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Preferred Leadership Communication Styles Across Cultures

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Preferred Leadership Communication Styles Across Cultures

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Arts in Communication

by

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Abstract

This thesis reports the results of a two-part study investigating preferred leadership communication styles across multiple cultural clusters. Utilizing a survey, part one identified the three most preferred leader communication styles (i.e., dominant, dramatic, contentious, attentive, animated, open, friendly, relaxed, impression leaving) in six cultural clusters. Using focus group data, the second part provides insight into subordinates' perceptions of how these communication styles are enacted by leaders in each cluster. Guidelines on how to better communicate are offered to expatriates in hopes of helping them more successfully complete overseas tasks. Such guidelines are needed due to the high percentage of failed overseas missions which cost corporations millions of dollars each year.

Key words: intercultural communication, communication styles, cultures, leadership communication, communication competence.

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Dedication

This thesis is primarily dedicated to my amazing parents; to my father Johnny Cherfan who always taught me that the sky is the limit and that with hard work, even a girl from a modest background and limited resources like me can achieve great things, and my mother Rita Cherfan who has been my main supporter and my main cheerleader growing up. In hopes of always making you proud and always giving you something to brag about.

But most importantly, this thesis is dedicated to every person who has left his or her country dreaming of a better future only to face cultural obstacles, and to every expatriate's struggles that I know too well; in hopes that the findings of this thesis will bring a little more success to everyone struggling with understanding their cultural interactions.

In the words of the famous Lord Baden-Powell, the founder of scouting and World Chief Scout, the sentence that has been my motivation: "Try and leave this world a little better than you found it", and in my thesis I have tried to do just that.

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Preferred Leadership Communication Styles Across Cultures

Chapter 1

Introduction

With the technological advancements of the last century, the globalization of information has allowed investors and companies to expand their businesses in emerging markets (Narula, 2014). It also allowed recruiters' access to potential and highly qualified employees world-wide (Chapman & Webster, 2003). Among those highly qualified potential employees are candidates for leadership positions. Leaders have to ensure that they understand culturally-diverse employees as well as that they are being understood across cultural boundaries. Helping leaders understand how to better communicate with culturally diverse employees is the focus of this study. First, however, it is important to define culture.

Cultures can be defined as manifestations of human intellectual achievements regarded collectively in a particular nation or other social group (e.g., ethnic group). Differences in cultures appear in knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and the material objects and possessions of these groups (Hofstede, Hofstede, & Minkov, 1997). Cultures may differ between individualistic and collective worldviews; they may have different languages, expressions, perspectives, and traditions. Cultures shape individuals, their behaviors and their communication styles (Neiva, 2007). This makes leading in a foreign culture a challenge.

Many leaders may have not received the needed training to help them lead in a multicultural environment (Pedersen, 2004). With so many differences between cultures and criteria for cultures, it comes as no surprise that diverse cultures react differently to various communication styles. This requires leaders to be interculturally competent communicators. "The topic of intercultural competence became more and more important during the past years: globalization and worldwide contacts between

companies, organizations and individuals need the ability to communicate in a successful way” (Assanova & Kim, 2014, p. 642).

In order to achieve intercultural competence and be able to lead in a diverse workplace, leaders need insight into the best way to communicate with employees representing different cultures. From understanding how to effectively increase productivity to appropriately enhancing employee well-being, leaders need intercultural communication competence. According to Spano and Zimmermann (1995, p. 19), “The competent communicator must possess sufficient levels of communication knowledge, have the ability to display that knowledge in ongoing interaction situations, and be motivated to do so.” The assessment of communication competence depends on effectiveness and appropriateness criteria. Effectiveness is the ability to accomplish interpersonal goals and objectives. Appropriateness is the ability to communicate in accordance with situational and relational constraints. The goals of this study are to provide information on the preferences of communication styles and how to properly enact or portray these styles in an effective and appropriate manner to leaders working in cultures different from their own.

Problem

A need for leaders with international careers has increased due to the globalization of business (Ko & Yang, 2011; Loes, 2015). This need has caused the raise of new requirements for leaders, such as being able to recognize the influence of one’s own cultural background, being sensitive to cross-cultural differences, and having the ability to adjust one’s behavior so it is effective in cross-cultural settings (Chen, 2015; Hackman & Johnson, 2013; Kedrowick, 2016). Leaders usually have basic communication skills; the problem doesn’t lie with the inability of leaders to communicate, but rather with their ability to communicate with different cultures so as

to cross any cultural boundaries. A leader's lack of understanding and low intercultural communication competence can reach the core of the organizations they are working in by "negatively effecting homogeneity, productivity, and employee commitment and loyalty" (McCuiston, Wooldridge, & Pierce, 2004, p. 83). It is important to conduct this study because according to the Society of Human Resource Management, only 58% of overseas assignments are judged successful, according to the two hundred and two CEOs and senior HR professionals they surveyed (Maurer, 2013).

One research project specifically designed to identify cross-cultural leadership styles preferences exists in the GLOBE study, conducted in 2004. GLOBE stands for global leadership and organizational behavior effectiveness (House, Hanges, Javidan, Dorfman, & Gupta, 2004). GLOBE researchers studied leaders' intercultural competence from a behavioral standpoint. The study was led by Robert House and was based on the work of Geert Hofstede who had conducted a comprehensive study investigating the differences in organizational behavior across cultures. House et al. (2004) identified nine dimensions of cultures: power distance, uncertainty avoidance, humane orientation, institutional collectivism, in-group collectivism, assertiveness, gender egalitarianism, future orientation, and performance orientation. They investigated them across ten different country clusters: Anglo, Latin Europe, Nordic Europe, Germanic Europe, Eastern Europe, Latin America, Middle East, Africa, Southern Asia, Confucian Asia.

Although the GLOBE study provided important insights into leadership orientations, there is a lack of research concerning a leader's intercultural competence from a communication standpoint (i.e., a leader's intercultural communication competence). Such research could help leaders adjust their communication styles according to the cultural preference of their followers.

This study extends the GLOBE results to identify preferred leadership communication styles across cultures. Communication styles are “the way one verbally, nonverbally, and paraverbally interacts to signal how literal meaning should be taken, interpreted, filtered or understood” (Norton, 1983, p. 19). Many researchers have sought to come up with an inventory of communication styles, including Burgoon and Hale (1987), Gudykunst et al. (1996), and De Vries, Bakker-Pieper, Konings, and Schouten (2011). However, this study will only focus on Norton’s (1983) styles due to its compatibility with the definition of communication styles he himself provided, its communicative perspective, and the way it captures how communication is used depending on the context and not personality, making it a practical way to compare among different cultures.

In this study, data were gathered from international students (i.e., sojourners) studying on the University of Arkansas, Fayetteville, campus who represented the 10 cultural clusters identified by the GLOBE study. These clusters include the African, Anglo, Confucian, Latin American, Latin European, Middle Eastern, Nordic European, Germanic European and South-Asian clusters. In terms of communication style, the nine styles identified by Norton (i.e., dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open and friendly) are investigated. The cross-cultural competence literature (Irving, 2010; Ko & Yang, 2011) indicates that it is important to look at the actual behaviors judged to be effective and appropriate in any one culture, which is why this study held focus groups where data were gathered from participants, focusing on the enactment and interpretation of the results found on preferred leadership communication styles per cluster.

The study aims to answer the following research questions:

RQ1: What differences are present across the GLOBE culture clusters in terms of preferred communication styles of leaders?

RQ2: How are these preferred communication styles enacted in each cluster?

In Chapter 2, the literature review begins by discussing globalization, explaining culture, and focusing on cultural awareness. Then the review turns to a discussion of communication competence and intercultural communication competence. A discussion of the leadership literature and the GLOBE study follows. Next the review discusses various cross-cultural communication styles and ends with a discussion of the communication styles identified by Norton (1983) that leaders may employ.

Chapter 2

Literature Review

Globalization and Expatriates

Aiello and Pauwels (2014) wrote that globalization, as a process, is the “expansion of capitalist production, market-based consumption and western culture” (p. 277). It is an effect of several trends such as technological developments, globalization of the economy, widespread population migrations, and the development of multiculturalism. According to Ko and Yang (2011) and Loes (2015), due to the rise of globalization and its implication on the increase in the number of overseas business opportunities, companies are sending business leaders as expatriates - employees assigned to work out of their home country by their employer - to fulfill company transactions and critical positions emerging from the demands of market globalization. Expatriates are often considered to be more effective than host culture leaders in carrying out their organization’s mission, more knowledgeable about the different ways and resources of the organizations they work for, and better equipped to represent that organization’s culture.

Although the expatriate experience certainly is not unique to any one country, many Americans do live and/or work overseas. Between seven to eight million Americans live and work abroad (The Association of Americans Resident Overseas, 2015), and the United States witnessed around 499 million trips for business purposes in 2015 (Global Business Travel Association, 2015). Around 211 million flights taken from the United States for business purposes can be found, with a ratio of 1.46 domestic business trips to 0.62 international business

trips (Global Travel Economy Report, 2015). These numbers show the mass migration from the United States for business purposes as a result of globalization.

Global assignments, based outside of their home country for expatriates, create a need for individuals to acquire intercultural communication competence skills, which help with the integration of individuals across cultures and within multicultural environments. Companies are searching for the right people to manage and operate overseas business since competent global leaders are a critical success factor for large multinational corporations. However, nearly one third of expatriates do not perform as expected, which costs companies more than just financially, partially due to the expatriate's lack of cultural knowledge and preparation (Irving, 2010; Ko & Yang, 2011; Maurer, 2013). Working in culturally different environments is an ongoing challenge, and cultural understanding is an essential tool for successful communication and relationship building in diverse organizations; the failure some expatriates face is due to the lack of cultural knowledge and language ability, as well as an inability to adjust to the new culture. Expatriate problems can cost up to \$1.2 million in monetary losses per assignment (Ko & Yang, 2011; Loes, 2015; Oliveira, 2011).

This study seeks to provide insights that expatriates can refer to in order to increase their cultural knowledge from a communicative perspective. Specifically, the study provides knowledge concerning preferred communication styles, and explains how the preferred styles are enacted across different cultures. Expatriates face cultural challenges so the discussion now turns to defining culture and exploring its constituencies.

Culture

Culture can be defined as a set of rules of social belonging whose purpose is to separate US from the OTHER. “The distinctions are neat: social groups are different because they have different cultures” (Neiva, 2007, p. 123). A culture can be the people of a country, individuals of the same race, individuals who share the same profession or even individuals who share the same sexual orientation. Hofstede (1980) believed cultures can be understood as falling along five different dimensions; power distance, individualism/collectivism, masculinity/femininity, and uncertainty avoidance. Later he added long vs. short term orientation. According to Hofstede (1980), culture is a type of mental programming that affects the behavior of human communities in general, in a more or less predictable manner. This implies that you can predict the reaction, more or less, of an individual depending on the culture he or she represents.

A more recent definition of culture implies that culture is the system of meanings group members acquire through experiential apprenticeship; it includes patterns of ideas and values that contribute to shaping individual and collective behavior (Oliveira, 2011). It also is defined as deep level values and assumptions concerning societal functioning shared by an interacting group of people (Artiz & Walker, 2009). In order to be functional in a different culture, we must recognize its values, norms, beliefs, and behavioral patterns and learn to adjust to them as much as possible (Ko & Yang, 2011). Knowing something about someone’s culture can help you better understand and predict communication behaviors, both inside and outside a workplace. Such knowledge is critical to the intercultural communication competence of those holding leadership roles in business, non-profit, nongovernmental, or governmental organizations.

Recently social scientists such as Gandolfi (2012) and Aritz and Walker (2009) started interpreting the meaning of culture from a more discursive perspective of shared meanings, interactions and communication patterns. Franklin (2007) critiqued old cultural models such as Hofstede's (1980) arguing that such models do not relate to daily communication situations and fail to offer insight on intercultural interactions. People behave and communicate differently when they deal with people from the same cultural background vs. those from different backgrounds, in terms of levels of formality, tone, language, and gestures; levels of motivation in collecting and spreading information; and need to engage (Gandolfi, 2012; Varner, 2001). In this study interview data will be gathered from participants asking them to discuss how appropriate communication behaviors are enacted within their culture.

In order to succeed in a cross-cultural environment, communicators need to see things through the eyes of others and consciously add the new information to their own acquired knowledge. This is called cultural awareness (Gandolfi, 2012). Cultural awareness plays a very important role in overseas assignments, because the more expatriates know about the values and expectations of other cultures, the greater their chances are of a successful assignment. In the next section cultural awareness and competence are defined and discussed.

Cultural Awareness and Cultural Competence

Cultural awareness is the cognitive aspect of cultural competence, which highlights and stresses the change of personal thinking which comes with increasing understanding of one's own and others' culture (Chen, 2015). Cultural awareness involves the knowledge acquired that allows individuals to understand how others' cultures affect how people think and behave

(Sachin Jain, 2013). It is a main pillar of cultural competence. When individuals know how to change their behavior in order to adapt to people from other cultures, they increase their chances of reaching mutual understanding (Chen, 2015).

Cultural competence includes the ability to address different norms, understand differing communication expectations, and participate in the discourses of various stakeholder groups. Cultural competence refers to a sensitivity to cultural changes and the ability to adapt knowledge to certain practices (Johansson & Stohl, 2012). The most widespread definition of communication competence is offered by Wiemann (1977, p. 198) who writes that it is the “ability of an interactant to choose among available communicative behaviors in order that he [...] may successfully accomplish his own interpersonal goals during an encounter while maintaining the face and line of his fellow interactants within the constraints of the situation”.

Some characteristics of cultural competency consist of tolerance for ambiguity, behavioral flexibility, empathy, non-judgmentality, and meta-communication skills (Feinauer & Howard, 2014). The key to cultural competency is the understanding of one’s identity and culture, because a strong sense of one’s cultural identity is a step in developing intercultural sensitivity (Cooper, 2011). Competence is concerned with relationship building and maintenance and the ability to get things done. It has various facets, such as relationship building and maintenance competence which is associated with the establishment and maintenance of positive relationships. It is also concerned with information transfer competence which is associated with the transmission of information with minimum loss and distortion. Finally, it is concerned with compliance gaining competence, associated with persuasion and securing an appropriate level of compliance and/or cooperation (Clark, 2008).

