents in Austria and Ukraine.

One central variable, the dimensions of expected leadership orientation, is measured using a scale developed by Ekvall and Arvonen [78]. While the original scale refers to the assessment of the leadership quality of the current supervisor(s), this study asks a projective question about the “ideal leader. Respondents were asked to describe their ideal leader on a scale consisting of 17 items. The answers are plotted on a 5-point Likert scale (ranging from “very important” to “not important at all”).

According to a factor analysis completed by Skogstad and Einarsen [79], the instrument measures three dimensions of leadership, “employee orientation” “production orientation”, and “change orientation”. Example items for employee orientation are, “shows consideration for subordinates as individuals”, “is considerate”, and “lets his subordinates make decisions”. Examples from the production orientation subscale are, “plans carefully”, “is very particular about following plans”, and “gives clear instructions”. Examples from the change-oriented leadership subscale are: “offers ideas for new and different ways of doing things”, “initiates new projects”, and “experiments with new ways of doing things”.

Internal consistency of the three subscales was sufficient (employee-orientation leadership $\alpha = .819$, with items 1 and 4 deleted due to a value below .3 for corrected item-total correlation; production orientation $\alpha = .768$; change orientation $\alpha = .765$).

To measure transformational and transactional leadership expectations, a scale developed by Jensen and Andersen [41] was used. The instrument contains 13 items, measuring four factors, (a) transformational leadership (4 items), (b) contingent nonpecuniary rewards (3 items), (c) contingent pecuniary rewards (3 items), and (d) contingent sanctions (3 items). Factors (b) to (d) are dimensions of transactional leadership. Sample items include: “concretizes a clear vision for the organization's future” (transformational leadership); “rewards the employees' performance when

they live up to the leader's requirements" (pecuniary rewards); "personally compliments employees when they do outstanding work" (nonpecuniary rewards); "gives negative consequences to the employees if they perform worse than their colleagues" (sanctions). Answers were collected on a five-point Likert-type scale, ranging from "agree strongly" to "disagree strongly".

Internal consistency, measured by Cronbach α , was satisfactory, with $\alpha = .894$ for transformational leadership, $\alpha = .786$ for contingent nonpecuniary rewards, $\alpha = .804$ for contingent pecuniary rewards, and $\alpha = .799$ for contingent sanctions.

Scientific studies have explored criteria that influence the choice of occupation. Russell Cropanzano and Citera [191] brought to our attention that relatively few papers have integrated work motivation into leadership theories. Motivational theories are focusing primarily on the dynamic processes that underlie behavior. The dynamic motivational effects are variables of interest in a cross-generational and cross-cultural study of expected management and leadership styles. For work motivation, 12 items from Gagné, Forest, Gilbert, Aubé, Morin, and Malorni's [192] motivation at work scale. To collect answers a 5-point Likert scale was used, anchored by "completely true" and "not at all true". Sample items of this scale are "I do my current job because I enjoy this work very much" or "... because I have to be the best in my job, I have to be a winner". To collect answers, a 5-point Likert-type scale was used, anchored by ("completely true" and "not at all true"). Cronbach's α was at .808.

The connection between leadership and performance is intuitively understandable since leadership aims to achieve and increase the performance of employees. Mulki, Caemmerer, and Heggde [193] present a collection of studies proofing the positive relationship between various types of leadership and performance. MacKenzie, Podsakoff and Rich [194, p. 129] see transformational leadership outperforming transactional leadership in its effect on performance, as "transformational leader behaviors influence followers to perform above and beyond the call of duty". McColl and Anderson [195] present the effects of leadership styles

on performance, which are mediated through frustration and optimism, triggered by leadership behavior.

Consequently, perceived performance should be a variable in the study of leadership styles across generational and cultural differences. Performance was measured by using Azevedo Andrade, Queiroga and Valentini's [196] short version of the self-assessment scale of job performance developed by Sonnentag and Frese [197]. It uses 10 items. Sample items include "I do my job according to what the organization expects from me" and "I perform hard tasks properly". Answers were noted on a 5-point Likert scale anchored by "better than my colleagues" and "worse than my colleagues". Scale reliability was appropriate, with Cronbach $\alpha = .777$.

In addition to the key variables, demographic information was also collected. These include the highest education completed, work experience, gender, and education. For age, only participants younger than 26 years were included in the survey.

Concerning their cultural background, students were asked to make a statement on the following question: "I spent my childhood/youth in: _____". Assuming that childhood and adolescence have a great influence on a person's cultural imprint [198], the answer to this question was used as a categorical classification for the respective cultural background (Ukraine or Austria).

2.2. Analysis of expectations from leaders for different generations in the cultural dimension

To analyze the dataset, a statistical software, SPSS, v. 27, was used. At first, bivariate correlations of all leadership factors were calculated (table 2.1). As expected, the seven factors of leadership style had moderate correlations in both subsamples. Correlations of factors were not higher than .621; $p = .000$ and not lower than .152; $p = .000$, thus the condition of a moderate correlation of variables was met.

Table 2.1

Bivariate correlations of the main variables

		TRANSF	TRANSAC Pecuniary	TRANSACNon-Pec.	TRANSAC Sanctions	Employee orientation	Production orientation	Change orientation	Performance	Work motivation
TRANSF	Pear. Corr.	1	.621**	.515**	.216**	.155**	.229**	.300**	-0,015	.217**
	Sig.		0.000	0.000	0.000	0.007	0.000	0.000	0.790	0.000
	N	366	302	302	302	302	302	302	302	302
TRANSAC Pecuniary	Pear. Corr	.621**	1	.525**	.382**	0.028	.204**	.170**	0,021	.250**
	Sig.	0.000		0.000	0.000	0.625	0.000	0.003	0.716	0.000
	N	302	302	302	302	302	302	302	302	302
TRANSAC Non-Pecuniary	Pear. Corr	.515**	.525**	1	.141*	0.101	0.068	0.050	0.064	.195**
	Sig.	0.000	0.000		0.014	0.078	0.237	0.391	0.265	0.001
	N	302	302	302	302	302	302	302	302	302
TRANSAC Sanctions	PearCorr	.216**	.382**	.141*	1	-0.085	.152**	.130*	0.095	.187**
	Sig.	0.000	0.000	0.014		0.139	0.008	0.024	0.098	0.001
	N	302	302	302	302	302	302	302	302	302
Employee orientation	Pear. Corr	.155**	0.028	0.101	-0.085	1	0.098	.448**	.154**	.206**
	Sig.	0.007	0.625	0.078	0.139		0.088	0.000	0.007	0.000
	N	302	302	302	302	302	302	302	302	302
Production orientation	Pear. Corr	.229**	.204**	0.068	.152**	0.098	1	.214**	.286**	.263**
	Sig.	0.000	0.000	0.237	0.008	0.088		0.000	0.000	0.000
	N	302	302	302	302	302	302	302	302	302
Change orientation	Pear. Corr	.300**	.170**	0.050	.130*	.448**	.214**	1	.213**	.220**
	Sig.	0.000	0.003	0.391	0.024	0.000	0.000		0.000	0.000
	N	302	302	302	302	302	302	302	302	302
Performance	Pear. Corr	-0.015	0.021	0.064	0.095	.154**	.286**	.213**	1	.385**
	Sig.	0.790	0.716	0.265	0.098	0.007	0.000	0.000		0.000
	N	302	302	302	302	302	302	302	302	302
Work motivation	Pear. Corr	.217**	.250**	.195**	.187**	.206**	.263**	.220**	.385**	1
	Sig.	0.000	0.000	0.001	0.001	0.000	0.000	0.000	0.000	
	N	302	302	302	302	302	302	302	302	302

** – Correlation is significant at the 0.01 level (2-tailed);

* – Correlation is significant at the 0.05 level (2-tailed).

To test H1 and H2, a multivariate analysis of variance was performed with the seven styles of leadership style as dependent variables, country as the main factor, and gender and work experience as covariates. MANOVA is a commonly used statistical technique for examining groups for mean differences between several dependent variables that are related to each other [199].

Since it can be assumed that there is some relationship between the leadership dimensions measured in this study, MANOVA offers an advantage over separate analysis of variance (ANOVA) tests because it takes into account the relationships between the dependent variables [200].

Gender and job experience were used as covariates.

Table 2.2 presents the results of a multivariate analysis of variance for Ukraine and Austria.

Table 2.2

Multivariate analysis of variance for country Ukraine / Austria

Dependent Variable	Country		Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for difference	
						Lower Bound	Upper Bound
Transformational	Ukraine	Austria	.416*	0.078	0.000	0.263	0.570
	Austria	Ukraine	-.416*	0.078	0.000	-0.570	-0.263
Transactional pecuniary reward	Ukraine	Austria	.934*	0.113	0.000	0.710	1.157
	Austria	Ukraine	-.934*	0.113	0.000	-1.157	-0.710
Transactional non-pecuniary reward	Ukraine	Austria	.269*	0.119	0.024	0.035	0.502
	Austria	Ukraine	-.269*	0.119	0.024	-0.502	-0.035
Transactional sanctions-based	Ukraine	Austria	.719*	0.144	0.000	0.435	1.003
	Austria	Ukraine	-.719*	0.144	0.000	-1.003	-0.435
Employee oriented	Ukraine	Austria	-.274*	0.064	0.000	-0.399	-0.149
	Austria	Ukraine	.274*	0.064	0.000	0.149	0.399
Production oriented	Ukraine	Austria	0.009	0.066	0.890	-0.121	0.139
	Austria	Ukraine	-0.009	0.066	0.890	-0.139	0.121
Change oriented	Ukraine	Austria	0.120	0.076	0.118	-0.030	0.270
	Austria	Ukraine	-0.120	0.076	0.118	-0.270	0.030

Based on estimated marginal means:

* – The mean difference is significant at the .05 level;

b – Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The univariate F tests (fig. 2.2) present a significant difference between Ukrainian and Austrian respondents for transformational leadership, transactional

leadership (pecuniary), transactional leadership (non-pecuniary), transactional leadership (sanctions), and employee-oriented leadership, concerning how they prefer the different leadership styles.

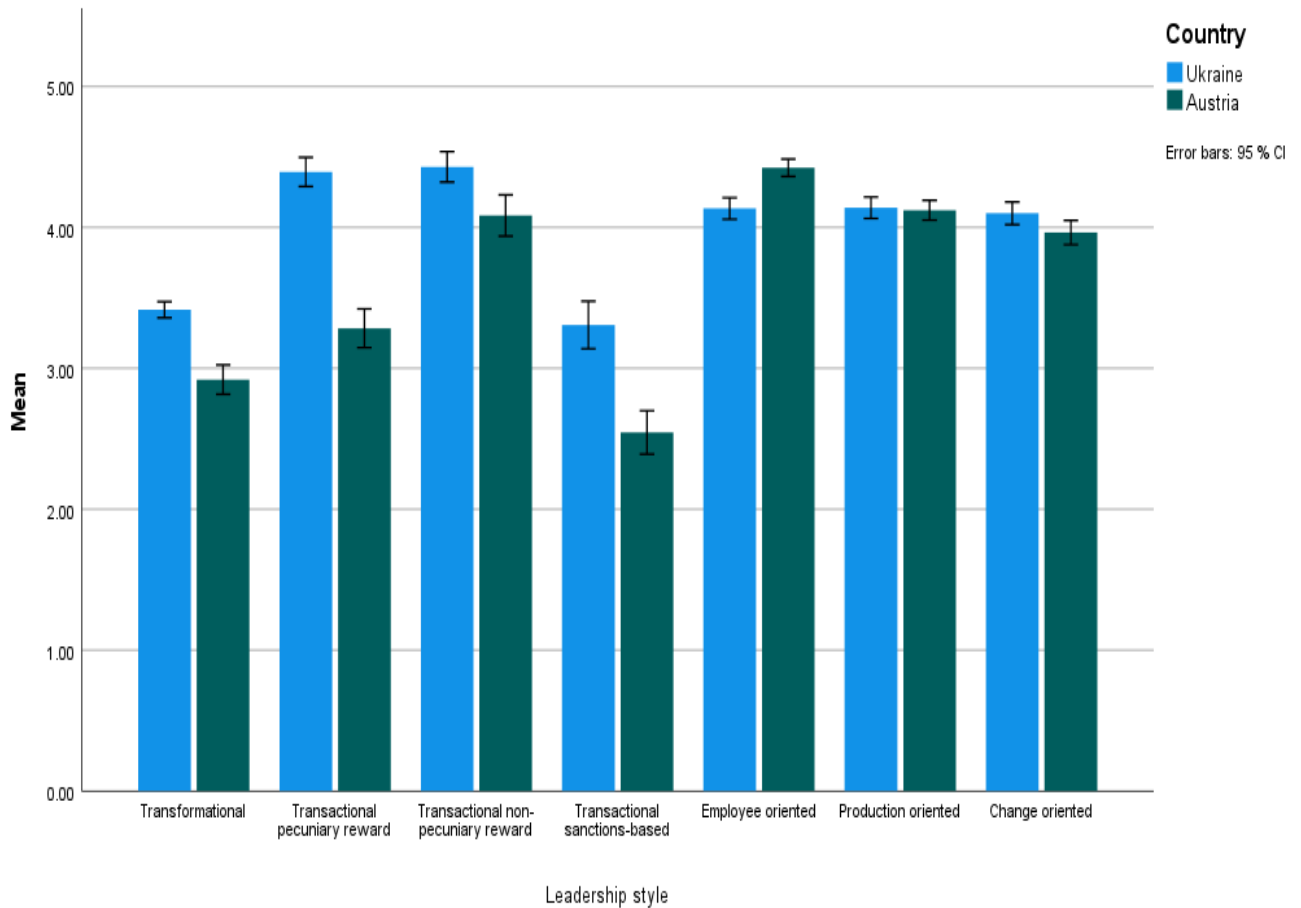


Fig. 2.2. Preferred leadership styles in Austria and Ukraine

For production orientation leadership and change orientation leadership, no significant country differences were found. For employee-orientated leadership, the mean values of Austrian respondents were higher than those of Ukrainian respondents, whilst, in the case of the other significant differences, Ukrainian respondents rated higher.

To test the effects of motivation and performance on the preference of leadership styles, another multivariate analysis of variance was calculated, with high/low levels of performance/motivation as factors, and for each country separately.

MANOVA results indicate significant effects of performance on preferred leadership styles for transformational, transactional pecuniary, and transactional non-pecuniary leadership, employee-oriented, production-oriented, and change-oriented leadership of Ukrainian respondents, whilst there was no significant effect of performance on transactional sanctions leadership style.

Table 2.3 presents the results of the Multivariate analysis of variance for different levels of performance.

Table 2.3

Multivariate analysis of variance for different levels of performance

Country	Leadership style		Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Ukraine	Transformational	Contrast	1.402	1	1.402	4.885	.029	.037
		Error	36.166	126	.287			
	Transactional pecuniary reward	Contrast	2.404	1	2.404	6.164	.014	.047
		Error	49.131	126	.390			
	Transactional non-pecuniary reward	Contrast	3.237	1	3.237	5.683	.019	.043
		Error	71.779	126	.570			
	Transactional sanctions based	Contrast	.050	1	.050	.057	.811	.000
		Error	110.640	126	.878			
	Employee oriented	Contrast	5.648	1	5.648	5.649	.019	.043
		Error	125.966	126	1.000			
	Production oriented	Contrast	10.655	1	10.655	11.751	.001	.085
		Error	114.252	126	.907			
	Change oriented	Contrast	7.280	1	7.280	9.334	.003	.069
		Error	98.273	126	.780			
Austria	Transformational	Contrast	.486	1	.486	.416	.520	.003
		Error	178.737	153	1.168			
	Transactional pecuniary reward	Contrast	.090	1	.090	.110	.741	.001
		Error	126.053	153	.824			
	Transactional non-pecuniary reward	Contrast	.672	1	.672	.520	.472	.003
		Error	197.683	153	1.292			
	Transactional sanctions based	Contrast	3.666	1	3.666	4.294	.040	.027
		Error	130.642	153	.854			
	Employee oriented	Contrast	1.432	1	1.432	1.689	.196	.011
		Error	129.741	153	.848			
	Production oriented	Contrast	1.906	1	1.906	1.907	.169	.012
		Error	152.978	153	1.000			
	Change oriented	Contrast	4.542	1	4.542	4.091	.045	.026
		Error	169.848	153	1.110			

This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

For Austrians, transactional sanctions leadership style and change orientation leadership react significantly to changes in the performance level.

Figure 2.3 and Figure 2.4 summarizes the difference in both countries.

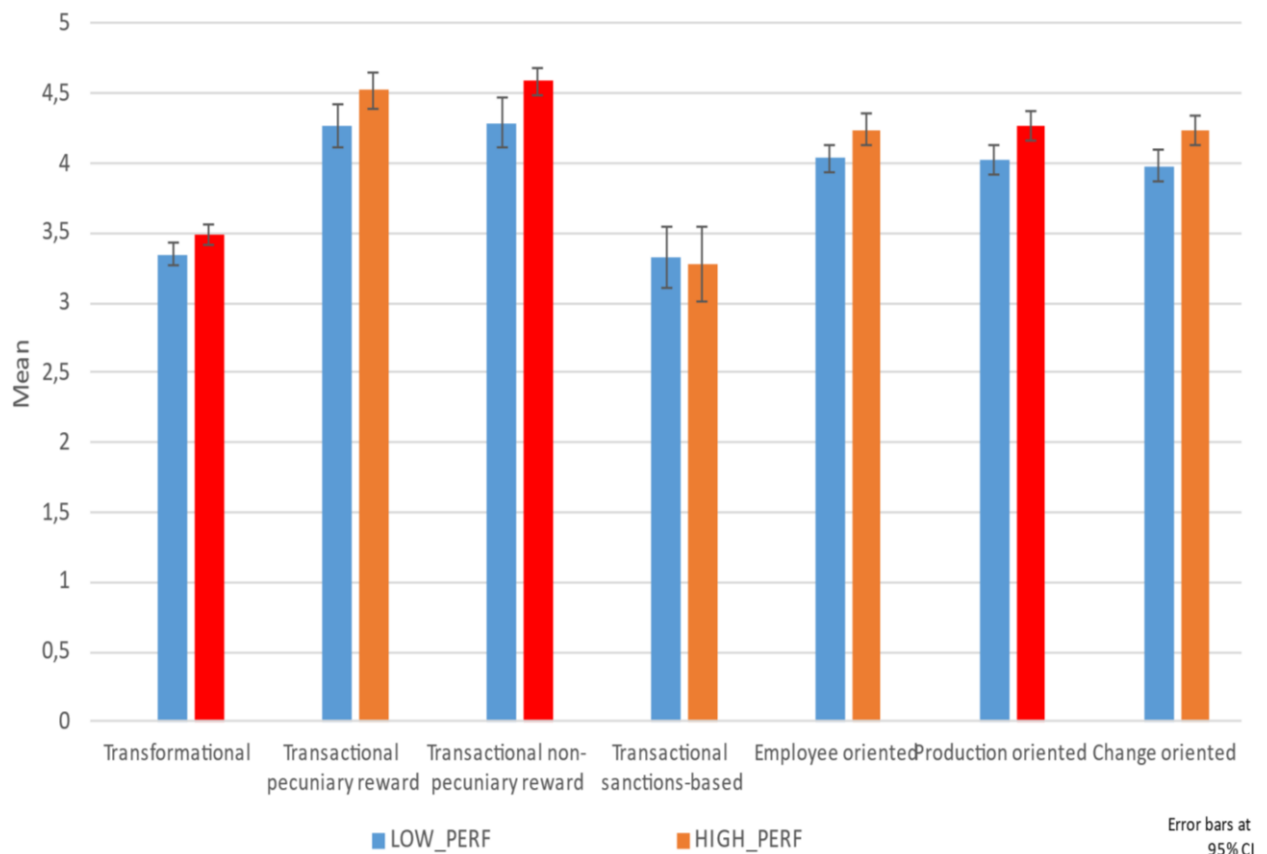


Fig. 2.3. Ukraine: Preferred leadership styles at different performance levels

Results indicate a significant effect of work motivation on transactional leadership pecuniary, production, employee, and change orientation leadership styles for Ukrainian respondents, whilst Austrian respondents' motivation levels had a significant effect on a preference for an employee-oriented leadership style only.

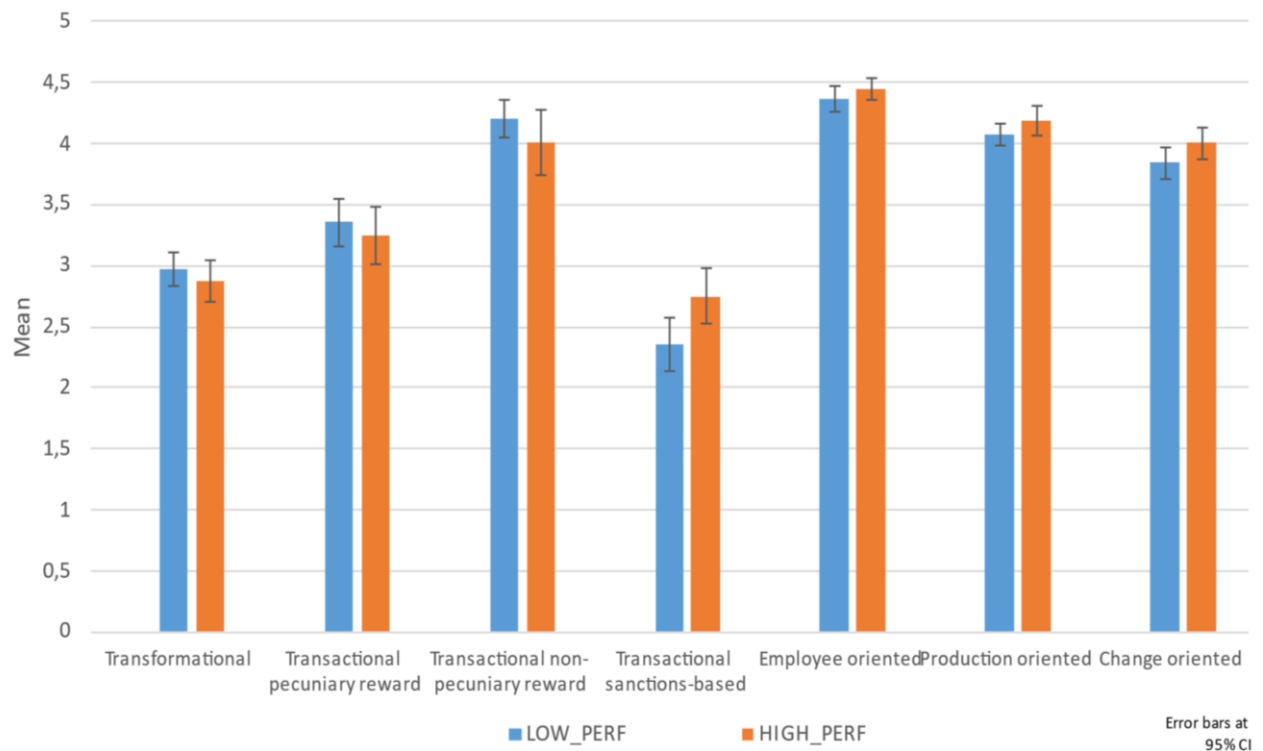


Fig. 2.4. Austria: Preferred leadership styles at different performance levels

Table 2.4 presents the results of the Multivariate analysis of variance for different levels of motivation. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

Table 2.4

Multivariate analysis of variance for different levels of motivation

Country	Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Ukraine	Transformational	Contrast	1.125	1	1.125	3.889	.051	.030
		Error	36.443	126	.289			
	Transactional pecuniary reward	Contrast	3.784	1	3.784	9.984	.002	.073
		Error	47.751	126	.379			
	Transactional non-pecuniary reward	Contrast	2.177	1	2.177	3.767	.055	.029
		Error	72.839	126	.578			
	Transactional sanctions based	Contrast	.275	1	.275	.313	.577	.002
		Error	110.415	126	.876			
	Employee oriented	Contrast	5.116	1	5.116	5.096	.026	.039
		Error	126.498	126	1.004			
	Production oriented	Contrast	9.224	1	9.224	10.046	.002	.074
		Error	115.683	126	.918			
	Change oriented	Contrast	3.554	1	3.554	4.391	.038	.034
		Error	101.998	126	.810			

Continuation of the Table 2.4

Country	Dependent Variable		Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Austria	Transformational	Contrast	.001	1	.001	.000	.982	.000
		Error	179.222	153	1.171			
	Transactional pecuniary reward	Contrast	1.253	1	1.253	1.535	.217	.010
		Error	124.891	153	.816			
	Transactional non-pecuniary reward	Contrast	1.523	1	1.523	1.184	.278	.008
		Error	196.832	153	1.286			
	Transactional sanctions based	Contrast	2.725	1	2.725	3.168	.077	.020
		Error	131.583	153	.860			
	Employee oriented	Contrast	4.530	1	4.530	5.473	.021	.035
		Error	126.643	153	.828			
	Production oriented	Contrast	3.075	1	3.075	3.099	.080	.020
		Error	151.809	153	.992			
	Change oriented	Contrast	.418	1	.418	.368	.545	.002
		Error	173.972	153	1.137			

Figure 2.5 shows preferred leadership styles at different motivation levels in Ukraine.

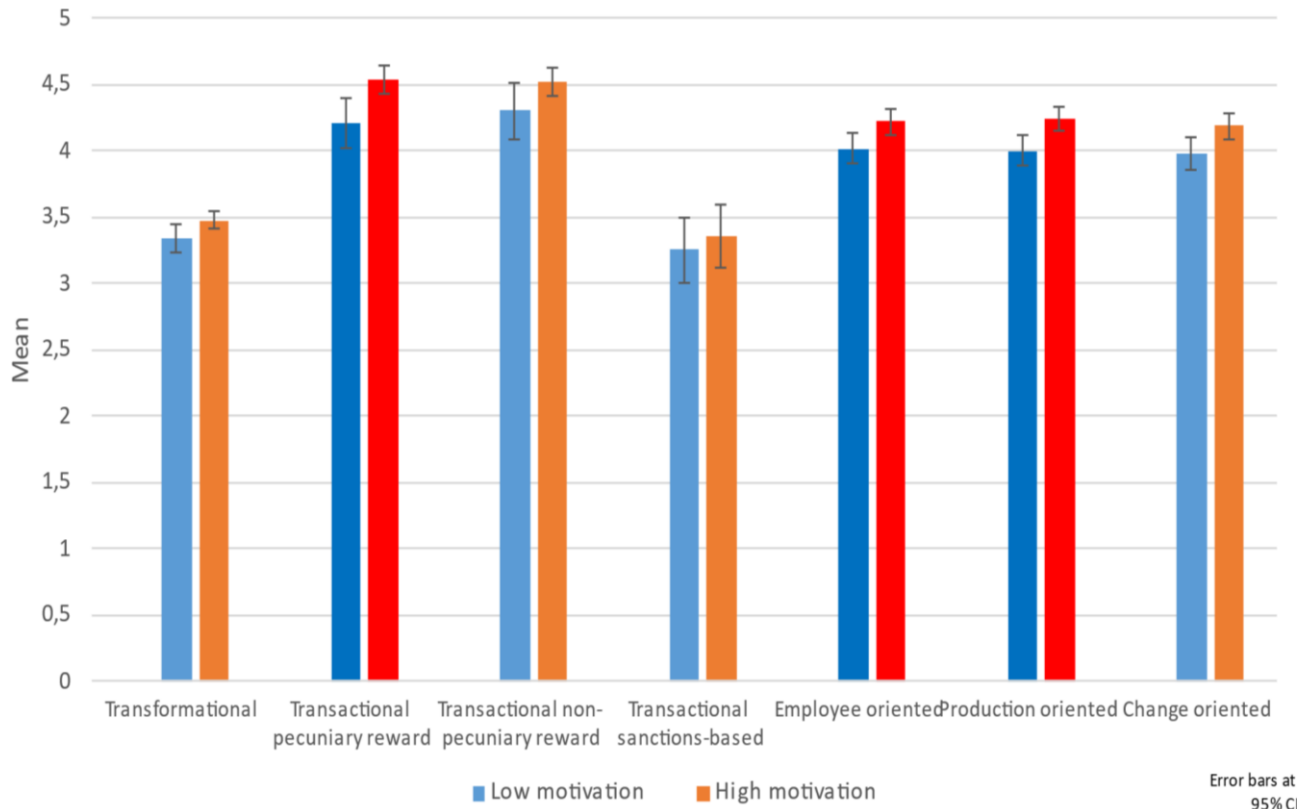


Fig. 2.5. Ukraine: Preferred leadership styles at different motivation levels

Figure 2.6 shows preferred leadership styles at different motivation levels in Austria.

