2. Latest State of the Scientific Discussion

In the framework of this chapter, significant studies with a view to the separation of this subject are divided and current effective preparations for multicultural managers are presented as well.

2.1 Scholarly Literature Analysis

Procedure for Selecting Literature

Against the background of selecting significant literature, so-called overviews are analyzed as well besides empirical studies (typologies of management studies in cultural context[78]; see Table 51).

Those overviews can, depending on their qualification/quantification, be separated and assigned to the four groups' narrative, descriptive and comparing overview or meta-analysis.[79] Following, those approaches are separated and their relevance is finally discussed. Thereafter, the quality (rating [RT]) of the journal is presented and differentiated.

The narrative overview shows a method of qualitative classification. I. e. the results of the literature analysis will be subjectively and verbally formulated. In the framework of this process, (a) the most important factors, (b) the links between the factors as well as (c1) the research results and (c2) the discrepancies between the research results of the analyzed literature will be presented and discussed. There is no unique norm for the form of the presentation of the results.[80]

The next qualitative method for literature analysis with first quantitative shapes is the descriptive overview. This researches, analyzes and systemizes scientific essays and specialist articles with the help of normed and pre-defined criteria (timeliness of the studies, objects of investigation of the studies as well as the analysis of embedded and referenced theories).[81] Furthermore, the so-called significance values of the empirical research results are reflected in the framework of this method.[82]

The comparative overview demonstrates the ongoing method of literature review in the direction of quantitative classification (i. e. vote counting or box score in an international context).[83] In the framework of this overview, the research results are

[78] Holzmueller, H. (1995): Konzeptionelle und methodische Probleme in der interkulturellen Management- und Marketingforschung. p. 59
[79] Cf. Schiepek, G. (2012): Systemische Forschung – ein Methodenueberblick. p. 35 and Cf. Cooper, H./Hedges, L. (2009): Research Synthesis is a Scientific Process. p. 4-9
[80] Cf. Bryman, A./Bell, E. (2011): Business research methods. p. 101-103
[81] Cf. Bryman, A./Bell, E. (2011): Business research methods. p. 403-404
[82] Cf. Mayer, H. (2013): Interview und schriftliche Befragung. p. 144-145
[83] Cf. Bushmann, B./Wang, M. (2009): Vote-Counting Procedures in Meta-Analysis. p. 208

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grouped with a view to determined criteria. The abilities of the results and clusters can be as follows: positively significant, negatively significant or non-significant.[84] The cluster which can be found the most in the framework of the verified examinations is seen as the final result of the relations examined.

The fourth method of overview is the meta-analysis (quantitative shape). This literature analysis examines the quantitative results of the examinations to be compared.[85] These analyses of the results are realized and judged to each other with the help of significance tests[86] which are derived from the two variables effect size and extent of the random samples.[87] By analyzing the comparative values mathematic-statistically, an objective estimate of each examination is guaranteed.[88]

Besides the four mentioned overview methods of literature analysis, empirical studies are even important tools against the background of the scientific discussion. The aim of empirical examinations is to review hypotheses on their validity (verification or falsification).[89] These examinations are based on studies which can be differentiated in qualitative and/or quantitative method. Qualitative empirical studies are executed in order to examine unexplored human or socially based questions and make them more tangible for researchers.[90] Against this background, for example, study methods such as interviews and discussions in groups or teams are used and their verbal content is analyzed.[91] In contrary, quantitative empirical examinations use normed and standardized questions with a view to answering the questions such as telephone surveys or questionnaires and online surveys in order to reach comparability of the questions answered,[92] i. e. to review interdependences and correlations due to measurable variables.[93]

[84] Cf. Bushmann, B./Wang, M. (2009): Vote-Counting Procedures in Meta-Analysis. p. 208-210
[85] Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 3
[86] Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 101
[87] Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 102-103
[88] Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 28
[89] Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 10
[90] Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 95-103
[91] Cf. Opp, K.-D. (1999): Wissenschaftliche Grundlagen der empirischen Sozialforschung. p. 52-57
[92] Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 10
[93] Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 147