Ruben (1989) discusses cultural competence and adds to the literature that attitude alone is not sufficient to predict success or failure, and that some knowledge is important but also not enough to succeed. However, the synergy of both attitude and knowledge can manifest itself in the behavior of individuals. This means that unless the expatriates relying on the information from the current study have the intention of success and find the motivation to use the findings, no amount of knowledge generated by this research will be of much help.

The reason that this study addresses cultural awareness and cultural competence is because they are two components that help achieve interculturality. According to Dai (2010; Dai & Chen, 2015), interculturality consists of the interactions between cultures that are flowing and evolving, which provide connections, relations, negotiations and growth among culturally different individuals. Interculturality penetrates cultural boundaries, increases cultural awareness, and facilitates the proper development of intercultural relations. Interculturality requires proper, insightful and competent communication (Dai, 2010; Dai & Chen, 2015), a concept which will be defined and explored in the following section.

Communication Competence

When people from different cultures try to communicate, difficulties arise due to differing values, beliefs, communication styles, expectations, norms, and behaviors. These difficulties are managed more efficiently by individuals with higher communication competence. Communication competence is the ability of individuals to choose among available communicative behaviors in order to successfully accomplish their goals during an encounter in a certain context or situation (Kedrowick, 2016). Two concepts accompany communication

competence: effectiveness and appropriateness. Effectiveness refers to the ability to produce the desired effects through an interaction. Appropriateness refers to an increased ability of an individual's awareness of relevant factors. Therefore, communication competence should be judged according to one's ability to set and achieve objectives, collaborate with others, and adapt to varying situations (Gandolfi, 2012).

Dell Hymes (1972) was the first social scientist to define communication competence by describing it as the ability to use grammatical competence in a variety of situations. But perhaps the more well-known researcher to investigate communication competence was Ruben (1976), who defined the term as the ability to function in a way that is perceived to be relatively consistent with the needs and expectations of the individuals in one's environment while preserving one's own needs, capacities and expectations. Ruben (1976) identified seven behavioral elements that help individuals function in intercultural environments; the seven elements are: display of respect, interaction posture, orientation to knowledge, empathy, role behaviors, interaction management and tolerance of ambiguity.

However, communication competence alone is not a guarantee to success for expatriates in overseas assignments. What they need to develop is their intercultural communication competence.

Intercultural Communication Competence

According to Arasaratnam (2014), intercultural communication requires the effective interaction between individuals who represent different parts of the world, and a competent intercultural communicator is someone who is able to manage communication in instances when

communication between individuals is affected by cultural differences. The process of intercultural communication competence focuses on personal emotions or changes in feelings caused by certain situations, people and environments, so that interculturally competent individuals are able to receive positive responses before, during and after interactions (Chen, 2010). That process provides people with an opportunity to develop awareness and manage multiple cultural identities to maintain a state of multicultural coexistence (Öz, 2015). If interactants change their behaviors to be in harmony with culturally different individuals, they might improve their chances of reaching their goals and reducing the risk of failure in overseas assignments, amplifying the importance of intercultural communication competence in this study.

The study of intercultural communication dates back to the works of political scientists and anthropologists in the 1940s and 1950s (Hudman, 2010). Intercultural communication is a form of communication that aims to share information across different cultures and social groups. It is often used as an interchangeable word with cross-cultural communication (Lauring, 2011). The conceptualization of intercultural communication in its beginnings related to interpersonal communication; before that period, communication scholars studied international and media studies emphasizing cross-national message flows. That shift to interpersonal communication turned the focus from linear to transactional communication, and added the need for motivation in individuals to be considered competent in intercultural communication, when in the past the focus was on knowledge alone (Ruben, 2015).

Interest in intercultural communication was sparked by Edward Hall (1976) who argued that competence in intercultural relations needs sensitivity and skills in handling cultural

differences. He defined three dominant influences on intercultural communication; context orientation where cultures are either high-context or low-context, time where cultures are either monochronic or polychronic, and space in the context of personal space. Later studies added the dimension of formalness to Hall's work (Holtbrügge, Weldon & Rogers, 2013).

Due to their importance in overseas assignments and company functions, intercultural communication skills became the focus of multiple training efforts for leaders and managers. These became known as intercultural communication workshops or ICW. An ICW refers to “any intercultural small group experience, typically involving American and international students as participants plus certain individuals that serve as group ‘leaders’” (Report of the NAFSA, 1975, p. 96). These workshops were designed to increase awareness of the influence of culture on the participants' thoughts and behaviors as well as the influence of culture on the thoughts and behaviors of others (Hammer, 1984). These workshops were held with organizational leaders whose competence usually influenced the failure or success of assignments, because leader communicator competence is a strong predictor of employee job satisfaction. In one study it accounted for 68% of subordinates' communication satisfaction and 18% of the variance in subordinates' job satisfaction (Madlock, 2008); for that reason, these workshops do not only teach intercultural communication as a concept, but try to build the practical competence of participants to engage in intercultural communication.

Several social scientists have studied intercultural communication through its different dimensions, proving how it can be interpreted from different perspectives (e.g., Byram, 2011; Dai & Chen, 2015). Dai and Chen (2015) designed a model of intercultural communication that has four pillars or dimensions; the affective ability, the cognitive ability, the behavioral ability

and the moral ability. Their model shows how the affective, cognitive and behavioral abilities are regulated by the moral ability.

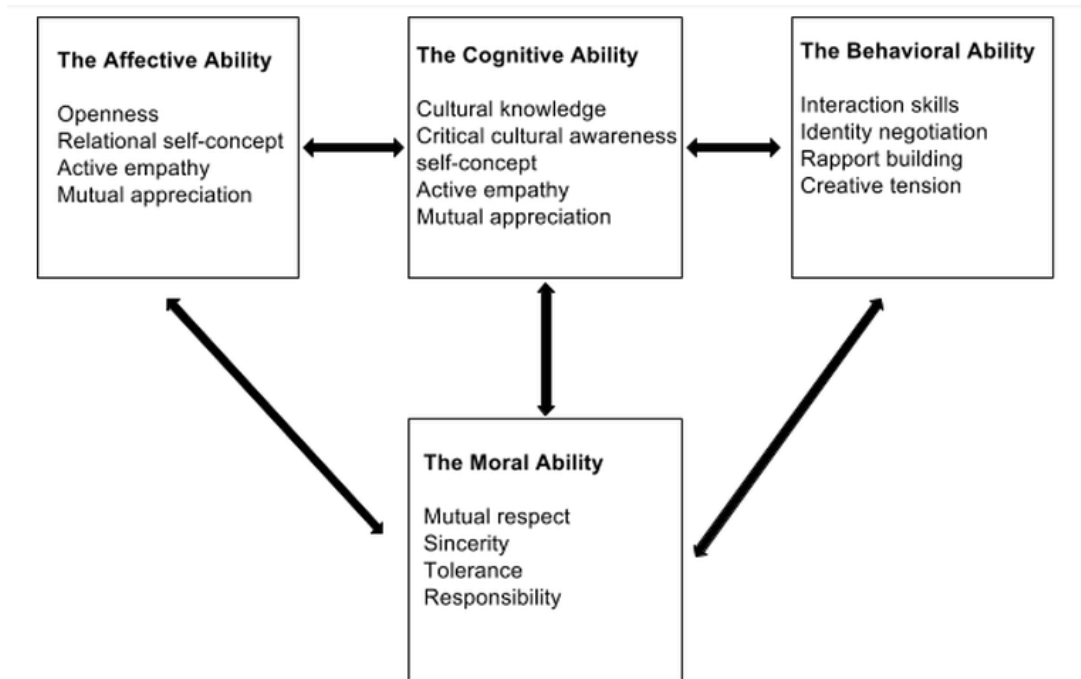


Figure 1. Dai and Chen's (2015) interculturality model of intercultural communication competence.

Byram's (2011) model of intercultural communication has five dimensions; attitudes, knowledge, skills of discovery and interactions, skills of interpreting and relating, and critical cultural awareness. That model shows how attitudes, skills and knowledge relate to critical cultural awareness. He places critical cultural awareness symbolically in the center of his model.

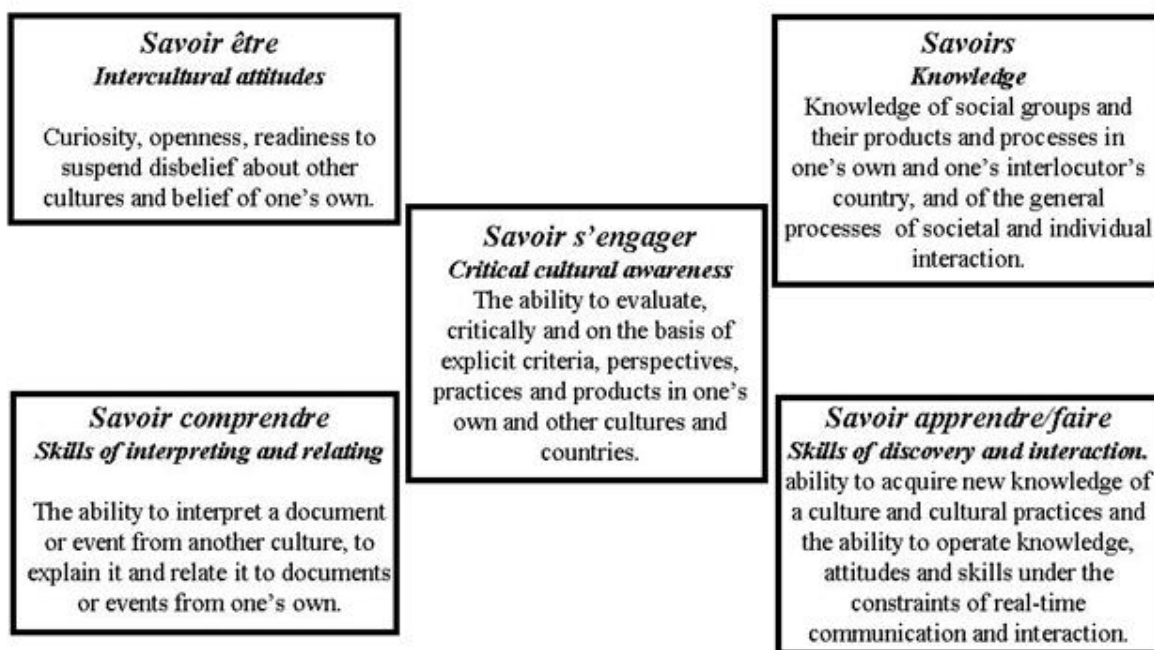


Figure 2. Byram's (2011) factors in intercultural communication

As can be seen from both Figure 1 and Figure 2, the definitions of all major pillars amount to the same meanings, making it clear that intercultural communication competence is only achieved by a person with cultural awareness through knowledge, skills and the proper attitude, and how in both, critical cultural awareness is central. However, the field of intercultural communication has been criticized for failing to create research that provides practical guidance for how to communicate during intercultural encounters (e.g., Aritz & Walker, 2009). In order to address this criticism, the current study seeks to discover the communication styles preferred of leaders within their different cultures, and to provide knowledge about how leadership communication is actually enacted within a business context depending on a respondent's culture. But before focusing on leadership communication it is important to discuss the definitions, theories as well as previous studies on leadership.

Leadership, Behavior and Communication

This section reviews the major leadership theories concerning leadership and how they affect follower perceptions, and discusses the GLOBE study that deals with effective leadership styles across cultures. To begin, Joseph Rost, a scholar in leadership studies, found there were 221 definitions of leadership published in books and articles between 1900 and 1990 (Rost, 1993). These definitions can be classified within four primary definitions: Leadership is about “Who you are”, which discusses born leaders, personality and character traits. Leadership is about “How you act”, which discusses the exercise of influence and power, as well as “culture-influencing activities” and “management of meaning”. Leadership is “What you do”, which discusses intentions towards and encouragement of followers. And finally, leadership is about “How you work with others”, exploring collaboration and mutual purposes. These are interesting definitions and all require effective communication. One communication-based definition describes leadership as follows: “Leadership is human (symbolic) communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs” (Hackman & Johnson, 2013, p. 11).

The next section reviews some of the most widely researched leadership styles (i.e., McGregor’s Theory X and Theory Y, transformational and transactional leadership, leader-member exchange theory, and the leadership management of meaning theory). In McGregor’s Theory X and Theory Y, Theory X is a process of directing followers’ efforts by “motivating them, controlling their actions, and modifying their behaviors” (McGregor, 1960, p. 166), as well as by persuading them or rewarding or punishing them. Theory Y differs in the sense that it stresses that the development of employee motivation, development and sense of responsibility are not leadership responsibilities. However, it is leadership’s responsibility to aid people to “recognize and develop these human characteristics for themselves” (McGregor, 1960, p. 169).

A second widely discussed type of leadership involves transformational and transactional leadership. The type was introduced by James Burn in 1978, and his work was later developed by Bass (1985). Transformational leaders exert influence on their followers by communicating a reachable vision of the future. They also recognize their followers' needs and abilities and try to motivate their intellectual development. Transformational leadership is displayed when leaders put the interests of their employees above all else, when they generate awareness and acceptance of the purposes and mission of the group, and when they motivate their employees to look beyond self-interest for the sake of the group (Bass, 1985). Preceding this theory, and contrasting to it, was the transactional leadership theory. Transactional leaders work within the frame of the self-interest of their constituencies. They concentrate on "an exchange relationship of what they and their followers want" (Bass & Stogdill, 1990, p. 36). Transactional leadership is built on reciprocity of reward (e.g., pay, recognition, praise). Leaders have to clarify and communicate the goals and objectives, as well as organize tasks and activities with the cooperation of their employees to ensure that these goals are achieved (Bass & Stogdill, 1990).

Another widely known leadership theory is the LMX theory, or the leader-member exchange theory, introduced by Dansereau, Graen, and Haga in 1975. The central argument of this theory is that effective leadership occurs when there is a sort of partnership between the leaders and their individual followers, making it possible for both sides to access the benefits such relationships bring (Graen & Uhl-Bien, 1995). The basic idea behind LMX theory is that leaders form an in-group and an out-group with individual employees. In-group members are given greater responsibilities, rewards, and attention leading them to have higher productivity, job satisfaction, and motivation than out-group members. Outgroup members "are outside the leader's inner circle, receive less attention and fewer rewards, and are managed by formal rules and policies" (Lunenburg, 2010, p. 1).