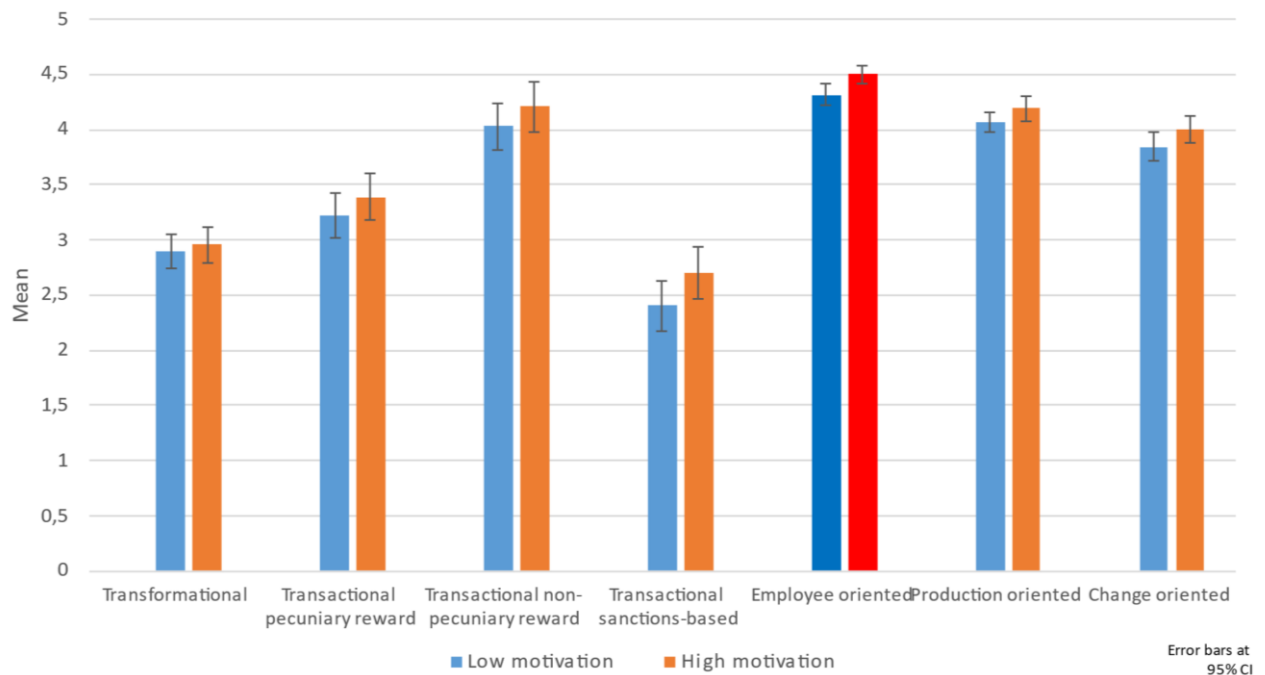


Fig. 2.6. Austria: Preferred leadership styles at different motivation levels

In this chapter, the main findings will be discussed in the light of existing scientific knowledge. Conclusions and recommendations for the scientific community as well as for practitioners, leaders, and companies will be derived.

From a cross-cultural perspective, the results show interesting associations with the cultural characteristics of the countries studied. First, Ukrainian respondents generally attach higher importance to all factors of leadership styles than Austrian interviewees. Research suggests that some cultures might perceive and evaluate leadership and its effects as more important than others [201, 202]. In collectivist cultures, leaders are assumed to place social interests above their interests. Leadership is a group phenomenon in that it involves leaders and followers who are connected by the organizational framework. In this study, Gen. Z representatives, consequently, also allocated more importance to the various dimensions of leadership. For both countries, the transactional leadership style with contingent non-

pecuniary rewards ranked highest of all. This might lead to the conclusion that Gen. Z in both investigated countries acknowledges the relevance of contractual relationships between leaders and followers. However, non-pecuniary rewards like feedback, appreciation, praise, etc. are the most expected characteristics of a future leader, ranking even higher than transformational leader characteristics.

Since financial rewards are associated with concrete material benefits, this result can also be explained by the different economic conditions in the two countries studied. In Ukraine, where the economic situation is less favorable for young people in many areas, the desire for monetary benefits in return for performance is stronger.

The leadership style based on contingent sanctions was ranked lowest in both countries. However, the difference between Ukraine and Austria was very strong, with Austrian respondents ranking this style even much lower than Ukrainian respondents. From a cultural perspective, these results can be explained through the dimensions of power distance which is much higher in Ukraine than in Austria. Wang and Guan [203] reported that in authoritarian leadership structures (which often use sanctions to punish deviant conduct), employees from high power distance cultures are more likely to accept authoritarian behavior than employees from low power distance cultures.

Regarding work motivation and work performance as antecedents of preferred leadership styles, the results show significant differences in Austria and Ukraine. While all measured leadership styles were positively related to performance (i.e., high performers show a greater appreciation for the respective leadership style), the largest effect was found for production orientation leadership. High performers in Ukraine appreciate this style, which tends to place a stronger emphasis on getting the work done than on the welfare and motivation of the employees. For Austrian respondents, in contrast, performance levels only affected the transactional, sanctions-based leadership style in a way, that high performers appreciated this style more than low performers.

Moderating effects of work motivation were found in all leadership styles except transactional, sanctions-based ones in Ukraine, with the strongest effect of

motivation for production-oriented leadership. In Austria, the only significant effect of different levels of motivation was found in the employee-oriented leadership style.

Conclusions for leadership.

A major challenge for European companies will be to provide their future employees with a fitting employer value proposition:

“Generation Z looks for meaningful and exciting work but seeks also meaning and excitement in private lives. In particular, they demand a clear separation of their private lives from their job. All this stands in contrast to the ambitions of the industrial sector in Germany promoting a more Generation Y-type environment with flexibility, agility and work–life blending” [204, p. 169].

The central question of this study was: “What does Generation Z expect from its future leaders, and which leadership style fits best to these requirements to unfold the full potential of this generation?” The results show that Gen. Z representatives are motivated and willing to perform, however, social and convenience factors play an important role. In Table 2.5 the authors [204, p. 169] attempt to deduct consequences from the findings for leadership and appropriate leadership styles, which are discussed in detail below.

Table 2.5

Study findings’ consequences for leadership [204, p. 169]

Implications for Leadership	Content
Leader-member exchange	Good team spirit, a pleasant working atmosphere, and flat hierarchy working conditions are expected.
Motivation	Secured work-life balance, job security, and good team spirit, but extrinsic motivation (salary) are driver, extrinsic (salary, career) more for males. Job security and team spirit are more important for younger Gen Z’ers. They also are less interested in higher degrees of responsibility and contribution to the company’s future.
Interaction and Communication	Expected direct and fast communication and flat Hierarchies call for leader-member interaction on an even level and communication through advanced technologies.
Reward systems	Males more frequently expect salary and career. For both, they are complemented by a good working atmosphere, teamwork, flexibility, and job security. Career opportunities are of medium importance.
Work-life relationship	Social life is happening also at work, a pleasant atmosphere or “family-like” teams are appreciated.
Gender roles	Aspects of traditional role models were found, but social aspects like team spirit, pleasant working atmosphere, and stability are important for both genders.

The data gives some arguments for the relationship between Gen. Z'ers and their leaders. Good team spirit or a pleasant working atmosphere indicates that Gen. Z'ers feel well in flat hierarchy working conditions. These can be best provided by transformational, servant, or coaching leadership styles, where caring, coaching, supporting, motivating, and nurturing the are main elements. Other elements of servant leadership, such as a 'parent style' emotional support and care might be seen positively by Gen. Z. This goes in line with Anderson's [32] discussion of generational changes in the leader-member exchange.

Motivation systems for Gen. Z members are not only extrinsic but more social and security-related. This holds more for females than for male individuals. Work and life are separated and room for "living" at work provides motivation. Concerning leadership styles, supportive and coaching leadership are appropriate. Gen. Z members are motivated, if individual and practical support is provided but at the same time, individual space for acting is guaranteed. Also presenting the leader as a role model, as is seen in transformational leadership styles, could help Gen. Z members to unfold intrinsic motivation.

Gen. Z grew up using direct communication tools, responding fast, including social (not only task-related) messages. For leaders, communicating on even levels and using advanced technology to communicate allows easy interaction with Gen Z individuals. However, the results show that Gen. Z highly appreciates security and stability. Consequently, elements of transactional leadership, such as clear and fast communication, clarified expectations, and transparent rules, help Gen. Z feel safe.

Female Gen. Z members respond less to extrinsic motivation like salary and career. Providing security, stability, a good team, and a pleasant atmosphere is more important. Salary and career, however, are hygiene factors that play a role, even more for male Gen. Z'ers. A transformational leadership style, with intrinsic rewards such as showing appreciation, the potential for growth, job safety, etc. fit very well with the expectation of Gen. Z. However, elements of transactional leadership, such as payment for performance, might play a role, depending on situational variables.

Gen. Z sees social life also happening at work and the work atmosphere is important. Characteristics of servant leadership, such as caring for good working conditions and encouraging personal growth, would help Gen. Z'ers to balance work and life accordingly and show more engagement, vigor, and dedication [55]. Also, a coaching leadership style could be appropriate, because of flexibility and individuality that is granted to employees. Especially for female Gen. Z'ers, job-family compatibility ranks high in importance, and leading by coaching can take care of those individual needs.

In the study, aspects related to social life are at least of the same importance as task and career-related aspects. The "*how is it there?*" questions are more important than the "*what do they offer here?*" With Gen. Z, a paradigm shift might come to place: In most current job descriptions "what" statements prevail: "What will be your tasks?" "what are your career paths?", or more generally, "what is expected from you?" [205]. Gen. Z'ers are more interested in "how does it feel to work here?", "how does my team look like?", "how will my working day in this company look like?" or "how varied and exciting is my job?". This paradigm shift has consequences for leadership styles as well. As Seemiller and Grace [206] state, the motivation of Gen. Z lies in keeping up with others and sharing personal information and expertise or opinion. Gen. Z representatives want to dive deep into the environment that they will be part of after their job decision. They are used to sharing and forwarding "stories" rather than facts and may expect the same from the communication with their employers. Also, convenience is important in Gen. Z's decision-making. According to Seemiller and Grace [206], 88% of Gen. Z feel that they have tight bonds with their parents and see them as sources of emotional support. A "family-like leadership" and familiarity with the employment surrounding play a role in maintaining the comfort zone of job applications as well. Of the leadership styles discussed, most likely the servant and the coaching would meet the needs of Gen. Z'ers in this dimension.

Also, diversity, variety and flexibility in the job are important to Gen. Z, according to the data. Gen. Z is accustomed to fast changes because that determines

also their media-dominated private lives. Jobs that are cross-functional, including job rotation, interdisciplinary tasks, tasks in groups with changing team members, etc. are exciting for Gen. Z. Flexibility in leadership procedures will be positively acknowledged by Gen. Z'ers, rather than a style that is very much oriented on structures and processes.

The study results indicate that for Gen. Z'ers characteristics of various leadership styles are appropriate and that a singular leadership approach might be too narrow-sighted. Scholz [142, p. 167], by citing the title of an Australian study, states a clear Gen. Z message: "Don't manage me, understand me".

2.3. Analysis of the Generation Z peculiarities of modern leaders

Effective employees lead to effective productivity, thus, the greatest resource available to companies is their human capital [122]. Individuals undergo a generational change. Every generation has its unique story, be it Generation X, Generation Y or Generation Z. "No generation is a monolith, but there are growing trends of expectations and preferences that change as culture and worker demands change". [123, p. 288].

Generally, the term "generation" can be defined as a group of people born at the same time and consequently presumed to have similar aging experiences and life trajectories, with belonging group members showing identifiable characteristics [207]. Generations are a dynamic social foundation as their transition from one generation to the next is a continuous process with constant interaction with previous generations. There is no consensus about clear thresholds for when one generation ends and another one starts.

Based on recent sources [125, 126, 127, 208], in this contribution Gen. Z consists of members of the society born in 1996 and onwards. This means that Gen. Z is currently making its way into the workforce. Whilst the majority of research

continues to shed light on Generation Y, nevertheless, HR managers and leaders have the first Gen. Z'ers already in their teams.

Generations and their distinct characteristics are often described as an organizational phenomenon that is strongly related to generational identity. This term defines the individual's knowledge of belonging to a generational group and feeling emotionally attached as a member. Due to the shared events in their formative years, generational identities emerge in the workplace based on collective memories, rather than being strictly tied to birth membership. Shared identities result in common work-related expectations, whereas a violation of these contracts may lead to dissatisfaction, increasing lack of commitment, or leaving the company [128].

Generation Z, sometimes referred to as the "I Generation" [129] presents unique challenges and opportunities that irretrievably change the way of working [123]. Gen. Z differs in characteristics, mindsets and expectations compared to previous generations [160]. Already in the early stages of their development, Gen. Z is encouraged to participate in discussions and debates, which provides them with opportunities to present their opinions. They continue to do so when entering the corporate world, thereby questioning other perspectives and arguing for their way of accomplishing tasks. Further, this generation is very ambitious when it comes to achieving their set goals and believes that education is the key to reaching them. Gen. Z is a cohort that can multitask and prefers to work on more than a single task. Hence, it is the duty of their supervisor to identify their strengths, follow them closely and keep them motivated and energized at work [2]. They are adapted to team spirit and greatly value the social environment of an organization, which forms the company culture for the community. Additionally, they expect job security, as well as a high level of independence and an aversion to authority [123]. Gen. Z prefers to be loyal to their profession rather than to an organization. They are quick, efficient and can easily adapt to various types of assignments. Growing up with continuous technological advancements, they expect work-life to be fast and instant [2].

As Gen. Z enters the workforce, companies need to be ready to address new issues and expectations that could arise. Managers need to redesign their strategies

and policies to sustain and be competitive in the upcoming war for talent [209]. It is becoming increasingly important for companies to acknowledge the impact of generational demographics on the way an organization is managed. A successful company must establish an employee value proposition that offers a concrete answer to the question of why talented people would desire to work for their company. Therefore, the prospects and their drivers of what makes a great company, jobs, compensation, and lifestyle have to be fully understood [133]. Existing HR policies and practices have been created by older generations and may not reflect contemporary requirements. The result can be a shortage of skilled workers. Therefore, employers need to find the right combination of HR tools and strategies to attract young talents and retain the older workforce at the same time [134]. Growing up with smartphones in Gen. Z's hands, technology has merged seamlessly into their lives. Consequently, companies face increasing complexity of engaging with the target audience through numerous media channels. Meret et al. [135] summarize seven traits that characterize Gen. Z members:

“Regardless of any consideration on the fundamental impact of digitization on this generation, [...] identify seven personality traits, [...]: (a) they feel special, firmly believing in their ability to address the future trends and becoming builders of their destinies; (b) they are protected, not only by their families but also by their superiors; (c) they are confident and optimistic about the future; (d) they are quite conventional; (e) they are team-oriented, because of their increased possibility of connection with others, primarily related to the level of technological sophistication they bring. This might imply a greater propensity to cooperation; (f) they aim to feel blessed and achieve greater personal fulfillment in the future, relying on a higher level of education; and (g) they feel under pressure and believe that success in the future is based on choices made today” [135, pp. 246–247].

Anecdotes from the popular business press indicate that the Gen. Z cohort will revolutionize the job market as it is known, also concerning leadership requirements [136]. “Gen. Z” might have a significant impact on the organizational environment, in all industries, and at all levels of the organization. “Gen. Z”, is highly

influenced by globalization and digitalization. They may expect different leadership styles. Leaders have to be ready to cope with the psychological differences of Gen. Z, with their high expectations, difficulties with criticism, job-hopping and high need for praise [137], to name just a few. Zemke et al. [106] indicate that different leadership styles are needed to lead in an atmosphere of generational diversity. There is no uniform style of leadership [107]. Arsenault also underlines this when stating: “[...] these differences require all leaders to have a style that is broad and flexible. The style should include a structured style for Veterans that emphasizes delegation, an individualist approach that values self-expression for Baby Boomers, an excitement style that makes Xers feel like change agents and a team one that is relevant to Nexters’ values of accomplishing greater societal and corporate goals” [110, p. 129].

To date, little is known about the expectations of Gen. Z members from their leaders. There exist conceptual papers, but only scant empirical knowledge has been reported in the scientific literature. Concerning communication behavior, Meret et al. [135] found that Generation X is familiar with personal computers, but they use technology mainly for convenience purposes. Generation Y, who already grew up with wireless devices is more technology-savvy. They are used to social networks and online environments. Gen. Z, also referred to as digital natives, grew up being highly interconnected with people from all over the globe and are technological professionals. This generation considers technology as their sixth sense, which has effects on leader-follower communications as well. Being acquainted with very fast and direct peer-to-peer communications, Gen. Z also prefers quick and direct person-to-person communication with company leaders and desires feedback with more frequency than any previous generation [123].

Chillakuri [138] emphasizes the requirement of timely feedback about Gen. Z members’ performance so they can focus on the improvement areas instead of waiting for the year-end review. While emphasizing the need for instant feedback, the participants also underlined the need for candid feedback. Lanier [123] found that Gen. Z is even more entrepreneurial than the Millennials, therefore, managers and leaders can motivate these talents by implementing and cultivating entrepreneurial

goals at work, such as supporting a sense of agency at work and supporting innovation, autonomy, and project ownership.

Furthermore, Schroth [139] revealed that Gen. Z has an idealistic perspective that their work is meaningful and exciting and that their ideas will be implemented by their managers. Leaders should help employees understand their contribution and how it is important to the success of the organization [140].

Klein [141] reports that Gen. Z members tend to separate between the professional and private worlds, and flexible working hours are not only seen positively, as this is suspected to be beneficial for the company only. The assumption of management responsibility is playing a minor role [142].

Özçelik [143] reminds leaders to provide Gen. Z members opportunities for challenging assignments, job enrichment, customized leadership styles such as reserve mentoring and training programs as well as „[...] giving personal acknowledgment, ongoing training, and consistent frequent feedback as well as recognition of achievement [...] drive[s] employee engagement and retention“ [143, p. 103].

Concerning differences in work values and attitudes, there is an indication that the cohorts prefer distinct types of leaders and leadership styles [128]. A study conducted by [144] asked participants to select and rank their preferred leadership qualities. They found that attributes such as credibility, persuasiveness and delegation rank lower in the eyes of the younger generation. Contrary to that, characteristics such as dedication, optimism, trust, and support rise in gain importance with every evolving generation.

The scientific knowledge so far suggests that these generational differences may call for adaptations to our current theories of leadership [32]. To better understand the magnitude and the direction of these adaptations, this contribution provides empirical evidence on how younger workers expect their leaders to provide a working environment that supports individual fulfillment as well as puts a focus on tasks and organizational goals [128].

According to Statistik Austria, the country's population is growing and is reaching the 9 million people mark by 2030, compared to 8.4 million inhabitants in 2010 [210]. The size of the elderly population is expected to rise and the Baby Boomers reach retirement age by that time. This results in a shortage of skilled workers in the economy, and consequently attracting and retaining talented (young) people will gain importance. Companies are doing their best to convince talents to join and stay with their workforce [211].

Not only do the demographics change, but the value system does as well. Individuals are not only striving to fulfill their material needs but also to accomplish their individual goals. Gen. Z has arrived in Austria as well. For companies, this implies taking a careful look at their ability to provide a proper balance between professional and private life. This requires a great deal of organizational resources. Ultimately, globalization exacerbates the situation for companies due to international competition and an increasing level of rivalry [212]. Technology has changed the prerequisites for employers as well as the attitudes of employees. Out of Austria's population of 8.76 million, 7.71 million inhabitants are actively using the internet, and 4.4 million people are actively using and engaging on social media, mostly on mobile devices [213].

Austrians are mostly satisfied with their jobs, including their workplace and working atmosphere, and the quality of their employers. A little more than 73 % of the population is pleased or rather pleased with the leadership skills of their managers coupled with flexible working hours, holidays, home-office opportunities, health check-ups, and sports programs, all of which are highly valued by the Austrian workforce. Additionally, attractive salary, job security, a comfortable work environment, and a good work-life balance are among the most significantly positive aspects [214].

This study tests a set of characteristics concerning the leadership expectations of Gen. Z. Methodologically, a "mixed-methods approach" has been selected. As Johnson et al. state, "Mixed methods research [...] is becoming increasingly articulated, attached to research practice, and recognized as the third major research

approach or research paradigm, along with qualitative research and quantitative research” [215, p. 112]. According to Denscombe [216], a rigorous mixed-method approach requires quantitative and qualitative methods within the same project, a design that specifies the sequence and priority of qualitative and quantitative methods, information about how the methods relate to each other and pragmatism as the philosophical foundation of the research.

The selected approach comprised a (qualitative) pre-study and a quantitative main study. Within the pre-study, a thorough literature review, the application of existing frameworks, qualitative findings from student interviews, and the contents of the national job platform were analyzed to identify Gen. Z members’ expectations of their future employment including leadership-related matters. In the main study, these criteria were subjected to a large number of respondents to rank them according to their importance for different groups of Gen. Z members. Finally, the findings were contrasted to existing leadership styles.

An exploratory study was conducted among university graduates who have recently entered the labor market. 13 participants were contacted through social media and asked about the most important factors they are expecting from their company and its leadership. The aim was to include experiences and insights of recently hired people into the criteria development. In total, 75 criteria were collected, analyzed and discussed. The most frequently mentioned factors were used in the final list of criteria (fig. 2.7).

Secondly, and to include trends and developments, that were not parts of former studies due to their degree of novelty, some evolving trends were included in the list of potential criteria by the authors.

Thirdly, job descriptions in online job portals helped to get insights into leadership-related criteria offered already by the employers. A content analysis was completed of two Austrian career platforms (karriere.at, stepstone.at). 36 business-related job offers were analyzed and 30 criteria were found.

Based on the data collected from the sources mentioned above, 36 criteria were selected. The framework provided by Jin et al. [145] was used to systematically structure

the data. This framework categorizes factors affecting job choice along three criteria, namely job characteristics, location characteristics, and individual characteristics.

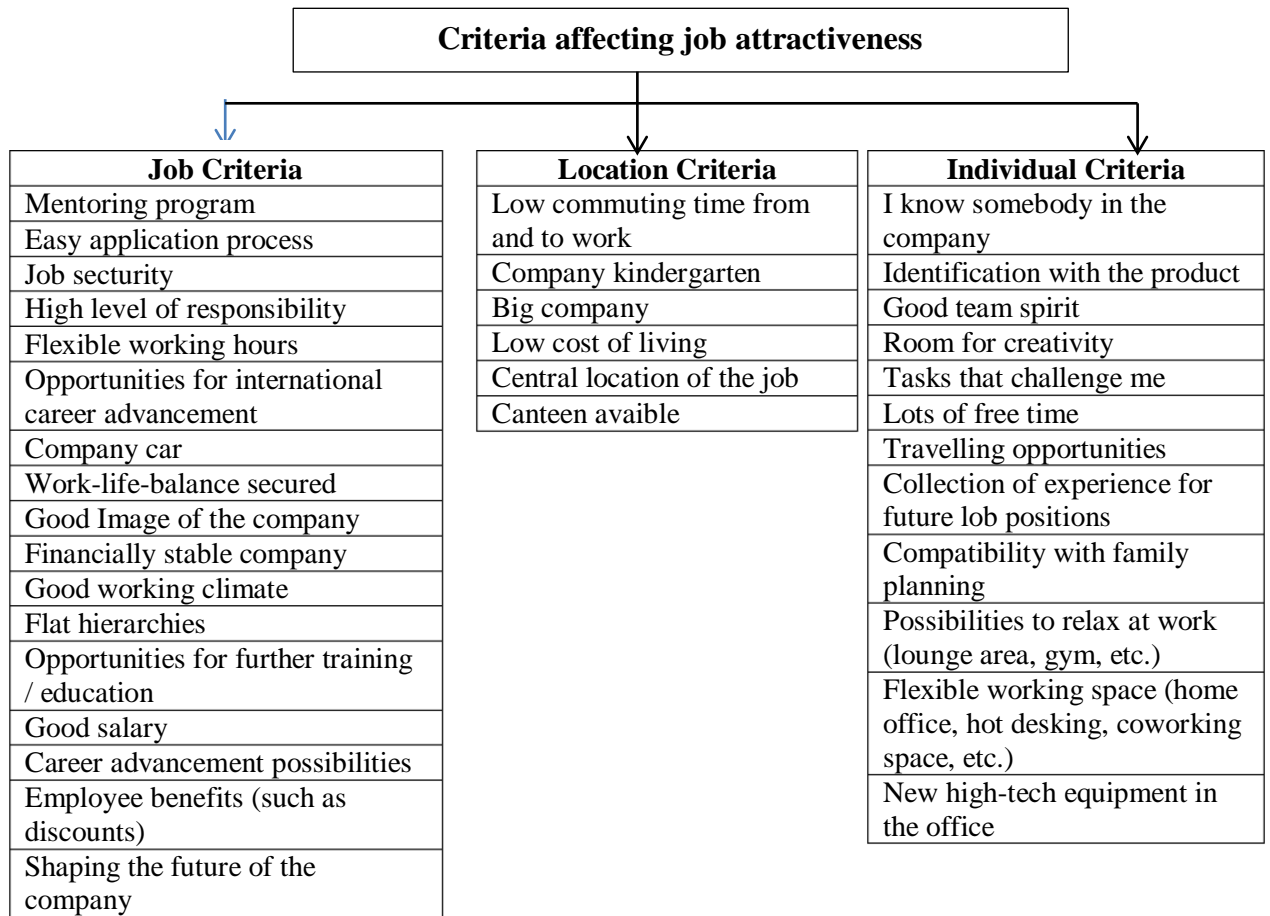


Fig. 2.7. Criteria affecting job attractiveness*

*Source: Pre-study results. Based on Jin et al.'s framework [145]

From this set, a choice of criteria that may be influenced by leadership and leader-follower interactions was made. 19 criteria remained and were used in the main study.

Pupils from Austrian commercial schools and students from Austrian Universities with a focus on sales and/or marketing formed the population of this study. In total, 555 pupils and students participated in the survey, 62% female and 38% male. 23% were younger than 18 years, 62% were aged between 18 and 22 years, 15% were between 23 and 27 years old. 72% of the sample were attending commercial secondary schools and 28% were university students.

To ensure a high response rate, researchers visited classrooms, preceded by a participation request email explaining the purpose of the study. A process description was prepared to brief the teaching staff. The questionnaires were printed and contained 36 characteristics labeled “how important are the following criteria for your future job decision”. Criteria were ranked on a ten-point Likert scale ranging from “not important” to “very important”. Demographic questions (gender, age, educational institution) completed the questionnaire. Pupils and students completed the questionnaire in class (paper and pencil). The average time needed to answer the survey was between 10 and 15 minutes. The study was conducted from October to December 2019. The aim of this project was to identify the most important criteria for potential commercial Gen. Z employees when engaging in a first employment. All criteria were checked for completeness and data input errors, where no errors were detected.

Individual characteristics ranking. In the first analysis step, all criteria were mean-ranked according to their perceived importance by the respondents. Table 2.6 shows – in descending order – Gen. Z’s expectations from future employers and leaders.