#	Journal/Book Title	ISSN/ ISBN	RT [94]	Title of Study	Year
1	Applied Psychology: An International Review	14640597	C	Exploring the Implicit Leadership Theory in the Arabian Gulf States	2001
2	Culture and Leadership across the world	9780805859973	n/a	Culture and Leadership across the world: The GLOBE Book of in-depth Studies of 25 Societies	2007
3	Culture, Leadership, and Organizations	9780761924012	n/a	Culture, Leadership, and Organizations - the Globe Study of 62 Societies	2004
4	European Journal of Work and Organizational Psychology	1359432X	C	Dutch and Polish Perceptions of Leadership and Culture	1997
5	European Journal of Work and Organizational Psychology	1359432X	C	National Cultures and Leadership Profiles in Europe	1999
6	Journal of Applied Psychology	00219010	A	Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales	1975
7	Journal of Applied Psychology	00219010	A	From Ideal to Real: A Longitudinal Study of the Role of Implicit Leadership Theories on Leader-Member Exchange and Employee Outcomes	2005
8	Journal of Occupational and Organizational Psychology	20448325	B	Cultural Variation of Leadership Prototypes Across 22 European Countries	2000
9	Journal of Social Psychology	00224545	B	The Generalizability of Implicit Leadership Theory	1987
10	Journal of Social Psychology	00224545	B	Chinese Implicit Leadership Theory	2000
11	Journal of World Business	10909516	B	Cross-cultural competencies and global leadership effectiveness	2012
12	Kelly Global Workforce Index	n/a	n/a	Effective Employers. The evolving Workforce	2011
13	Organizational Behavior and Human Decision Processes	07495978	A	Cross-Cultural Variations in Leadership Perceptions and Attribution of Charisma to the Leader	2003
14	Scandinavian Journal of Management	09565221	C	Modelling Leadership	2006
15	Strategic Management Journal	10970266	A	The salience of "culture's consequences"	1997
16	The international Journal of Human Resource Management	09585192	B	Exploring Servant Leadership Across Cultures	2010
17	The Leadership Quarterly	10489843	B	Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories	1999
18	The Leadership Quarterly	10489843	B	Leadership Perceptions in Cross-Cultural Context	1997

Table 4: Overview of significant scientific literature sources as baseline for the analysis[95]

[94] Rating w. r. t. VHB JOURQUAL 2.1 (2011)
[95] Illustration of the examined scientific sources (books and journals) in alphabetical order.

In the framework of this thesis and the resulting literature analysis, the demonstrated methods are researched. Thus, the focus is on the examination with the help of narrative overviews, meta-analyses and empirical studies (qualitative as well as quantitative) and the demonstration of singular and significant results of examinations in the framework of the issues multicultural and functional differences.

As discussed above, further criteria for the literature review is the quality of the essays which is identified with the help of journal ratings. Significant and international journals, magazines and books regarding management, leadership, organization and psychology were analyzed for the evaluation of the literature.[96] These journal ratings can be citation based, survey based or both (hybrid ratings). The rating of a journal in citation based ratings is dependent on the number of received quotes of the papers.[97] The survey based ratings result from the estimates of recognized experts and specialists. This peer-group judges the quality of the journals with the help of normed evaluation scales which are finally condensed.[98] As already mentioned above, hybrid rankings use citation based methods as well as survey based methods which shall anticipate a higher objectivity with a view to the journal rating.[99] The literature used (magazines, journals and books) is shown in Table 4 by stating consecutive numbers, title of magazine, journal or book, literature number, rating [most recent basis: VHB JOURQUAL 2.1 of 2010/2011] as well as title of study. In total, 18 sources were reviewed: four A journals, seven B journals and four C journals.[100] There were four further sources where no ratings were given. In addition, the literature analysis is separated in four issues with the emphasis on content, concept, method and abstraction/concreteness.

The key message of the content is the evidence of inconsistencies and consistencies of theses, the central results of literature on one hand and, on the other hand, the basis is the object of investigation. Therefore, all variables and their correlations to be reviewed are shown among themselves. With the help of the so-called relation framework of literature analysis, those will then be systemized and examined in order to find out which connections do exist and which do not exist.