A final theory to be discussed is the leadership management of meaning by Smircich and Morgan (1982). The importance of this theory lies in the impact it has on organizational members' perception of

events and situations. It discusses how leaders manage meanings in order to unify perceptions across their organizations, in a way that is guided by a single meaning. The theory discusses how leaders justify their actions and the changes they make to the company, and how they motivate members of the organization to support their actions by providing security and solutions. Through diverse means, a leader's "individual action can frame and change situations, and in so doing, enact a system of shared meaning that provides a basis for organized action. The leader exists as a formal leader only when he or she achieves a situation in which an obligation, expectation or right to frame experience is presumed or offered and accepted by others" (Smircich & Morgan, 1982, p. 258).

An analysis of the previous information suggests linkages between these leadership theories and the communication styles that are discussed later in this study; Theory X suggests a dominant and possibly contentious style and Theory Y suggests more attentive and open communication styles. Transformational leaders are likely to be more dramatic, attentive and animated than their transactional counterparts who may use more dominant, contentious and open communication styles. In the same way, LMX leaders are more likely to use relaxed, open and friendly communication with in-group members.

According to Schyns, Kroon and Moors (2008), leadership is not only about the practical relationship between followers and leaders; but also involves how followers perceive the leader. Perception, according to Raftopoulos (2001), is an individual's primary rational interaction with the world around him or her and the process that turns what he or she senses into awareness, knowledge and cognition. This means, in the case of leadership, that followers' backgrounds shape their perceptions and influence their image of an ideal leader. Ideal leadership behaviors are contingent upon followers' backgrounds, which in the case of this study, includes their cultural background. Different styles of leadership can affect the participation and contribution of members and may affect their sense of belonging within a group or organization. The Aritz and Walker (2014) study, among many others (e.g.,

Hofstede, 1991, 2001; House et al., 2004; Trompenaars & Hampden-Turner, 2004) found that all particular styles and approaches to leadership may not be successful in all cultures.

A study that dealt with leadership and preferred leadership styles across cultures is the GLOBE study of leadership. It is reviewed here because the current study follows the model and clusters used in the GLOBE study. The GLOBE research program was started in 1991 by Robert J. House at the University of Pennsylvania, based on the works of Geertz Hofstede (1980) who collected most of his data in the 1960s and early 1970s and focused on IBM middle managers across 53 countries. Hofstede (1980) found four primary cultural dimensions: power distance, individualism/collectivism, uncertainty avoidance and masculinity-femininity. His work was groundbreaking and was a dominant paradigm in the study of culture and leadership up until the time of the GLOBE project (Irving, 2010). The GLOBE research study, however, surveyed more than 17,300 middle managers from 951 organizations in the food processing, financial services, and telecommunications services industries, across 62 business-oriented societies (House et al, 2004).

The GLOBE study was divided into three phases. The first phase was dedicated to developing the instruments to assess both societal culture and leadership. The second phase was dedicated to the assessment of nine core dimensions of societal and organizational cultures. In the second phase, scores of 62 cultures in the sample were ranked according to their societal dimensions, and hypotheses were tested about the relationships between these dimensions, organizational practices, and cultural theories of leadership. Finally, the third phase investigated the impact and effectiveness of specific leader behaviors.

Societies were clustered into ten different groups to provide a “convenient way of summarizing intercultural similarities as well as intercultural differences” (Gupta & Hanges, 2004, p. 178). One of the major reasons for clustering societies is to provide constructive information for those working with different cultures as “practices, policies, and procedures that work quite effectively in one culture may

dramatically fail or produce counterproductive behavior in another culture” (Gupta & Hanges, 2004, p. 179). The clusters were based on geographic proximity, mass migrations, ethnic social capital, religious and linguistic commonalities, and cultural patterns. The ten different clusters are as follows:

- Anglo: Australia, Canada, Ireland, New Zealand, South Africa (white), the United Kingdom, and the United States.

- Latin Europe: France, Israel, Italy, Portugal, Spain, and Switzerland.

- Nordic Europe: Denmark, Finland and Sweden.

- Germanic Europe: Austria, Germany, the Netherlands, and Switzerland.

- Eastern Europe: Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia, and Slovenia.

- Latin America: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico, and Venezuela.

- Africa: Namibia, Nigeria, South Africa (black), Zambia and Zimbabwe.

- Middle East: Egypt, Kuwait, Morocco, and Turkey.

- Southern Asia: India, Indonesia, Iran, Malaysia, the Philippines, and Thailand.

- Confucian Asia: China, Hong Kong, Taiwan, Singapore, Southern Korea, and Taiwan.

The countries were divided along nine core dimensions: performance orientation, uncertainty avoidance, humane orientation, institutional collectivism, in-group collectivism, assertiveness, gender egalitarianism, future orientation and power distance (House et al., 2004). Each of these dimensions is briefly described next.

Performance orientation. The degree to which an organization or society encourages and rewards group members for performance improvement and excellence.

Uncertainty avoidance. The extent to which members of an organization or society strive to avoid uncertainty by relying on established social norms, rituals, and bureaucratic practices.

Humane orientation. The degree to which an organization or society encourages and rewards individuals for being fair, altruistic, friendly, generous, caring, and kind to others.

Institutional collectivism. The degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.

In-Group collectivism. The degree to which individuals in organizations or societies engage and support team-oriented behaviors.

Assertiveness. The degree to which an organization or society are assertive, confrontational, and aggressive in social relationships.

Gender egalitarianism. The degree to which an organization or a society minimizes gender role differences while promoting gender equality.

Future orientation. The degree to which individuals in organizations or societies engage in future-oriented behaviors such as planning, investing in the future, and delaying individual or collective gratification.

Power distance. The degree to which members of an organization or society expect and agree that power should be stratified and concentrated at higher levels of an organization.

The researchers found that there was wide variation in the values and practices relevant to the nine core dimensions across the 10 cultural groupings. However, some universally endorsed leadership qualities appeared in the GLOBE study including being trustworthy, just, and honest; having foresight and planning ahead; being positive, dynamic, encouraging, motivating, and building confidence; and being communicative, informed, a coordinator, and a team integrator (House et al., 2004). The effects of the nine attributes on what is expected of leaders and the dimensions of cultures reveals a wide variation in perceptions of effective and ineffective leader behavior, and what is expected of leaders. Some examples follow:

For the Eastern European cluster, the exemplar leader is one who is somewhat charismatic/value-based, team-oriented, humane-oriented, but is his or her own person, does not particularly believe in the effectiveness of participative leadership, and is not reluctant to engage in self-protective behaviors if necessary. For the Latin American cluster, an effective leader will be a person who practices charismatic/value-based and team-oriented leadership, and would not be averse to some elements of self-protective leadership; independent action would not be endorsed, participative and humane-oriented leadership behaviors would be viewed favorably, but not to the highest levels as in other clusters. The Latin European cluster indicates an effective leader would be a person who endorses charismatic/value-based and team-oriented leadership; autonomous action would not be endorsed and humane-oriented behaviors would not play a particularly important role. The Confucian Asia cluster sees an effective leader as someone who would include charismatic/value-based and perhaps team-oriented leadership, self-protective actions are viewed less negatively than in other cultures and participative leadership would not be expected. The Nordic European cluster expects an effective leader to contain elements of charismatic/value-based and team-oriented leadership. However, in contrast to most other cluster profiles, its cluster endorses high participative leadership, low humane-oriented and self-protective attributes. The Anglo cluster expects an effective leader to include high charismatic/value-based elements

with higher levels of participative leadership enacted in a humane-oriented manner; team-orientation is valued, but not ranked among the highest cultural leadership theory dimension, and self-protective actions would be viewed very negatively. The African cluster considers an effective leader to exhibit charismatic/value-based, team-oriented, and participative leadership elements, and would be noted for relatively high endorsement of humane-oriented characteristics. The Southern Asia cluster expects an effective leader to exhibit charismatic/value-based, team-oriented, and the humane-oriented leadership attributes; the person would be relatively high on self-protective behaviors, and would not be noted for high levels of participative leadership. The Germanic Europe cluster prefers charismatic/value-based leaders who believe in participative leadership, supports independent thinking, and rejects elements of self-protectiveness. And finally, the Middle East cluster perceives an effective leader to be visionary, and to direct followers to embrace a more performance oriented culture. Researchers also found culture-unique elements of a more traditional leadership profile in the Middle Eastern cluster; that includes the endorsement of leadership attributes such as familial, humble, faithful, self-protective, and considerate (House et al., 2004).

The GLOBE project offers an important contribution to our understanding of cultural influences on leadership practices. A limitation of the GLOBE study is that both leadership and organizational practices were assessed with self-reported surveys among managers, asking them to report on best practices in their cultures. A more reliable source would be from the subordinates themselves where they are asked to describe the behaviors of their managers (Euwema, Wendt & Van Emmerik, 2007). It is important to study leadership preferences because if a leader acts as expected of a leader, this behavior may create a more positive environment for subordinates (Euwema et al., 2007). However, it is not only the physical and professional behavior of a leader who affects subordinates, but the leader's communication competence. Identifying preferred leadership discourse practices can provide a more

concrete way of looking at leadership. Such knowledge allows leaders to be more conscious about the expectations of the audience they are speaking to (Aritz & Walker, 2014).

Many authors have noted that communication is central to leadership (e.g., Aritz & Walker, 2014; De Vries, Bakker-Pieper & Oostenveld, 2010; Fairhurst & Connaughton, 2014; Sager, 2008). Fairhurst (2008) defined leadership as the process of influence and meaning management that advances a goal, and a process where influence distributes itself among several organizational members. This definition validates De Vries et al.'s (2010) argument that a leader's communication style can be defined as a "distinctive set of interpersonal communicative behaviors geared toward the optimization of hierarchical relationships in order to reach certain group or individual goals" (p. 368). Individuals in leadership relations do not relate and then communicate; they relate through communication (Aritz & Walker, 2014), therefore, identifying discourses or communication styles used by leaders can provide a more tangible way of looking at the enactment of leadership.

Communication Styles

It is important to study communication styles and how leaders can use them properly because the wrong message at the wrong time can be catastrophic for both morale and respect. Even the right message by a person delivered in a wrong way can be damaging. Leaders need to find a style that is both authentic to them and effective with their audience. This requires sensitivity to the cultural norms of the region within which they are communicating (Martindale, 2011). For that reason, several communication style inventories are discussed next before focusing on Norton's communicator style inventory which is used in this research study.

Researchers have investigated the difference between communication styles and cultures, looking at the differences between communication in high and low contexts (e.g.,

Kapoor, Hughes, Baldwin, & Blue, 2003), high and low involvement cultures (e.g., Aritz & Walker, 2009), specific cultures (e.g., Holtbrugge, Weldon & Rogers, 2013), or specific leadership styles (e.g., De Vries et al., 2010). They examined the consequences and effects of using certain communication styles and found that superiors' communication styles are directly related to subordinate communication styles and subordinate satisfaction (e.g., Sager, 2008). Therefore, the current study focuses on subordinates' perceptions and does not depend on leaders' self-reports.

Communication styles are “the way one verbally, nonverbally, and paraverbally interacts to signal how literal meaning should be taken, interpreted, filtered or understood” (Norton, 1983, p. 19). During the last decade it has been argued that to date no common and widely accepted model of communication styles has emerged (Waldherr & Muck, 2011). The four most acknowledged and used communication styles inventories were developed by four different social scientists; Norton (1983), Burgoon and Hale (1987), Gudykunst et al. (1996), and De Vries et al. (2011). Burgoon and Hale's (1987) style inventory does not fit the definition of communication style provided by Norton (1983), but rather focuses on a more relational perspective, using immediacy/affection, similarity/depth, receptivity/trust, composure, formality, dominance, and equality. Gudykunst et al.'s (1996) research has been widely criticized for using scales that refer to cognitions and feelings about communication instead of the way somebody sends signals which is the essence this study is trying to capture. They identified qualities such as infer meaning, indirect/ambiguous, interpersonal sensitivity, dramatic, use of feelings, openness, preciseness, and silence. The most recent communication style inventory was created by De Vries et al. (2011). They conducted a lexical study using adjectives and verbs that describe the

way people communicate. They developed a list of 744 adjectives and 837 verbs, and provided preliminary evidence for seven communication style dimensions; expressiveness, preciseness, niceness, supportiveness, threateningness, emotionality, and reflectiveness. However, De Vries et al. (2011) consider a communication style to be an expression of a person's personality, and not contingent upon context.

This study is based on Norton's (1983) communication styles and examines them according to cultural contexts looking within the business environment from a subordinate perspective of leadership communication. Norton (1983) believed that one's style depends on time, context, and situation. Early on, these styles were proven to reflect cultural differences, and also differed between ethnic/racial cultures (e.g., Hansford & Hattie, 1988; Hughes & Baldwin, 2002).

Norton (1983) explained that communication styles are observable, multifaceted, multicollinear, and variable. Communication styles are observable in the sense that there are visual attributes that can be recognized and expected for each style from gestures, body movements, facial behavior, and expressiveness. Although some styles are easy to identify, others need proper training to be decoded and understood. Not all styles are physically observable, some might be contextual or more related to the meanings and expressions used during communication. Communication styles are also multi-faceted. An individual does not have only one style, but displays aspects of many styles. Deethardt and McLaughlin (1977) identified 90 communication style traits and variables. There are many style traits and combinations of traits. It is the combination of these traits that allowed Norton (1983) to distinguish general communication styles. Communication styles are also multicollinear,

meaning that style traits are not independent, but that there is a shared variance among them. This means there is an overlap of styles, working together in synergy, varying across situations and contexts. However, although these styles are variable, they are sufficiently patterned. A style profile does not depict a true image of how the individual always communicates; for certain situations require adaptation or deviation. Norton (1983) explains that “every communicative interaction contributes to determining a style profile. As such, norms are constantly shaped, usually reinforced, and ever present as implicit criteria [...]” (p. 50).

There were five major studies that grouped communication styles together (e.g., Bales, 1970; Leary, 1957; Lieberman, Yalom, & Miles, 1973; Mann, Gibbard, & Hartman, 1967; Schutz, 1958, as cited in Norton, 1983) which Norton synthesized into eight clusters and later combined into his nine communication styles: dominant, dramatic, contentious, animated, impression leaving, relaxed, attentive, open, and friendly. He also included a dependent variable, communicator image. It is important to note that all research done concerning communication styles, before Norton, were done by psychology scholars and not communication scholars. This makes finding definitions of and references to these styles scarce in communication journals but plentiful in psychology journals. It is also noteworthy to point out that only three of these styles were widely developed and explained by Norton (1983) (i.e., dramatic, open and attentive styles). Next, all ten styles are described.