Table 2.6

Generation Z: ranked criteria of attractiveness*

Criteria	Mean	Std. Dev.
Good team spirit	8.92	1.336
Pleasant working environment	8.88	1.314
Secured work-life balance	8.36	1.856
High salary	8.35	1.469
Financially stable company	8.27	1.601
Job security	8.22	1.833
Good career opportunities	8.06	1.560
Flexible Working hours	7.97	1.791
Continuing training offerings	7.90	1.603
Job-Family compatibility	7.88	2.432
Collecting experience for the future	7.75	1.742
International career opportunities	7.27	2.377
Challenging Tasks	7.26	1.759
High degree of responsibility	6.75	2.038
Flexible work conditions (home office, desk sharing, ...)	6.62	2.445
Contribute to the company's future	6.31	2.011
Flat hierarchies	6.12	2.058
Mentoring offerings	5.87	2.098
Room for Creativity	5.74	2.609

*Source: Study results (N=555)

The top three criteria when heading for their first employer are covering social aspects. team spirit, working environment, and work-life balance were most important. The second set of criteria relates to incentives and security, like salary, career and job security issues. Flexibility-related characteristics, including aspects like ‘flexible working hours’ or ‘job is compatible with family’ form a third set of criteria. A fourth set of characteristics relates to learning and growth such as collecting experience, international career, challenging tasks, and responsibility.

Next, group differences were analyzed for gender and age groups. Independent sample t-tests revealed significant group differences (table 2.7).

There are similarities as well as differences between female and male respondents in the ranking of the criteria. The top six characteristics for female respondents are related to social and security aspects, while, for male respondents, salary, career, and flexibility are among the top 6.

Table 2.7

Generation Z: differences in criteria by gender*

Female	Mean	Male	Mean
Pleasant working environment*	9.14	Good team spirit*	8.64
Good team spirit*	9.10	Pleasant working environment*	8.46
Secured work-life balance*	8.78	High salary	8.32
Job security*	8.62	Good career opportunities	8.00
Financially stable company*	8.49	Financially stable company*	7.90
Job-Family compatibility*	8.46	Flexible Working hours*	7.75
High salary	8.36	Secured work-life balance*	7.69
Continuing training offerings*	8.13	Job security*	7.58
Flexible Working hours*	8.10	Continuing training offerings*	7.52
Good career opportunities	8.10	Collecting experience for the future*	7.45
Collecting experience for the future*	7.93	International career opportunities	7.31
Challenging Tasks	7.29	Challenging Tasks	7.21
International career opportunities	7.25	Job-Family compatibility*	6.93
Flexible work conditions (home office, desk sharing, ...)	6.77	High degree of responsibility	6.79
High degree of responsibility	6.73	Contribute to the company's future*	6.54
Contribute to the company's future*	6.17	Flexible work conditions (home office, desk sharing, ...)	6.38
Flat hierarchies	6.09	Flat hierarchies	6.18
Mentoring offerings	5.97	Mentoring offerings	5.71
Room for Creativity	5.87	Room for Creativity	5.53

*Source: Study results (N=555)

Statistically, female respondents reacted significantly stronger to socially attributed criteria like 'secured work-life balance' ($t = 6.57, p = .000$) or 'job security' ($t = 6.34, p = .000$), but also 'pleasant work environment' ($t = 5.95, p = .000$). Naturally, 'job-family compatibility' ($t = 7.21, p = .000$) ranked significantly higher for women than men. For leadership, this means that female Gen. Z employees are not significantly deviating from social attitudes and behavior than previous generations.

Traditional role models seem to withstand the time and generational change. Females pay more attention to social criteria than male candidates.

Analyzing age groups allows us to better understand Gen. Z's expectations towards their future leaders within the generational cohort. Respondents younger than 18 years will enter the job market within the next 3-5 years, hence allow a medium-term perspective on relevant criteria. Table 4 shows significant differences between the age groups of < 18, 18-22, and 23-27 years. A one-way ANOVA with Tukey HSD post-hoc tests [217] was calculated to reveal significant differences between age groups (table 2.8).

In several characteristics respondents younger than 18 years reported significantly higher importance than the oldest group of respondents: "Good team spirit" ($M = 0.471, p = .029$), "financially stable company" ($M = 0.893, p = .000$) and "job security" ($M = 1.333, p = .000$). In contrast, the criteria "contribute to company's future" ($M = -.961, p = .002$) and "high degree of responsibility" ($M = -1.272, p = .000$) were significantly more important to the oldest age group. There is a tendency that, within Gen. Z, the younger the respondents are, the more they care for relationships and security, in contrast to "older" Gen. Z's, who have a more long-term and less individualistic attitude and are willing to engage and take care for their company's wellbeing.

A major challenge for European companies will be to provide their future employees with a fitting employer value proposition:

"Generation Z looks for meaningful and exciting work but seeks also meaning and excitement in private lives. In particular, they demand a clear separation of their private lives from their job. All this stands in contrast to the ambitions of the

industrial sector in Germany promoting a more Generation Y-type environment with flexibility, agility, and work-life blending.” [204, p. 169].

Table 2.8

Generation Z: differences in criteria by age group (only criteria with significant differences are displayed) *

Dependent Variable	Age		Mean Difference (I-J)	Error	Sig.	Interval	
						Lower Bound	Upper Bound
Good team spirit	<18 y.	18 to 22 y.	0.245	0.136	0.170	-0.07	0.56
		23 to 27 y.	.471*	0.184	0.029	0.04	0.90
	18 to 22 y.	<18 y.	-0.245	0.136	0.170	-0.56	0.07
		23 to 27 y.	0.227	0.159	0.330	-0.15	0.60
	23 to 27 y.	<18 y.	-.471*	0.184	0.029	-0.90	-0.04
		18 to 22 y.	-0.227	0.159	0.330	-0.60	0.15
Financially stable company	<18 y.	18 to 22 y.	0.101	0.164	0.810	-0.28	0.49
		23 to 27 y.	.893*	0.222	0.000	0.37	1.41
	18 to 22 y.	<18 y.	-0.101	0.164	0.81	-0.49	0.28
		23 to 27 y.	.792*	0.192	0.000	0.34	1.24
	23 to 27 y.	<18 y.	-.893*	0.222	0.000	-1.41	-0.37
		18 to 22 y.	-.792*	0.192	0.000	-1.24	-0.34
Contribute to the company's future	<18 y.	18 to 22 y.	-0.049	0.206	0.969	-0.53	0.44
		23 to 27 y.	-.961*	0.279	0.002	-1.62	-0.30
	18 to 22 y.	<18 y.	0.049	0.206	0.969	-0.44	0.53
		23 to 27 y.	-.912*	0.242	0.001	-1.48	-0.34
	23 to 27 y.	<18 y.	.916*	0.279	0.002	0.30	1.62
		18 to 22 y.	.912*	0.242	0.001	0.34	1.48
High degree responsibility	<18 y.	18 to 22 y.	-0.378	0.208	0.165	-0.87	0.11
		23 to 27 y.	-1.272*	0.282	0.000	-1.93	-0.61
	18 to 22 y.	<18 y.	0.378	0.208	0.165	-0.11	0.87
		23 to 27 y.	-.895*	0.244	0.001	-1.47	-0.32
	23 to 27 y.	<18 y.	1.272*	0.282	0.000	0.61	1.93
		18 to 22 y.	.895*	0.244	0.001	0.32	1.47
Job security	<18 y.	18 to 22 y.	0.146	0.185	0.711	-0.29	0.58
		23 to 27 y.	1.333*	0.251	0.000	0.74	1.92
	18 to 22 y.	<18 y.	-0.146	0.185	0.711	-0.58	0.29
		23 to 27 y.	1.188*	0.217	0.000	0.68	1.70
	23 to 27 y.	<18 y.	-1.333*	0.251	0.000	-1.92	-0.74
		18 to 22 y.	-1.188*	0.217	0.000	-1.70	-0.68

*The mean difference is significant at the 0.05 level.

Source: Study results (N < 18 = 127; N 18-22= 344; N 23-27 = 84)

The central question of this study was: “What does Generation Z expect from its future leaders, and which leadership style fits best to these requirements to unfold the full potential of this generation?” The results show that Gen. Z representatives are

motivated and willing to perform, however, social and convenience factors play an important role.

In table 2.9 the authors attempt to deduct consequences from the findings for leadership and appropriate leadership styles, which are discussed in detail below.

Table 2.9

Study findings' consequences for leadership [204, p. 169]

Expectations	Implications for Leadership
Leader-member exchange	Good team spirit, a pleasant working atmosphere, and, flat hierarchy working conditions are expected.
Motivation	Secured work-life balance, job security, and good team spirit, but extrinsic motivation (salary) are drivers, extrinsic (salary, career) more for males. Job security and team spirit are more important for younger Gen Z'ers. They also are less interested in higher degrees of responsibility and contribution to the company's future.
Interaction and communication	Expected direct and fast communication and flat hierarchies call for leader-member interaction on an even level and communication through advanced technologies.
Reward systems	Salary and career are more frequently expected by males. For both, they are complemented by a good working atmosphere, teamwork, flexibility, and job security. Career opportunities are of medium importance.
Work-life relationship	Social life is happening also at work, a pleasant atmosphere or "family-like" teams are appreciated.
Gender roles	Aspects of traditional role models were found, but social aspects like team spirit, pleasant working atmosphere, and stability are important for both genders.

The data gives some arguments for the relationship between Gen. Z'ers and their leaders. Good team spirit or pleasant working atmosphere indicates that Gen. Z'ers feel well in flat hierarchy working conditions. These can be best provided by transformational, servant, or coaching leadership styles, where caring, coaching, supporting, motivating, and nurturing are the main elements. Other elements of servant leadership, such as a "parent style" emotional support and care might be seen positively by Gen. Z. This goes in line with Anderson's [32] discussion of generational changes in the leader-member exchange.

Motivation systems for Gen. Z members are not only extrinsic but more social and security-related. This holds more for females than for male individuals. Work and life are separated and room for 'living' at work provides motivation. Concerning leadership styles, supportive and coaching leadership are appropriate. Gen. Z members are motivated, if individual and practical support is provided but at the

same time, individual space for acting is guaranteed. Also presenting the leader as a role model, as it is seen in transformational leadership styles, could help Gen. Z members to unfold intrinsic motivation.

Gen. Z grew up using direct communication tools, responding fast, including social (not only task-related) messages. For leaders, communicating on even levels and using advanced technology to communicate allows easy interaction with Gen. Z individuals. However, the results show that Gen. Z highly appreciates security and stability. Consequently, elements of transactional leadership, such as clear and fast communication, clarified expectations, and, transparent rules, help Gen. Z to feel safe.

Female Gen. Z members respond less to extrinsic motivation like salary and career. Providing security, stability, good team, and a pleasant atmosphere is more important. Salary and career, however, are hygiene factors that play a role, even more for male Gen. Z'ers. A transformational leadership style, with intrinsic rewards such as showing appreciation, potential for growth, job safety, etc. fit very well with the expectation of Gen. Z. However, elements of transactional leadership, such as payment for performance, might play a role, depending on situational variables.

Gen. Z sees social life also happening at work and the work atmosphere is important. Characteristics of servant leadership, such as caring for good working conditions and encouraging personal growth, would help Gen. Z'ers to balance work and life accordingly and show more engagement, vigor, and dedication [55]. Also, a coaching leadership style could be appropriate, because of flexibility and individuality that is granted to employees. Especially for female Gen. Z'ers, job-family compatibility ranks high in importance, and leading by coaching can take care of those individual needs.

In the study, aspects related to social life are at least of the same importance as task and career-related aspects. The "*how is it there?*" questions are more important than the "*what do they offer here?*" With Gen. Z, a paradigm shift might come to place: In most current job descriptions "what" statements prevail: "What will be your tasks?" "what are your career paths?", or more generally, "what is expected from

you?” [205]. Gen. Z’ers are more interested in “how does it feel to work here?”, “how does my team look like?”, “how will my working day in this company look like?” or “how varied and exciting is my job?”. This paradigm shift has consequences for leadership styles as well. As Seemiller and Grace [206] state, the motivation of Gen. Z lies in keeping up with others and sharing personal information and expertise or opinion. Gen. Z representatives want to dive deep into the environment that they will be part of after their job decision. They are used to sharing and forwarding “stories” rather than facts and may expect the same from the communication with their employers. Also, convenience is important in Gen. Z’s decision-making. According to Seemiller and Grace [206], 88% of Gen. Z feel that they have tight bonds with their parents and see them as sources of emotional support. A ‘family-like leadership’ and familiarity with the employment surroundings play a role in maintaining the comfort zone of job applications as well. Of the leadership styles discussed, most likely the servant and the coaching would meet the needs of Gen. Z’ers in this dimension.

Also, diversity, variety and flexibility in the job are important to Gen. Z, according to the data. Gen. Z is accustomed to fast changes because that determines also their media-dominated private lives. Jobs that are cross-functional, including job rotation, interdisciplinary tasks, tasks in groups with changing team members, etc. are exciting for Gen. Z. Flexibility in leadership procedures will be positively acknowledged by Gen. Z’ers, rather than a style that is very much oriented on structures and processes.

The study results indicate that for Gen. Z’ers characteristics of various leadership styles are appropriate and that a singular leadership approach might be too narrow-sighted. Scholz [142, p. 167], by citing the title of an Australian study, states a clear Gen Z message: “Don’t manage me, understand me”.

Conclusions to chapter 2

The study of cultural and economic differences between the countries and generational peculiarities led to the formation and testing of several hypotheses based on the different expectations of Ukrainian and Austrian Gen Z representatives of their future leaders. Developed on this basic research model gives the possibility to view leadership through two dimensions: generation Z comparison to previous generations and cultural differences. Generational cohorts were distinguished through the demographic variable of “age”, and cultural differences – through cultural dimensions of two countries: Austria and Ukraine. In study accepted the next leadership styles: transformational, transactional (pecuniary, non-pecuniary, sanctions), and employee, production, and change-oriented styles.

An anonymous survey of almost 300 Ukrainian and Austrian representatives of Generation Z was conducted to compare the expectations of Ukrainian and Austrian representatives of Generation Z regarding their future leaders, their answers were evaluated based on a 5-step Likert scale. It allows the formation and confirmation of seven hypotheses: the first hypothesis that transformational and transactional leadership styles are more important for representatives of Generation Z in Ukraine than in Austria was confirmed; the second hypothesis revealed that Ukrainian respondents rate production-oriented leadership and change-oriented leadership higher than Austrian respondents, while Austrian respondents pay more attention to employee-oriented leadership styles. The following three hypotheses related to motivation made it possible to prove that higher motivation to work leads to: a higher assessment of (a) transformational, (b) employee-oriented, (c) change-oriented leadership style, regardless of the country; higher assessment of (a) transactional monetary, (b) transactional non-monetary leadership styles (with a stronger effect in Ukraine than in Austria); but has no effect on the evaluation of the leadership style based on transactional sanctions in both countries studied. Regarding the hypotheses about the existence of a relationship between leadership style and employee

productivity, it was found that Ukrainian respondents with a higher level of productivity give more preference to a transformational, change-oriented, than to an employee-oriented (transactional) leadership style, but for Austrian respondents, work results do not affect the desired leadership style.

From a cross-cultural perspective, the results of this survey show interesting associations with the cultural characteristics of the countries studied: Ukrainian respondents generally attach higher importance to all factors of leadership styles than Austrian interviewees do. Generation Z representatives, consequently, also allocated more importance to the various dimensions of leadership. For both countries, the transactional leadership style with contingent non-pecuniary rewards ranked highest of all. This might lead to the conclusion that Generation Z in both investigated countries acknowledges the relevance of contractual relationships between leaders and followers. However, non-pecuniary rewards like feedback, appreciation, praise, etc. are the most expected characteristics of a future leader, ranking even higher than transformational leader characteristics.

The leadership style based on contingent sanctions was ranked lowest in both countries. However, the difference between Ukraine and Austria was very strong, with Austrian respondents ranking this style even much lower than Ukrainian respondents. Regarding work motivation and work performance as antecedents of preferred leadership styles, the results show significant differences in Austria and Ukraine. While all measured leadership styles were positively related to performance (i.e., high performers show a greater appreciation for the respective leadership style), the largest effect was found for production orientation leadership. High performers in Ukraine appreciate this style, which tends to place a stronger emphasis on getting the work done than on the welfare and motivation of the employees. For Austrian respondents, in contrast, performance levels only affected the transactional, sanctions-based leadership style especially since high-performers appreciate this style more than low-performers. Moderating effects of work motivation were found in all leadership styles except transactional, sanctions-based ones in Ukraine, with the strongest effect of motivation for production-oriented leadership. In Austria, the only

significant effect of different levels of motivation was found in the employee-oriented leadership style.

Another exploratory study was conducted among university graduates who have recently entered the labor market – the aim was to include experiences and insights of recently hired people into the criteria development, a choice of criteria that may be influenced by leadership and leader-follower interactions was made and 19 criteria remained. The survey was done by 555 respondents from Generation Z (62% female and 38% male. 23% were younger than 18 years, 62% were aged between 18 and 22 years, and 1 and 5% were between 23 and 27 years old. 72% of the sample were attending commercial secondary schools and 28% were university students).

The top three criteria when heading for their first employer cover social aspects: team spirit, working environment, and work-life balance were most important. The second set of criteria relates to incentives and security, like salary, career and job security issues. Flexibility-related characteristics, including aspects like “flexible working hours” or “job is compatible with family” form a third set of criteria. A fourth set of characteristics relates to learning and growth such as collecting experience, international career, challenging tasks, and responsibility. Also, group differences for gender and age groups.

The main provisions of the second chapter of the dissertation are published in the author's works [218–220, 221, 223–230].

References: [4; 7-9; 19; 22; 26; 34; 36; 48; 56-59; 68; 71; 78; 80; 82; 85; 86; 91; 93; 104; 105; 111; 119; 122; 130; 133; 136; 138; 142; 144-152; 162; 166].

CHAPTER 3

METHODICAL APPROACH TO FORMATION LEADERSHIP STYLE IN THE PROCESS OF GENERATIONAL TRANSITION IN THE ENTERPRISE MANAGEMENT

3.1. Procedure of leadership style formation in the process of the generational transition

The main approach to the formation of the leadership style in the conditions of the change of generations is justified in the author's concept (chapter 1.3). Its main logic is depicted in Fig. 3.1 and consists of the following.

The transition in leadership style must be carried out through the prism of generations since different generations have different psychological characteristics that have a significant impact on the content of the main groups of leadership competencies.

For this transition to take place as smoothly as possible, it is necessary to know exactly what competencies the leader of the coming generation will have to manage in the organization, as well as how well they correspond to the stage of the life cycle in which the organization is. If the leader of the generation that comes to power does not have all the competencies to provide appropriate leadership at this stage of the organization's life cycle, then it is necessary to introduce a transitive style of leadership. The next stage may be a transition to a different leadership style. At the same time, the transitive style can contain the simultaneous features of different leadership styles.

Let's go deeper into the content of each stage.

Stage 1 Evaluation of current leadership style in the organization. Evaluating the current leadership style in an organization is essential for assessing its effectiveness and identifying areas for improvement.

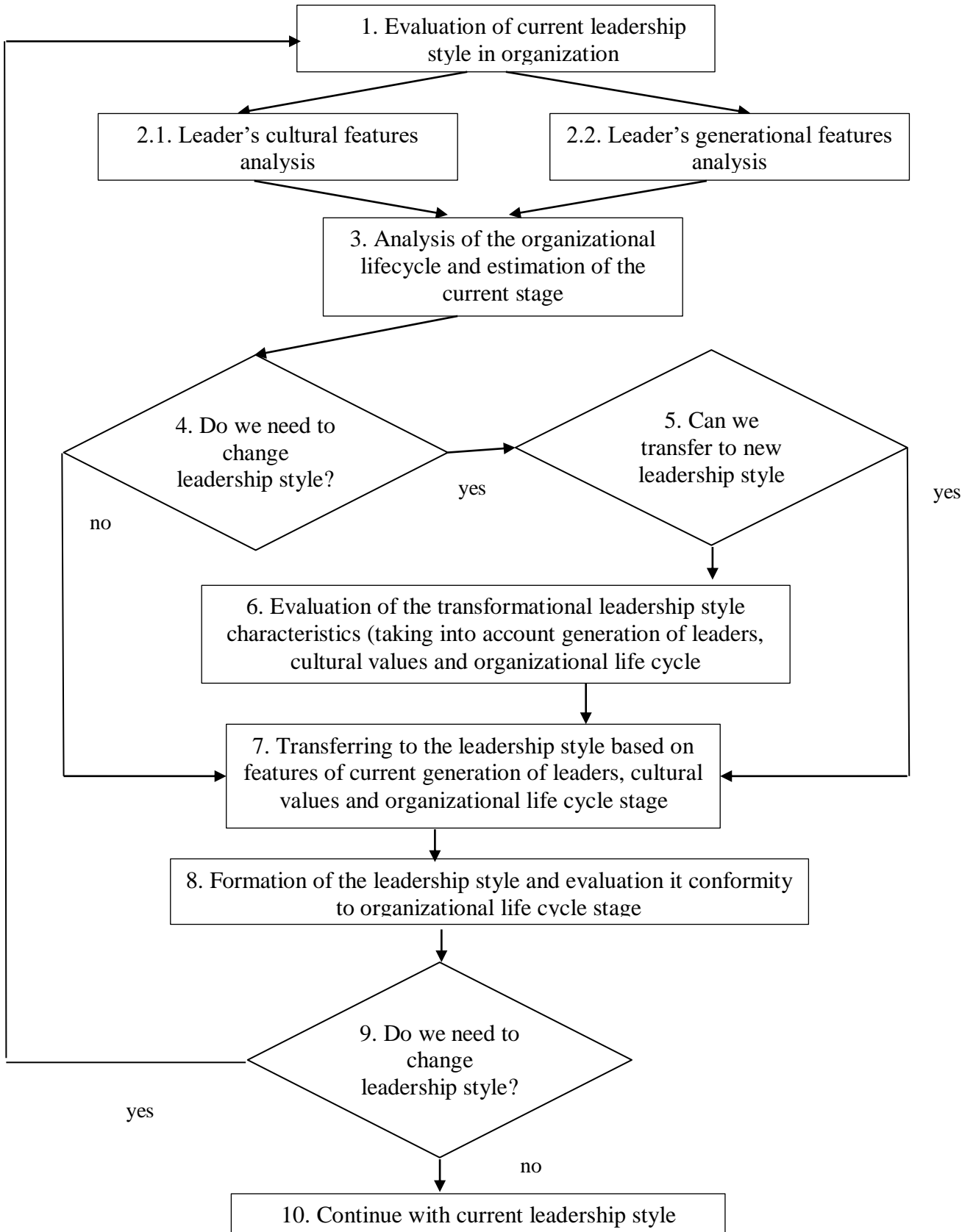


Fig. 3.1. Procedure of leadership style formation in the process of the generation transition

Here are some key steps and criteria to consider when evaluating leadership style:

1. Leadership Style Assessment:
 - Identify the organization's current leadership style(s). Common styles include autocratic, democratic, transformational, transactional, servant, and laissez-faire.
 - Determine whether the leadership style is consistent throughout the organization or if it varies among different leaders and teams.
2. Alignment with Organizational Goals:
 - Assess whether the leadership style aligns with the organization's mission, vision, and strategic goals. Effective leadership should support and advance these objectives.
3. Employee Satisfaction:
 - Gather feedback from employees through surveys, interviews, or anonymous suggestions to gauge their satisfaction with the current leadership style.
 - Consider factors such as communication, support, trust, and motivation.
4. Performance and Productivity:
 - Evaluate the organization's performance metrics, productivity levels, and key performance indicators (KPIs) to determine if the current leadership style positively impacts results.
 - Compare performance data to industry benchmarks and historical trends.
5. Employee Turnover and Retention:
 - Analyze employee turnover rates and retention data to see if the current leadership style contributes to employee retention or attrition.
 - High turnover may indicate dissatisfaction with leadership.
6. Team Dynamics:
 - Examine how teams operate under the current leadership style. Are they cohesive, motivated, and efficient, or do they struggle with conflicts and low morale?
7. Communication:

- Evaluate how effectively leaders communicate with their teams and the broader organization.

- Assess whether there is open and transparent communication, or if there are barriers that hinder information flow.

8. Adaptability and Change Management:

- Consider whether the leadership style is adaptable to changes in the business environment, industry trends, or technological advancements.

- Evaluate how leaders manage change and whether they inspire innovation.

9. Employee Development:

- Determine whether the current leadership style encourages employee development, skill-building, and career growth.

- Assess the availability of training and mentoring opportunities.

10. Ethical and Cultural Considerations:

- Examine the ethical standards and cultural values promoted by the leadership style. Does it align with the organization's ethics and desired workplace culture?

11. Leadership Development:

- Assess the organization's efforts in developing and nurturing leadership skills among its leaders.

- Consider whether there are leadership development programs and mentorship opportunities in place.

12. Feedback and Continuous Improvement:

- Encourage leaders to seek feedback and engage in continuous improvement efforts. A willingness to adapt and learn is crucial for effective leadership.

13. Benchmarking:

- Compare the current leadership style to best practices in leadership and management in your industry or similar organizations.

14. Future-Readiness:

- Assess whether the current leadership style is preparing the organization for future challenges and opportunities.

15. Legal and Compliance Considerations:

- Ensure that the leadership style adheres to all legal and regulatory requirements.

Once you've conducted a comprehensive evaluation using these criteria, you can identify areas where the current leadership style excels and where it may need adjustment or transformation to better serve the organization's goals and its employees' needs. Based on the findings, you can develop a strategic plan for leadership development and improvement.

Stage 2.1 is dedicated to the leader's cultural values and features evaluation. Analyzing a leader's cultural features involves examining various aspects of their cultural background, beliefs, values, and behaviors to understand how these factors influence their leadership style and decision-making. The key elements to consider when conducting a cultural analysis of a leader:

1. **Cultural Background:** Start by understanding the leader's cultural background, including their nationality, ethnicity, and any specific cultural or regional affiliations. This information can provide insights into their upbringing and early influences.

2. **Values and Beliefs:** identify the leader's core values and beliefs. These may be influenced by cultural, religious, or philosophical factors. Consider how these values shape their leadership approach and decision-making.

3. **Communication Style:** analyze the leader's communication style. Different cultures have different communication norms, such as directness, formality, or hierarchy in language. Understanding their preferred communication style can help in effective interaction.

4. **Leadership Style:** assess the leader's leadership style in the context of their culture. Some cultures emphasize hierarchical and authoritative leadership, while others prioritize consensus and collaboration. Look for indicators of their leadership approach, such as how they delegate, motivate, and resolve conflicts.

5. **Cultural Intelligence:** evaluate the leader's cultural intelligence or ability to work effectively across cultures. Do they demonstrate an understanding and respect

for diverse perspectives and customs? Cultural intelligence is increasingly important in a globalized world.

6. **Decision-Making Process:** examine how the leader makes decisions. Cultural factors can influence whether leaders prefer a top-down, consultative, or consensus-based decision-making process. Also, consider the role of risk-taking and uncertainty avoidance in their decisions.

7. **Conflict Resolution:** analyze how the leader handles conflicts and disputes. Cultural norms can affect conflict avoidance, confrontation styles, and the use of intermediaries or mediation.

8. **Ethical and Moral Values:** explore the leader's ethical and moral values. These can be deeply rooted in cultural and religious beliefs. Assess whether their decisions and actions align with their stated values.

9. **Adaptability:** consider the leader's adaptability to different cultural contexts. Are they open to learning from other cultures, and can they adjust their leadership style when needed? Adaptability is crucial in multicultural or international settings.

10. **Impact on team and organization:** evaluate how the leader's cultural features influence the team and organization. Do their cultural attributes foster inclusivity and diversity, or do they create challenges and tensions within the group?

11. **Global perspective:** if relevant, assess the leader's global perspective and awareness. Leaders with a global mindset are often better equipped to navigate the complexities of a diverse and interconnected world.

12. **Bias and stereotypes:** be aware of potential biases and stereotypes that may arise from cultural features. Leaders should strive to avoid bias and promote equity and inclusion.

13. **Interactions with stakeholders:** consider how the leader interacts with stakeholders from different cultures, such as clients, partners, or employees from diverse backgrounds.

It is essential to approach cultural analysis with sensitivity and avoid making assumptions based solely on a leader's cultural background. Individuals can have a

wide range of experiences and beliefs within their cultural context. Additionally, leaders may evolve and adapt their leadership style over time, incorporating elements from various cultures and experiences.

Stage 2.2. Leader's generational features analysis.

Generational analysis is a way of studying and understanding the characteristics, values, and behaviors of different generations within a society. Leaders, like any other individuals, are shaped by the generational context in which they grew up. Here's a brief analysis of generational features that can impact leaders:

1. Traditionalists (Born before 1946):

- Leadership Style: traditionalists often exhibit a hierarchical and directive leadership style, influenced by their upbringing during times of significant social and economic instability, such as World War II and the Great Depression.