The conceptual view of the literature review follows the theoretical basics as well as the conception of the so-called relation framework. In the framework of the theoretical basics mentioned, empirical examinations will be differentiated against the background of their hypothesis approaches (formulating theories or plausibility

[96] Cf. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 33-34
[97] Cf. Schrader, U./Henning-Thurau, T. (2009): VHB-JOURQUAL 2. p. 181
[98] Cf. Williams, C. (2007): Research Methods. p. 65-71
[99] Cf. Schrader, U./Henning-Thurau, T. (2009): VHB-JOURQUAL 2. p. 180-204
[100] Cf. VHB JOURQUAL 2.1 (2011)

considerations).[101] Generally recognized, there are various possibilities of correlations between the variables with a view to the conception of the relation framework. In the framework of this thesis, direct[102] or mediating[103] connection is used.[104]

The methodical focus or literature review aims on the time frame of the study, the basis of data as well as the method of analysis. Regarding the period of examination, it can be differentiated between so-called cross-sectional studies and longitudinal-section studies. With a cross-sectional study, all examinations are executed at the same time. In contrary, examinations in longitudinal-section studies are done at different times.[105] In the framework of empirical examinations, there are more cross-section studies than longitudinal-section studies. This is because longitudinal-section studies bear the risk that random sample values in a determined framework can vary considerably.[106] In the context of data basis, key data such as extent and construction of the random samples or in which organizational relation with which cultural background is being researched are embedded. This data basis is important for deduction and, thus, for the representation of the results. In this context, the amount of random samples is important as the more data as well as participants or respondents there are, the more accurate are the examination results.[107]

After recording data, the analysis of the gained information starts. This can be done by executing different statistical processes. A selection of recognized methods of analysis will be demonstrated below. There are descriptive statistics, factor analysis, comparison of means, correlation analysis, regression analysis, variance analysis, structural equation models as well as cluster analysis.

Finally, evaluation of the studies on both an abstract and a concrete level will be executed. The abstract view shows general and overlapping multicultural aspects as well as the examined organization or the target group of interviewed persons. In contrast, gained connections in the context of Germany, Spain and France are reviewed in the framework of concrete discussions.

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[101] Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 12-15

[102] A direct relation is available when the origin variable has a causal influence to the target variable. Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozial-wissenschaftler. p. 2-4

[103] A mediation based correlation is present, when the origin variable influences the target variable with a variable among the two mentioned variables. Source: Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 3

[104] Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozial-wissenschaftler. p. 2-4

[105] Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 43

[106] Cf. Daumenlang, K. (1999): Querschnitt- und Laengsstudien. p. 309

[107] Cf. Hartmann, H. (1999): Stichproben. p. 204-205

Trends regarding Multicultural and Functional Leadership

A) Cross Cultural Leadership

In the current scientific discussion on the issue analysis of current states of research in the context of multicultural leadership, the thesis "Implizite Fuehrung im interkulturellen Kontext" (implicit leadership in a multicultural context) represents an anchor. Among others, relevant literature in the framework of leadership/international leadership is analyzed there.[108] In the following, research results will be reviewed on completeness with a view to applicability for this research project whereby not relevant approaches and results are separated and studies relevant for this academic discussion are added. Then, the results will be discussed and summarized according to the scientific criteria and factors mentioned earlier and transferred to the scientific-literally approach to the question of "effective leadership in multicultural organizations".

In the following, the studies (A-a) about direct influence of realized leadership[109] on ideal leadership[110] in a cultural context, (A-b) about direct influence of ideal leadership on leadership success in a cultural context, (A-c) about influence of realized leadership on leadership success mediated by ideal leadership in a cultural context, (A-d) about direct influence of culture on realized leadership as well as, finally, (A-e) about direct influence of culture on ideal leadership[111] with a view to the transfer to both directions top-down (manager n) and bottom-up (manager n-1 respectively employee n-1) are analyzed.

As the analyses and examinations of the studies about direct influence of realized leadership on ideal leadership, direct influence of ideal leadership on leadership success, direct influence of realized leadership on leadership success, influence of realized leadership on leadership success mediated by ideal leadership as well as direct influence of personal experience on ideal leadership have no multicultural relation[112], they are separated from this thesis.