Dominant. The dominant communicator style is shown through physical manifestations. It follows the assumption of “might makes right”, that the stronger the person is the more dominant they are. This style is visible through nonverbal and psychological clues such as eye contact, harmonized body language, vocal loudness, vocal modulation, and rate of information

conveyed. Dominance is also a predictor of behaviors. Dominant people respond longer and louder using shorter statements, less compliance, and more requests for others to change their behavior. In addition, the dominant communicator appears to be more confident, enthusiastic, forceful, active, competitive, self-confident, self-assured, conceited, and businesslike (Norton, 1983).

Dramatic. The dramatic communicator manipulates exaggerations, fantasies, stories, metaphors, rhythm, and voice. It is the most visible style and serves a deep, complex, intentional function; it calls attention to the message in an extraordinary way. The dramatic style gives away true feelings. Sometimes it is used deliberately for satire, to devalue, or ruin literal meaning. Freud (1905) was the first to analyze dramatic behavior, arguing that the hostile or obscene comments and jokes tell us two things: they give us clues about the communicative self, and show a need to interact. According to Norton (1983), dramatizing influences popularity, status, self-esteem and attraction.

Contentious. The contentious communicator is argumentative. There is no specific literature directly targeting this style. It is closely associated with the dominant style, but with more negative components. It is used because it helps provide more understanding of the dominant style (Norton, 1983).

Animated. Physical nonverbal cues define this sub construct. An animated communicator provides frequent and sustained eye contact, and uses many facial expressions and gestures. Emotions are easily identified on the face of the animated communicator. These are used to exaggerate or understate content. High degrees of emotional arousal are directly shown

though body movement. Status affects style and determines postures and body movement. A highly expressive communicator solicits approval by smiles, head nodding, and a high level of gestural activity. Animation punctuates meaning, signals moods, indicates theatrical emphases, increases or decreases intensity, and filters qualitative content (Norton, 1983).

Impression leaving. This concept centers around whether people are remembered because of the communication stimuli they projected. This style depends on both sender and receiver, because the communicator controls cues, but the receiver must process them. Much of the research deals with initial encounters (Norton, 1983). A person who leaves an impression should have a memorable style of communicating.

Relaxed. To the degree that a person manifests anxiety, he or she cannot manifest a relaxed style. Situational anxiety or state anxiety is different from anxiety proneness or anxiety trait, which was tested by putting individuals in three different situations: interpersonal communication, physical danger and ambiguous contexts. The relaxed style can signal multiple messages such as calmness and confidence.

Attentive. It is frequently referred to as empathy or listening. It is a style where the individual makes sure that the other person knows he or she is being listened to. Listening can be curative and a means to healing, because listening, being attentive and being empathetic have profound implications for individuals during interpersonal communication. Eye gaze duration can be enough to signal attentiveness which then influences the other's perception of value. This style variable is an important counterpart to some of the previous styles such as dominant, dramatic, contentious and animated (Norton, 1983).

Open. This style is conversational, unreserved, non-secretive, frank, outspoken, extroverted and approachable. These communicators reveal personal information about themselves. They are perceived as attractive and trustworthy. Openness is determined by the person speaking, the verbal and nonverbal behaviors of that person, the type of information disclosed, and the strategies used to get the other to disclose information about themselves. Openness also relates to trust, reciprocity, para-verbal cues, and liking (Norton, 1983).

Friendly. Friendliness ranges from lack of hostility to deep intimacy. It is perhaps the greatest single factor ensuring mental development and stability. The friendly communicator strokes, confirms and positively recognizes others, making it a strong predictor of attraction, sociability, leadership, and possible social status (Norton, 1983).

Communicator image. While all other styles are independent variables, this style is a dependent variable, it “taps the person’s image of the self’s communicative ability” (Norton, 1983, p. 72). If people have a good communicator image, they find it easy to interact with others despite their relationship (e.g., intimates, friends, acquaintances, or strangers).

This study investigates different cultural preferences based on nine of these ten communication styles. Communicator image is omitted because it is a self-reported variable and our leadership communication styles will be assessed by others rather than the leaders themselves. Although Norton used his style inventory to focus on gender, sex, marriage and teachers, others have used his work to evaluate leadership communication styles (e.g., Guo, Li, & Wu, 2015; Sager, 2008; Young & Cates, 2005) or differences across specific cultures (e.g., Kapoor et al., 2003). However, no research was found that studied leadership communication

styles across larger cultural groupings. Through the use of Norton's communication styles and the GLOBE's clusters, this study aims to discover the preferences of subordinates representing each cultural cluster. It seeks to provide insight on the practical enactment of these styles, in order to eventually serve as a tool that leaders can use when they face cross-cultural leadership opportunities. Two specific research questions are investigated:

RQ1: What differences are present across the GLOBE culture clusters in terms of preferred communication styles of leaders?

RQ2: How are these preferred communication styles enacted in each cluster?

Chapter 3

Methodology

This study is based on data gathered from an online survey and six different focus groups. Initially, all international students at the University of Arkansas were contacted by the campuses' International Students and Scholar Office and asked to complete the online survey. The survey was used to determine the top three most preferred leadership communication styles by culture. The reasoning is that three communication styles should cover an array of communication situations, thereby allowing us to answer our first research question: what differences are present across the GLOBE culture clusters in terms of preferred communication styles of leaders. However, if in a certain cluster more than three communication styles had a mean score of 4.0 or more out of 5, meaning "favored in my culture" on a scale ranging from "not favored at all in my culture" to "very favored in my culture", all those styles were analyzed in the focus groups.

The six focus groups followed the survey in order to help the researcher interpret the survey results and better understand the different cultural perspectives on the preferred leadership communication styles chosen by each group. It allowed the researcher to determine differences between countries within the same cultural groupings, thus answering our second research question: how are these preferred leadership communication styles enacted in each cluster. Each focus group consisted of students who represented countries found in a cluster found in the GLOBE study.

Initially, ten different groups were identified following the GLOBE study design, however, only six were studied here given the cluster and country representation present on the University of Arkansas campus; Anglos, Latin Americans, Africans, Middle Easterners,

Southern Asians and Confucian Asians. The clustering process of any countries not originally appearing in the GLOBE study but present on this campus was based on a study by Mensah and Chen (2012).

Participant Characteristics by Data Collection Method

With the exception of the United States sample, the pool of participants was composed of international students on the University of Arkansas campus who had been in the United States from one to three years. The rationale was that these individuals, due to their relatively short stay, would not be as influenced as individuals who had been in the country for a longer period of time and had adapted to the American culture, thus making it easier for them to recall the cultural norms of their mother cultures.

Survey respondents. The survey was sent out to all international students on the University of Arkansas campus over a period of a month and a half. There were 275 surveys started on the Qualtrics online survey system, with 160 complete responses (58%) received, representing 56 different countries. The survey started with the institutional review board consent form, followed by demographic questions about the respondent's country of origin, months lived in the United States, age and gender. The age of the respondents varied between 19 to 60 years of age ($M = 26.4$) of which 46% were male and 54% female. The countries represented by survey respondents were as follows (see Table 1):

Table 1
Clusters and countries represented in the Survey

Cultural cluster	Country of origin	
African	- Namibia - Nigeria - Bahamas - Belize - Cameroon - Congo - Dominica - Ethiopia - Ghana	- Guinea - Jamaica - Kenya - Madagascar - Malawi - Rwanda - Tanzania - Trinidad and Tobago
Anglo	- Canada - United Kingdom	- United states
Confucian Asia	- China - Japan	- Korea - Vietnam
Latin America	- Argentina - Bolivia - Brazil - Colombia - Dominican Republic	- Honduras - Mexico - Nicaragua - Panama - Peru
Latin Europe	- France - Italy	- Spain
Middle East	- Egypt - Iraq - Jordan - Morocco - Palestine	- Saudi Arabia - Tunisia - Turkey - Uzbekistan
Nordic Europe	- Finland	- Sweden
South-East Asia	- Afghanistan - Bangladesh - India - Indonesia	- Iran - Nepal - Pakistan - Philippines - Thailand

Focus group participants. After identifying those countries that were represented by three people or more on campus, the researcher was left with 30 countries from nine clusters, as per the data provided by the Qualtrics Insight Platform software. Representatives from 24 countries participated in the focus groups. Individual interviews were held with those who had agreed to attend a focus group, but did not. The six missing participants from the pool of thirty countries were not included due to their unwillingness to cooperate or their absence from campus while the study was conducted.

Focus groups were conducted for only those clusters represented by at least ten survey participants. The filtering process according to the qualifying number of participants reduced the number of participating clusters from ten to six. For example, the Germanic European, Latin European, Eastern European and Nordic European clusters lacked enough participants for any of the countries that compose these clusters and were omitted.

The final focus groups were held with members representing the Latin, African, Anglo, Middle-Eastern, Confucian Asian and South Asian clusters. One representative from each available country from each cluster participated in the focus group. The rationale was that one individual is able to give an overlook of his or her country's preferences regarding leadership communication style. This limit to one individual per country was also a way to keep the number of participants in the focus groups manageable for one moderator. Participants for the focus group had to be in the US for less than three years, had to be graduate students to ensure proper communication skills and communication competence, and had to have work experience in their home countries in order to be able to reflect on their own experiences in the discussions. The

countries represented in the focus groups were as followed (see Table 2), with 50% male and 50% female participants:

Table 2
Clusters and countries represented in the focus groups

Cultural cluster	Country of origin
African	<ul style="list-style-type: none"> - Bahamas - Congo - Ghana - Kenya - Madagascar - Rwanda
Anglo	<ul style="list-style-type: none"> - United Kingdom - United States
Confucian Asia	<ul style="list-style-type: none"> - China - Vietnam
Latin America	<ul style="list-style-type: none"> - Bolivia - Brazil - Nicaragua - Panama
Middle East	<ul style="list-style-type: none"> - Egypt - Saudi Arabia - Tunisia - Turkey - Uzbekistan
South-East Asia	<ul style="list-style-type: none"> - Afghanistan - India - Indonesia - Iran - Pakistan

Procedure

Survey. For the survey, the students were recruited with the help of the Office of International Students and Scholars (ISS) who sent out an e-mail to all international students asking them to participate in filling out the survey. After a second contact by the ISS office a link was shared by the researcher on social media asking University of Arkansas international students to participate. An e-mail was also sent by the researcher to specific registered international student organizations on campus asking them to send out the survey to their members. Data were collected using the Qualtrics survey platform over a period of a month and a half, and data were analyzed using the SPSS statistics software. It is important to mention that no research or data collection started before having received the institutional review board's (IRB) approval. The first page of the survey contained the IRB consent form. Participants could not access the survey questions until they agreed to the consent form. The survey contained forty-five questions covering all nine different communication styles.

Focus groups. As for the focus group participants, e-mails were sent through the ISS office to specific individuals based on their nationality. Other participants were contacted directly by the researcher, based on her personal knowledge of the individuals. Snowball sampling also was used where participants were asked if they knew people from specific countries that the researcher might contact, providing a communication intermediate between the researcher and new participants. The respondents were then asked by the researcher about their length of stay in the United States and if they had any work experience back home.

Initially the researcher contacted all potential focus group participants representing each cluster to identify times that were most convenient for each participant. Based on an overall

consensus, a time was scheduled according to group availability. Focus groups met in a conference room conveniently located on campus; the room was equipped with video recorders and audio recorders rented by the researcher from the Student Technology Center on campus. The researcher conducted each focus group.

Upon arrival at the conference room, participants were invited to help themselves to refreshments, directed to sit at a seat assigned to them by a name tent with their country on it, asked to complete the IRB consent form, reminded by a small printed paper that the discussion focused on leaders in corporate settings and not in politics, and given an overview of the study and the researcher's goals. The questions were not distributed to the participants in advance in order to prevent their preparation and defeat the purpose of having an interactive focus group discussion. The length of the focus group meetings ranged between one to two hours depending on the participants' responses.

The focus group meetings were recorded, except for the first one, using both audio and videotape equipment. Equipment failure occurred during the first focus group but the researcher took extensive notes during and immediately after the focus group. The audiotape allowed for verbatim transcription of the focus groups, whereas the videotape helped the researcher recognize who said what on the audiotape, making the transcription process more accurate in any cases of confusion. All audio and video recordings were destroyed at the end of the study and transcripts were saved on a disk. All transcripts included no personal names, and participants were only referred to by the name of their countries.

Individuals who had agreed to participate in the groups but failed to attend the focus group meeting were contacted for personal interviews. Their answers were analyzed along with others in that cluster who had participated in the focus group.

The focus groups and interviews were transcribed verbatim and analyzed using in-text coding where the transcripts were dissected in search of key words used by participants to describe the preferred leader communication styles. The key words were grouped together and the transcripts analyzed to create a general sense of practical understanding and general consensus of the perception of each cluster and to mark the differences between the countries within the same cultural cluster.

Inter-coder reliability was tested with a score of .96 emerging using Cohen's Kappa (Cohen, 1960) method. Four different pages were coded by two different coders who looked for key words, concepts and interpretations in each sentence. After each page was coded any disagreement was discussed, agreement was achieved, and coders proceeded to separately code the next page. The four pages were chosen from the most complex transcript, the Confucian Asian cluster transcript, due to the use of cultural vocabulary, improper grammar, and lack of clarity in the ideas expressed by the cluster. After reaching inter-coder reliability, only one coder proceeded to code all transcripts. Key words were highlighted and then documents were matched to see if the number of highlighted words matched. Some sentences representing important concepts rather than just key words were also highlighted. For example: "China: [...] his *personality* and *characteristic* he is *brave* and he is *full of vision* and *the way he treats* his employees, whether he is *nice* to them *or strict* to them, I think that is impression leaving." So in this excerpt, the concepts identified were that for impression leaving communicators. China

believes that leaders should have a strong personality, be visionaries, and that this communication style is incorporated as well by the way leaders treat their employees.