- Values: they tend to value loyalty, duty, and respect for authority. Their leadership is often based on experience and seniority.

2. Baby Boomers (Born 1946-1964):

- Leadership Style: Baby Boomers are often associated with a hands-on and collaborative leadership style. They are known for their strong work ethic and commitment.

- Values: they value stability, teamwork, and personal growth. Many baby boomer leaders are known for their dedication to their careers.

3. Generation X (Born 1965-1979):

- Leadership Style: Gen X leaders are often more flexible and adaptable in their leadership approach. They tend to value work-life balance and individualism.

- Values: they value innovation, independence, and results. Gen X leaders often seek creative solutions to problems and are comfortable with technology.

4. Millennials (Born 1980-2000):

- Leadership Style: Millennials tend to be collaborative and inclusive leaders who prioritize transparency and feedback.

- Values: they value diversity, sustainability, and social responsibility. Many millennial leaders are tech-savvy and embrace digital communication.

5. Generation Z (Born 2000-2015):

- Leadership Style: as the youngest generation in the workforce, Gen Z leaders are still emerging. They may bring a strong focus on technology and rapid change to their leadership roles.

- Values: they value social justice, inclusivity, and environmental sustainability. Gen Z leaders may prioritize purpose-driven organizations.

It's essential to note that these generational characteristics are generalizations and that individuals vary widely within each generation. Moreover, generational experiences can overlap, as not everyone born in a specific time frame will share all the same characteristics.

Effective leaders recognize the diversity of their team members' generational backgrounds and adapt their leadership styles and strategies to foster collaboration, motivation, and productivity among individuals from different generations. Leadership effectiveness ultimately depends on a leader's ability to understand and connect with their team members, regardless of their generational cohort.

Stage 3 is dedicated to the evaluation of the current organization lifecycle stage. The organizational life cycle is a framework used to understand the stages and evolution of an organization from its inception to maturity and, potentially, decline or revitalization (see concept statement 5, subchapter 1.3). Leadership requirements vary at each stage of this cycle, as the challenges and priorities change. Here's an analysis of the organizational life cycle and the corresponding leadership requirements:

1. Emergence:

- Characteristics: In this phase, the organization is just getting started. It's focused on developing its product or service, securing funding, and establishing a customer base.

- Leadership Requirements:

- Visionary Leadership: Leaders need to have a clear vision and the ability to communicate it effectively to inspire and motivate the team.

- Entrepreneurial Skills: An entrepreneurial mindset is crucial for taking calculated risks and making quick decisions.
 - Adaptability: Leaders should be flexible and open to change as the organization evolves rapidly.
2. Growth Phase (early growth and rapid growth):
- Characteristics: The organization experiences rapid expansion in this phase, with increasing revenue, customers, and market presence.
 - Leadership Requirements:
 - Strategic Leadership: Leaders must develop and execute long-term strategies to sustain growth and competitive advantage.
 - Team Building: Building and leading high-performing teams becomes critical to managing the growing workforce.
 - Risk Management: As the organization expands, leaders need to balance risk-taking with risk mitigation.
3. Maturity Phase:
- Characteristics: The organization has stabilized, with steady growth, established market share, and mature products or services.
 - Leadership Requirements:
 - Operational Excellence: Leaders focus on optimizing processes, reducing costs, and maintaining quality.
 - Innovation Management: Encouraging innovation and staying relevant in a changing market becomes important.
 - Talent Development: Developing and retaining talent is crucial for long-term sustainability.
4. Decline / Revitalization Phase:
- Characteristics: In this phase, the organization faces challenges such as declining market share or revenues. It may need revitalization efforts to survive.
 - Leadership Requirements:
 - Transformational Leadership: Leaders must be willing to make bold changes, adapt to new market realities, and revitalize the organization.

- Change Management: Effective change management skills are essential for successfully steering the organization through a decline and turnaround.

- Crisis Management: Leaders need to address crises, manage conflicts, and inspire confidence in stakeholders.

5. Decline / Turnaround Phase:

- Characteristics: If revitalization efforts are successful, the organization can reverse its decline and return to growth.

- Leadership Requirements:

- Resilience: Leaders must demonstrate resilience and determination to navigate through challenges.

- Strategic Thinking: Re-evaluating and adjusting the organization's strategy is critical to ensuring sustainable growth.

- Stakeholder Engagement: Building trust and credibility with stakeholders is crucial for support during the turnaround.

It's important to note that these phases are not always linear, and organizations can move back and forth between them. Effective leaders are those who can adapt their leadership styles and skills to meet the specific needs of their organization at each stage of the life cycle. Additionally, leadership teams with diverse skills and experiences are often better equipped to address the multifaceted challenges presented by different phases of the organizational life cycle.

Stages 4 and 5 represent the decision-making process and consist of 2 alternatives. Stage 6 and 7 present the process of the leadership style transition while the generation of leaders are changed in two ways: directly or through the transitional leadership style (features of this style was explained in subchapter 1.3 – statements 1, 2 and 6 of the concept)

Stage 8 includes the formation of a leadership style and its conformity to the organizational life cycle stage is a crucial aspect of organizational success. Different stages of an organization's life cycle require different leadership styles to effectively navigate challenges and capitalize on opportunities. Let us break down how

leadership styles form and how they should align with the organizational life cycle stage:

1. Formation of Leadership Style:

Leadership styles are influenced by various factors, including personal traits, experiences, values, and the context in which a leader operates. Leadership styles can range from autocratic to democratic, transformational to transactional, and servant to laissez-faire, among others. Here are some key points in the formation of a leadership style:

- a. Personal Traits: Leaders have innate personality traits that influence their leadership style. For example, extroverted individuals might naturally gravitate towards more charismatic and outgoing leadership styles.

- b. Experiences: Experiences, both personal and professional, shape a leader's approach. Leaders who have successfully navigated crises may lean towards a more authoritative style, while those with collaborative experiences may adopt a participative approach.

- c. Values and Beliefs: Personal values and beliefs play a significant role. Leaders who value employee empowerment may adopt a transformational or servant leadership style, whereas those who prioritize efficiency may lean towards a transactional style.

- d. Context: The organizational context, including industry, size, culture, and the specific challenges faced, also influences leadership style formation.

2. Alignment with Organizational Life Cycle Stage:

Organizational life cycles typically consist of four stages: startup, growth, maturity, and decline. Each stage has its unique characteristics, challenges, and opportunities, and leaders must adapt their styles accordingly:

- a. Emerge: In this stage, the organization is focused on survival and growth. Leadership styles that emphasize innovation, risk-taking, and entrepreneurial spirit are often the most effective. Transformational and charismatic leadership may be suitable.

b. **Growth Stages:** As the organization expands, a more participative and team-oriented leadership style may be required to manage increasing complexity and foster collaboration among employees.

c. **Maturity Stage:** At this point, stability and efficiency become crucial. Transactional leadership, which emphasizes clear processes, systems, and performance metrics, can be effective.

d. **Decline Stage:** Organizations in decline may require strong, authoritative leadership to make tough decisions, cut costs, and potentially lead a turnaround effort.

3. Evaluation of Leadership Style's Conformity:

To evaluate whether a leadership style conforms to the organizational life cycle stage, consider the following:

a. **Assess Organizational Needs:** Analyze the current state of the organization and its specific challenges and opportunities. Ensure that the leadership style aligns with these needs.

b. **Feedback and Adaptation:** Continuously seek feedback from employees, peers, and stakeholders. A leader should be willing to adapt their style as the organization evolves.

c. **Monitor Performance:** Evaluate the performance of the organization and the leader's effectiveness. Key performance indicators (KPIs) and metrics can help gauge alignment.

d. **Leadership Development:** Invest in leadership development and training to ensure that leaders have the skills and knowledge necessary to adapt to changing circumstances.

In conclusion, the formation of a leadership style is a complex process influenced by personal factors and contextual variables. To be effective, a leader must assess the organization's life cycle stage and adjust their leadership style to meet the specific demands and challenges of that stage. Flexibility and adaptability are key traits of successful leaders who can guide their organizations through various life cycle phases. It is essential for leaders to recognize the stage of their organization's

life cycle and adjust their leadership style accordingly. What works in one stage may not be effective in another. Effective leadership involves flexibility and the ability to adapt to the changing needs of the organization as it evolves through its life cycle. Leaders who can do this successfully are more likely to lead their organizations to long-term success.

The empirical context: Ukraine

The basic values of the silent generation in Ukraine were formed before 1953, which was studied in detail in [49]. The key event that ended the period of formation of values of the silent generation was the death of Stalin [30; 49]. The silent generation in Ukraine was formed in more difficult conditions than in Western Europe and the United States, as proved in [30; 49], but the list of core values of this generation in Ukraine and Western Europe is almost the same, although Ukrainians of this generation do not have such high confidence in government and law and order (as a result of Stalinist repression) and confidence in stability (as a result of industrialization, famine and postwar devastation), but show sacrifice and diligence. The silent generation belongs to the archetype of “artists”, ie creative personalities who have made a significant contribution to the culture of Ukraine, which is discussed in detail in [30]. Now the Ukrainian silent generation has entered the period of old age, as all its representatives are over 72 years old and the number of its representatives in the structure of the country’s population is decreasing every year. The basic values of the baby boomer generation in Ukraine were formed before 1973, as studied in detail in [49]. The key event that most influenced the period of formation of values of the baby boomer generation is the post-war boom, which is considered in [30; 49].

The events under the influence of which the basic values of the baby boomer generation in Ukraine were formed differ significantly from the countries of Western Europe and the United States, which were studied in [49]. There is a slight mismatch between the values of the baby boomer generation in Ukraine Western Europe and the United States due to the impact of changing family stereotypes in Western Europe as a result of the sexual revolution, which was studied in [38; 49]. Thus, the

Ukrainian generation of baby boomers is not characterized by anti-war and anti-government mood and cult of youth, on the contrary is characterized by significant collectivism and long-term orientation (as a result of the influence of the USSR's status as a world superpower). The generation of baby boomers belongs to the archetype of "prophets", which is why, as V. Sumar notes in his work, this is the generation of political and public figures that is discussed in detail in [30]. Now the Ukrainian generation of baby boomers is moving from maturity to old age, as its representatives are between the ages of 54 and 72, but the share of this generation in the population structure of Ukraine still dominates. The basic values of Generation X in Ukraine were formed before 1993, which was studied in detail in [49]. Ukrainian Generation X was formed in rather difficult conditions (perestroika, total deficit, and independence of the country), as it was born in Ukraine during the USSR, and formed during the collapse of the USSR, while in Western Europe and the United States it was the time of MTV and Pepsi, however, the vast majority of the values of this generation in Ukraine and Western Europe are the same, only the Ukrainian generation of baby boomers does not have an informal view, while the lack of patriotism is characteristic. Generation X belongs to the archetype of "nomads", which is characterized by global thinking. According to the theory of generations, it is in the period of maturity of generation X achieves the greatest success in life. The basic values of Generation Y continue to be formed at present under the influence of terrorist attacks, military conflicts, epidemics and the development of digital technologies, as studied in detail in [38; 49]. Generation Y is formed under the influence of significant globalization processes in the world and the development of modern technologies, which is why this is the first generation that has the same values in Ukraine and Western Europe and the United States [30; 49], this generation has no national differences in their basic values and patterns of behaviour. Generation Y belongs to the archetype of "heroes", who make the greatest contribution to the affairs of the community, prosperity and technology. Technological literacy of generation Y has a different (natural) character, in contrast to previous generations, as studied in [23]. Now the Austrian generation Y passes from the period of the

childhood to the period of youth as its representatives are at the age from 13 till 31 years, thus the share of this generation in structure of the population of Austria is considerable. According to the theory of generations, the greatest activity from this generation should be expected in the period of youth. The values of the Austrian Generation Z have yet to be formed, because the oldest representatives of this generation in Ukraine are now not more than 12 years old, they are at the stage of forming values.

The empirical context: Austria.

According to Statistik Austria, the country's population is growing and said to be reaching the 9 million people mark by 2030, compared to 8.4 million inhabitants in 2010 [150]. The size of the elderly population is expected to rise and the Baby Boomers reach retirement age by that time. This results in a shortage of skilled workers in the economy, and consequently attracting and retaining talented (young) people will gain importance. Companies are doing their best to convince talents to join and stay with their workforce [151].

Not only do the demographics change, but the value system does as well. Individuals are not only striving to fulfil their material needs, but also to accomplish their individual goals. Gen Z has arrived in Austria as well. For companies, this implies taking a careful look at their ability to provide a proper balance between professional and private life. This requires a great deal of organizational resources. Ultimately, globalization exacerbates the situation for companies due to international competition and an increasing the level of rivalry [152]. Technology has changed the prerequisites for employers as well as the attitudes of employees. Out of Austria's population of 8.76 million, 7.71 million inhabitants are actively using the internet, and 4.4 million people are actively using and engaging on social media, mostly on mobile devices [153].

Austrians are mostly satisfied with their jobs, including their workplace and working atmosphere, and the quality of their employers. A little more than 73 % of the population is pleased or rather pleased with the leadership skills of their managers coupled with flexible working hour, holidays, home-office opportunities, health

check-ups and sport programs, all of which are highly valued by the Austrian workforce. Additionally, attractive salary, job security, a comfortable work environment and a good work life balance are amongst the most significantly positive aspects [154].

3.2. Case study on the base of generation transition in the enterprise management team

Case study for the stage 1 and 2 presented at chapter 2, so we need to present the procedure of analysis of the organizational lifecycle and estimation of the current stage (stage 3) together with evaluation requirements for leadership style, taking into account changes of the challenges and priorities.

Based on the historical data's we developed analysis of the governance and leadership of a university over time, across life cycle and generations based on the case of the University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics (fig. 3.2).

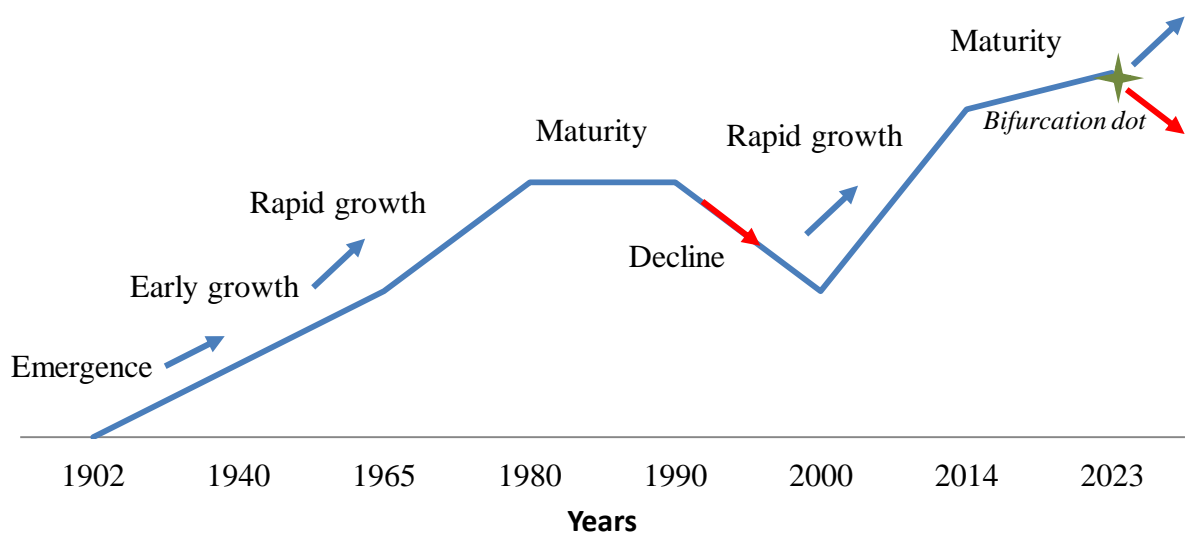


Fig. 3.2. Life cycle of Simon Kuznets Kharkiv National University of Economics

1912 – 1940 – Emergence. University starts history from Evening Higher Commercial Courses opened at school. The teaching staff and curriculum of the Courses initially met the high standards and provided professional training of specialists in the field of commerce, local economy, banking and financial affairs as well as for specialists for industrial enterprises. Also was founded specialized scientific and research organization «Office of Economic Study of Russia». In 1916, the status of Commercial Institute was given to the Courses. In 1921 when the age of Soviet reorganization had begun KhCI was renamed to the Institute of National Economy, and, finally, in the course of the reform of higher education in 1930, it was divided, so this date is officially considered the foundation day of Kharkiv National University of Economics as Kharkiv Engineering and Economic Institute (KhEEI).

That time leaders create strong connections and communications with team of followers, relations with employees are mostly informal, there is no clear division of responsibilities, and most employees are involved in all processes of the organization's activities. Most leaders belong to transformational type.

As a result, the Institute was notable for being one of the leading educational, scientific and research centers of Ukraine Soviet Republic in the field of industrial economics, scientists took part in research programs on deployment of production capacities of heavy industry of Soviet Union, the introduction of cost-effective technologies, use of modern mathematical methods of planning of production and labour organization, creation of automated systems of production management (Industrial Control System). During the years of World war 2 University does not operate and renewed its activity after 1945.

1950 – 1965 – Early growth. Early 50-th was characterized as a time of after war rebuilding and reconstruction. Industry required a lot of specialist so University starts to train engineer – economist for heavy industry: in machine building, chemistry, coal mining.

The leader's tasks that time was include a lot of transformational processes: new organizational structure building, new employee motivation creating, external relations establishing. The relationship between employees and the CEO becomes

less close, a clear hierarchy and division of responsibilities appear as well as sign of bureaucratic organization and authoritarian management style (which was immanent to Soviet management system on all levels).

In 1956 – 1960-ies the scientific and research laboratory on the economy of industry headed by prof. O. Lieberman operated in KhEEI and their research have been assumed as a basis of the concept of the economic reform in 1965. That time leadership style was still transformational but starts to tend to transactional.

1965 – 1980 – Rapid growth. Period of rapid growth characterized by developing of all University key advantages – combination of quality educational process and well developed high level scientific research.

1980 – 1990 – Maturity. Since the end of the 1980s, the Institute expands the range of areas of training of students, starting the training of the specialists in Accounting, International Economics, IT, Finance, Management.

That time leadership was replaced by formal management with a clear distribution of responsibilities between employees and refined business processes, a hierarchical structure of the University support autocratic leadership style together with well-thought-out employee motivation system. Leaders of the University at that period were transactional. They don't bring new ideas and afford for University development so it tend to decline and stagnation.

As a result the quality of education was decreased and number of research programs dramatically sprinkled. Even the number of employees was reduced and their qualification lowered.

1991 – 2000 – Decline. That period first rebranding was installed: in 1994 the Institute received the State University of Economics status. University try to determine the direction of its development and new strategy, big innovations changes was implementing in educational technologies and processes (such as technology of written exams, new methods of enrollment campaign organization, etc.). But still leaders mentality was tend more to bureaucracy than to the transformation because leaders was mostly products of the Soviet mentality and authoritarian way of organizational management.

2000 – 2014 – Rapid growth. In 2000 Leaders of the University was changed: representative of Silent Generation was replaced by Baby Boomers'. That's give possibility to change strategy of University and put new background to the development. In order to keep the University, the managers are again replaced by a leaders who have ability to adopt ideas of certain employees and tries to find something new in them, change the strategy, build informal relations with subordinates. In 2004 and 2014 two more rebranding (National University and Simon Kuznets named) which give possibility to occupy leading positions in Ukrainian' economical education was installed. That time University start intensive international cooperation programs in sphere of education (exchange, double diplomas, joint programs) and scientific research, international projects and grants.

2015 – till present – Maturity. Current stage was characterized by the extreme turbulence of external environment: Russian invasion in 2014, COVID 2019 pandemic and war in 2022. This challenges lead to digitalization and virtualization of educational process. New challenges demand from leaders new approaches but performance oriented BB leaders couldn't support agile organization, tending more to the rigid bureaucracy. So now University reach bifurcation dot, which mean that the trajectory of development can follow upward vector – rapid growth or downward – decline.

To test our hypothesis about generation transition Questionnaire was installed (see Appendix B). It consists from 5 questions about generations transition in the leadership and current stage of University development.

The main results for Simon Kuznets Kharkiv National University of Economics based on opinion of 10 respondents who take part in the interview, all of them ate CEO (40%) and upper-level middle managers (60%) with the work experience on leader's positions no less than 10 years.

Respondents' answer showed that on previous period 50% of CEO and 20% of upper-level middle managers belong to Baby Boomer generation; 40% of CEO and 50% of upper-level middle managers belong to X generation; and 10% of CEO, 40% of upper-level middle managers belongs to Y generation.

If we taking into account generation comparison (table 3.1) done by author based on the [\[https://docs.google.com/forms/d/1gtFiCBc3_heqtpg_gkixUxO2Xu3ZRotNtmJf3j9cW9Y/edit\]](https://docs.google.com/forms/d/1gtFiCBc3_heqtpg_gkixUxO2Xu3ZRotNtmJf3j9cW9Y/edit) we can conclude that such changes in the generation structure can lead University develop and start new stage of Rapid growth, not to fail to stage of Decline.

The main arguments are: for current period, respondents' statute that the process of generation transition starts: BB leaders lived their positions and now 60% of CEO belong to X, but share of this generation leaders among upper -level middle managers decrease to 20%; Y generation leaders come on stages: 40% on CEO and 80% on upper-level middle managers positions.

On this Maturity stage University leaders have to show flexibility, which requires large-scale systemic changes: cultural and operational, together with adoption of a new way of thinking, openness in demonstrating socially responsible behaviour, creating a new corporate culture that would support cultural diversity, recognition, development and opportunities for alternative employment.

As if generation X leaders want to be independent and self-reliant, see hierarchical levels as a career goal they require very little management control, but they expect to receive clear goals and instructions so that they can work efficiently on the realization of the strategy.

Whereas generation Y would rather be independent and prefer freedom of development and activities, this controversy to generation BB leaders who prefer clear hierarchies, subordinates itself to the existing structures for achieving career goals. The X and Y generations were reject being subordinated by hierarchical structures and prefer subordination based on performance or expertise, which in turn reduces acceptance of the seniority principle; they have no understanding for hierarchies, based on seniority and not on experience and knowledge.

Mostly leaders who belong to generation BB have rather big scepticism toward advantages of modern technologies but X and Y generations' leaders already know how to use the digital advantages. Generation X likes to use new tools to organize

their lives efficiently, generation Y who can use any new technology but lack an understanding of it.

As for attitude toward collaboration: generation BB leaders like to work in teams and exchange ideas personally, but are critical of feedback and tend to reject it. Generation X prefers to work for themselves and exchange ideas via digital means; they are open to feedback and constructive criticism. Generation Y leaders are also prefer teamwork and personal exchange, but demand open and regular feedback.

Universities of Applied Sciences as a new type of university at the beginning of the 1990s, a new form of universities was developed and introduced in several European countries, including Austria, called “Fachhochschulen” or “Universities of Applied Sciences”. These were intended to close the gap between basic and discipline-oriented education and research of universities and the application-oriented and employability-oriented demand patterns of companies. As far as the awarding of academic degrees is concerned, both types of institutions are equal, but they pursue different methodological and didactic approaches in teaching and research.

Universities of Applied Sciences in Austria usually are organized under private law, as a limited liability company (ltd), as an association or as a non-profit private foundation. They require accreditation by the Agency for Quality Assurance and Accreditation Austria (AQ Austria) to start and maintain their operations. This specific form of an organisation also has an influence on the management styles practised and the required organisational structures, which are different from those of classical universities (fig. 3.3).

In 1994, two-degree programmes of the FH Upper Austria (Automatization technology, Software Engineering) started, financed by the Republic of Austria, the Province of Upper Austria and some cities and municipalities. This organisational form remained in place until 2001, and the degree programmes were managed as largely autonomous units by small teams in terms of subject and discipline.

Transformational leadership in small independent units. The management of study programmes was completely decentralised at that time, with the entire management responsibility lying with the study programme directors. Programmes

were organised as “profit centres”. Revenues were generated through an annual fixed amount of money per student which was given to the university by the Republic of Austria. The heads of the degree programmes were responsible not only for teaching, research and leadership (of professors, administrative officers, assistants, and researchers), but also for presenting the respective degree programme on the market and attracting applicants.

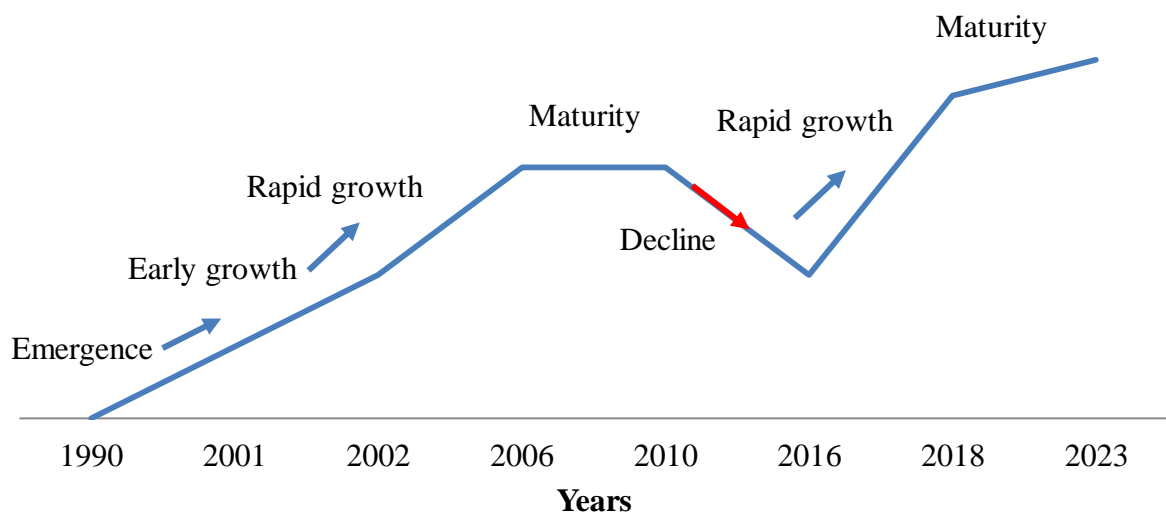


Fig. 3.3. Life cycle of University of Applied Sciences Upper Austria

The (mostly young, 30 to 40 years old) programme directors were recruited from businesses and had management experience from the industry. Due to these small, independent units being responsible for their own success, management was very team-oriented, and the activities were organized in an interdisciplinary and mutually agreed way. Thus, teachers and administrative staff helped in the acquisition of students just as much as the programme directors. In this first period of emergence, there was a great deal of intrinsic motivation on the part of leaders and those being led, an entrepreneurial spirit, and a team spirit. The leadership style cultivated by most leaders during this period can be described as “transformational leadership” with elements of idealization, inspirational motivation, intellectual stimulation, and

individual consideration of team members. In terms of life cycle, this can be considered as a phase of awakening.

Leadership develops differently in academic and commercial sectors.

From 2001, the university entered a growth phase. At that time, an important organisational change took place, namely the merger of the individual degree programmes into an administrative unit “FH OÖ Management GmbH (Ltd)” and the strengthening of the four schools (Linz, Wels, Hagenberg and Steyr), to which the degree programmes at the respective locations were assigned.

Between 2002 and 2006, the FH Upper Austria experienced strong growth in number of degree programmes and students, with higher costs connected to higher revenues. In 2006, the university was therefore preparing for another change in leadership structures: A separation between academic and commercial decision-making bodies was introduced and a faculty (or: school) structure with four faculties/schools was implemented. This organisational structure resulted in a new hierarchical position at the faculty level, that of the dean. The deans became commercially responsible for their school, while academic responsibility remained in the study programmes. At that time, a school had about 3–4 study programmes with about 7–8 employees each and an administration pool (infrastructure, IT, marketing, general administration, etc.), thus about 40–50 employees per school. The deans were administratively responsible for managing the staff, but not for the academic activities of the professors and researchers. This dichotomy of responsibility led to a largely informal, matrix-oriented, and motivation-oriented management style of the deans. These had to lead the individual study programme directors with little formal enforcement.

From 2007 – 2010, growth in the number of degree programmes and students continued, and the increasing number of academic staff and students necessitated further adaptation of the management and organisational structure.