(A-a) Bottom-up approaches: Examinations on direct influence of realized leadership on ideal leadership in a cultural context

[108] In the frame of the literature discussion from Oezbek-Potthoff (2013) "wird von einer theoretischen Fundierung der gesichteten Studien ausgegangen, wenn die Hypothesenformulierung mit Hilfe von Theorien, die in der Fuehrungsforschung anerkannt sind, hergeleitet wird." p. 36

[109] Precepted Leadership are the skills, the characteristics and the behavior of the leader. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 30. Transfer to this academic discussion: top-down approach.

[110] Ideal leadership are the expectations of the employees how the boss should lead. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 30. Transfer to this academic discussion: bottom-up.

[111] Cf. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 52-60

[112] Cf. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 39-52

With a view to the focus on direct influence of realized leadership on ideal leadership in a cultural context, Oezbek-Potthoff examined nine studies which are embedded in seven theses (see Table 48).

Those studies are extended by the results of the Kelly studies (empirical view), the so-called Kelly Global Workforce Index (KGWI) which are briefly sketched before the total analysis. The approaches of GLOBE (phases 1 to 3) partially overlap with this review "examinations on direct influence of realized leadership on ideal leadership in cultural context". The key issue is "examinations on direct influence of culture on realized leadership". Against this background, GLOBE is discussed in section (A-d).

Kelly Services Inc. execute regular examinations on various issues in the framework of the so-called Kelly Global Workforce Index (>30 countries and >100.000 participants). In 2011, the empirical study was published with the title "Effective employers" and a questionnaire was offered. With a view to this thesis, question 16 "What factor do you consider the most important in a good boss?" was examined.[113] In concrete, Germany and France ranked their style of leadership top level each (besides personality, vision, team work etc.). The examination of the aspects mentioned did not include Spain.

Against the backdrop of realized leadership to ideal leadership in a cultural context, the content perspective is aimed at the review of the studies whether the rankings used are also applicable to other cultures. This examination makes clear that either leadership properties or leadership styles are discussed which characterize ideal leadership regarding bottom-up approaches. On one hand, many studies determine leadership properties[114] and, on the other hand, they analyze existing rankings for leadership properties and those rankings are extended in order to identify ideal leadership properties.[115] Oezbek-Potthoff points out that in the framework of the central examination results, the following two clusters can be differentiated: Cluster 1 aggregates the result that different cultures each have their own leadership rankings with differentiated leadership properties. Against this background, culture specific rankings are developed.[116] Cluster 2 shows that in different cultural frameworks, determined leadership properties have different

[113] Cf. Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

[114] Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29 and Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256

[115] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329

[116] Cf. e. g. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

intensities.[117] The result is that, in contrary to cluster 1, in the cultures examined consistent and, therefore, comparative rankings are used for data collection and analysis. This means the studies analyzed are culture-comparative examinations. With a view to concept, it shall be mentioned first that, regarding theoretical basics, eight out of ten examinations (i. e. including KGWI) reference to the so-called implicit leadership theories for their model building. Furthermore, the Culturally Endorsed Implicit Leadership Theory[118] (CLT, CELT or CEILT) and the Implicit Personality Theory according to Schneider[119] are used. Against the backdrop of the conception of the relation framework, the analysis shows that none of the examinations in Table 48 has causal correlations. They exclusively show simplified correlations with a view to the abundance of the visibility of determined leadership properties. According to the methodic focus, it can be summarized that against the background of the examination period, nine out of ten examinations (including KGWI) are cross-sectional studies.

Regarding methodic, only one thesis is a longitudinal-section study.[120] Analyzing the data basis, there is a great difference concerning the amount of random samples. Single studies show high differences regarding the number of organizations examined. In concrete, one of the studies only shows one organization,[121] whereas all other examinations at least review three enterprises.[122] The composition of random samples was made across all industries, i. e. organizations of the banking sector, service sector, industry sector, consumer goods industry sector, information technology/telecommunication sector and also non-profit organizations. The execution of the examinations took place either in a cultural framework[123] or in

[117] Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

[118] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329. CLT/CELT/CEILT is based on the fact that employees in the frame of social groups have a different views on leadership expectations. According to that there persists significant differences between cultural leadership.