Data Collection and Analysis

Survey. Respondents completed a survey that allowed the researcher to identify the three most preferred leadership communication styles by each culture. The survey items were drawn from a scale developed by Norton (1978) called the communication styles measure (CSM). Norton (1978) identified nine communication styles and a dependent variable: direct, dramatic, open, attentive, friendly, relaxed, impression leaving, animated, and contentious. The dependent variable was communicator image. This study only focused on the communication styles. Each style was assessed by five questions for a total of forty-five questions. Each question required a response on a one to five scale, where one is “not favored at all in my culture”, and five is “very favored in my culture”. All question were asked about leaders using the following style of “Leaders who...” such as “Leaders who like to listen very carefully to people” and “Leaders who as a rule openly express their feelings and emotions”, where participants had to answer on a scale ranging from “not favored at all in my culture” to “very favored in my culture” (See Appendix A).

Norton (1978) reported the following internal reliabilities for the CSM variables using alpha coefficients: friendly, .37; animated, .56; attentive, .57; contentious, .65; dramatic, .68; impression leaving, .69; open, .69; relaxed, .71; communicator image, .72; and dominant, .82. Overall, the instrument is reliable with the alpha coefficients ranging from 0.37 to 0.82. Various researchers have reported similar results (e.g., Duran & Zakahi, 1984, 1987; Hailey, Daly, & Hailey, 1984; Lamude & Daniels, 1984). Norton (1978) provided evidence of content validity

by specifying the domain of the communicator-style construct. In this study reliability was not measured since the reliability had already been demonstrated in previous studies. Also the small sample size (N = 160) drawn from 56 countries was believed to hamper the calculation of accurate reliability statistics.

The survey questions were rephrased to simplify the wording due to the participants being international students and often ESL speakers. The wording was modified from personal communication to leader's communication, for example, "I speak very frequently in most social situations" was changed to "Leaders who speak very frequently in most social situations". The survey was pilot tested with two undergraduate Asian students and three undergraduate African students to test for clarity and simplicity. There were also two copies of the study; the researcher's copy with all the questions organized by communication style, and the participant's copy with all the questions being shuffled in order not to allow the participant to follow a set pattern while answering.

Since the scale of the survey ranged from 1 to 5 with 1 meaning "not favored at all in my culture" and 5 meaning "very favored in my culture", an average mean of 4 points meant that the designated style is indeed preferred. Therefore, every communication style that had a mean of 4 or more was identified. An exception was made for communication styles with scores of 3.8 or above, if a mean of 4 points did not secure three or more preferred communication styles for a cluster. The top three communication styles preferred by each cultural cluster were studied further in the focus groups. The survey sought to find the agreed upon leadership communication preferences by different countries within the same cultural groups, whereas, the focus groups sought to interpret how these communication styles are displayed differently or similarly,

verbally and nonverbally, by countries in each cluster. Data analysis involved the calculation of descriptive statistics (i.e., means and standard deviations).

Focus groups. Qualitative data provides in-depth understanding of the preferences of each culture in a way that quantitative methods cannot (Morgan, 1988). Focus group questions asked the respondents to answer as a cultural group rather than give individualistic answers that represent their personal preferences, as they might in an individual interview. Focus groups also help respondents build on each other's answers when researchers ask if everyone agrees with certain statements used by a participant and allow individuals to compare their countries to others. For example, a respondent might say "I think my country is somewhere on the spectrum between Congo and Madagascar when it comes to hand gestures". An individual might spark a debate by saying something that reminds others of factors they had not remembered or simply thought was insignificant. Focus groups allow the moderator, in case she finds a piece of information or a question that had escaped her, to correct that error and gain more information on a specific subject. The moderator is able to build on the participants' answers to ask more specific questions, reformulate any unclear questions, go more in-depth within the subjects, and finally, better manage any distractions within the environment.

The same set of focus group questions for each dominant style were read by the moderator to the participants and then explained in order to make sure all participants understand the question being asked. For example, the African cluster survey responses indicated that impression leaving, friendly and attentive were the top three styles. During the focus group they were asked the same set of seven questions concerning their impressions of each style (i.e., impression leaving, friendly and attentive) (see Appendix B for the focus group questions). First

they would discuss the questions in terms of the style that received the highest mean on the survey (impression leaving), followed by the next highest mean (friendly). For example, first they would be asked: What does the impression leaving communication style mean in your culture? Then the same seven questions would be asked substituting “friendly” for the “impression leaving”.

Focus group questions dealt with how specific chosen communication styles were interpreted and defined in each country, the behavior of leaders portraying that style, their body language, their messages, how their verbal and nonverbal behavior changed between meetings and social occasions within a company, how differently that style would be portrayed for two leaders occupying different positions within the hierarchy (i.e., CEO vs. managers), and when they felt that style might be inappropriate in their culture. At the end of the focus groups, participants were asked if they believe that a leader can and should portray all three communication styles simultaneously.

Chapter 4

Results

This study investigated two research questions using a two-stage inquiry process; stage one dealt with research question one, and stage two dealt with research question two. Research question one asked, “What differences are present across the GLOBE culture clusters in terms of preferred communication styles of leaders?” The question focused on the top three most favored communication styles per designated cultural cluster. Research question two asked, “How are these preferred communication styles enacted in each cluster?” This question explored the different ways these communication styles were interpreted and enacted across those clusters.

Stage 1: Communication styles

A quantitative study was conducted in order to identify the top three preferred leader communication styles per cultural cluster. Questions from the survey were grouped by communication style (e.g., five questions tapped dominance). Then the mean for each style was calculated in order to identify which leadership communication styles were preferred by each cluster (See Table 3). The findings follow.

Table 3
Mean score of communication styles per cluster.

	Dominant	Dramatic	Contentious	Animated	Impression	Relaxed	Attentive	Open	Friendly
African	3.815	3.59	3.31	3.32	4.00	3.71	3.86	3.14	3.88
Anglo	3.68	2.92	3.52	3.56	4.18	3.88	4.12	3.58	3.92
Confucius									
Asia	4.02	3.60	3.48	3.72	4.02	3.84	4.2	3.34	4.02
South									
Asia	3.712	3.54	3.29	3.50	4.2	4.0	4.2	3.53	4.3
Middle-									
East	3.77	3.61	3.46	3.26	4.02	3.46	3.89	3.42	3.92
Latin-	3.98	3.50	3.52	3.37	4.07	3.63	3.94	3.52	3.83
America									

Cluster one: The African cluster. The data show that the three most preferred leader communication styles for the African cluster are the impression leaving, friendly, and attentive communication styles. The cluster had 24 survey respondents representing eight different countries (i.e., Bahamas, Cameroon, Congo, Dominica, Ghana, Kenya, Madagascar, and Rwanda). The impression leaving communication style had a mean score of $M = 4.0$ ($SD = 0.67$). The friendly communication style had a mean score of $M = 3.88$ ($SD = 0.56$). Finally, the attentive communication style had a mean score of $M = 3.86$ ($SD = 0.65$) (see Table 4).

Table 4
The African Cluster

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Dominant	24	2.60	4.80	3.81	.65
Dramatic	24	2.25	5.00	3.59	.76
Contentious	24	2.20	4.60	3.31	.67
Animated	24	1.80	4.40	3.32	.70
Impression	24	2.80	5.00	4.00	.67
Relaxed	24	2.60	5.00	3.71	.66
Attentive	24	2.80	5.00	3.86	.65
Open	24	1.80	4.80	3.14	.88
Friendly	24	2.80	4.60	3.88	.56

Cluster two: The Anglo cluster. The data show that the three most preferred communication styles used by leaders for the Anglo cluster are the impression leaving, attentive, and friendly communication styles. The cluster had 10 respondents from two different countries (i.e., United Kingdom and United States). The impression leaving communication style had a mean score of $M = 4.18$ ($SD = 0.51$). The attentive communication style had a mean score of $M = 4.12$ ($SD = 0.36$). Last, the friendly communication style had a mean score of $M = 3.92$ ($SD = 0.61$) (see Table 5).

Table 5
The Anglo Cluster

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Dominant	10	2.60	5.00	3.68	.83
Dramatic	10	2.25	3.75	2.92	.40
Contentious	10	3.00	4.20	3.52	.40
Animated	10	2.80	4.20	3.56	.42
Impression	10	3.40	5.00	4.18	.51
Relaxed	10	3.00	4.80	3.88	.59
Attentive	10	3.40	4.60	4.12	.36
Open	10	2.20	4.20	3.58	.59
Friendly	10	2.60	4.60	3.92	.61

Cluster three: The Confucian Asia cluster. The data show that the four most preferred communication styles used by leaders for the Confucian Asian cluster are the attentive, impression leaving, friendly, and dominant communication styles. The cluster had 10 respondents from two different countries (i.e. China and Vietnam). The attentive communication style has a mean score of $M = 4.2$ ($SD = 0.52$). Three additional styles scored equally at $M = 4.02$, impression leaving ($SD = 0.42$), friendly ($SD = 0.64$) and dominant ($SD = 0.59$) (see Table 6).

Table 6
The Confucian Asia Cluster

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Dominant	10	3.20	4.80	4.02	.59
Dramatic	10	2.50	4.75	3.60	.70
Contentious	10	2.00	5.00	3.48	.88
Animated	10	3.20	4.40	3.72	.40
Impression	10	3.60	5.00	4.02	.42
Relaxed	10	3.00	4.60	3.84	.54
Attentive	10	3.40	5.00	4.20	.52
Open	10	2.20	4.40	3.34	.74
Friendly	10	2.60	4.80	4.02	.64

Cluster four: The Latin American cluster. The data show that the three most preferred communication styles used by leaders for the Latin American cluster are the impression leaving, dominant, and attentive communication styles. The cluster had 25 respondents from five different countries (i.e., Bolivia, Brazil, Mexico, Nicaragua, and Panama). The impression leaving communication style had a mean score of $M = 4.07$ ($SD = 0.63$). The dominant communication style was next with a mean score of $M = 3.98$ ($SD = 0.73$). The last communication style was the attentive communication style with a mean score of $M = 3.94$ ($SD = 0.72$) (see Table 7).

Table 7
The Latin American Cluster

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Dominant	25	2.40	5.00	3.98	.73
Dramatic	25	1.50	5.00	3.50	.92
Contentious	25	1.80	4.60	3.52	.61
Animated	25	1.40	4.40	3.37	.76
Impression	25	2.40	5.00	4.07	.63
Relaxed	25	2.60	5.00	3.63	.60
Attentive	25	2.40	5.00	3.94	.72
Open	25	2.40	4.80	3.52	.59
Friendly	25	1.20	5.00	3.83	.75

Cluster four: The Middle Eastern cluster. The data show that the three most preferred communication styles used by leaders for the Middle Eastern cluster are the impression leaving, friendly, and attentive communication styles. The cluster had 18 respondents from six different countries (i.e., Egypt, Palestine, Saudi Arabia, Tunisia, Turkey, and Uzbekistan). The impression leaving communication style had a mean score of $M = 4.02$ ($SD = 0.60$). The friendly communication style had a mean score of $M = 3.92$ ($SD = 0.59$). The attentive communication style had a mean score of $M = 3.89$ ($SD = 0.65$) (see Table 8).

Table 8
The Middle Eastern Cluster

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>M</i>	<i>SD</i>
Dominant	18	2.80	4.80	3.77	.65
Dramatic	18	2.50	4.50	3.61	.60
Contentious	18	2.40	4.80	3.46	.67
Animated	18	2.40	4.20	3.26	.47
Impression	18	2.60	4.80	4.02	.60
Relaxed	18	1.60	4.00	3.46	.75
Attentive	18	2.60	5.00	3.89	.65
Open	18	1.60	4.40	3.42	.76
Friendly	18	2.60	5.00	3.92	.59

Cluster six: The South Asian cluster. The data show that the four most preferred leader communication styles for the South Asian cluster are the friendly, attentive, impression leaving, and relaxed communication styles. The cluster had 21 respondents from six different countries (i.e., Afghanistan, India, Indonesia, Iran, Pakistan and Bangladesh). The friendly communication style had a mean score of $M = 4.32$ ($SD = 0.43$). The attentive communication style had a mean score of $M = 4.28$ ($SD = 0.4$). The impression leaving communication style follows, with a mean score of $M = 4.2$ ($SD = 0.48$). Finally, the relaxed communication style had a mean score of $M = 4.00$ ($SD = 0.55$) (see Table 9).

Table 9
The South Asian Cluster

	N	Minimum	Maximum	M	SD
Dominant	21	2.00	5.00	3.71	.93
Dramatic	21	2.50	4.75	3.54	.73
Contentious	21	2.20	4.60	3.29	.59
Animated	21	2.40	4.20	3.50	.51
Impression	21	3.20	5.00	4.20	.48
Relaxed	21	3.20	4.80	4.00	.55
Attentive	21	3.80	5.00	4.28	.40
Open	21	2.40	4.60	3.53	.62
Friendly	21	3.60	5.00	4.32	.43

Stage 2: Communication Style Enactment

A qualitative study was conducted to investigate the cultural interpretation and enactment of the communication styles per cluster. Focus group questions were asked for each of the four dominant leader communication styles in each cluster. Participants were asked about their definition and perception of each dominant leader communication style (i.e., what does that communication style mean in your culture?), the nonverbal aspects of that style (i.e., how would a leader using that style behave or act? How would you describe their body language?), the verbal aspects of that style (i.e., what kind of messages should we expect from a leader using that style?), the situational differences within that style (i.e., does the enactment of that style differ from meeting to social occasion within the company?), the hierarchical differences within that style (i.e., does the enactment of that style differ between CEO and middle-manager?), and finally, the appropriateness of that style (i.e., when would that style be considered

inappropriate?). The answers of the focus group participants representing all the countries in each cluster were collected and analyzed by searching for key words or concepts concerning every question. The findings are as follows:

The African cluster. The African cluster was composed of six countries of which five attended the focus group (i.e., Bahamas, Congo, Ghana, Madagascar, and Rwanda), and one was reached through a personal interview (i.e., Kenya). The predominant styles for this cluster as indicated by the survey are impression leaving, friendly and attentive. The focus group findings are as follows:

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the African cluster as someone who “leads by example” and is “seen as a role model” as well as made an example of others who did well. It is about “the way they approach people”, “how they carry themselves” and the image the leader depicts to followers that sets the tone for these followers. Basic traits expected of a leader were to be “convincing”, “engaging”, as well as being a little “entertaining” or pleasant to make people around them feel comfortable, and being “audience-oriented” while “showing they are in charge”. Cultural commonalities were found across the African countries when talking about how the respect between leader-follower should be the same as respect in a father-son relationship. Cultural differences emerged when talking about seriousness/humor aspects of leadership. Participants from Congo and Rwanda stressed how the seriousness and strictness of a leader was perceived to be more effective in their countries than his humor, whereas participants from other countries talked about how they “clicked more with friendlier managers”.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the African cluster talked about the ineffectiveness of leaders who “talked with no action”, meaning leaders who made promises without delivering. They mentioned how small acts of humbleness went a long way with their cultures. A leader should also “sound intelligent, act intelligent” or “sound as someone who is knowledgeable” and “speak correctly” or “be articulate”, as well as “be approachable” and “have to be closer to the audience you are talking to”. Cultural differences emerged among the cultural informants when talking about body language. Some countries stressed the importance of hand gestures (e.g., the Bahamas and Ghana), and others preferred a more “static” approach to hand gestures (e.g., Madagascar and Congo). Others such as the participants from Kenya and Rwanda talked about a more strategic use of hand gestures where excessive hand gesturing can be destructive. They advised a moderate use of hand gestures. The participant from Madagascar also felt the static approach applied to facial expressions, which conflicted with the participant from Ghana who declared they “use a lot of facial expressions” believing “it helps them to be able to put across their message properly”. Another cultural difference presented itself when talking about the volume of the voice. Apparently in Ghana and Congo loud voices are acceptable, In Madagascar and the Bahamas a loud voice was a “sign of disrespect” and so leaders should use a soft voice or “all communication would be lost”. In Kenya and Rwanda, you have to be “loud enough” to be heard and understood but leaders are warned about being “too loud”. However all cultural informants agreed that a leader asking for something should have a “commanding tone of voice”.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the African cluster felt that such a leader should deliver messages about “guaranteeing people a better future” and “making people’s life better” and how their role is all about “helping and serving” the employees. Leaders should also “motivate” their employees, “convince them with this dream they can achieve” and convince them of this “better vision”. However, a leader should be aware when talking about visions and dreams that the employees will believe there is the “commitment of that person that says this [concerning] the object they promised”. Leaders should show that they “understand people, their needs and the goals.” They should talk about “the pride of the company and reference competitors and talk about previous successes”. Finally, a leader should send out “more of a WE kind of message” (i.e., We’re in this. We can do this), messages that communicate team-work. Other themes emerged when talking with this cultural cluster such as the importance of being indirect by using proverbs and anecdotes with people from Madagascar, Ghana and Bahamas. However in Congo they expect the leader to be direct and say things clearly.

Situational differences within the impression leaving leader communication style. Concerning the situational differences within the impression leaving communication style, the African cluster talked about how in a meeting “you want to meet the scope of the event”, “get to the point and be professional.” In the workplace you need to be more “authoritative”. A meeting is designed to allow the leader to “checkmark” the achievements of the company and launch new ideas. In a social situation leaders need to “use the friendship side of leadership”, “be a lot more relaxed in the way they are engaging with their employees”. Leaders “acknowledge their

presence” as individuals as well and are able “to crack jokes” and “laugh” because “when [a leader is] out of the boundaries of the office [they] can be free”. However, the African cluster also indicated that sometimes that difference “depends on the person” (e.g., “there are people who are relaxed in a meeting and there are others who are kind of serious”). The cluster also talked about the frustration of “when [a leader] gets carried away” in a meeting by drifting away from the point of the meeting. A cultural difference emerged when talking about the seriousness that needs to be present in a meeting. The participant from the Bahamas was talking about his experience in meetings and said, “My manager would be cracking jokes about something inappropriate and it’s okay to do, it’s okay and I think that’s the laid back culture that we have.”

Hierarchical differences within the impression leaving leader communication style.

Concerning the hierarchical differences within the impression leaving communication style, the African cluster showed cultural differences. The Congolese, Rwandan, Ghanaian and Malagasy participants declared that the CEO and middle manager should not show differences in the way they use this style. The participant from Congo explained that when “I want to hire someone to portray my image” “it is very important to make sure that the manager is like a mirror of the CEO.” However, the Kenyan and Bahamian participants believed that the CEO should be “more serious” and “come with much more fear” because that leader “instills that kind of command or demand for respect.” However, the middle manager is “more laid back” which brings “more favoritism and is more favored” causing the employees to be “much more relaxed when dealing with the middle-manager.”

Appropriateness of the impression leaving leader communication style. When asked to describe when that style would be considered inappropriate, cultural differences emerged. The

Rwandan participant talked about how paying attention for the purpose of comparing employees to each other while giving feedback or giving a performance evaluation would then become inappropriate. The Congolese and Ghanaian participants talked about the inappropriateness of trying to leave an impression in unserious situations such as “when they are joking, there’s no need to be serious.” However, the participants from Kenya and the Bahamas felt that there is never a situation in which it is inappropriate to be impression leaving.

Summary of the impression leaving leader communication style according to the African cluster. A leader using this communication style is usually a leader who likes to set the example of how employees should reach the company goals and be that example, they show they are in charge, they are convincing, and they lead a leader-follower relationship modeled after the father-son relationship. Usually these leaders deliver on their promises, are humble, articulate, intelligent and knowledgeable. However, the use of body language concerning facial expressions, tone of voice and hand gestures differed from one country to another. These leaders speak messages of motivation, betterment and service, they also promote team-work through using “we”. Differences occurred when speaking about direct versus indirect communication for each country. In meetings leaders are expected to meet the scope of the assembly and be professional, whereas in a social situation they are expected to be relaxed, humorous and acknowledge the presence of others. Cultural differences occurred when talking about differences in hierarchy, where some believed CEOs and middle-managers should act and behave the same way, unlike others who believed middle-managers are more relaxed. The African cluster advises leaders not to use that style in unserious situations.

Friendly.

Definition and perception. A leader using the friendly communication style was seen by the African cluster as someone who “treats employees as friends” by “showing people they care” about them and about how they are doing, “valuing them”. Leaders using this style will “encourage [their employees] to let them know if there is anything going on” believing that whatever is happening in their personal life will affect their work. A sign of friendliness was also to “speak indirectly, especially on touchy topics.” They would do their best to explain everything. Some also said that the employees would be “more willing or committed to whatever they suggest” because they “are not doing it to comply, but because very free willingly [they] would do it on a friendship basis.”

Nonverbal aspects of the friendly leader communication style. Concerning the nonverbal aspects of the friendly communication style, the African cluster talked about how the leader should be “relaxed and open”, and is “focused on everybody’s interest” where they “see the company as one” These leaders are usually likely to “come to your station and give you a small touch” like grabbing your shoulder or a tap on the back. However, leaders need to pay attention to touching, making sure it is consensual and follows cultural norms. A leader might need to observe the extent to which other leaders use touch and proximity with their followers. However, they should “always be smiling” and might even hug you if this is the relationship you share with them.

Verbal aspects of the friendly leader communication style. Concerning the verbal aspects of the friendly communication style, the participants from the African cluster felt that the leader incorporating that style is a leader who should be “willing to listen to their [employees’]

concerns” and “willing to fix them” by providing “motivation, guidance and support” and “communicate with positive messages”, “making sure what they say does not affect anyone negatively.” They would use “encouraging messages”, “motivational messages” and “acknowledgement” (i.e., “I see what you have done and I’m proud of you”). They also use “we” a lot, and “instill the spirit of team-work, and use relaxing messages” (i.e., “don’t worry about this”, “we can make it”). Finally the leader should be “grateful and appreciative”.

Situational differences within the friendly leader communication style. Concerning the situational differences within the friendly communication style, the African cluster showed no cultural differences. Participants agreed that although the level of relaxation is different as a circumstance of the situation, the communication style enactment should not differ. There will be more professionalism in the meeting and the leader will be speaking to all the attendees. In a social event, they would be more personal.

Hierarchical differences within the friendly leader communication style. Concerning the hierarchical differences within the friendly communication style, the African cluster showed cultural differences, where participants from Congo, Madagascar and Kenya felt that they should be the same, however, participants from Rwanda, Bahamas and Ghana felt that the CEO needs to have more boundaries than the middle-manager. For them, the manager is to be “more personal” with the employees than the CEO and if the middle-manager rules the same way as the CEO he would be “ruled out”. They believed the CEO should be more “reserved” than the middle-manager.

Appropriateness of the friendly leader communication style. When asked about when that style would be considered inappropriate, no cultural differences emerged. Participants from all

countries thought there were no times where being friendly is inappropriate, except “be more serious in meetings” and “make sure you’re not so friendly that people take advantage of you”. However, the participant from Kenya believed that if a leader is too friendly “it will be counter-productive” and suggests the leader “set the boundaries for their employees” (i.e., “even if I am friendly, I am still your boss”).

Summary of the friendly leader communication style according to the African cluster. A leader using this communication style is usually a leader who shows care and gives value to employees through encouragement, and transmitting knowledge. Leaders using this style are usually more relaxed, open and willing to listen. They provide motivation, guidance and support, and might use physical touch to show and seek affinity. They also communicate positive messages such as encouragement, acknowledge work well done and of value to the company, and use “we”. The enactment of this style does not differ from one situation to another although the level of relaxation should be different. Cultural differences occurred when discussing hierarchal differences between users of this style where some believed the style should be enacted the same way for both middle-managers and CEOs, and others felt the middle-manager should be more personal and less reserved than the CEO. Finally, the cluster advised leaders not to use that style in serious meetings.

Attentive.

Definition and perception. A leader using the attentive communication style was seen by the African cluster as someone who “listens” and is “keen about the people they are leading and how they are responding to whatever they are directing”. Here there was also mention of the father-son relationship that is “60% respect and 40% friendly” according to the participant from

Congo. That participant said the leader must make sure to “set the boundaries and makes sure his employees will not overstep them”. The participants also believed that leaders should pay attention to their employees to see if the work is being done properly. A leader “pays attention to details about work,” makes sure his employees are “responding to what he is saying”, and “makes sure people understand their responsibilities” concerning “what we are trying to accomplish and how we want to get things done”. This leader should also have the ability to “get others to pay attention to what [they are] saying”, “should be engaging”, have “positive values”, and “should catch the attention of the audience”. Also leaders would be “more compassionate”, and are able to fix mistakes and deal with tough situations.

Nonverbal aspects of the attentive leader communication style. Concerning the nonverbal aspects of the attentive communication style, those representing the African cluster talked about how the leader should ““motivate them with [their] lifestyle and everything [they] do.” The leader should also “respect their employees and show them they have some meaning to the company”, be “willing to listen”, be “open” and “always be humble.” They also give their employees “the impression that they are being listened to” and “not be stiff.” They would also be composed, but at the same time they would be “nodding to show interest in what people are saying.” Also, something that is unique to Rwanda is that “when you’re put in a leadership position, you don’t take public transportation. There is a gap between you and the people you are leading”, a “higher standard”, the leaders show it in “the dress, the means of transportation, the neighborhood you live in, and the way you communicate.” The same differences found with the previous communication styles concerning hand gestures and facial expressions surfaced, as well as the themes of humor and seriousness. The participant from Madagascar told a story to prove

to what extent the communication behavior of a leader affects followers. In Madagascar a competent but strict president who upset people with his way of leading and communicating was overturned in a “coup d’état” by a former disc jockey who was more open and relaxed. The new president succeeded “because of his way of communicating, which shows how communication really impacts our society.” An interesting point surfaced concerning dress, where countries like Ghana prefer leaders who wear traditional attire. In others such as Congo, the Bahamas and Kenya, leaders are more favored who wear western attire. In Rwanda, it is favored for the women to wear traditional clothes, and the men to wear western clothes. In Madagascar, it is favored for leaders in the country to wear traditional clothes and in the city to wear western clothes. Also differences emerged when discussing eye contact where countries such as Kenya, and the Bahamas, strong eye contact is advised, unlike Congo, Rwanda, Ghana, and Madagascar where breaking eye contact is advised as a sign of respect to someone in a higher position.

Verbal aspects of the attentive leader communication style. Concerning the verbal aspects of the attentive communication style, the participants from the African cluster felt that the leader incorporating that style is a leader who “tries to understand people’s opinions” in order to give active feedback, “respond to the needs of employees” and fulfill the responsibility “of directing people”. Leaders need to pay attention to the culture surrounding them and communicate accordingly, “learn about the history, political groups, and general knowledge”. They would be “engaging” by “asking questions, and getting more information out of what is being said” (i.e., “are we together on this”), check that people are on the same side of things, and ask general “questions to people about themselves, if they really care and really want to understand.” They should also “compliment a person on a good point” but “address problems as

if they were general issues” without pointing fingers. However, in Ghana, leaders “shower praise on everyone and then they single out some people and praise them.”

Situational differences within the attentive leader communication style. Concerning the situational differences within the attentive communication style, the African cluster talked about how for some countries such as Kenya, Madagascar and Ghana the expectations are the same. However, for Rwanda, Congo and the Bahamas, they have different expectations for leaders in various social situations. In a meeting a leader would be trying to solve workplace issues and improve the workplace and thus is serious and concentrated. However, in a social instance, a leader should be making sure “everybody’s happy” and “relaxed.” They will make “small talk, and ask personal questions.” Countries such as Rwanda and Congo would expect the leader to be composed even in social events, however, countries such as the Bahamas have no such expectations saying that during these events leaders can “get drunk” and “outshine everybody at the party”. They can be “the most charismatic and the most engaging” believing “that really goes a long way”, because it makes them “more approachable.”

Hierarchical differences within the attentive leader communication style. Concerning the hierarchical differences within the attentive communication style, the African cluster showed no cultural differences. All participants agreed that although the level of respect earned is different between CEOs and middle managers, the communication style should not differ. The participant from Madagascar shared a proverb to explain the effect of the leader on the organization, relating it to middle manager leadership style. He gave the example of a button-down shirt, where you start buttoning the shirt from the first button all the way down. If you set the first button right, you can button your shirt correctly, but if you misplace the first button, the rest of the buttons

will be out of place, and the shirt will never be buttoned correctly. This proverb basically explains how the first button of the shirt – the individual at the top of the hierarchy- sets the tone for the other buttons – the employees working under that leader who have no choice but to follow the lead.

Appropriateness of the attentive leader communication style. When asked about when the use of that style would be considered inappropriate, no cultural differences emerged. All participants agreed that there are no times where they find that communication style to be inappropriate as long as the leader does not make people feel uncomfortable by asking too many or too personal of questions.