The first “Kollegium” of the University was installed as a democratically organised body with equal numbers of members from teaching, administration, and students, consisting of elected members. This body had less of a leadership role, but an advisory and decision-making role. Leaders could turn to this organisation in case

of doubt and ask for a decision. In a way, difficult decisions were delegated here to a higher (quasi-neutral) body.

Formalization of hierarchical structures and leadership changes with growing size (fig. 3.4).

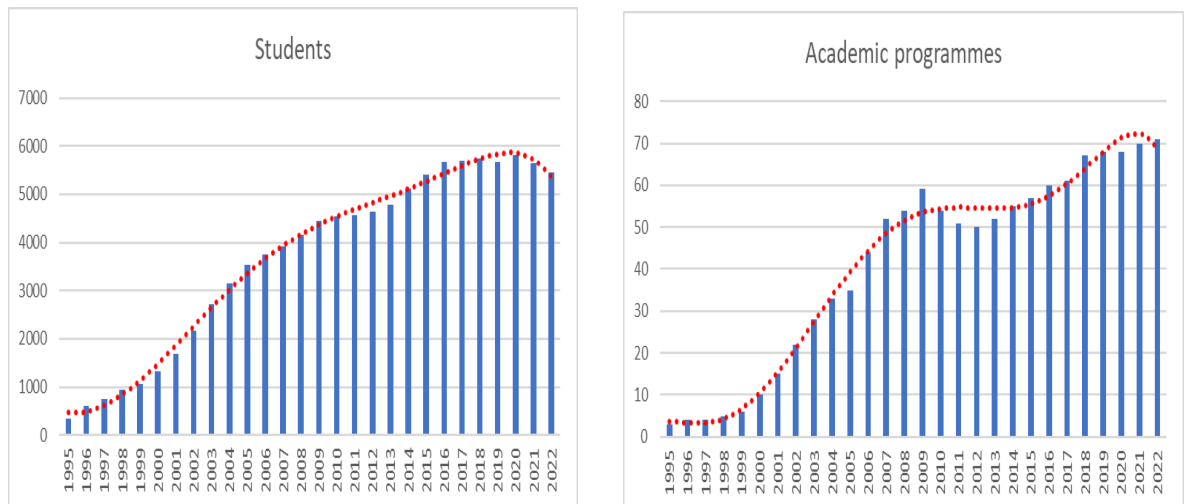


Fig. 3.4. Life cycle of student enrolment and academic programmes

Since the FH Upper Austria, still owned by the province of Upper Austria, had already reached a particular commercial (turnover) size by this time, further management and leadership bodies were introduced during this period. An important task was assigned to the body of the “Hochschulleitung” (university management board), in which the leaders of the management, research, IT, and infrastructure, the four deans of the schools, and the Vice-President of Internationalisation regularly consult on strategic issues. This top management body of the FH Upper Austria maintains a largely transactional leadership style in which decisions made by the board are communicated to the employees via the deans and the leaders of the respective units.

Changing leadership style caused by increasing competitive pressure.

Between 2010 and 2016, the growth of FH Oberösterreich continues, however at a slower pace from 2011–2013 due to a very positive labour market situation following the economic crisis in 2008–2009. Fewer young people decided to study as

the received attractive offers from the labor market. However, new degree programmes were developed, staffed, and managed, all in an identical structure. Due to the higher number of degree programmes and increasing competition from outside, the number of applications per programme decreased. The leadership style of most study programmes of these years executed a mixture of transformational and henceforth also transactional elements, with a focus on (ordered and controlled) administrative and acquisition and marketing activities (transactional, reward and sanction based) and still autonomous (transformational) leadership in teaching and research activities.

The strongly transactional leadership in the area of acquisition and marketing to attract new students showed positive effects, so that new student records were achieved between 2014 and 2016. The focus was on the individual responsibility of the degree programmes, which were motivated by the commercial management to fill their degree programmes through performance-enhancing but also sanctioning measures (transactional leadership style).

Leadership in times of decline and increasing internal and external competition.

As of 2018, FH Oberösterreich as a whole is showing evidence of a maturity stage, although study programmes continue to be developed, but the first internal and external crowding-out effects are already becoming apparent due to the general increase in competition.

An interesting connection can be made here for the leadership activity, namely that within study programmes, a more care-oriented leadership style with well-matched team members and high motivation can be found, with, at the same time, strong differentiation from other study programmes. This became a big challenge for the deans, as they had to balance out conflicts of interest between the programmes in favour of a prosperous development of the school.





In recent years (2018–2023), national and international competition for students has become even fiercer, which can be explained by a growing supply as well as by demographic factors. In leadership, a degree of uncertainty is apparent, by

attempting to motivate the teams via transformational elements and, on the other hand, to achieve the necessary successes (sufficiently well qualified students) via strict specifications from the commercial leadership. This is implemented with clear targets and consistent monitoring of target achievement with corresponding corrective measures (transactional elements).

Therefore, we can made conclusion that life cycle and generational effects on university leadership (table 3.1). Transitions of CEO leaders at Simon Kuznets Kharkiv National University of Economics from BB to X and Y generation generally as positive tendencies. Majority of CEO leaders belong to X generation who are independent, not require managerial control; prefer teamwork and familiar with digital technologies. Therefore, they can develop and implement new Simon Kuznets Kharkiv National University of Economics strategy based in preferences of digital technologies that give University possibility to survive and even receive some key advantages in war and post-war conditions.

Table 3.1

**Comparison of current generation transition processes at Simon Kuznets
Kharkiv National University of Economics and University of Applied Sciences
Upper Austria**

	Simon Kuznets KhNUE	Upper Austrian UAS
Stage of life cycle	End of maturity	Early maturity
Level of management CEO	BB  X, Y	BB  X
Middle	X  Y,Z	X  X
University size	Medium	Large

Together with positive features of upper middle managers toward team, basis of performance or expertise work and familiarity with digital technology that belong to generation Y (number increased on 50 % and reached 80%) give possibility to turn from rigid hierarchy structure to agile and adaptive. Therefore, in that way Simon Kuznets Kharkiv National University of Economics y can easily interact in the unpredictable condition and turbulence environment. The development of University of Applied Sciences Upper Austria clearly shows the effects that growth, hierarchical

position, competitive pressure, life cycle and generational change can have on leadership behaviour and styles. The main effects are summarised below. As far as generational transformation is concerned, the FH Upper Austria's managers are growing with the organisation, i.e. they are currently mainly from the baby boomer and X generations, while newer functions and new appointments are often made internally with employees belonging to the next younger generation (e.g. Y, starting now Z).

As far as generational transition is concerned, the following conclusions can be drawn as a state-owned organisation with a high level of job security, the University of Applied Sciences Upper Austria has a low turnover of both employees and managers over long periods. The managers have grown with the organisation, were young when the organisation was young and have "aged" with it. In recent years, however, a change can be noticed, as many first-generation managers are leaving the company due to retirement and younger managers (mainly from within the company) are taking their place. There is therefore a partial "rejuvenation" of managers, which can be explained more structurally than by the life cycle. However, this only concerns middle-level managers; while top management is even more strongly staffed than before by people aged 40–59, which can be explained by the "natural" ageing of long-serving managers, due to the low turnover at this level. In the current times of high competition and the battle for students, however, it is also evident that experienced (Gen X, Baby Boomers) managers show a high level of resilience in dealing with these crisis situations (fig. 3.5).

This demographic development at the University of Applied Sciences Upper Austria is significantly different from that of the other institution studied, the Simon Kuznets Kharkiv National University of Economics. There, there is a strong growth in very young managers (both at the first and lower management levels), whereas at the University of Applied Sciences Upper Austria, although managers aged 59+ are disappearing due to natural attrition, very young managers are only appointed to a comparatively small extent at both levels. As far as those managed (i.e. the employees) are concerned, many of them belong to younger generations (Y, Z, partly

already and Alpha). Their expectations of their managers are not always in line with the methods and management styles of the current managers. They are looking for more flexibility, the opportunity to get involved or to try out new ways. Older managers are not always equally successful in adapting to these new expectations, which is why there is a somewhat higher turnover tendency, especially among younger employees. This is a challenge that the University of Applied Sciences Upper Austria must master.

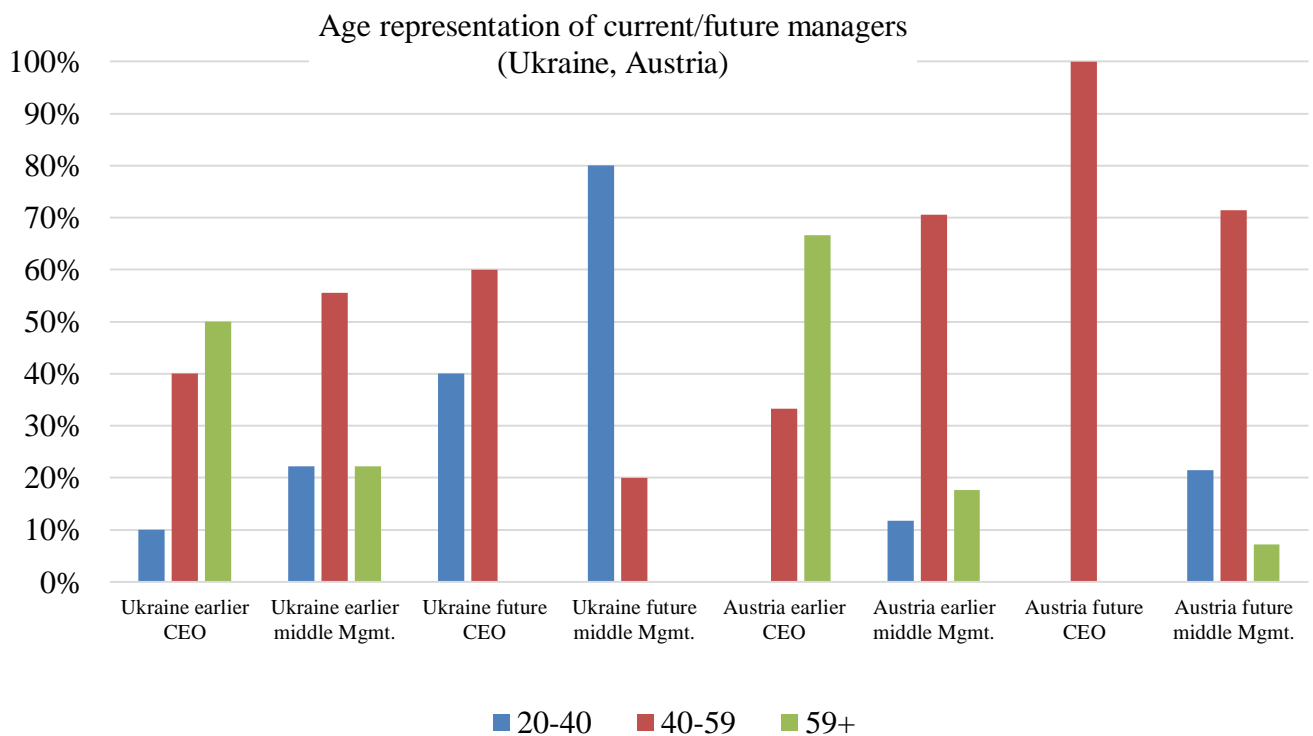


Fig. 3.5. Demographic distribution of leaders at the Simon Kuznets Kharkiv National University of Economics and the University of Applied Sciences Upper Austria

University size and leadership.

Management bodies and leadership developed generically and according to need at FH Oberösterreich. From an initial few, largely autonomous and team-based managed degree programmes, a more transactional and hierarchically oriented

leadership structure took place as the organisation grew, especially with respect to commercial operations.

Life cycle and leadership.

The leadership styles practised at the University of Applied Sciences Upper Austria develop in part along the life cycle of the organisational units: In foundation and start-up phases, leadership acts transformational, with small teams and flat hierarchies, while transactional elements predominate in study programmes that have grown larger and are more mature. Study programmes that are experiencing deterioration in the booking situation and are thus threatened in their existence, in turn show autocratic leadership elements even more frequently.

Leadership and hierarchical level.

Differences in the development of leadership styles can also be seen with regard to the hierarchical level of the organisation. At the top-management level, the commercial (administrative) area has moved more towards transactional leadership styles with growth, increasing risk and complexity, featuring clear task orientations, review instruments and corrective measures. Meanwhile, the academic (programme-related) sector is still largely transformational led, but depending on the position of the respective unit in the life cycle (see above).

Choosing the right leadership style for different stages of an organization's life cycle is crucial for its success and growth (table 3.2). Each stage presents unique challenges and opportunities, and effective leadership must adapt to these changing circumstances. Here are some guidelines for company management to choose a dominant leadership style at each stage of the organization's life cycle. As a generalization of the case study of both Universities (University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics), some general recommendation with guidelines for choice of leadership style was developed (based on Universities lifecycle presented on fig. 3.2 and 3.3) and presented in the table 3.3.

Table 3.2

Recommendation for the leadership style formation in the process of generation transition (cases of Simon Kuznets KhNUE and Upper Austrian UAS)

Level of management		Simon Kuznets KhNUE				Upper Austrian UAS	
		BB → X	BB → Y	X → Y	X → Z	BB → X	X → X
Competencies (high level)t	CEO	Strategic, system, digital, relation understanding	Strategic, system, digital, innovation, team work, diversity acceptance, personal principles	Relation understanding, team work, diversity acceptance, personal principles	Strategic, relation understanding, innovation, change, cross-cultural, digital, team work, diversity acceptance, personal principles	Strategic, system, relation understanding	relation understanding
	Middle	Technical, coordination and facilitation, creative thinking, communication, feedback	Technical, coordination and facilitation, creative thinking, innovation, digital, coordination and facilitation, team work, personal principles	Technical, communication, feedback, innovation, digital, coordination and facilitation, team work, personal principles	Technical, coordination and facilitation, communication, feedback, creative thinking, digital, team work, personal principles	Technical, coordination and facilitation, communication, feedback, creative thinking,	Technical, communication, feedback
Leadership style current		Authority, Transactional (non-peculiarity reword)	Authority, Transactional (non-peculiarity reword)	Employee oriented	Employee oriented	Democratic, transactional (sanction)	Transformational
Lifecycle stage description		End of maturity/turnaround stage, which appear when revitalization efforts are successful, the organization can reverse its decline and return to growth. Leadership Requirements: resilience when leaders must demonstrate resilience and determination to navigate through challenges; strategic thinking through re-evaluating and adjusting the organization’s strategy is critical to ensuring sustainable growth; stakeholder engagement when trust is building and credibility with stakeholders is crucial for support during the turnaround. But these phases are not always linear, and organizations can move back and forth between them. Effective leaders are those who can adapt their leadership styles and skills to meet the specific needs of their organization at each stage of the life cycle. Additionally, leadership teams with diverse skills and experiences are often better equipped to address the multifaceted challenges presented by different phases of the organizational life cycle.				Early maturity stage The organization has stabilized, with steady growth, established market share, and mature products or services. Leadership Requirements: Operational Excellence when leaders focus on optimizing processes, reducing costs, and maintaining quality; innovation management – when innovation encouraging and staying relevant in a changing market becomes important; talent development when developing and retaining talent is crucial for long-term sustainability.	
Leadership style in generation transition		Transition style (change and employee-oriented)	Transformational, employee oriented	Transition style (change and employee oriented)	Transformational, employee oriented	Transition style (change and employee oriented)	Transformational

Table 3.3

General recommendation with guidelines for choice of leadership style

N	Stage	Leadership style	Guidelines
1	Emergence	Entrepreneurial Transformational	Be visionary and innovative to establish a unique identity. Foster a culture of risk-taking and experimentation. Encourage team collaboration and creativity. Lead by example and be hands-on.
2	Early growth	Transformational Coaching	Focus on scaling operations and expanding market reach. Empower employees and delegate responsibility. Develop and mentor the team. Promote a culture of adaptability and agility.
3	Rapid growth	Coaching Transactional	Focus on scaling operations and expanding market reach. Empower employees and delegate responsibility. Streamline processes and improve efficiency. Implement performance metrics and incentives.
4	Maturity	Transactional or Servant Leadership	Streamline processes and improve efficiency. Implement performance metrics and incentives. Serve as a facilitator and problem solver. Encourage employee development and well-being.
5	Decline with revitalization	Transformational Turnaround	Identify root causes of decline and make tough decisions. Revise strategies and reposition the organization. Inspire change and regain market relevance. Communicate openly and transparently.
6.	Decline with recovery or sustained growth stage	Transformational Collaborative – employee oriented	Continue innovation and adaptation. Build strong partnerships and alliances. Maintain a focus on long-term sustainability. Empower employees to take ownership.
7	Decline with established and dominant stage	Collaborative or Charismatic Leadership	Foster a culture of excellence and continuous improvement. Leverage the organization's reputation and brand. Encourage innovation to stay ahead of the competition. Be an inspiring and visionary leader.

It is important to note that these general guidelines are not rigid, and leadership styles may overlap or evolve over generation in the enterprise management changes. Effective leaders should be flexible and capable of adapting their leadership style to the specific needs and challenges of their enterprise at any given stage of its life cycle. Additionally, a combination of leadership styles may be required to address different aspects of the business simultaneously and *transition leadership style evaluated as a set of leadership styles combinations relevant to the cultural environment, values and features of the employee's and leader's generation together with mission, vision and objectives current enterprises lifecycle stage.*

3.3. The scientific and practical approach to choosing leadership style in enterprise management transition

Understanding the role of leadership at the enterprise management and connection between strategy goals achieving and leadership style choice we try to create methodical recommendation to leadership style formation. This recommendation formed as a set of 12 principles together with guidelines, including tools and rules for each step realization (see table 3.4). Chapter 1 shows the results of the theoretical study of the leader's phenomenon nature and modern condition of leadership style formation, such as national culture influence, different values and features inherited to different generation of leaders and followers.

Based on the result of this research statement of the concept was formulated and proved (subchapter 1.3) which present the author's understanding of procedure (subchapter 3.1) of the leadership style formation in the process of the generation transition Practical application of this theoretical findings demand detailed guidelines within the enterprise for a company's management how to choose a dominant leadership style formation.

They are based on such main principles:

- 1) Assess Organizational Goals and Culture;
- 2) Understand the Business Environment;
- 3) Examine Employee Demographics and Needs;
- 4) Review Leadership Talent;
- 5) Match Leadership Style to Business Objectives;
- 6) Foster a Culture of Adaptability;
- 7) Promote Communication and Collaboration;
- 8) Provide Leadership Development Programs;
- 9) Monitor and Adjust;
- 10) Encourage Employee Feedback;
- 11) Promote a Values-Driven Culture;
- 12) Lead by Example.

Table 3.4

Guidelines for leadership style formation under the process of generation transition in the enterprise management