[119] Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741 referring to Schneider, D. (1973): Implicit Personality Theory. p. 294-309

[120] Cf. Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310

[121] Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741

[122] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329

[123] Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310; Holmberg, I./Åkerblom, S. (2006):

different cultures each at the same time.[124] All examinations show in the intersection that different cultures are compared to each other.

The respondents of the examinations had different levels of hierarchy. There was a group of students (m/f)[125], managers (m/f)[126], employees (m/f)[127] or mixed groups.[128] In regard to the corresponding methods of analysis, it could be derived that the factor analysis amounting to 50 percent (basis: 10 studies) was used the most.[129] Correlation analysis amounts to 30 percent[130], descriptive statistics to 20 percent[131], cluster analysis[132] and also variance analysis[133] to 10 percent each. It can be subsumed that in applying various methods of analysis, also with regard to the KGWI 2011, "nicht primär die Erklärung von kausalen Zusammenhängen ist, sondern stärker auf die Gewinnung von Informationen über die Zusammenhänge der untersuchten Phänomene und dem Vergleich von Ergebnissen abzielt."[134] With a view to the abstracted evaluation, it can be summarized that the examinations in an international context were executed with increased intensity by interviewing managers. Employees, so-called bottom-up, where only polled by Epitropaki and

Modelling Leadership. p. 307-329; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

[124] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. S. 219-256 und Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

[125] Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741, Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

[126] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

[127] Cf. Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. Study 2. S. 293-310

[128] Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. Study 1. p. 293-310

[129] Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

[130] Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310

[131] Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329

[132] Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29

[133] Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256

[134] Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 47

Martin. In concrete, results from the Kelly study can be derived for France and Germany as well as leadership styles. Finance managers or their employees were not explicitly interviewed.

(A-b) Top-down approaches: Examinations in the frame of direct influence of ideal leadership on leadership success in a cultural context

Against the background of direct influence of ideal leadership on leadership success in a cultural context, Oezbek-Potthoff reviewed three studies (see Table 49) which are extended by the results of Geletkanycz, Caligiuri and Tarique in the framework of this scientific discussion. In the following, the two latter mentioned examinations will be presented before starting the analysis on this sub-issue. In 1997, Geletkanycz interviewed top managers in different countries and organizations in the framework of an extensive examination concerning cross-cultural leadership and corporate strategy (n = 1540). The result shows that the peer-group interviewed is geared to existing leadership properties and strategy profiles regarding individualism, uncertainty avoidance, power distance and long-term orientation and that they do not want to sustainably change them.[135] By the end of 2012, Caligiuri and Tarique published their examination results after interviewing (n = 420) so-called global leaders against the backdrop of the article "Dynamic cross-cultural competencies and global leadership effectiveness" and subsumed their results in the three clusters personal abilities, cross-cultural experiences as well as prediction of dynamic cross-cultural competences.[136] Personal abilities include extraversion (abilities of personality such as conviviality, activity, liveliness, carelessness etc.)[137], openness for experiences as well as neuroticism (abilities such as anxiety, shyness, irrationality etc. due to stimulations and activities in the reticulo-limbic circuit).[138] Cross-cultural experiences include organization-initiated multicultural professional experiences and non-professional multicultural experiences. The group prediction of dynamic cross-cultural competences includes ambiguity tolerance (a term used in prejudice researches which follows the perspective to accept other views and intercultural discrepancies of behavior)[139], cultural flexibility and reduced ethnocentrism (negative attitude towards people who are seen as strange and different).[140]

[135] Cf. Geletkanycz, M. (1997): The salience of "culture´s consequences". p. 615-634
[136] Cf. Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622
[137] Cf. Maltby, J. et al. (2011): Differentielle Psychologie, Persoenlichkeit und Intelligenz. p. 365; Engler, B. (2009): Personality Theories. p. 285-299
[138] Cf. Maltby, J. et al. (2011): Differentielle Psychologie, Persoenlichkeit und Intelligenz. p. 365-366
[139] Cf. Keup, M. (2010): Internationale Kompetenz. p. 121-122
[140] Cf. Sumner, W. (2003): Folkways. p. 13

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