Summary of the attentive leader communication style according to the African cluster. A leader using this communication style is usually a leader who likes to listen to people, is engaging, compassionate and looks after the employees. They model after the father-son relationship which is composed of 60% respect and 40% friendliness. However, the leader should still set the boundaries and be attentive to whether the work is being done or not. These leaders motivate others by being the example, showing respect and displaying a willingness to be humble and listen. Cultural differences surfaced when speaking of humor, gestures, and facial expressions. The cluster also discussed dress differences. Leaders using these styles give feedback, ask questions, direct tasks and compliment other. Cultural differences emerged when talking about situational differences. Some believed there should be no difference across different situations, while others believed in meetings the leader should deal with workplace issues but in social situations they can make informal small talk. The cluster believed the

enactment of this style should not be different across the hierarchy and believed that it was never inappropriate to use this style.

The Anglo cluster. The Anglo cluster was composed of two countries (i.e., the United Kingdom and the United States). Although there were some technical difficulties with the recordings (i.e., the equipment failed) of this focus group, the information provided is as accurate as possible. The predominant styles for this cluster as indicated by the survey are impression leaving, attentive and friendly. The findings follow.

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the Anglo cluster as someone who is “memorable”, “you’ll remember them and remember what they said”. Cultural differences emerged where the United Kingdom participant said he believed an impression leaving leader is usually one that is “dominant”, “strict” and “to the point”, unlike the participant from the United States who believed the impression leaving leader is one who is more “visionary” and “influential”.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the Anglo cluster talked about how the leaders should be commanding, sit in a straight manner, show pride and confidence and make their presence known. They use heavy eye contact, hand gestures, and make sure not to cross their hands in front of their chests.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the Anglo cluster showed cultural differences. The participant from the United Kingdom indicated that they

would be more directive and more work oriented, when the participant from the United States believed that they would communicate visions of what they would want for the company or where they see the company going.

Situational differences within the impression leaving leader communication style.

Concerning the situational differences within the impression leaving communication style, the Anglo cluster talked about how in a meeting a leader would be more directive and direct the conversation by indicating who can talk and who cannot. The leader is confident about knowing the ins and outs of the company. During social events they are more free and are expected not to be uptight.

Hierarchical differences within the impression leaving leader communication style.

Concerning the hierarchical differences within the impression leaving communication style, the Anglo believed that all these attributes talked about should be more concentrated the higher up the hierarchy an individual is. So as a CEO you have to be very impression leaving, but as a middle manager it's okay if you are not. Also, they talked about circles of impressions or circles of influence, where the CEO's circle of impression is made up of people in leadership positions working directly under the CEO's supervision (i.e., vice presidents, middle managers), the middle-managers' circle of impression includes first line managers (i.e., supervisors). The lower ranking managers have a circle of impression of their own composed of the employees they work with. The CEO would be in level one, middle-managers in level two, first line managers in level three and employees in level four. The participants believed that the CEO can be impression leaving with the people who are in level three and four, but they have to be more lenient with people in level two.

Appropriateness of the impression leaving leader communication style. When asked about when the use of that style would be considered inappropriate, cultural differences emerged. The participant from the United Kingdom believed that it would be inappropriate for leaders to use the impression leaving communication style when they are training someone because they need to be more attentive toward what is being said and learned. That participant appeared to believe impression leaving meant dominant. The United States participant however felt that it would be inappropriate in times of crisis to be impression leaving, because that participant appeared to believe that impression leaving is related to being visionary. In times of crisis a leader should be more directive and commanding.

Summary of the impression leaving leader communication style according to the Anglo cluster. A leader using this communication style is usually memorable, however cultural differences emerged when discussing how that style is portrayed between dominant and influential. These leaders are commanding, confident and engage in nonverbal communication. Cultural differences emerged again when discussing verbal messages where dominance and influence clashed again. These leaders in a meeting are more directive, whereas in social situations they are more free to be themselves. A discussion emerged when talking about hierarchal differences where a term was introduced called “circles of influence” to indicate a certain dyad between direct leaders with direct subordinates, and how those circles influenced communication. Leaders were advised by this cluster not to use this style in times of training new individuals and in times of crisis.

Attentive and friendly. The following merges the attentive and friendly communication styles together due to the missing verbatim transcript caused by equipment failure. The only

distinction found between the two leader communication styles is that when leaders are using a friendly communication style they face fewer social behavioral restrictions and are more relaxed than leaders using the attentive communication style.

Definition and perception. A leader using the attentive and friendly communication styles was seen by the Anglo cluster as someone who is caring enough to ask the employees questions about themselves.

Nonverbal aspects of the attentive and friendly communication styles. Concerning the nonverbal aspects of the attentive and friendly communication styles, the Anglo cluster talked about how they would behave like the impression leaving leader but they would be looser around the shoulders, and appear more relaxed. Leaders using those styles may also give their employees a tap on the back or grab their shoulder. Leaders using the friendly communication style would be even more relaxed than leaders using the attentive style and have more physical contact. Cultural differences emerged when talking about touch where the participant from the United States said they would tolerate a high five or a handshake only, when the participant from the United Kingdom considered hugs and playful gestures to be appropriate.

Verbal aspects of the attentive and friendly communication styles. Concerning the verbal aspects of the attentive and friendly communication styles, the participants from the Anglo cluster felt that such a leader would ask questions about their employees' personal lives, such as ask them about previous activities that they engaged in (i.e., "how was your weekend"). However, leaders should make sure they do not cross the boundaries by asking too many personal questions or go into too many personal details. They talked about how by doing so, some leaders may lose credibility by portraying that they have nothing more important to do

than to go into unimportant details instead of doing their job and allowing their employees to finish the task at hand.

Situational differences within the attentive and friendly communication

styles. Concerning the situational differences within the attentive and friendly communication styles, the Anglo cluster talked about how in a meeting a leader should be serious and get to the point of the meeting, they should know their boundaries and what is expected of them during the meeting, and they should respect other participants' time and not go off on tangents. However, socially leaders should be more social and connect with the employees more extensively.

Hierarchical differences within the attentive and friendly communication

styles. Concerning the hierarchical differences within the attentive and friendly communication styles, there was a reemergence of the circles of influence where they talked about how employees should only expect their direct leaders to be friendly with them, and that the greater the hierarchical gap between the leader and the employee the more distant and formal that leader would be.

Appropriateness of the attentive and friendly communication styles. When asked about when the use of that style would be considered inappropriate, the Anglo cluster believed it is when a leader goes across their boundaries by using that style with someone outside their circle of influence. Also it is inappropriate not to know where to draw the boundaries of friendship and ask too many private questions, as well as go off on tangents where seriousness is needed.

Summary of the attentive and friendly communication styles according to the Anglo cluster. A leader using these communication styles is usually caring and asks employees questions. Leaders have a relaxed demeanor and might engage in more physical contact such as

shoulder tapping. Cultural differences concerned the tolerance to touch. These leaders ask their employees questions about their personal lives but should still pay attention not to cross boundaries. In a meeting these leaders are serious and get to the point but connect better with others in social situations. These styles are enacted differently depending on the leaders' circle of influence and which circle is being addressed where the greater the hierarchal gap between employee and leader, the more distance and formality are expected. The cluster warned leaders not to allow boundaries to be crossed by either leader or employee. The only difference between both communication styles is that friendly communicators have less behavioral restrictions.

The Confucian Asian cluster. The Confucian Asian cluster was composed of two countries (i.e., China and Vietnam). The predominant styles for this cluster as indicated by the survey are attentive, impression leaving, attentive and dominant. The findings follow.

Attentive.

Definition and perception. A leader using the attentive communication style was seen by the Confucian Asian cluster as someone who “gives their attention to people” and “pays attention to what you are talking” with them. Leaders who use that style “talk about important things that the employees want to hear” and “give the appropriate answer to what you ask them”. They have the ability to “easily spread the information understandable to employees”, give “proper feedback” and “pay attention to your feelings and reactions to what they are saying”.

Nonverbal aspects of the attentive leader communication style. Concerning the nonverbal aspects of the attentive communication style, the Confucian Asian cluster talked about the effectiveness of the use of body language in making “the conversation more lively”, as well as the importance of “looking at people” when speaking, being confident, and “showing emotion

expression on his face”. A cultural difference emerged when the participant from Vietnam talked about how in that country, although hand gestures would facilitate the conversation, when people talk, they put their hands in their pockets, advising leaders to moderately use hand gestures in Vietnam.

Verbal aspects of the attentive leader communication style. Concerning the verbal aspects of the attentive communication style, the participants from the Confucian Asian cluster felt that a leader should deliver messages concerning “feedback” (i.e., “that is correct” or “no, I want to do this instead because that is wrong”) and provide “good direction after that feedback”. Participants also expect leaders to “give good advice” because it shows that they are “paying attention to [their employees] and want me to do better and do progress at work”. They desired guidance and support.

Situational differences within the attentive leader communication style. Concerning the situational differences within the attentive communication style, the Confucian Asian cluster talked about how in a meeting leaders are “more formal” but in social situations they can “tell jokes and tease you” but yet stay within formal boundaries. As to who they are talking to, participants agreed that in a meeting leaders “would address the whole team and seldom intermediate employees”. Whereas in their social events, leaders would “talk individually with employees and be a little more relaxed”.

Hierarchical differences within the attentive leader communication style. Concerning the hierarchical differences within the attentive communication style, the Confucian Asian cluster showed cultural agreement by saying that they believe for the most part “attentive CEOs and

middle managers should be the same”, but one difference would be that “the floor manager will be closer to the employees” because they engage more with the employees than does the CEO.

Appropriateness of the attentive leader communication style. When asked about when the use of that style would be considered inappropriate, the participants felt that the only time they would appreciate the leader not being attentive is “when they do a mistake” because “nobody wants their boss to keep a close eye on [their employees]” and remember that mistake and judge the employee because of it.

Summary of the attentive leader communication style according to the Confucian Asian cluster. A leader using this communication style usually pays attention to the employees and answers appropriately to what they want answered, is able to circulate the message correctly and provide proper feedback. These leaders are usually confident and portray their emotions through facial expressions. However, a cultural difference occurred about the amount of body language used. Messages used by these leaders usually pertain to advice, guidance and support. In a meeting these leaders are more formal than social situations where they can be more humorous. In a meeting they should address the whole team. According to this cluster CEOs and middle-managers should behave the same, except for the practicality of work that makes the floor manager closer to the employees. Finally, this cluster talked about how leaders should try to be less attentive when an employee makes a mistake and give them a way to fix the problem instead of micro-managing the situation.

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the Confucian Asian cluster as someone who would be “talented and good at work”,

meaning they “have the ability in that field” and “are at least above the average”. That leader is also someone who takes care of his or her appearance. They should treat their employees well because if a leader shows “they are too strict or difficult, it will not give a good impression to the employees”. They should be “nice, brave, and full of vision”. They should be able to manage “everything happening under their control” as well as “managing conflicts between employees and clients, and between employees themselves”, where they can “get them out of the conflict in a simple way.” They also shouldn’t treat their employees “too strictly or unfair” and should be able to make proper decisions and have proper “management skills”.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the Confucian Asian cluster talked about how leaders should be “correct” with their employees, they do so by “not yelling”. Leaders adopting that communication style “shouldn’t show their anger” because it causes employees to feel nervous which hinders their productivity. The participant from Vietnam explained how some leaders use fear as a tactic where the leader would “pretend to be strict and easy to get angered because they want to control the employees. Leaders should behave “confidently” and sit in an upright manner. They will have “some facial expressions that shows they are nice, such as smiling”.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the Confucian Asian cluster felt that such a leader should deliver messages of “encouragement” and try to communicate “their knowledge and experience”, as well as give “insightful ideas about how the company will develop in the future”.

Situational differences within the impression leaving leader communication

style. Concerning the situational differences within the impression leaving communication style, the Confucian Asian cluster talked about how in a meeting a leader would “listen to the employees” and then be “the last person to give the decision”. The participant from China added that some form of light humor might be accepted inside the meeting. As for social events, leaders would be “talking normally”, they would be “nice and friendly, but not so loose and relaxed” in order to keep some sort of hierarchical formality, but they “might ask employees personal questions”.

Hierarchical differences within the impression leaving leader communication

style. Concerning the hierarchical differences within the impression leaving communication style, the Confucian Asian cluster talked about a difference between the CEO and middle manager. Lower level bosses “are easier to communicate with and should be more friendly”. However, leaders have a tendency to be “stricter with their direct employees”. As a rule, both participants advised leaders to try to adopt a friendly approach to their employees.

Appropriateness of the impression leaving leader communication style. When asked about when the use of this style would be considered inappropriate, the participants felt that there were no situations in which it would be inappropriate to be impression leaving.

Summary of the impression leaving leader communication style according to the Confucian Asian cluster. A leader using this communication style is usually competent with managerial skills, takes care of their appearance and treats their employees with confidence and vision. They are very composed, control their emotions, are confident, and smile. Cultural difference appeared where leaders in some countries in the cluster used fear as a tactic so as to be

obeyed. Impression leaving leaders also used messages of knowledge, encouragement and insight. In a meeting the leader would listen to the employees but make the final decision, whereas in a social situation they would be nice and friendly. As to hierarchal differences, lower level bosses are easier to communicate with, and there were no situations identified where it was inappropriate to be impression leaving.

Friendly.

Definition and perception. A leader using the friendly communication style was seen by the Confucian Asian cluster as someone who speaks in a friendly manner “even with their tone of voice and by smiling”. They are individuals who employees “feel comfortable to talk with” because “they are more approachable”. They are “ready to speak openly”, they like to ask questions and “give [employees] a chance to express their ideas”. They “will start the conversation first and show respect to what [employees] are talking about”.

Nonverbal aspects of the friendly leader communication style. Concerning the nonverbal aspects of the friendly communication style, the Confucian Asian cluster talked about how these leaders express their friendliness through facial expressions, they will “look relaxed” and be “smiling”.

Verbal aspects of the friendly leader communication style. Concerning the verbal aspects of the friendly communication style, the participants from the Confucian Asian cluster felt that in addition to being “easily open to talk”, they will “ask you about you and the job”. They will “think about your difficulty, listen to your difficulty, and solve your problems”. These leaders would “give you their personal ideas” as well as “like to talk about what they are thinking about”.