N	Principles	What to do	Methods
1	Assess Organizational Goals and Culture:	Start by evaluating the company's long-term goals, mission, and values. Consider how these objectives align with the current organizational culture.	<p>Surveys and Questionnaires: Conduct anonymous surveys or questionnaires to gather employee opinions about the organization's culture and leadership. Tools like the Organizational Culture Assessment Instrument (OCAI) can be helpful for this purpose.</p> <p>Focus Groups: Organize focus group discussions with employees to delve deeper into their perceptions of the organizational culture and leadership. Encourage candid and open conversations.</p> <p>Review Documents and Artifacts: Analyze internal documents, such as policies, reports, and communication materials, to understand the prevailing culture and leadership practices.</p> <p>Leadership Workshops: Facilitate workshops or training sessions with leadership teams to discuss the organization's goals and values. Encourage leaders to reflect on how their leadership styles align with these principles.</p> <p>External Consultation: Consider seeking external expertise from organizational psychologists or consultants who specialize in culture and leadership assessments. They can provide objective insights and recommendations.</p> <p>360-Degree Feedback: Implement a 360-degree feedback process where leaders receive input from their superiors, peers, and subordinates. This can highlight areas where leadership styles may need adjustment.</p> <p>Data Analytics: Utilize data analytics tools to gather and analyze data related to employee engagement, turnover rates, and performance metrics. These data points can provide quantitative insights into the organizational culture's effectiveness.</p> <p>Review Historical Performance: Examine past performance trends to identify periods of success or challenges. Consider whether leadership styles played a role in these outcomes.</p> <p>By carefully considering these aspects and utilizing various assessment methods, organizations can gain a comprehensive understanding of their current culture and align their leadership style choices with their mission, values, and long-term goals. This assessment process should be ongoing to adapt leadership styles as the organization evolves.</p>
2	Understand the Business Environment:	Analyze the external factors affecting the company, such as industry trends, competition, and market dynamics. Different business environments may require different leadership styles.	<p>Market Research: Conduct market research to gather data on customer preferences, market trends, and competitive forces. Use surveys, focus groups, and data analysis to gain insights.</p> <p>Competitor Analysis: Study the leadership approaches of your competitors. Assess their strengths and weaknesses and consider how your leadership style can differentiate your organization.</p> <p>Regulatory and Legal Analysis: Keep abreast of regulatory changes and legal requirements that impact your industry. This can help leaders anticipate challenges and adapt their styles accordingly.</p> <p>Scenario Planning: Develop scenarios to anticipate potential future challenges and opportunities in the business environment. Tailor leadership styles to address these scenarios.</p> <p>Crisis Preparedness: Implement crisis management simulations and training exercises. Test the effectiveness of leadership styles in responding to various crisis scenarios.</p> <p>Cross-Cultural Training: Provide cross-cultural training to leaders and employees who work in diverse global markets. This helps in adapting leadership styles to different cultural contexts.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
			<p>Stakeholder Engagement: Actively engage with key stakeholders, such as customers, suppliers, and investors, to understand their expectations and feedback on leadership styles.</p> <p>Industry Associations and Networks: Participate in industry-specific associations and networks. Collaborate with peers to exchange insights on leadership best practices within the industry.</p> <p>External Consultants and Advisors: Seek guidance from external consultants or advisors who specialize in your industry. They can provide industry-specific expertise and insights.</p> <p>Environmental Scanning Tools: Use environmental scanning tools and software to automate the process of monitoring external factors and trends that may impact the business environment.</p>
3	Examine Employee Demographics and Needs:	Take into account the diversity of the workforce, their skills, and their preferences. Understand what motivates and engages employees.	<p>Employee Surveys: Conduct regular surveys to gather feedback from employees on their preferences regarding leadership styles, communication, and work-related needs. Tools like engagement surveys or pulse surveys can be valuable.</p> <p>Focus Groups: Organize focus group discussions with employees from various demographic groups. Encourage open and honest conversations about their expectations and experiences with leadership.</p> <p>Demographic Data Analysis: Analyze demographic data within your organization to identify trends and patterns related to employee needs and preferences. This can help tailor leadership approaches.</p> <p>Generational Workshops: Offer workshops or training sessions that focus on generational differences in the workplace. This can help leaders better understand and connect with employees from different age groups.</p> <p>Leadership Development Programs: Customize leadership development programs to address the specific needs of different employee segments. Provide training in areas that align with employee demographics.</p> <p>Mentorship and Coaching: Implement mentorship and coaching programs that pair employees with leaders who can provide guidance and support tailored to individual needs.</p> <p>Feedback and Recognition Systems: Establish feedback and recognition systems that acknowledge and reward employees in ways that resonate with their preferences and motivations.</p> <p>Flexible Work Arrangements: Offer flexible work arrangements, when feasible, to accommodate the work-life balance needs of employees with varying life stages and responsibilities.</p> <p>Inclusivity and Diversity Initiatives: Develop and promote inclusivity and diversity initiatives to ensure that leadership styles and organizational practices are inclusive of all demographic groups.</p> <p>Employee Resource Groups: Encourage the formation of employee resource groups (ERGs) based on common demographics or interests. ERGs can provide a platform for employees to voice their needs and concerns.</p>
4	Review Leadership Talent:	Assess the leadership talent within the organization. Identify individuals with leadership potential and consider their	<p>Leadership Assessments: Use leadership assessment tools and surveys to evaluate the leadership styles and competencies of current leaders. Tools like 360-degree feedback surveys can provide valuable insights.</p> <p>Talent Reviews: Conduct talent review meetings to identify high-potential employees and assess their leadership potential. These meetings can involve leaders from different parts of the organization.</p> <p>Leadership Development Programs: Offer leadership development programs that provide training and coaching to employees with leadership potential. These programs can help groom leaders with the desired style.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
		<p>natural leadership styles.</p>	<p>Mentorship and Coaching: Pair emerging leaders with experienced mentors or coaches who can guide them in developing leadership skills and adapting their styles as needed.</p> <p>Succession Planning Workshops: Host workshops and planning sessions focused on succession planning. These sessions can help identify leadership gaps and prepare individuals for future leadership roles.</p> <p>Behavioral Interviews: Incorporate behavioral interviews into the hiring process to assess candidates' leadership styles, values, and alignment with the organization's culture.</p> <p>360-Degree Feedback: Use 360-degree feedback assessments not only for existing leaders but also for potential leaders. This can provide a holistic view of their leadership capabilities.</p> <p>Diversity and Inclusion Initiatives: Implement diversity and inclusion initiatives to ensure that leadership talent pools are diverse and reflective of the broader workforce.</p> <p>Leadership Training Workshops: Host workshops and training sessions focused on specific leadership styles, such as transformational, democratic, or servant leadership. Allow leaders to explore and develop their preferred styles.</p> <p>Regular Talent Reviews: Conduct regular talent review sessions to monitor the progress and development of emerging leaders and adjust leadership development strategies accordingly.</p>
5	<p>Match Leadership Style to Business Objectives:</p>	<p>Align the chosen leadership style with the company's strategic objectives. For example, if innovation is a priority, consider a more transformational leadership style.</p>	<p>Strategic Planning Sessions: Hold strategic planning sessions that involve leadership teams and key stakeholders. Discuss the organization's objectives and determine how leadership styles can best support them.</p> <p>Objective-Based Leadership Training: Provide leadership training programs that are tailored to specific business objectives. For example, if innovation is a priority, offer training in transformational leadership.</p> <p>Performance Metrics Alignment: Align performance metrics and key performance indicators (KPIs) with business objectives. Ensure that leaders are evaluated based on their contributions to these objectives.</p> <p>Scenario Analysis: Conduct scenario analysis to anticipate different business outcomes based on leadership styles. This can help leaders understand the potential impact of their style choices on specific objectives.</p> <p>Leadership Style Mapping: Create a leadership style map that identifies which styles are best suited for different business scenarios and objectives. This can serve as a reference for leaders.</p> <p>Regular Objective Review: Periodically review and reassess the alignment between leadership styles and business objectives. Make adjustments as needed to ensure continued alignment.</p> <p>Feedback and Assessment: Collect feedback from employees and stakeholders regarding the effectiveness of leadership styles in achieving business objectives. Use this feedback for improvement.</p> <p>Change Management Plans: If business objectives involve significant organizational change, develop change management plans that outline the leadership style required to successfully navigate and implement the changes.</p> <p>Cross-Functional Collaboration: Encourage collaboration and communication between different departments and teams to ensure that leadership styles are harmonized across the organization in pursuit of common objectives.</p> <p>Benchmarking Best Practices: Study industry benchmarks and best practices related to leadership styles and their impact on achieving similar business objectives.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
6	<p>Foster a Culture of Adaptability:</p>	<p>Encourage leaders to be adaptable and flexible in their approach. Different teams or departments may benefit from varying leadership styles.</p>	<p>Training and Development Programs: Implement training programs that focus on adaptability, innovation, and resilience. These programs can include workshops on change management and agile methodologies.</p> <p>Change Management Strategies: Develop and communicate clear change management strategies when major organizational changes are planned. Involve employees in the change process and provide them with the necessary support.</p> <p>Cross-Functional Teams: Form cross-functional teams that bring together employees from different departments to work on innovation projects or address challenges collaboratively.</p> <p>Innovation Challenges: Organize innovation challenges or hackathons where employees can generate and test innovative ideas. Recognize and reward creative solutions.</p> <p>Feedback Loops: Create feedback loops that allow employees to provide input on processes, products, and services. Use this feedback to drive improvements and adaptations.</p> <p>Leadership Development: Include adaptability as a key leadership competency in leadership development programs. Train leaders to be adaptive and responsive to change.</p> <p>Regular Strategy Review: Periodically review and reassess the organization's strategic goals and direction. Ensure that the strategy remains adaptable and aligned with changing market conditions.</p> <p>Psychological Safety: Establish a culture of psychological safety where employees feel comfortable expressing their ideas and concerns without fear of retribution.</p> <p>Celebrate Adaptation: Recognize and celebrate instances where employees or teams successfully adapted to change or overcame challenges through innovative solutions.</p> <p>Metrics and Key Performance Indicators (KPIs): Define KPIs related to adaptability, such as the speed of implementing changes or the number of innovative ideas generated. Track these metrics to assess adaptability progress.</p> <p>Scenario Planning: Use scenario planning to prepare for different potential futures and develop strategies for adapting to each scenario.</p> <p>Adaptive Leadership Models: Explore adaptive leadership models such as "adaptive leadership" by Heifetz and Linsky or the "Cynefin framework" by Snowden to guide leaders in complex and adaptive situations.</p>
7	<p>Promote Communication and Collaboration:</p>	<p>Emphasize open and transparent communication channels within the organization. Ensure that leaders at all levels are encouraged to collaborate and share insights.</p>	<p>Regular Meetings and Check-Ins: Conduct regular team meetings, one-on-one check-ins, and town hall sessions to facilitate communication between leaders and employees. These meetings can be in-person or virtual.</p> <p>Collaboration Tools: Implement collaboration tools like project management software, communication platforms (e.g., Slack, Microsoft Teams), and document sharing systems (e.g., Google Workspace) to streamline teamwork.</p> <p>Cross-Functional Teams: Form cross-functional teams to work on specific projects or initiatives. These teams should include members from various departments and levels within the organization.</p> <p>Communication Workshops: Offer communication and collaboration workshops to employees and leaders. These workshops can provide skills and strategies for effective communication.</p> <p>Diversity and Inclusion Programs: Develop diversity and inclusion programs that foster a culture of acceptance and respect for different perspectives. Ensure that leaders actively support these initiatives.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
			<p>360-Degree Feedback: Use 360-degree feedback assessments to gather insights on communication and collaboration effectiveness among leaders and teams. This feedback can guide improvement efforts.</p> <p>Leadership by Example: Leaders should model effective communication and collaboration behaviors. When leaders are seen as open and collaborative, it encourages employees to follow suit.</p> <p>Feedback Mechanisms: Establish formal feedback mechanisms where employees can provide input on processes, policies, and workplace culture. Act on this feedback to demonstrate responsiveness.</p> <p>Conflict Resolution Training: Provide training in conflict resolution and constructive feedback techniques. Equip employees and leaders with the skills to address conflicts and communication challenges.</p> <p>Clear Communication Channels: Define clear communication channels for important updates, announcements, and decision-making processes. Ensure that everyone knows where to find critical information.</p> <p>Employee Resource Groups: Encourage the formation of employee resource groups (ERGs) based on common interests or backgrounds. ERGs can provide forums for employees to collaborate and communicate effectively.</p> <p>Regular Team Building Activities: Organize team-building activities and events to build trust and camaraderie among employees. Strong team relationships enhance collaboration.</p> <p>Conflict Mediation Services: Offer conflict mediation services or access to HR professionals who can assist in resolving interpersonal conflicts.</p>
8	<p>Provide Leadership Development Programs:</p>	<p>Invest in leadership development programs and training to help leaders acquire the skills necessary for their chosen leadership style.</p>	<p>Needs Assessment Surveys: Administer surveys or assessments to identify leadership development needs within the organization. Tools like 360-degree feedback assessments can provide valuable insights.</p> <p>Competency Models: Develop competency models that outline the skills, behaviors, and attributes expected of leaders in the organization. Use these models as a foundation for program development.</p> <p>Leadership Workshops and Seminars: Offer leadership workshops, seminars, and training sessions on topics such as emotional intelligence, conflict resolution, and strategic thinking.</p> <p>Executive Education Programs: Partner with universities or executive education providers to offer specialized leadership programs that align with organizational needs.</p> <p>On-the-Job Training: Provide opportunities for leaders to gain practical experience and apply what they've learned in real-world situations. Assign challenging projects or roles to foster growth.</p> <p>Leadership Coaching: Engage external or internal coaches to work with leaders individually or in small groups. Coaching can help leaders address specific challenges and develop their leadership skills.</p> <p>Peer Learning Groups: Create peer learning groups where leaders can share experiences, challenges, and best practices. Peer support can be a powerful learning tool.</p> <p>Leadership Simulations: Use leadership simulations and role-playing exercises to expose leaders to various scenarios and decision-making challenges.</p> <p>Online Learning Platforms:</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
			<p>Utilize online learning platforms and e-learning modules to make leadership development resources accessible to a broader audience, including remote or dispersed teams.</p> <p>Assessment Centers: Establish assessment centers where leaders can undergo comprehensive evaluations and receive feedback on their leadership skills and potential areas for improvement.</p> <p>Regular Progress Reviews: Conduct regular progress reviews and check-ins with participants in leadership development programs. Use these sessions to discuss achievements and set new goals.</p> <p>Mentorship Programs: Launch mentorship programs that pair experienced leaders with emerging leaders. Mentorship relationships can provide invaluable guidance and development opportunities.</p> <p>Leadership Retreats: Organize leadership retreats or off-site events that focus on leadership development, team-building, and strategic planning.</p> <p>Certification Programs: Offer leadership certification programs to recognize and validate the skills and competencies of leaders who complete specific training.</p> <p>Feedback Surveys: After the completion of leadership development programs, gather feedback from participants to assess program effectiveness and make improvements.</p>
9	Monitor and Adjust:	Continuously assess the effectiveness of the dominant leadership style within the organization. Be prepared to make adjustments based on feedback and changing circumstances.	<p>Regular Feedback Surveys: Conduct regular feedback surveys, such as engagement surveys or leadership assessments, to gather input from employees and stakeholders regarding leadership effectiveness.</p> <p>360-Degree Feedback: Implement 360-degree feedback assessments where leaders receive feedback from superiors, peers, and subordinates. Use this feedback for self-improvement and coaching.</p> <p>Performance Reviews: Include leadership effectiveness as a component in performance reviews for leaders. Evaluate their ability to adapt and respond to changing needs.</p> <p>Organizational Assessments: Periodically conduct organizational assessments to evaluate the overall health of the workplace, including the alignment of leadership styles with organizational goals.</p> <p>Regular Strategy Review: Review the organization's strategic plan and objectives regularly to ensure that leadership styles are still well-suited to achieving those goals.</p> <p>Benchmarking and Best Practices: Benchmark leadership practices against industry peers or best-in-class organizations. Identify areas where improvements can be made.</p> <p>Environmental Scanning Tools: Utilize environmental scanning tools and market research to stay informed about external factors that may impact the organization. Adjust leadership strategies accordingly.</p> <p>Scenario Planning: Continuously engage in scenario planning to anticipate potential future challenges and opportunities. Develop strategies for leadership adaptation based on different scenarios.</p> <p>Feedback Mechanisms: Establish formal feedback mechanisms for employees to provide input on leadership practices and suggest improvements.</p> <p>Leadership Development Programs: Provide ongoing leadership development programs and coaching to help leaders adapt and refine their styles as needed.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
			<p>Conflict Resolution and Mediation: Offer conflict resolution and mediation services to address any conflicts or issues related to leadership styles within the organization.</p> <p>Regular Leadership Retreats: Hold regular leadership retreats or off-site meetings where leaders can reflect on their leadership practices, share insights, and strategize for the future.</p> <p>Scenario-Based Training: Conduct scenario-based training exercises that challenge leaders to adapt to different situations and practice flexibility.</p> <p>Culture Assessments: Periodically assess the organizational culture to ensure that it supports adaptive leadership and a feedback-rich environment.</p>
10	Encourage Employee Feedback:	Create mechanisms for employees to provide feedback on leadership styles and their impact on the workplace. This input can be valuable for fine-tuning the leadership approach.	<p>Anonymous Surveys: Conduct anonymous surveys to collect feedback from employees on various aspects of the organization, including leadership, culture, and work environment.</p> <p>Suggestion Boxes: Place suggestion boxes in common areas or create digital suggestion boxes where employees can submit ideas, concerns, or feedback anonymously.</p> <p>Regular One-on-One Meetings: Encourage regular one-on-one meetings between employees and their supervisors to discuss work-related issues, career aspirations, and concerns.</p> <p>Open-Door Policy: Implement an open-door policy where leaders are accessible to employees and are willing to listen to their feedback and concerns at any time.</p> <p>Feedback Surveys: Conduct periodic feedback surveys focused on specific topics, such as leadership effectiveness, workplace culture, or employee engagement.</p> <p>Peer Feedback: Promote peer-to-peer feedback mechanisms where employees can provide constructive feedback to their colleagues.</p> <p>360-Degree Feedback: Implement 360-degree feedback assessments where employees receive feedback from superiors, peers, subordinates, and even external stakeholders.</p> <p>Employee Focus Groups: Organize focus group discussions with employees to delve deeper into specific topics or issues. These sessions can provide qualitative insights.</p> <p>Digital Feedback Platforms: Use digital feedback platforms and tools that enable employees to submit feedback, suggestions, and concerns electronically.</p> <p>Regular Town Hall Meetings: Host regular town hall meetings where leaders provide updates on the organization's performance and invite questions and feedback from employees.</p> <p>Feedback Training: Provide training to employees and leaders on how to give and receive constructive feedback effectively.</p> <p>Recognition and Rewards for Feedback: Recognize and reward employees who actively provide valuable feedback and contribute to positive changes within the organization.</p> <p>Feedback Response Teams: Establish feedback response teams or committees responsible for reviewing and addressing feedback received from employees.</p> <p>Feedback Metrics: Track feedback-related metrics, such as the volume of feedback received, response times, and the percentage of issues resolved, to measure the effectiveness of feedback processes.</p> <p>Communication Skills Training: Offer communication skills training to leaders to ensure that they can receive and respond to feedback in a constructive and empathetic manner.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
11	Promote a Values-Driven Culture:	Ensure that the chosen leadership style aligns with the company's core values. A values-driven approach can help maintain consistency and authenticity in leadership.	<p>Values Workshops and Training: Conduct workshops and training sessions to educate employees and leaders about the organization's core values and how they should be lived in the workplace.</p> <p>Values-Based Hiring: Integrate values alignment into the hiring process. Assess candidates not only for skills and qualifications but also for their alignment with the organization's values.</p> <p>Values Recognition Programs: Implement recognition programs that celebrate employees who consistently demonstrate the organization's values in their work.</p> <p>Values-Based Performance Metrics: Develop performance metrics that include an evaluation of how well employees and leaders uphold the organization's values.</p> <p>Values-Based Leadership Development: Incorporate values-based leadership development into training programs. Leaders should learn how to make decisions that align with the organization's values.</p> <p>Values Alignment Surveys: Use surveys to assess the degree of values alignment within the organization. Identify areas where alignment may be lacking and take corrective action.</p> <p>Ethics and Compliance Programs: Establish ethics and compliance programs that promote adherence to the organization's values and ethical standards.</p> <p>Values Champions: Appoint values champions or ambassadors who are responsible for promoting and upholding the organization's values throughout the company.</p> <p>Feedback on Values: Encourage employees to provide feedback on the organization's values and how they perceive them in action. Use this feedback to refine values-related initiatives.</p> <p>Regular Values Assessments: Periodically assess the organization's values to ensure they remain relevant and aligned with the evolving needs and goals of the company.</p> <p>Values Communication: Continuously communicate and reinforce the organization's values through internal messaging, town hall meetings, and other communication channels.</p> <p>Values Integration in Leadership Development: Include values integration as a key component of leadership development programs. Leaders should learn how to make values-based decisions and lead by example.</p> <p>Transparency and Accountability: Promote transparency in decision-making processes and hold leaders accountable for demonstrating values in their actions and decisions.</p>
12	Lead by Example	Senior leaders should exemplify the chosen leadership style to set the tone for the rest of the organization.	<p>Leadership Training: Provide leadership training that emphasizes the importance of leading by example. Include modules on authenticity, ethics, and values-based leadership.</p> <p>360-Degree Feedback: Use 360-degree feedback assessments to gather insights into leaders' behaviors and their impact on others. Share feedback with leaders for self-improvement.</p> <p>Mentoring and Coaching: Assign mentors or coaches to leaders to guide them in aligning their actions with leadership expectations and organizational values.</p> <p>Peer Review and Recognition: Implement peer review processes where leaders are evaluated by their peers based on their leadership behaviors and leading by example. Recognize and reward leaders who excel in this area.</p> <p>Regular Check-Ins: Conduct regular check-ins and performance evaluations that assess leaders not only on results but also on their demonstration of leadership behaviors and values.</p> <p>Role Modeling Workshops: Organize workshops and role-playing exercises that help leaders practice leading by example in various scenarios.</p>

Continuation of the Table 3.4

N	Principles	What to do	Methods
			<p>Values Integration: Integrate the organization's values into leadership development programs, coaching, and performance evaluations. Ensure that leaders understand how to apply these values in their roles.</p> <p>Accountability: Hold leaders accountable for their actions and behaviors, especially when they fall short of the organization's standards. Leaders should understand the consequences of their actions.</p> <p>Communication Skills Training: Provide communication skills training to help leaders convey messages in an authentic and transparent manner.</p> <p>Leadership Assessments: Regularly assess leaders' leadership style and alignment with organizational values using leadership assessments and surveys.</p> <p>Feedback Loops: Create feedback loops where employees and peers can provide feedback on leadership behaviors and actions. Use this feedback for continuous improvement.</p> <p>Transparency Initiatives: Implement transparency initiatives that encourage leaders to share information and insights with employees, demonstrating a commitment to openness.</p> <p>Storytelling: Encourage leaders to share stories and anecdotes that illustrate the importance of leading by example and aligning actions with values.</p>

These guidelines are meant to offer a flexible framework for developing a dominant leadership style within an enterprise. They provide a set of principles and considerations that can be adapted and implemented in a way that makes the most sense for the enterprise's specific lifecycle stage, cultural and generational circumstances and current strategic objectives.

Even within a dominant leadership style, there are variations depending on the specific roles, teams, and functions within the enterprise's and levels of management. Flexibility and adaptability should be encouraged to meet the diverse, multicultural needs of different parts of the enterprise while maintaining overall alignment with the chosen style.

The guidelines provided above are meant to be principles and considerations that an enterprise's management should follow, rather than strict, linear stages to be performed step by step. They do not necessarily need to be followed in a specific order, and many of these principles can be addressed concurrently or iteratively.

The enterprise should adapt and tailor these principles to its unique context, needs, and priorities. Depending on the enterprise's current state and environmental factors, some principles may take precedence over others, and there may be interdependencies among them.

For example, an University of Applied Sciences Upper Austria already have a strong understanding of its organizational culture and leadership talent, so it can prioritize aligning leadership styles with its strategic objectives on the stage of early maturity (principle 5). Alternatively, an Simon Kuznets Kharkiv National University of Economics at the end of its maturity lifecycle stage and sharp transition of leaders generation on the middle management level need to focus first on fostering a culture of adaptability (principle 6) and promoting open communication (principle 7) before addressing other aspects.

Let's discuss more detailed general recommendation for realization of all principles.

Principle 1. Assessing organizational goals and culture is a critical step in choosing an appropriate leadership style for an organization. The main considerations for this recommendation are:

Mission and Values Alignment started with review of the enterprise's mission statement and core values. Ensure that the chosen leadership style is consistent with these fundamental principles. If, for example, the mission emphasizes innovation, a more transformational leadership style may be suitable.

Long-Term Objectives estimation start from examination of the enterprise's strategic goals and long-term objectives. Consider how the leadership style can support these objectives. If the goal is to achieve sustainable growth, a style that fosters collaboration and adaptability might be preferred.

Current Organizational Culture evaluating by the analysis of the existing culture within the organization. Identify cultural elements, such as openness to change, risk tolerance, and teamwork. The leadership style should complement and enhance the current culture rather than clash with it.

Employee Feedback seeks input from employees at various levels of the enterprise through surveys, focus groups, or one-on-one interviews. Employee asked about their perceptions of the organization's culture and what leadership style they believe would be most effective.

Benchmarking helps to compare the enterprise's culture and leadership practices with those of industry peers or best-in-class companies. Benchmarking can provide insights into effective leadership styles within a similar context.

All methods for this principle realization presented in table 3.4.

Principle 2 give us possibility to understand the business environment is crucial for selecting the right leadership style. The main recommendation can be formed as follow:

Environmental analysis conducted as a comprehensive analysis of the external business environment. This should include factors such as market trends, competitive landscape, regulatory changes, and economic conditions. Understanding these external forces helps shape the appropriate leadership style. In the case of Austria and

Ukraine Environment characterized by the non-predictions and fast changes (crises, COVID), for Simon Kuznets Kharkiv National University of Economics – together with war conditions (starts from the February 2022).

Industry-specific insights describe the unique characteristics and challenges of chosen industry. Different industries may require distinct leadership approaches. For example, University as an educational organizations should thrive with more people-focused, coaching leadership.

Customer and stakeholder needs together with expectations of customers and key stakeholders should be considered. A leadership style that aligns with customer-centricity or stakeholder engagement are essential for both Universities are essential.

Risk Assessment evaluating by the level of risk associated with your business environment. High-risk environment condition occurs now in Ukraine because of war. So, Simon Kuznets Kharkiv National University of Economics should benefit from leadership styles that emphasize adaptability, crisis management, and quick decision-making.

Globalization Impact nowadays is very important, because both Universities (Ukrainian and Austrian) operates on a global scale, recognize the cultural and geographical diversity of your workforce and customer base. Leadership styles should be inclusive and adaptable to international, multicultural contexts.

By adopting these methods (detailed description in table 3.4) and recommendations, Universities can gain a deep understanding of the business environment and make informed decisions about the leadership style that best suits their specific challenges and opportunities. This understanding should be regularly updated to ensure leadership styles remain relevant and effective in a dynamic business landscape.

Principle 3 examining employee demographics and needs is an essential aspect of choosing the right leadership style. Main steps to following this consideration are:

Demographic and cultural diversity evaluated by assessment of the demographic diversity of workforce, including age, gender, ethnicity, education level,

and work experience. Different groups may have varying needs and preferences regarding leadership styles (see research in chapter 2.3).

Generational differences understood by the generational makeup of leaders and employees (e.g., Baby Boomers, Generation X, Millennials, Generation Z). Each generation have distinct expectations and values related to leadership detailed analysis and description giving in subchapter 1.3

Employee and leaders skills and experience considered Seasoned professionals may require a different leadership approach than newer hires or entry-level employees (see research in chapter 2.2).

Communication preferences analyze how employees prefer to communicate and receive information. Some may prefer face-to-face interactions, while others may be more comfortable with digital channels. But the latest condition of the COVID pandemic requires from all University staff strong digital skills for interaction and saving communicational channels. Especially important this issue become to Simon Kuznets Kharkiv National University of Economics from the start of Russian invasion to Ukraine.

Motivation and engagement factors identify what motivates and engages employees. Some may value recognition and advancement opportunities, while others may prioritize work-life balance or a sense of purpose more detailed arguments about current system of motivation in University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics see at subchapter 3.2).

By implementing methods listed at the table 3.4 and considering the diverse demographic, multicultural makeup of the employee and leaders, Universities can tailor their leadership styles and practices to meet the current stage of lifecycle and unique needs and expectations of their employees. This approach can enhance employee satisfaction, engagement, loyalty and overall performance.

Principle 4 give us the possibility to review leadership talent as a critical step in choosing the right leadership style for an organization. The main issues in the next recommendation:

Assess current leadership styles by examining the leadership styles of current leaders within the organization. Determine if these styles align with the organization's generation combination, stage of lifecycle, goals, organizational and national culture.

Identify leadership potential by identifying employees with leadership potential who may not yet hold formal leadership positions. Consider their leadership qualities, skills (by building profiles), and alignment with the organization's values.

Succession planning by developing a succession plan that identifies individuals who can step into leadership roles in the future and assess their readiness together with leadership style fitting for those roles.

Leadership diversity ensure that leadership talent reflects diversity in terms of gender, ethnicity, culture, generation, background, and skills. A diverse leadership team can bring different perspectives and leadership styles.

Leadership competencies define the competencies and qualities expected of leaders within the organization (generation Z expectation about leader's competencies presented at chapter 2). We need to evaluate how well current and potential leaders embody these competencies.

By using methods presented at the table 3.4 and considering the leadership talent within the organization, enterprises can identify leaders who possess the right leadership style and potential to drive the organization's success. It is very important in the process of generation transition, especially for Simon Kuznets Kharkiv National University of Economics, because now it poses the late maturity stage (figure 3.2) and can follow 3 different trajectories of future development. So leadership style and leaders competencies can become crucial factors of success. Additionally, investing in leadership development can ensure that leaders are equipped to adapt their styles as the organization's needs evolve.

Principle 5 matching leadership style to business objectives is a critical aspect of effective leadership. Detailed considerations and methods (see Table 3.4) for organizations are:

Strategic alignment ensure that the chosen leadership style aligns with the organization's strategic objectives and goals. The leadership approach should support the achievement of these objectives. Short-term vs. long-term goals perspective give possibility to diversify business objectives which may require different leadership styles. It should be considered whether the organization's goals are short-term (e.g., meeting quarterly targets) or long-term (e.g., fostering innovation for future growth).

Innovation and change assess the importance of innovation and adaptability in achieving business objectives. Some objectives, like entering new markets or launching innovative products, may require a more transformational leadership style.

Efficiency and execution give possibility to understand If the primary focus is on operational efficiency and execution, a more directive or transactional leadership style may be appropriate to ensure tasks are completed efficiently.

Customer-centricity or CRM approach especially important to the Universities in Austria and Ukraine. If the enterprise's objective is to enhance customer satisfaction and loyalty, consider leadership styles that prioritize customer-centricity, empathy, and responsiveness.

By methodically considering these factors and aligning leadership styles with specific business objectives: environmental factors, stage of lifecycle, enterprises can increase their chances of success and ensure that leadership practices are directly contributing to the achievement of strategic goals (see examples in historical analysis on the cases of University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics). Regular evaluation and adaptation are key to maintaining this alignment as business objectives evolve over time.

Principle 6 fostering a culture of adaptability is crucial in today's rapidly changing business landscape, there are detailed considerations for organizations to follow this recommendation:

Emphasize learning and development through promotion continuous learning and development among employees, encouraging them to acquire new skills and knowledge to stay adaptable.

Openness to Change Cultivated as a mindset of openness to change at all levels of the organization. Leaders should model this behavior by embracing change themselves.

Risk-Taking and experimentation depended on the features of the national culture (see subchapter 1.3). We need to create an environment where employees are encouraged to take calculated risks and experiment with new ideas. Acknowledge that not all experiments will succeed, but learning from failures is essential.

Communication and transparency achieving through the fostering transparent and open communication channels where employees feel comfortable sharing their ideas and concerns related to change and adaptation.

Empowerment and autonomy giving employees a sense of ownership and autonomy over their work. Empowered teams are more likely to adapt quickly and effectively.

By implementing these methods presented in table 3.4 and fostering a culture of adaptability, enterprises can better navigate uncertain and rapidly changing environments. Adaptability becomes a core competency that allows the organization to respond effectively to emerging challenges and opportunities.

Principle 7 promotes communication and collaboration as essential for effective leadership, below are detailed considerations for enterprises to follow this recommendation:

Open and transparent communication should be encouraged throughout the all enterprise's level, to ensure that information flows freely from leaders to employees and vice versa.

Cross-functional collaboration promote collaboration between different departments and teams. Cross-functional collaboration can lead to innovative solutions and improved decision-making. Establishing the culture of regular feedback to encourage employees to provide feedback to their peers and leaders constructively. Utilize digital communication tools and platforms to facilitate collaboration, especially in remote or dispersed teams.

Inclusivity and diversity helps to create an inclusive environment where diverse voices and perspectives are valued. Inclusivity can foster creativity and better problem-solving.

Promoting communication and collaboration is an ongoing effort that requires consistent attention and reinforcement. This methods (see table 3.4) and considerations which helps enterprises to create a more connected and cohesive workplace, ultimately leading to improved teamwork and better outcomes was implemented at the University of Applied Sciences Upper Austria and the Simon Kuznets Kharkiv National University of Economics (historical cases analyzed at subchapter 3.2).

Principle 8 provides leadership development programs as a crucial aspect of nurturing effective leaders within an organization, detailed considerations are presented below:

Leadership competencies should be identified through the key competencies and skills that leaders need to be successful in the organization determination (see chapter 2). Factors like adaptability, communication, decision-making, and team-building, motivation and other was considered.

Individual Leadership Gaps should be assessed through the current leadership talent within the organization to identify gaps and areas for improvement evaluation and areas were leadership development is most needed should be find.

Customize programs to organizational needs for tailoring leadership development programs to address specific organizational goals, challenges, and cultural factors. One size does not fit all when it comes to leadership development.

Mentorship and coaching should be considered as a components into leadership development programs. These one-on-one relationships can provide personalized guidance.

Feedback and evaluation should be build as a mechanisms into leadership development programs to track progress and measure the impact of the training.

Leadership development should be an ongoing and evolving process within the organization. By implementing these methods and considerations, organizations can

ensure that their leaders are well-equipped to lead effectively and drive the success of the organization.

Principle 9. Monitoring and adjusting leadership styles and practices is crucial for maintaining effectiveness in a dynamic environment, changing the stages of the enterprise's lifecycle and generation transition, main. considerations below, methods presented in Table 3.4:

Establishment of the continuous feedback loop where leaders regularly seek input from employees, peers, and stakeholders about their leadership styles and their impact.

Definition of the key performance indicators (KPIs) related to leadership effectiveness and regularly track them. Use data to identify trends and areas for improvement.

Environmental scanning which give possibility to stay vigilant about changes in the external environment, including industry trends, competitive dynamics, and market shifts. Adjust leadership strategies accordingly.

Adaptability to organizational changes recognized that as the organization evolves, leadership styles may need to evolve as well. Ensure that leaders are adaptable to changing circumstances.

Alignment with organizational values through leadership practices monitoring to ensure they remain aligned with the organization's core values and mission. Any deviations should be addressed promptly.

Monitoring and adjusting leadership styles should be an ongoing and iterative process, especially in the condition of generation transition. As we can see at table 3.2 for the University of Applied Sciences Upper Austria and the Simon Kuznets Kharkiv National University of Economics now we can observe generation transition processes on the both levels of management hierarchy. By implementing methods, presented in table 3.4, Universities can ensure that leadership remains effective, adaptable, and aligned with the evolving needs of the organization and its workforce.

Principle 10 encouraging employee feedback is crucial for fostering a culture of open communication and continuous improvement, The main considerations and recommendations are:

Psychological safety need to create an environment where employees feel psychologically safe to share their opinions and concerns without fear of retaliation or judgment. Also we need to establish multiple feedback channels and mechanisms to cater to diverse preferences, including anonymous options for those who may be hesitant to speak up openly. And encourage timely feedback so that issues can be addressed promptly, because delayed feedback may result in missed opportunities for improvement.

Two-way communication promotion, where employees not only provide feedback but also receive feedback from leaders and colleagues also a commitment to closing the feedback loop by acknowledging and acting upon feedback received need to be demonstrated.

Encouraging employee feedback should be an integral part of an organization's culture. By implementing these methods (see table 3.4) and considerations, organizations can create a culture of open communication, where employees feel valued and heard, leading to improved employee engagement, retention, and overall organizational performance.

Principle 11 promoting a values-driven culture is essential for aligning leadership styles with the core principles and beliefs of an organization, detailed recommendation are:

Clearly defining of the organization's core values and principles that guide decision-making and behavior. These values should reflect the organization's mission and vision and be appropriate to each stage of organization lifecycle.

Core values should be integrated into the decision-making process, from strategy development to day-to-day operations to ensure that decisions align with the organization's values.

Leadership role models should serve as role models for others to emulate.

We need to ensure that leaders embody and exemplify the organization's core values which is different for the different generation of leaders and followers.

Effectively communicate the organization's values to all employees. Regularly reinforce their importance through internal communications and actions.

Alignment with Employee Values (see research of generation Z values in subchapter 2.2). We need to recognize and respect that employees' own values and encourage alignment between individual values and the organization's values to enhance engagement and commitment.

Promoting a values-driven culture is an ongoing effort that requires commitment and consistency. By implementing these methods and considerations, organizations can create a workplace where employees are aligned with the organization's values, resulting in a positive impact on employee morale, ethical conduct, and overall organizational culture.

Principle 12 – leading by example is a fundamental aspect of effective leadership that sets the tone for behavior and expectations within an organization, The main recommendations are:

Consistency in actions and words ensure that leaders consistently demonstrate the behaviors and values they expect from employees. Inconsistencies erode trust and credibility.

We need to encourage leaders to be authentic and transparent in their actions and communications. Authenticity fosters trust and relatability.

Align personal values and actions with the organization's values. Leaders should embody the values that the organization holds dear.

Set high standards for performance, ethics, and conduct. Leaders should exemplify these standards in their own work. For example at Simon Kuznets Kharkiv National University of Economics was developed and implemented University "Code of ethic and conduct" where the main rules and norms are fixed.

Leaders should demonstrate a willingness to adapt, learn, and grow. Leaders who show vulnerability and a commitment to personal development inspire others to do the same.

We can conclude that leading by example is not a one-time effort but an ongoing commitment. By implementing these methods (table 3.4) and considerations, organizations can cultivate leaders who inspire trust, integrity, and ethical conduct throughout the organization.

Conclusions to chapter 3

Having conducted a comprehensive assessment of the historical aspects and the procedure of changing the leadership style, which works in the national culture of Austria and Ukraine, we determined the phases and stages of the life cycle for the University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics. Having studied the features of each of the phases of the life cycle and the modern realities of the change of generations of leaders in the management of enterprises, we discovered patterns in the formation of leadership style.

Based on conceptual provisions that take into account the realities of the functioning of modern enterprises, the procedure for forming a leadership style in the process of changing generations of managers was developed and substantiated. This procedure includes ten stages that allow you to take into account the specifics of each stage of the company's life cycle, the characteristics of the national culture in which the company operates, along with the values and psychological characteristics of different generations when forming a leadership style. The first stage for the current leadership style evaluating have key point to identifying areas for improvement based on the realization of next task: leadership style assessment; employee satisfaction evaluation; performance and productivity evaluation; employee turnover and retention analysis; team dynamics examination; communication. evaluation; adaptability and change management. consideration; employee development determination; ethical and cultural considerations; leadership development

assessment; feedback and continuous improvement estimation; encourage leaders to seek feedback and engage in continuous improvement estimation; benchmarking; future-readiness; legal and compliance considerations.

Stage 2 combine cultural and generational analysis. The approach cultural analysis essential features is sensitivity which avoid making assumptions based solely on a leader's cultural background, because individuals can have a wide range of experiences and beliefs within their cultural context and leaders may evolve, adapt their leadership style over time, incorporating elements from various cultures and experiences. Generational analysis give possibility to make conclusion that generational experiences can overlap, because not everyone born in a specific time frame will share all the same characteristics, , but effective leaders should recognize the diversity of their followers' generational backgrounds and adapt their leadership styles and strategies to foster effective collaboration, among individuals from different generations based on the leader's ability to understand and connect with their personnel, regardless of their generational cohort.

Stage 3 evaluate current stage of the enterprise's lifecycle. As for effected leadership style we assume it can be adapted to the peculiarities of each stage and leader's skills should meet the specific needs of the enterprice at each moment. Additionally, leadership teams with diverse skills and experiences are often better equipped to address the multifaceted challenges presented by different phases of the organizational life cycle.

Stages 4 and 5 represent decision-making process and consist from 2 alternatives. Stage 7 and 8 present process of the leadership style transition while generation of leaders are changed in the two ways: directly or through the transitional leadership style.

Stages 8 include formation of a leadership style and its conformity to the organizational life cycle stage is a crucial aspect of organizational success. Different stages of an organization's life cycle require different leadership styles to effectively navigate challenges and capitalize on opportunities.

The proposed procedure was tested on the basis of the assessment and survey of leaders at different levels of management of the Simon Kuznets Kharkiv National University of Economics and the University of Applied Sciences Upper Austria. To test our hypothesis about leadership style formation on the different enterprises lifecycle stage in the process of generation transition we use survey method and special questionnaire, consisting from five questions about University development was installed in both universities.

We determined that at the present time at the level of CEO management in both universities there is a transition of leadership from the BB generation to generation X, at the level of middle management – at the University of Applied Sciences Upper Austria, generation X does not change, and at Simon Kuznets Kharkiv National University of Economics generation X is replaced by generations Y and Z.

This leads to the fact that leadership styles must also be changed from authoritarian to democratic (CEO) and from democratic to transformational (middle level) in Ukraine; from democratic to transformational (CEO) and from transformational to coaching in Austria. Thus, it will ensure internal compliance with the expectations of subordinates and their internal motivation to work.

Practical application of this theoretical findings was formed as a methodical recommendation for the company's management about the leadership style formation. This recommendation based on such main principles: assessment of the organizational goals and culture: understanding the business environment: examination of the employee demographics and needs: reviewing of the leadership talent: matching the leadership style to business objectives: fostering a culture of adaptability: promotion of communication and collaboration: providing leadership development programs: monitoring and adjusting all processes: encouraging employee's feedback: promotion the values-driven culture: leading by example. These recommendations give possibility to offer a flexible framework for developing a dominant leadership style within an enterprise, provide a set of tools, instruments and considerations that can be adapted and implemented in a way that makes the

most sense for the enterprise's specific lifecycle stage, cultural and generational circumstances and current strategic objectives.

The main provisions of the first chapter of the dissertation are published in the author's works [220, 222, 225].

List of used references: [23, 30, 38, 49, 150, 151, 152, 153, 154].

CONCLUSIONS

The dissertation solved an important scientific and practical task of further development of theoretical provisions, methodical support and development of practical recommendations for the leadership style formation at the process of generation transition in the enterprise management. Based on the results of the study, we have come to the following conclusions.

Based on the generalization of the theoretical background, the theoretical analysis of the theory of leadership has been improved: the definition of the concept of "leadership", a feature of which is the consideration of both the processes of generational change in the management of the enterprise (and therefore - based on generational values), as well as cross-cultural aspects inherent in the global nature of organizational processes, as well as the concept of "transitive" leadership style, which arises when generations change in the management of the enterprise, is introduced.

Summarizing present-day scientific studies of the leadership, generational and cross-cultural approaches together with contemporary management approaches, made possible to formulate main conceptional provisions regarding the formation of a leadership style in enterprise management in the process of generational change, next following theoretical provisions was included: leadership style is of decisive importance for ensuring enterprise management; managers demonstrate a leadership style that corresponds to their individual characteristics and values; different generations have different values, and therefore choose different leadership styles; in the process of changing generations, a transitive style of leadership may appear; there are additional factors influencing the leadership style: national culture and the stage of the organization's life cycle, it is necessary to define a special procedure for the formation of an appropriate leadership style, which allows you to switch to a new style directly or through a transition period to help the enterprise achieve its main goals.

A retrospective study of scientific views and research on the values and psychological characteristics of the different generation made it possible to substantiate it based on the group of competencies which should have leaders in the management of the enterprises at all hierarchical levels. It also allows establishing compliance between leader's competencies and score rates of 6-dimensional Hofstede model, to obtain background for leadership style differentiation across the national cultures of organization.

The theoretical provisions of modern processes of change in leadership theory have been improved, the novelty of which is the consideration of groups of competencies necessary for different styles of leadership (professional, methodological, "soft" skills), which made it possible to form a matrix of leaders' competences, differentiated in terms of different generations and characteristics national culture, which will contribute to the acceleration of the formation of an effective leadership style that corresponds to the strategic goals of the enterprise.

Generalization of the scientific output of modern research in the context of cross-generational management made it possible to systematize and analyze all factors, affecting the work environment. That is why an important aspect in the study together with conceptual approach application, give possibility to formed a comprehensive list of the most important requirements that are put forward to the work environment to ensure effective communication between generations when implementing a transitive leadership style are summarized, which are grouped as follows: attitude to work, organizational structure, motivational factors, technology, cooperation, communication and technology, attitude to work. This made it possible to compare the characteristics of the generations and the factors related to their cooperation in the workplace.

Analyzing influence of national culture on the formation of the leadership style in the enterprise's management, to develop the list of leadership style characteristic based on the approach of H. Hofstede, used six-factor model. These results of the analysis and comparison of the main characteristics of the Austrian and Ukrainian

cultures was made, and the leadership styles immanently inherent in these cultures were identified.

We also consider the possibility to the classify of the stages of the organization's life cycle based on the morphological analysis analyzed and, taking into account the characteristics of transitive and transformational leadership styles inherent in the national cultures of Ukraine and Austria, a matrix of correspondence of each of the styles at different phases of the organization's development (creation, early growth, rapid growth, maturity and decline) was presented.

The study of the anonymous survey conducted with generation Z representatives in Ukraina and Austria regarding their leaders' features, allowed to compare their expectations. Tis survey give possibility to formulate and test seven hypotesys. The hypothesis that transformational and transactional leadership styles are more important for representatives of generation Z in Ukraine than in Austria was confirmed; the second hypothesis revealed that Ukrainian respondents rate production-oriented leadership and change-oriented leadership higher than Austrian respondents, while Austrian respondents pay more attention to employee-oriented leadership styles. The hypotheses related to motivation made it possible to prove that higher motivation to work leads to: a higher assessment of (a) transformational, (b) employee-oriented, (c) change-oriented leadership style, regardless of country; higher evaluation of (a) transactional monetary, (b) transactional non-monetary leadership styles (with a stronger effect in Ukraine than in Austria); but has no effect on the evaluation of the leadership style based on transactional sanctions in both countries studied. Regarding the hypotheses about the existence of a relationship between the leadership style and employee productivity, it was found that Ukrainian respondents with a higher level of productivity give more preference to a transformational, change-oriented, than to an employee-oriented (transactional) leadership style, but for Austrian respondents, work results do not affect the desired leadership style.

Generalization of the results of questionnaire's output in the context of working environment expectation made it possible to systematize, analyze and take into account the influence of the following groups of factors on the formation of

leadership style: communication of leaders and employees, motivation, interaction and communication, balance of work and personal life, gender characteristics.

The author proposes and substantiates specific recommendations for the development of procedure for the formation of a leadership style in the process of generational change, the novelty of which consists in determining the relationship between the leadership style, national cultural differences, values and psychological characteristics of representatives of different generations, as well as establishing correspondences between the stage of the enterprise's life cycle and the most appropriate one for it leadership style.

The implementation of these recommendations for adjusting leadership style to the current condition of the enterprise (generational, cultural and lifecycle) was tested on the example of three generations (X, Y, Z) who perform leadership functions in modern enterprises: a comparative retrospective analysis of the change in leadership styles throughout the history of University of Applied Sciences Upper Austria and Simon Kuznets Kharkiv National University of Economics was conducted, which made it possible to develop methodological support and toolkit of leadership style formation and as a result – will make it possible to use the competitive advantages created by the Austrian and Ukrainian national culture.

Applying this methodological approach, we formed a comprehensive support for the formation of a leadership style in the process of generational change in enterprise management, which includes the procedure for the formation of a leadership style and tools for ensuring formation at each stage and stage of the procedure. This is the result grounded possibility of differentiation in accordance with the stage of the life cycle of the enterprise and the characteristics of the national culture of the country of origin of the enterprise or its leader through the justification of the construction of the correspondence matrix.

The practical significance of the obtained results is that the use of theoretical and methodological provisions of the dissertation work has been brought to the level of specific methods and recommendations for the formation of a leadership style in the process of generational change in enterprise management. The theoretical,

methodological provisions, conclusions and recommendations substantiated in the dissertation can be used by owners and managers of enterprises in management when establishing and changing the leadership style at various stages of the organizational life cycle. The practical value of individual results is confirmed by their implementation in the activities of enterprises, namely: proposals regarding the procedure for the formation of a leadership style when changing generations of managers and methodical support for the formation of a leadership style taking into account generational, cultural characteristics and the characteristics of the stage of the life cycle in Austria and Ukraine.

Theoretical provisions on the procedure of leadership style formation at the different stage of the enterprises' lifecycle under the generation transition, as well as methodological provisions on the leader's competencies inherited in the different national cultures, are introduced into the educational process at Simon Kuznets Kharkiv National University of Economics. They were introduced in training bachelors at the Faculty of Management and Marketing, specialty 073 "Management" in the educational component "Management of organization" in practical classes and "Basics of leadership and organizational dynamics" in the 2022-2023 academic year. These theoretical provisions are also introduced into practice of University of Applied Sciences Upper Austria.

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APPENDICES

Appendix A

Questionnaire 1

Management and Leadership

This short survey helps to understand how students feel about their preparedness to plan and organize their future career. The study is completely anonymous and it depends on your honest answers.

Please complete all questions. The survey will take you about 10-15 minutes only.

Thank you very much for your valuable contribution, which is much appreciated.

There are 17 questions in this survey.

INTRO

What are the most important characteristics of a good manager? *

Please write your answer here:

Please state your current study or employment situation (tick the element that applies most to you): *

Choose one of the following answers

Please choose **only one** of the following:

- I am a full-time student.
- I am a part-time students and employed in a company/organisation and have a manager.
- I am a part-time student and not working.
- I am not a student and employed in a company/organisation and have a manager.
- I am self-employed.
- Other

Job experience: *

Continuation of the Appendix A

Choose one of the following answers

- Please choose **only one** of the following:
- no job experience
- up to one year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 - 25 years
- more than 25 years

IDEAL MANAGER

The following statements refer to possible characteristics of an "ideal" manager. Please state for each statement how important it is for you that a manager possesses it. The scale allows you to rank the importance for you from "very importance" to "not important at all". Feel free to use the full scale and tick "very important" only for characteristics which are of utmost importance for you.

My ideal manager....

*

Please choose the appropriate response for each item:

	very important	important	nice to have	not important	not important at all
is friendly					
listens to ideas and suggestions					
is very clear about who is responsible for what					

Continuation of the Appendix A

	very important	important	nice to have	not important	not important at all
has an open and honest style					
encourages thinking along new lines					
creates order					
is willing to take risks in decisions					
relies on his/her subordinates					
is consistent					
criticizes in a constructive way					
likes to discuss new ideas					
makes a point of following rules and principles					
creates trust in other people					
gives thoughts and plans about the future					
gives information about the results of the unit					
shows appreciation for good work					
pushes for growth					
sets clear goals					
is considerate					
initiates new projects					
is very exacting about plans being followed					

Continuation of the Appendix A

	very important	important	nice to have	not important	not important at all
stands up for his/her subordinates					
experiments with new ways of doing things					
is controlling in his/her supervision of the work					
creates an atmosphere free of conflict					
sees possibilities rather than problems					
defines and explains the work requirements clearly to the subordinates					
is just in treating subordinates					
makes quick decisions when necessary					
plans carefully					
allows his/her subordinates to decide					
is flexible and ready to rethink his/her point of view					
gives clear instructions					
shows regard for the subordinates as individuals					
offers ideas about new and different ways of doing things					
analyses and thinks through before deciding					

*Continuation of the Appendix A***IDEAL MANAGER**

Please indicate how strongly you agree with the following statements for your current/future leader.

My manager

*

Please choose the appropriate response for each item:

	Agree strongly	Agree a little	Neither agree nor disagree	Disagree a little	Disagree strongly
concretizes a clear vision for the organization's future					
communicates a clear vision of the organization's future					
rewards the employees' performance when they live up to the leader's requirements					
makes a continuous effort to generate enthusiasm for the organization's vision					
has a clear sense of where he or she believes our organization should be in 5 years					
seeks to make employees accept common goals for the organization					
strives to get the organization to work together in the direction of the vision					
strives to clarify for the employees how they can contribute to achieve the organizations's goals					
rewards the employees' dependent on how well they perform their jobs					

Continuation of the Appendix A

	Agree strongly	Agree a little	Neither agree nor disagree	Disagree a little	Disagree strongly
points out what employees will receive if they do what is required					
lets employees' effort determine received rewards					
gives individual employees positive feedback when they perform well					
actively shows his or her appreciation of employees who do their jobs better than expected					
generally does not acknowledge individual employees' even though they perform as required					
personally compliments employees when they do outstanding work					
gives negative consequences to the employees if they perform worse than their colleagues					
makes sure that it has consequences for the employees if they do not consistently perform as required					
takes steps to deal with poor performers who do not improve					
gives negative consequences to his or her employees if they do not perform as the leader requires					

WORK ATMOSPHERE

The following questions deal with the atmosphere of your current or last workplace. Feel free to use the full range of answer possibilities.

Continuation of the Appendix A

*

Please choose the appropriate response for each item:

	never	rarely	sometimes	often	always
Do you usually know how satisfied your leader/teacher is with what you do?					

Please choose the appropriate response for each item:

	not at all	a little bit	to some extent	pretty good	very good
How well does your leader understand your job problems and needs?					
How well does your leader recognize your potential?					

*

Please choose the appropriate response for each item:

	extremely ineffective	worse than average	average	better than average	extremely effective
How would you characterize your working relationship with your leader?					

*

Please choose the appropriate response for each item:

	low	rather low	medium	rather high	high
Regardless of how much formal authority he/she has built into his/her position, what are the chances that your leader would use his/her power to help you solve problems in your work?					
Again, regardless of the amount of formal authority your leader has, what are the chance that he/she would "bail you out", at his/her expense?					

Continuation of the Appendix A

*

Please choose the appropriate response for each item:

	not at all true	somewhat true	neutral	true	completely true
I have enough confidence in my leader that I would defend and justify his/her decision if he/she were not present to do so?					

YOUR WORKPLACE

In the following section you will be asked about your workplace. If you do not yet have work experience, relate the next statements to you and your fellow students.

Please use the full range of answer options.

In comparison with my colleagues / fellow students, I would consider myself ...

*

Please choose the appropriate response for each item:

	better than my colleagues	somewhat better	about the same	somewhat worse	worse than my colleagues
I perform hard tasks properly.					
I try to update my technical knowledge to do my job.					
I do my job according to what the organization expects from me.					
I plan the execution of my job by defining actions, deadlines and priorities.					
I plan actions according to my tasks and organizational routines.					

Continuation of the Appendix A

	better than my colleagues	somewhat better	about the same	somewhat worse	worse than my colleagues
I take initiatives to improve my results at work.					
I seek new solutions for problems that may come up in my job.					
I work hard to do the tasks designated to me.					
I execute my tasks foreseeing their results.					
I seize opportunities that can improve my results at work.					

CURRENT JOB

Using the scale below, please indicate the extent to which each of the following statements applies to your current job. If you do not yet have any work experience, relate the next statements to your studies.

I do my current job / studies ...

*

Please choose the appropriate response for each item:

	completely true	true	neutral	somewhat true	not at all true
because I enjoy this work very much.					
because I have fun doing my job.					
for the moments of pleasure that this job brings to me.					
because it allows me to reach my life goals.					

Continuation of the Appendix A

	completely true	true	neutral	somewhat true	not at all true
because this job fulfils my career plans.					
because this job fits my personal values.					
because I have to be the best in my job, I have to be a "winner"					
because my work is my life and i don't want to fail.					
because my reputation depends on it.					
because this job affords me a certain standard of living.					
because it allows me to make a lot of money.					
for the paycheck.					

ABOUT YOU

Finally, please find here some statements. Please tick which level of agreement you have for each statement. *

Please choose the appropriate response for each item:

	agree strongly	agree a little	neither agree nor disagree	disagree a little	disagree strongly
I see myself as someone who is reserved.					
I see myself as someone who is generally trusting.					
I see myself as someone who tends to be lazy.					
I see myself as someone who is relaxed, handles stress well.					

Continuation of the Appendix A

	agree strongly	agree a little	neither agree nor disagree	disagree a little	disagree strongly
I see myself as someone who has few artistic interests.					
I see myself as someone who is outgoing, sociable.					
I see myself as someone who tends to find fault with others.					
I see myself as someone who does a thorough job.					
I see myself as someone who gets nervous easily.					
I see myself as someone who has an active imagination.					

STATISTICS

Gender: *

Please choose **only one** of the following:

- female
- male
- Other

Age group: *

Please choose **only one** of the following:

- < 18
- 18 - 21
- 22 - 25
- 26 - 30
- 31 - 35
- 36 – 40

Continuation of the Appendix A

- 41 - 45
- 46 - 50
- 51 - 55
- 56 - 60
- > 60

Highest education completed: *

Please choose **only one** of the following:

- Primary school
- Middle school
- Apprenticeship
- High School
- Bachelor studies
- Master studies
- PhD
- Other

Country stay: *

Continuation of the Appendix A

Це коротке опитування допомагає зрозуміти, як студенти ставляться до своєї готовності планувати та організувати свою майбутню кар'єру. Дослідження повністю анонімне і залежить від ваших чесних відповідей.

Будь ласка, заповніть усі запитання. Опитування займе у вас приблизно 10-15 хвилин.

Щиро дякуємо за ваш цінний внесок, який дуже цінується.

У цьому опитуванні 17 запитань.

ВСТУП

Які найважливіші характеристики хорошого менеджера? *

Будь ласка, напишіть свою відповідь тут:

Вкажіть, будь ласка, вашу поточну ситуацію з навчанням або працевлаштуванням (відзначте елемент, який найбільше стосується вас): *

Виберіть одну з наступних відповідей

Будь ласка, виберіть лише один із наступних:

- Я студент денної форми навчання
- Я студент-заочник, працюю в компанії/організації та маю керівника.
- Я студент-заочник і не працюю.
- Я не студент, працюю в компанії/організації та маю керівника.
- Я самозайнятий.
- Інше

Досвід роботи:*

Виберіть одну з наступних відповідей

Будь ласка, виберіть лише один із наведених нижче

- Без досвіду роботи

Continuation of the Appendix A

- До одного року
- 1 - 5 років
- 6 - 10 років
- 11 - 15 років
- 16 - 20 років
- 21 - 25 років
- більше 25 років

ІДЕАЛЬНИЙ МЕНЕДЖЕР

Наступні твердження стосуються можливих характеристик «ідеального» менеджера. Будь ласка, вкажіть для кожного твердження, наскільки важливо для вас, щоб керівник володів ним. Шкала дозволяє оцінити важливість для вас від «дуже важливо» до «зовсім не важливо». Використовуйте повну шкалу та поставте галочку «дуже важливо» лише для характеристик, які є для вас найважливішими.

Мій ідеальний менеджер...

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	Дуже важливо	Важливо	Добре мати	Не важливо	Зовсім не важливо
Дружній					
прислухається до ідей та пропозицій					
Чітко знає, хто за що відповідає					
Має відкритий і чесний стиль					
Заохочує думати по-новому					
Створює замовлення					

Continuation of the Appendix A

	Дуже важливо	Важливо	Добре мати	Не важливо	Зовсім не важливо
Готовий йти на ризик при прийнятті рішень					
Покладається на своїх підлеглих					
Послідовний					
Критикує в конструктивній формі					
Любить обговорювати нові ідеї					
Дотримується правил і принципів					
Створює довіру до інших людей					
Ділиться думками і планами на майбутнє					
Надає інформацію про результати роботи підрозділу					
Висловлює вдячність за хорошу роботу					
Прагне до зростання					
Ставить чіткі цілі					
Уважний					
Ініціює нові проекти					
Дуже вимогливий до виконання планів					
Заступається за своїх підлеглих					
Експериментує з новими способами роботи					
Контролює в своєму нагляді за роботою					

Continuation of the Appendix A

	Дуже важливо	Важливо	Добре мати	Не важливо	Зовсім не важливо
Створює атмосферу без конфліктів					
Бачить можливості, а не проблеми					
Чітко визначає та пояснює підлеглим вимоги до роботи					
Лікує підлеглих					
Швидко приймає рішення, коли це необхідно					
Ретельно планує					
Дозволяє своїм підлеглим приймати рішення					
Гнучкий і готовий переосмислити свою точку зору					
Дає чіткі вказівки					
Показує повагу до підлеглих як до особистості					
Пропонує ідеї щодо нових та інших способів дій					
Аналізує і обмірковує, перш ніж прийняти рішення					

Ідеальний Менеджер

Будь ласка, вкажіть, наскільки ви погоджуєтесь з наведеними нижче твердженнями для вашого нинішнього/майбутнього лідера.

Мій менеджер....*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

Continuation of the Appendix A

	Погоджуюсь повністю	Трохи згоден	Ні згоден, ні не згоден	Трохи не згоден	Повністю не згоден
конкретизує чітке бачення майбутнього організації					
повідомляє чітке бачення майбутнього організації					
винагороджує роботу співробітників, якщо вони відповідають вимогам керівника					
докладає постійних зусиль, щоб викликати ентузіазм щодо бачення організації					
має чітке уявлення про те, де, на його думку, має бути наша організація через 5 років					
прагне змусити співробітників прийняти спільні цілі для організації					
прагне змусити організацію працювати разом у напрямку бачення					
прагне пояснити співробітникам, як вони можуть внести свій внесок у досягнення цілей організації					
винагороджує працівників залежно від того, наскільки добре вони виконують свою роботу					
вказує, що отримають працівники, якщо вони виконають те, що потрібно					

Continuation of the Appendix A

	Погоджуюсь повністю	Трохи згоден	Ні згоден, ні не згоден	Трохи не згоден	Повністю не згоден
дозволяє зусиллям співробітників визначати отримані винагороди					
дає окремим співробітникам позитивний відгук, коли вони працюють добре					
активно демонструє свою вдячність співробітникам, які виконують свою роботу краще, ніж очікувалося					
зазвичай не визнає окремих співробітників, навіть якщо вони виконують належну роботу					
особисто хвалить співробітників, коли вони виконують видатну роботу					
дає негативні наслідки працівникам, якщо вони працюють гірше за своїх колег					
гарантує наслідки для співробітників, якщо вони не виконують належну роботу					
вживає заходів для боротьби з поганими виконавцями, які не покращуються					
дає негативні наслідки своїм працівникам, якщо вони не виконують вимоги керівника					

*Continuation of the Appendix A***РОБОЧА АТМОСФЕРА**

Наступні запитання стосуються атмосфери вашого поточного чи останнього робочого місця. Не соромтеся використовувати весь спектр можливостей відповідей.*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	ніколи	рідко	іноді	часто	завжди
Чи зазвичай ви знаєте, наскільки ваш керівник/вчитель задоволений тим, що ви робите?					

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	анітрохи	трішки	певною мірою	добре	Дуже добре
Наскільки добре ваш керівник розуміє ваші проблеми та потреби на роботі?					
Наскільки добре ваш лідер розпізнає ваш потенціал?					

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	вкрай неефективно	гірше середнього	середнє	Краще середнього	надзвичайно ефективно
Як би ви охарактеризували свої робочі стосунки з керівником?					

Continuation of the Appendix A

**

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	низькі	Скоріше низькі	середні	Скоріше високі	високі
Незалежно від того, наскільки формальним авторитетом він/вона володіє на своїй посаді, які є шанси, що ваш лідер використає свою владу, щоб допомогти вам вирішити проблеми у вашій роботі?					
Знову ж таки, незалежно від обсягу офіційних повноважень, які має ваш лідер, які шанси, що він/вона «виручить вас» за його/її рахунок?					

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	Зовсім не вірно	дещо вірно	нейтрально	правда	повністю вірно
Я достатньо впевнений у своєму лідері, що я б захищав і виправдовував його/її рішення, якби він/вона не був присутній для цього?					

ВАШЕ РОБОЧЕ МІСЦЕ

У наступному розділі вас запитують про ваше робоче місце. Якщо ви ще не маєте досвіду роботи, пов'яжіть наступні твердження з вами та вашими однокурсниками.

Будь ласка, використовуйте повний спектр варіантів відповідей.

У порівнянні зі своїми колегами/однокурсниками я вважаю себе...

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

Continuation of the Appendix A

	краще за моїх колег	дещо краще	приблизно те ж саме	дещо гірше	гірше за моїх колег
Я правильно виконую важкі завдання.					
Я намагаюся оновлювати свої технічні знання, щоб виконувати свою роботу.					
Я виконую свою роботу відповідно до того, чого від мене очікує організація.					
Я планую виконання своєї роботи, визначаючи дії, терміни та пріоритети.					
Я планую дії відповідно до своїх завдань та організаційних процедур.					
Я проявляю ініціативу, щоб покращити свої результати в роботі.					
Я шукаю нові рішення проблем, які можуть виникнути в моїй роботі.					
Я наполегливо працюю, щоб виконувати поставлені переді мною завдання.					
Я виконую свої завдання, передбачаючи їх результати.					
Я використовую можливості, які можуть покращити мої результати на роботі.					

ТЕПЕРІШНЯ РОБОТА

Використовуючи шкалу нижче, вкажіть, якою мірою кожне з наступних тверджень стосується вашої поточної роботи. Якщо ви ще не маєте досвіду роботи, зв'яжіть наступні твердження з вашим навчанням.

Continuation of the Appendix A

Я виконую свою поточну роботу / навчання ...

*

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	повністю вірно	вірно	нейтрально	дещо вірно	зовсім не вірно
бо мені дуже подобається ця робота.					
тому що мені цікаво виконувати свою роботу.					
за хвилини задоволення, які приносить мені ця робота.					
тому що це дозволяє мені досягати своїх життєвих цілей.					
тому що ця робота відповідає моїм кар'єрним планам.					
тому що ця робота відповідає моїм особистим цінностям.					
тому що я повинен бути найкращим у своїй роботі, я повинен бути "переможцем"					
тому що моя робота - це моє життя, і я не хочу зазнати невдачі.					
бо від цього залежить моя репутація.					
тому що ця робота забезпечує мені певний рівень життя.					
тому що це дозволяє мені заробляти багато грошей.					
за зарплату.					

ПРО ВАС

Нарешті, будь ласка, знайдіть тут кілька тверджень. Будь ласка, позначте, який рівень згоди у вас є для кожного твердження. *

Continuation of the Appendix A

Будь ласка, виберіть відповідну відповідь для кожного пункту:

	повністю згоден	трохи погоджуюсь	ні згоден, ні не згоден	трохи не згоден	категорично не згоден
Я вважаю себе стриманою людиною.					
Я вважаю себе людиною, яка взагалі довіряє.					
Я вважаю себе людиною, яка схильна бути лінивою.					
Я вважаю себе людиною, яка розслаблена, добре справляється зі стресом.					
Я вважаю себе людиною, яка має мало художніх інтересів.					
Я бачу себе комунікабельним.					
Я вважаю себе людиною, яка схильна придиратися до інших.					
Я вважаю себе людиною, яка ґрунтовно виконує свою роботу.					
Я вважаю себе людиною, яка легко може почати нервувати.					
Я вважаю себе людиною, яка має активну уяву.					

СТАТИСТИКА

Стать:*

Будь ласка, виберіть лише один із наведених нижче:

Continuation of the Appendix A

- жіноча
- чоловіча
- інша

Вікова група:*

Будь ласка, виберіть лише один із наведених нижче:

- < 18
- 18 - 21
- 22 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 41 - 45
- 46 - 50
- 51 - 55
- 56 - 60
- > 60

Вища освіта здобута:*

Будь ласка, виберіть лише один із наведених нижче:

- Початкова школа
- Середня школа
- Старша школа
- Бакалавр
- Магістратура
- Інше

Батьківщина: *

FRAGEBOGEN

Diese kurze Umfrage soll Aufschluss darüber geben, inwieweit die Studentinnen/Schülerinnen und Studenten/Schüler auf die Planung und Organisation ihrer beruflichen Zukunft vorbereitet sind. Die Studie ist völlig anonym und hängt von Ihren ehrlichen Antworten ab.

Bitte füllen Sie alle Fragen aus. Die Umfrage wird nur etwa 10 Minuten in Anspruch nehmen.

Vielen Dank für Ihren wertvollen Beitrag, den wir sehr zu schätzen wissen.

In dieser Umfrage sind 17 Fragen enthalten.

Was sind die wichtigsten Eigenschaften einer guten Managerin / eines guten Managers?

Bitte schreiben Sie hier Ihre Antwort: *

Bitte geben Sie Ihre aktuelle Studien- oder Berufssituation an (kreuzen Sie das für Sie am meisten zutreffende Element an): *

Bitte wählen Sie nur eine der folgenden Antworten aus:

- Ich bin Vollzeitstudent.
- Ich bin ein Teilzeitstudent und in einem Unternehmen/einer Organisation angestellt und habe eine Führungskraft.
- Ich bin ein Teilzeitstudent und arbeite nicht.
- Ich bin kein Student und in einem Unternehmen/einer Organisation angestellt und habe eine Führungskraft.
- Ich bin selbständig
- Sonstiges

Berufserfahrung: *

Bitte Wählen Sie eine der folgenden Antworten aus:

Continuation of the Appendix A

- keine Berufserfahrung
- bis zu einem Jahr
- 1 - 5 Jahre
- 6 - 10 Jahre
- 11 - 15 Jahre
- 16 - 20 Jahre
- 21 - 25 Jahre
- mehr als 25 Jahre

IDEALER MANAGER

Die folgenden Aussagen beziehen sich auf mögliche Eigenschaften einer "idealen" Führungskraft. Bitte geben Sie für jede Aussage an, wie wichtig es für Sie ist, dass eine Führungskraft diese Eigenschaften besitzt. Die Skala erlaubt es Ihnen, die Wichtigkeit für Sie von "sehr wichtig" bis "überhaupt nicht wichtig" einzustufen. Nutzen Sie die gesamte Skala und kreuzen Sie "sehr wichtig" nur bei Merkmalen an, die für Sie von größter Bedeutung sind.

Meine ideale Führungskraft...

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Von entschei- dender Bedeutung	wichtig	Schön zu haben	Nicht wichtig	Gar nicht wichtig
hört auf Ideen und Vorschläge.					
verlässt sich auf seine/ihre Mitarbeiter*innen.					
hat ein klares Bild, wer wofür verantwortlich ist.					
fördert das Denken in neuen Bahnen.					
diskutiert gerne neue Ideen.					

Continuation of the Appendix A

	Von entschei- dender Bedeutung	wichtig	Schön zu haben	Nicht wichtig	Gar nicht wichtig
legt Wert auf die Einhaltung von Regeln und Prinzipien.					
schafft Vertrauen in andere Menschen.					
macht sich Gedanken und Pläne über die Zukunft.					
drängt auf Wachstum.					
ist rücksichtsvoll.					
initiiert neue Projekte.					
ist sehr anspruchsvoll, was die Einhaltung von Plänen angeht.					
definiert und erklärt den Mitarbeiter*innen die Arbeitsanforderungen klar.					
ist gerecht im Umgang mit Mitarbeiter*innen.					
plant sorgfältig.					
gibt klare Anweisungen.					
zeigt Respekt für die Mitarbeiter*innen als Individuen.					

IDEALER MANAGER

Bitte geben Sie an, wie sehr Sie den folgenden Aussagen für ihre derzeitige oder letzte Führungskraft zustimmen. Falls Sie noch keine Führungskraft hatten, geben Sie bitte an, wie wichtig die folgenden Aussagen für ihre ideale Führungskraft wären. *

Meine Führungskraft ...

Continuation of the Appendix A

	Stimme sehr zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme überhaupt nicht zu
konkretisiert eine klare Vision für die Zukunft der Organisation.					
belohnt die Leistung der Mitarbeiter*innen, wenn sie den Anforderungen der Führungskraft gerecht werden.					
versucht, die Mitarbeiter*innen dazu zu bringen, gemeinsame Ziele für die Organisation zu akzeptieren.					
strebt danach, die Organisation dazu zu bringen, in Richtung der Vision zusammenzuarbeiten.					
bemüht sich, für die Mitarbeiter*innen zu klären, wie sie zur Erreichung der Unternehmensziele beitragen können.					
belohnt die Mitarbeiter*innen abhängig davon, wie gut sie ihre Arbeit ausführen.					
weist darauf hin, was Mitarbeiter*innen erhalten, wenn sie das tun, was erforderlich ist.					
gibt einzelnen Mitarbeiter*innen positives Feedback, wenn sie gute Leistungen erbringen.					
zeigt aktiv seine Wertschätzung gegenüber Mitarbeiter*innen, die ihre Arbeit besser machen als erwartet.					
beglückwünscht Mitarbeiter*innen persönlich, wenn sie hervorragende Arbeit leisten.					
gibt den Mitarbeiter*innen negative Konsequenzen, wenn sie schlechter abschneiden als ihre Kollegen.					

Continuation of the Appendix A

	Stimme sehr zu	Stimme eher zu	Neutral	Stimme eher nicht zu	Stimme überhaupt nicht zu
stellt sicher, dass es Konsequenzen für die Mitarbeiter*innen hat, wenn sie nicht konsequent die geforderten Leistungen erbringen.					
gibt seinen Mitarbeiter*innen negative Konsequenzen, wenn sie nicht die von der Führungskraft geforderten Leistungen erbringen.					

ARBEITSATMOSPHERE

Die folgenden Fragen beziehen sich auf die Atmosphäre an Ihrem derzeitigen oder letzten Arbeitsplatz (Ihrem Studienplatz). Sie können die gesamte Bandbreite der Antwortmöglichkeiten nutzen. Falls Sie keinen Vorgesetzten haben/hatten, denken Sie an einen Ihrer Lehrenden. *

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	Nie	Selten	Gelegen- tlich	Oft	Immer
Wissen Sie im Allgemeinen, wie Ihr/e Vorgesetzte/r Sie einschätzt?					

	Gar nicht	Wenig	Mittel- mäßig	Gut	Sehr gut
Wie gut versteht Ihr/e Vorgesetzte/r Ihre beruflichen Probleme und Bedürfnisse?					
Wie gut erkennt Ihr/e Vorgesetzte/r Ihre Entwicklungsmöglichkeiten?					

Continuation of the Appendix A

	sehr ineffektiv	Schlechter als Durchschnitt	Durchschnittlich	besser als Durchschnitt	sehr effektiv
Wie würden Sie das Arbeitsverhältnis mit Ihrer/m Vorgesetzten beschreiben?					

	Gerin	Eher gering	Mittel	Eher hoch	Hoch
Wie hoch ist die Chance, dass Ihr/e Vorgesetzte/r seinen/ihren Einfluss nutzt, um Ihnen bei Arbeitsproblemen zu helfen?					
Wie groß ist die Wahrscheinlichkeit, dass Ihr/e Vorgesetzte/r Ihnen auf seine/ihre Kosten aus der Patsche hilft?					

	trifft gar nicht zu	trifft wenig zu	Mittelmäßig	trifft überwiegend zu	trifft völlig zu
Ich habe genügend Vertrauen in meine/n Vorgesetzte/n um seine/ihre Entscheidungen zu verteidigen.					

IHR ARBEITSPLATZ

Im folgenden Abschnitt werden Sie nach Ihrem Arbeitsplatz gefragt. Wenn Sie noch keine Berufserfahrung haben, beziehen Sie die nächsten Aussagen auf Sie und Ihre Studienkolleg*innen.

Bitte nutzen Sie alle Antwortmöglichkeiten.

Im Vergleich zu meinen Arbeitskolleg*innen / Studienkolleg*innen würde ich mich als ... einschätzen:

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

Continuation of the Appendix A

	besser als meine Kolleg*- innen	etwas besser	ungefähr gleich	etwas schlech- ter	schlechter als meine Kolleg*-innen
Ich führe schwierige Aufgaben ordnungsgemäß aus.					
Ich versuche, mein technisches Wissen zu aktualisieren, um meine Arbeit zu erledigen.					
Ich erledige meine Arbeit entsprechend dem, was die Organisation von mir erwartet.					
Ich plane die Ausführung meiner Arbeit, indem ich Aktionen, Fristen und Prioritäten festlege.					
Ich plane Aktionen entsprechend meiner Aufgaben und organisatorischen Routinen.					
Ich ergreife Initiativen, um meine Arbeitsergebnisse zu verbessern.					
Ich suche nach neuen Lösungen für Probleme, die bei meiner Arbeit auftauchen können.					
Ich arbeite hart, um die mir zugewiesenen Aufgaben zu erledigen.					
Ich führe meine Aufgaben mit Voraussicht auf ihre Ergebnisse aus.					
Ich ergreife Gelegenheiten, die meine Arbeitsergebnisse verbessern können.					

*Continuation of the Appendix A***AKTUELLER JOB**

Bitte geben Sie anhand der untenstehenden Skala an, inwieweit jede der folgenden Aussagen auf Ihre derzeitige Tätigkeit zutrifft. Wenn Sie noch keine Berufserfahrung haben, beziehen Sie die nächsten Aussagen auf Ihr Studium. *

Ich mache meinen aktuellen Job / Studium ...

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

	trifft voll und ganz zu	trifft eher zu	weder noch	trifft eher nicht zu	trifft überhaupt nicht zu
weil mir diese Arbeit sehr viel Spaß macht.					
weil ich Spaß an meinem Job habe.					
für die Momente der Freude, die mir dieser Job bringt.					
weil es mir erlaubt meine Lebensziele zu erreichen.					
weil dieser Job meine Karrierepläne erfüllt.					
weil dieser Job zu meinen persönlichen Werten passt.					
weil ich in meiner Arbeit der Beste sein muss, ich muss ein "Gewinner" sein.					
weil meine Arbeit mein Leben ist und ich nicht scheitern möchte.					
weil mein Ruf davon abhängt.					
weil mir dieser Job einen gewissen Lebensstandard ermöglicht.					
weil ich damit viel Geld verdienen kann.					
ich mache diesen Job für den Gehaltscheck.					

ÜBER SIE

Inwieweit treffen die folgenden Aussagen auf Sie zu? *

Bitte wählen Sie die zutreffende Antwort für jeden Punkt aus:

Continuation of the Appendix A

	trifft überhaupt nicht zu	trifft eher zu	weder noch	trifft eher nicht zu	trifft voll und ganz zu
Ich bin eher zurückhaltend, reserviert.					
Ich schenke anderen leicht Vertrauen, glaube an das Gute im Menschen.					
Ich bin bequem, neige zur Faulheit.					
Ich bin entspannt, lasse mich durch Stress nicht aus der Ruhe bringen.					
Ich habe nur wenig künstlerisches Interesse.					
Ich gehe aus mir heraus, bin gesellig.					
Ich neige dazu, andere zu kritisieren.					
Ich erledige Aufgaben gründlich.					
Ich werde leicht nervös und unsicher.					
Ich habe eine aktive Vorstellungskraft, bin fantasievoll.					

STATISTIK

Geschlecht: *

Bitte wählen Sie eine der folgenden Antworten aus:

- Weiblich
- Männlich
- Sonstiges _____

Alter: *

Bitte wählen Sie eine der folgenden Antworten aus:

- < 18
- 18 - 21
- 22 – 25

Continuation of the Appendix A

- 26 - 30
- 31 - 35
- 36 - 40
- 41 - 45
- 46 - 50
- 51 - 55
- 56 - 60
- > 60

Höchster abgeschlossener Bildungsgrad: *

Bitte wählen Sie eine der folgenden Antworten aus:

- Pflichtschule
- Lehre
- Berufsbildende Mittlere Schule
- Allgemein bildende Höhere Schule
- Berufsbildende Höhere Schule
- Bachelor Studium
- Master Studium
- Doktorat
- Sonstiges _____

Land/Länderaufenthalte: *

Übermittlung Ihres ausgefüllten Fragebogens:

Vielen Dank für die Beantwortung des Fragebogens.

Appendix B

Questionnaire 2

CHANGE OF LEADERS IN THE ORGANIZATION

This short survey helps you understand the process of leadership change in a modern organization.

Please complete all questions. The survey will take about 5 minutes to complete.

Thank you for your valuable input, which is very important to us.

1) What type of organization do you represent?

- corporation
- government organization
- non-governmental organization
- political organization
- international organization
- non-profit organization
- industrial enterprise
- educational institution

2) Is there a change of leadership in your organization?

- yes
- no

3) At what level of management does the change of leadership occur?

- top management
- middle managers

4) What is the age of the previous managers?

	Over 59 years old	40-59 years old	20-40 years old	Under 20 years old
top management				
middle managers				

5) What is the age of the executives coming into management?

	Over 59 years old	40-59 years old	20-40 years old	Under 20 years old
top management				
middle managers				

6) At what stage of the life cycle is the organization now?

- Formation
- Early growth
- Rapid growth
- Maturity
- Decline

ЗМІНА ЛІДЕРІВ В ОРГАНІЗАЦІЇ

Це коротке опитування допомагає зрозуміти процес зміни лідерів в сучасній організації.

Будь ласка, завершіть усі запитання. Опитування займе близько 5 хвилин. Щиро вдячні за ваш цінний внесок, який для нас дуже важливий.

1) Який тип організації ви представляєте?

- корпорація
- державна організація
- неурядова організація
- політична організація
- міжнародна організація
- некомерційна організація
- промислове підприємство
- навчальний заклад

2) Чи відбувається зараз зміна лідерів в вашій організації?

- так
- Ні

3) На якому рівні менеджменту відбувається зміна керівників-лідерів?

- топ-менеджмент
- менеджери середньої ланки

4) Який вік керівників, що працювали раніше?

	Більше 59 років	40-59 років	20-40 років	Менше 20 років
топ-менеджмент				
менеджери середньої ланки				

5) Який вік керівників, що приходять до керівництва?

	Більше 59 років	40-59 років	20-40 років	Менше 20 років
топ-менеджмент				
менеджери середньої ланки				

6) На якій стадії життєвого циклу перебуває організація зараз?

- Виникнення
- Раннє зростання
- Швидке зростання
- Зрілість
- Занепад

Appendix C

LIST OF RECORDED PUBLICATIONS BY DISSERTATION TOPIC**Articles in scientific publications included in the list of
scientific publications of Ukraine**

1. Zehetner-Hirtenlehner D. Formation of the leadership style of Generation Z. *Actual problems of innovative economy and law*. 2023. № 3, P. 79–84. (0,64 cond.-printed sheets).

URL: <http://apie.org.ua/uk/publications-uk/2023-3/>.

DOI: <https://doi.org/10.36887/2524-0455-2023-3-12>.

2. Lepeyko T., Zehetner D., Zehetner A. Theoretical background of leadership style differentiation: generation aspect. *Вісник ОНУ імені І. І. Мечникова*. 2022. Т. 27. Вип. 3 (93). С. 66–71. (0,81 cond.-printed sheets / 0,27 cond.-printed sheets).

URL: http://www.visnyk-onu.od.ua/journal/2022_27_3/14.pdf.

DOI: <https://doi.org/10.32782/2304-0920/3-93-12>.

3. Lepeyko T., Zehetner D. Contemporary approach to the generations transition and cooperation at modern working place. *Ukrainian Journal of Applied Economics and Technology*. 2022. Volume 7. № 4. P. 33–39. (0,74 cond.-printed sheets / 0,37 cond.-printed sheets).

URL: <http://ujae.org.ua/en/contemporary-approach-to-the-generations-transition-and-cooperation-at-modern-working-place/>.

DOI: <https://doi.org/10.36887/2415-8453-2022-4-4>.

**Articles in scientific periodicals indexed in the Web of Science Core
Collection and/or Scopus databases**

4. Zehetner A., Zehetner D., Lepeyko T., Blyznyuk T. Generation Z's expectations of their leaders: a cross-cultural, multi-dimensional investigation of leadership styles. *ECMLG 2022 18th European Conference on Management, Leadership and Governance*. Lisboa, Portugal. 2022 (November). Vol. 18. No 1. P. 447–455. (0,96 cond.-printed sheets / 0,24 cond.-printed sheets).

URL: <https://papers.academic-conferences.org/index.php/ecmlg/article/view/891>.

DOI: <https://doi.org/10.34190/ecmlg.18.1.891>.

Solitary sections in a collective monograph

5. Zehetner D. Contemporary approach to leadership style formation during the process of generation transition at modern working place. *Management of the 21st Century: Globalization Challenges*. Prague, Czechoslovakia. 2023. Issue 4. 319 p. P. 311–318. (0,50 cond.-printed sheets).

URL: <http://repository.hneu.edu.ua/handle/123456789/30073>.

Articles in periodical scientific publications of other countries

6. Zehetner A., Zehetner D. Complement or compensate? Interaction of IQ and job experience with emotional intelligence in marketing exchanges. *Journal of Marketing Development and Competitiveness*. Vol. 13. No. 4, 2019. P. 106–112. (0,50 cond.-printed sheets / 0,25 cond.-printed sheets).

URL: <https://articlegateway.com/index.php/JMDC/article/view/2356/2244>.

DOI: <https://doi.org/10.33423/jmdc.v13i4.2356>.

7. Zehetner D., Lepeyko T., Zehetner A. What does Generation Z expect from their future leaders? *Journal of corporate responsibility and leadership: JCR&L*. 2020. Vol. 7. №3, P. 57–79. (1,26 cond.-printed sheets / 0,42 cond.-printed sheets).

URL: <http://repository.hneu.edu.ua/handle/123456789/30074>.

DOI: <https://doi.org/10.12775/JCRL.2020.011>.

Approbation works

8. Zehetner D., Lepeyko T., Zehetner A. Formation of the leadership style in the enterprise management in the process of generation transition. *New Economics - 2019*. Kyiv, Ukraine, November 14-15, 2019. P. 9–14. (0,36 cond.-printed sheets / 0,12 cond.-printed sheets)

URL: http://www.aenu.org/download/monographs/Forum2019_T2.pdf#page=9.

9. Zehetner A., Zehetner D. Recruitment marketing: Do we understand what Generation Z expects from its future employers? *International Institute of Social and Economic Sciences*. Proceedings of the 49th International Academic Conference, Dubrovnik, Croatia, 2019. P. 185–186. (0,06 cond.-printed sheets / 0,03 cond.-printed sheets).

URL: <https://ideas.repec.org/p/sek/iacpro/9812299.html>.

10. Zehetner A., Zehetner D., Neuner M. Complement or compensate? Interaction of IQ and job experience with emotional intelligence in explaining sales negotiation performance. *Paper presented at the 48th Annual EMAC (European Marketing Academy) conference*, Hamburg, Germany, May 24–27, 2019. (0,51 cond.-printed sheets / 0,17 cond.-printed sheets).

URL: <http://proceedings.emac-online.org/pdfs/A2019-9365.pdf>.

11. Zehetner A., Zehetner D., Lepeyko T. Students' career decision-making self-efficacy: Lessons for recruitment marketing in different cultures. *Paper presented at the 11th Regional EMAC Regional conference*, Zagreb (online), September 16–19, 2020. (0,84 cond.-printed sheets / 0,28 cond.-printed sheets).

URL: <http://proceedings.emac-online.org/pdfs/R2020-84992.pdf>.

12. Zehetner A., Blyznyuk T., Myronova O., Zehetner D. Cross-cultural differences in career planning capabilities of students: Learnings for recruitment marketing and employer branding. *49th Annual EMAC Conference*. Budapest: EMAC, Budapest, Hungary. 2020. P. 1–10. (0,48 cond.-printed sheets / 0,12 cond.-printed sheets).

URL: <http://proceedings.emac-online.org/pdfs/A2020-63989.pdf>.

13. Zehetner D., Lepeyko T., Zehetner A. The „Ideal “ Leadership Style in the Confluence of Generations and Cultures in the Workplace: Development of a Research Model and Pretest. *Full Paper in Global Business Conference*. 2021, Zagreb, Croatia. P. 249–258. (0,57 cond.-printed sheets / 0,19 cond.-printed sheets).

URL:

https://openscholar.dut.ac.za/jspui/bitstream/10321/3761/3/DobbelsteinCorbishleyMason_%202021.pdf#page=250.

12/09/2023

CERTIFICATE

on the use of research results

Daniela Zehetner-Hirtenlehner presented in the thesis for the degree

Doctor of Philosophy on the topic:

"Formation of leadership style in the process of generational transition
in enterprise management"

in the specialty 073 "Management"

Daniela Zehetner-Hirtenlehner analyzed the leadership style and leader's transition at the University of Applied Sciences Upper Austria and developed recommendations for leadership style transition procedure based on the characteristics of the leader's generation and national culture. Daniela Zehetner-Hirtenlehner's recommendations and practical proposals improved the managerial efficiency of the university.

These recommendations and proposals were implemented in the activities of the university during 2022-2023. The certificate was issued without financial obligations of the university to the author.



Linz, Sept 12, 2023



Office of the Vice President International
and Outreach

University of Applied Sciences Upper Austria



CERTIFICATE OF PARTICIPATION

in a monograph

MANAGEMENT OF THE 21ST CENTURY: GLOBALIZATION CHALLENGES. ISSUE 4

prepared in the framework of research topics:

"Management of national security in the context of globalization challenges: macro, micro, regional and sectoral levels" (state registration number 0118U005209, Poltava State Agrarian University, Ukraine)

"The concept of investment and financial and credit support of technical and technological renewal and development of agricultural production as a component of food and economic security" (state registration number 0120U105469, Poltava State Agrarian University, Ukraine)

"Macroeconomic planning and management of the higher education system of Ukraine: philosophy and methodology" (state registration number 0117U002531, Institute of education content modernization of the Ministry of Education and Science of Ukraine, Ukraine).

"Development and evaluation of organizational and economical aspects of Latvia's innovative potentials at the micro and macro levels"
(Protocol 3-20 of 25 June, 2020, Information Systems Management University, Latvia).

Daniela Zehetner

Ph.D. student,

Simon Kuznets Kharkiv National University of Economics, Ukraine

Acting Rector of Poltava State Agrarian University,
professor



V. I. Aranchii



УКРАЇНА

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

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№ 23/86-02-53 від 11.09.2023

На № _____ від _____

ДОВІДКА

про використання результатів та окремих пропозицій
Цихетнер-Хіртерлінер Данієли, представлених у дисертації на
здобуття наукового ступеня доктора філософії на тему:
«Формування стилю лідерства в процесі зміни поколінь в управлінні
підприємством» за спеціальністю 073 «Менеджмент»

Цихетнер-Хіртерлінер Данієлою проведено порівняльний ретроспективний аналіз зміни стилів лідерства протягом історії розвитку Харківського національного економічного університету імені Семена Кузнеця, на основі результатів якого розроблено методичне забезпечення та інструментарій формування стилю лідерства в управлінні підприємством в процесі зміни поколінь.

Практичний інтерес викликають запропоновані рекомендації, які апробовано на прикладі трьох поколінь (X, Y, Z), які виконують лідерські функції на сучасних підприємствах. Зазначені рекомендації та пропозиції впроваджено у діяльність університету в 2022-2023 роках.

Довідку видано без фінансових зобов'язань університету перед автором.

Ректор
Д.е.н., професор



Володимир ПОНОМАРЕНКО

230980



УКРАЇНА

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

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На № _____ від _____

ДОВІДКА

про впровадження результатів дисертаційної роботи
Цихетнер-Хіртерлінер Данієли, на тему:
«Формування стилю лідерства в процесі зміни поколінь
в управлінні підприємством»

У процесі написання дисертаційної роботи Цихетнер-Хіртерлінер Данієли, були отримані науково-практичні результати, що полягають в обґрунтуванні теоретичних положень сучасних процесів змін в теорії лідерства, з врахуванням груп компетентностей, необхідних для різних стилів лідерства (професійні, методологічні та «м'які» навички), на основі чого було сформовано матрицю компетентностей лідерів, диференційовану у розрізі різних поколінь та особливостей національної культури. Зазначені здобутки впроваджені в навчальний процес підготовки бакалаврів на факультеті менеджменту і маркетингу за спеціальністю 073 «Менеджмент» в освітній компоненті «Основи лідерства та організаційної динаміки» у процесі проведення лекційних занять у 2022-2023 навчальному році.

Також у процесі написання дисертаційної роботи Цихетнер-Хіртерлінер Данієли, були отримані практичні результати, що полягають в розробленні процедури формування стилю лідерства в процесі зміни поколінь, новизна якої полягає у визначенні взаємозв'язку між стилем лідерства, національними культурними відмінностями, цінностями та психологічними характеристиками представників різних поколінь, а також встановленні відповідностей між етапом життєвого циклу підприємства та найбільш доцільним для нього стилем лідерства. Зазначені здобутки впроваджені в навчальний процес підготовки магістрів на факультеті менеджменту і маркетингу за спеціальністю 073 «Менеджмент» в освітній компоненті «Менеджмент організацій» у процесі проведення практичних занять у 2022-2023 навчальному році.

Проректор
з навчально-методичної роботи



Каріна НЕМАШКАЛО

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