Situational differences within the friendly leader communication style. Concerning the situational differences within the friendly communication style, the Confucian Asian cluster talked about how in a meeting the leader will be “easily open to talk and they will give you a chance to talk” “without interrupting when someone is saying something” and “ask [attendees] if anybody else wants to share their ideas” or “if anybody has any questions”. In a social event, they will “smile, make jokes, and ask about [employees] families” and “encourage you to talk” by “keeping the atmosphere at a comfortable level”.

Hierarchical differences within the friendly leader communication style. Concerning the hierarchical differences within the friendly communication style, the Confucian Asian cluster showed cultural differences which emerged when talking about CEOs and middle managers. The participant from Vietnam said they expect their middle manager to be nicer, but the participant from China said they expected the CEO to be nicer because as friendly as a middle manager can be, they still have the responsibility to lead, direct, and guide others as well as point out mistakes. They “are not being mean but they need to make sure [employees] are working in the right way”.

Appropriateness of the friendly leader communication style. When asked about when the use of that style would be considered inappropriate, participants agreed that the friendly communication style should not exist “if a person makes a mistake” if the leader is to be taken seriously.

Summary of the friendly leader communication style according to the Confucian Asian cluster. A leader using this communication style usually treat others in a friendly manner through their use of their voice and facial expressions such as smiling; they are approachable,

speak openly and allow others to speak openly as well. They will share their personal experience, ask about the employees and what they are doing, listen to their employees difficulties and try to help solve their problems. In a meeting they are professional and talkative, however in a social situation they smile, joke, ask questions and encourage others to talk.” Cultural differences emerged where some participants believed the middle manager should be friendlier and others believed the CEO should be friendlier. Finally, the cluster believed that the style would be inappropriate to use if an employee makes a mistake.

Dominant.

Definition and perception. A leader using the dominant communication style was seen by the Confucian Asian cluster as someone who acts in a “dominant way to make employees listen” to them, because sometimes if a leader is too friendly they might not be heard. The leader using that style would be someone who would “make the decisions” and “will decide the way the work needs to be done”, and have a “more aggressive personality”.

Nonverbal aspects of the dominant leader communication style. Concerning the nonverbal aspects of the dominant communication style, the Confucian Asian cluster talked about how such leaders would have a “more serious” demeanor towards work, will have “more body language”, a “strong willingness to tell you what they think”, and typically have a “loud voice”, but should be able to “control his emotions” believing that “if a leader can’t control their emotions, they cannot control a company”.

Verbal aspects of the dominant leader communication style. Concerning the verbal aspects of the dominant communication style, the participants from the Confucian Asian cluster felt that such leaders have a tendency to “be the one always talking” and would always make

sure to “show their point of view” and “hold to their opinion” even if others disagree. Such leaders would say things in an “ordering way”, “telling you what to do and how to do it” (i.e., “I think you should do this”).

Situational differences within the dominant leader communication style. Concerning the situational differences within the dominant communication style, the Confucian Asian cluster talked about how in a meeting the leader will “keep [make] the last decision for the project after listening to other ideas from the employees”. Sometimes “the dominant leader can ignore all the ideas and keep their own”. However, in social situations, the participants did not believe the dominant communication style should exist.

Hierarchical differences within the dominant leader communication style. Concerning the hierarchical differences within the dominant communication style, the Confucian Asian cluster believed that the CEO should be more dominant because they do not interact as much with employees and the middle managers should be “more flexible with their employees, so they tend to be less dominant”.

Appropriateness of the dominant leader communication style. When asked about when the use of that style would be considered inappropriate, the participants believed the dominant style “had no place in a social situation”, and also believed it would be inappropriate “when they are so dominant that they scare the employees”. They discussed how they “should be willing to listen to other ideas” or “at least show them a little respect” and provide them “a little time to talk”.

Participants discussed the gender balance within these communication styles. They talked about how female managers are treated and perceived differently. If there is a “woman boss, she

will sympathize with the women employees”, “they are softer than men”, “less strict” and are more patient but “more picky”. The women are discriminated against in that employees tend to link her personal life to her corporate life, such as “wondering if that’s the reason she is not married when she is strict”.

Summary of the dominant communication style according to the Confucian Asian cluster. A leader using this communication style usually uses it to make others listen, they make the decisions, and have a more aggressive personality. Leaders using this style usually have a more serious demeanor, more body language than others, have a loud voice and can control their emotions. They are usually the ones always engaging in speech interactions where they might provide their point of view in a commanding way. In a meeting the leader makes the last decisions, whereas in a social situation the style should not be portrayed. Concerning hierarchy, the cluster believed that the CEO should be more dominant whereas the middle-manager should be more flexible. The cluster advised the leaders not to use this style in a social situation or be so dominant that it ends up scaring the individuals.

The Latin American cluster. The Latin American cluster was composed of four countries of which two attended the focus group (i.e., Brazil and Panama), and two participated in a personal interview (i.e., Nicaragua and Bolivia). The predominant styles for this cluster as indicated by the survey are impression leaving, dominant, and attentive. The findings follow.

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the Latin American cluster as someone who would try their best to “show you how

good they are” at what they do, because employees will tend to “remember everything that [the leader] has done in the past”. The cluster also talked about how such a leader should be “confident”, “charismatic”, “knowledgeable”, “responsible” and have “high work ethics”. That style, according to the Latin American cluster, was contingent on “how persuasive” they can be concerning the ideas that they have. They are “someone who communicates and replies when they are asked something”. They also have to be “flexible” but “resilient”, “humble”, “approachable”, “caring”, and “honest”. “They are like a commander or coach; [employees] want to learn from them, like a mentor”.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the Latin American cluster talked about the ineffectiveness of leaders who make promises without delivering, saying that an impression leaving leader is “not just talking, but actually doing things, not explaining things, but doing things”, They tend to be “very open, friendly, confident, and have to be outgoing”, they should have “an open posture”, “hand gestures”, and a “friendly tone of voice”. The cluster also agreed that there was a preference for “leaders who are not afraid of getting dirty”. However, cultural differences emerged when talking about dress codes, where the participants from Panama and Brazil talked about preferring leaders in casual clothes, Nicaragua preferred business casual, and the participant from Bolivia talked about how it depends on whether you are leading indigenous people or not. It is preferable to wear traditional clothes when leading indigenous people, thinking such clothing choices will increase trust.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the Latin

American cluster felt that such a leader should deliver messages about the employees, they would talk about things “related to [the employees]”, “why he cares” about the employees, and “how important what they are doing is and how important they are to the company”. They will also try to “develop the employees because they know they are part of the success of the company”. These leaders will “get personal” and “be positive”. They provide “support, guidance and motivation”.

Situational differences within the impression leaving leader communication style. Concerning the situational differences within the impression leaving communication style, the Latin American cluster talked about how in a meeting and socially a leader incorporating that style should act and behave the same way. However, in social situations they should be more “humble” and employees should be able to “talk openly to them”. The “type of conversation would be different” where in a meeting the discussion would be about work issues, but in a social occasion there would be more small talk and leaders “might joke more”. The participants advise leaders to stick to the minutes of the meeting when they are in one, or else the situation will become “very frustrating”.

Hierarchical differences within the impression leaving leader communication style. Concerning the hierarchical differences within the impression leaving communication style, the Latin American cluster talked about the differences between the CEO and middle manager, where middle managers have more to worry about and so they would behave differently. They will be “a little more serious and a little more concerned” with everything going on with the employees’ work. However, all participants agreed that it would be easier speaking to a middle manager about concerns than the CEO.

Appropriateness of the impression leaving leader communication style. When asked about when the use of this style would be considered inappropriate, cultural differences emerged while participants from Panama and Brazil felt that it is never inappropriate to be impression leaving, and that the key of a successful leader is “someone who is dominant in conversations in a humble way”. Nicaragua felt that it would be negative to use such a style to speak with someone who is higher in the hierarchy than that leader. The participant from Bolivia felt that “in a difficult situation” leaders should not focus on being impression leaving, but rather they should “feel some empathy about what’s happening instead of giving advice”.

Summary of the impression leaving leader communication style according to the Latin American cluster. Leaders using this communication style usually try to prove they are competent, knowledgeable, ethical, and responsible. They are flexible, resilient, humble as well as caring. These leaders also are open and confident, have an open posture, use hand gestures and a friendly tone of voice. Cultural differences emerged on the subject of clothes and appearance. They use messages employee-oriented such as why they care about the employee and sentences that show appreciation towards the employee. In a meeting or social situation leaders should behave the same, however, they will be more humble and allow others to speak openly to them in a social situation. Hierarchy-wise, middle managers have to worry more about work related issues, are more serious than the CEO, but easier to talk to. Cultural differences also emerged when talking about the inappropriate use of that style where some said it was never inappropriate when others felt that in difficult situations and when speaking to someone in a higher positions use of that style would be considered inappropriate.

Dominant.

Definition and perception. A leader using the dominant communication style was seen by the Latin American cluster to be someone who is usually “well prepared, well versed, very confident”, is “very knowledgeable”, directs employees on how they “can improve” by “handing [employees] abilities to be able to do [their] job, and do better”.

Nonverbal aspects of the dominant leader communication style. Concerning the nonverbal aspects of the dominant communication style, the Latin American cluster talked about how leaders who use that communication style are “very confident”, will “care about how they look”, have “a good tone of voice”, “strong”, “relaxed”, “well spoken with good pronunciation”, and “use lots of hand gestures”. The cluster talked about how in their culture eye contact should be broken often in order to decrease the intensity of conversations and not seem threatening.

Verbal aspects of the dominant leader communication style. Concerning the verbal aspects of the dominant communication style, the participants from the Latin American cluster felt that such a leader should deliver messages that are “concise” and will “provide guidance”. Such a leader would tell people “what they’re going to do next, make sure they know what they are doing and that they are doing it for a reason”. A good dominant leader “asks with justification” by always explaining the reasons behind the request given. Such a leader would also try to “motivate”, “if [an employee] did a good job, they will tell [them] they did a good job”.

Situational differences within the dominant leader communication style. Concerning the situational differences within the dominant communication style, the Latin American cluster talked about how in a social occasion a leader “should be more relaxed” and “talk and direct

less”. The cluster agreed that the dominant communication style only belongs inside the workplace, that “there is no place for a dominant [communication style] in a social occasion”.

Hierarchical differences within the dominant leader communication style. Concerning the hierarchical differences within the dominant communication style, the Latin American cluster believed that they would be similar but the “type of dominance would be different” “due to confidence levels that are different”. The middle managers “will be more detailed and concise” because they “have different responsibilities”, thus they need to be “more dominant in order to tell people what to do and be in control”, whereas “the CEO is already there” and thus does not have to worry about that aspect.

Appropriateness of the dominant leader communication style. When asked about when the use of that style would be considered inappropriate, the cluster felt that the inappropriateness would occur in the social situations. Leaders should be themselves, and be “authentic”. Leaders also have to make sure that dominance does not come across as dictatorship. Also, women using that communication style should be careful because they are expected to be “softer, yet deliver the message nonetheless”, and be careful how “they use their words and how they smile to others”.

Summary of the dominant leader communication style according to the Latin American cluster. Leaders using this communication style usually are individuals who are very well prepared, well versed, knowledgeable and confident. They care about their appearance, have a proper tone of voice, use hand gestures, and are strong yet relaxed. Their messages are usually concise, and they provide guidance, justification of orders and motivation. This cluster says there is no place for this style in a social occasion where leaders should be more relaxed and talk less

than they would in a meeting. Concerning differences in the hierarchy, the cluster felt that leaders should behave the same way concerning dominance, but the middle-manager will be more detailed and concise due to the nature of the position. The cluster advised that it would be inappropriate to use this style in a social situation, and women who use this style should be careful because the messages will not be received as well as they do with men.

Attentive.

Definition and perception. A leader using the attentive communication style was seen by the Latin American cluster as someone who is able to give employees “attention and feedback”. These leaders are constantly “looking at what’s happening”, they will “worry about their subordinates and try to help them”. When you go to such leaders they “usually stop whatever they are doing and start paying attention to everything that you have to say”.

Nonverbal aspects of the attentive leader communication style. Concerning the nonverbal aspects of the attentive communication style, the Latin American cluster talked about how leaders who use that communication style are usually “relaxed” and would let the employees “hold the stage and do their own thing and they pay attention” to what is being said. They interact with people “by changing their tone of voice”, “ask questions”, “exchange ideas” and “following up”. They are “good listeners” and “do not interrupt people”, they make “eye contact” and “nod their heads”. These leaders also “tend to speak less”, “are open to individual meetings”, and usually “not only like to teach, but they like to learn too”.

Verbal aspects of the attentive leader communication style. Concerning the verbal aspects of the attentive communication style, the participants from the Latin American cluster felt that such a leader should deliver messages concerning the work being done, by giving “criticism and

feedback, a critical opinion” as well as “provide guidance”. They also like to talk about the “company’s ideals and strategy”, “how to get there”, “make sure everyone’s on the same page”, and they “motivate” their employees.

Situational differences within the attentive leader communication style. Concerning the situational differences within the attentive communication style, the Latin American cluster talked about how in a meeting leaders have to be “more serious about what they are talking about” and “portray power”. “They will pour all their attention towards the work issues”. In social situations they have to be “more relaxed” and help others “feel more comfortable around them” where they will “talk about personal issues and make small talk”. Leaders have the ability to ask personal questions in a way that is comfortable for both parties. Small talk is always safer than heavy conversations.

Hierarchical differences within the attentive leader communication style. Concerning the hierarchical differences within the attentive communication style, the Latin American cluster talked about how the middle manager should be “more open” and “more attentive than the CEO” because they “need to get as many supporters as possible” in order to get promoted and take the next step on the hierarchy. This makes the middle manager more approachable and employees feel “more confident and open when talking with the middle manager”.

Appropriateness of the attentive leader communication style. Asked about when the use of that style would be considered inappropriate, the cluster agreed that the only inappropriateness is “trying too hard” to seem attentive and not knowing where to stop asking personal questions. It is very important to be attentive because “if you don’t know what the problems are and you don’t know your personnel, you can’t lead them”. This cluster also talked about the experience

of the leader. They believed that no one without field experience should be set in a leadership position. The credibility of a leader in that cluster stems from their work experience and if they worked their way up the hierarchy or not.

Summary of the attentive leader communication style according to the Latin American cluster. A leader using this communication style usually gives employees attention and feedback, is observant, tries to serve employees by helping them in times of trouble and shows dedication by giving undivided attention. These leaders have a more relaxed demeanor, they allow their followers to have their moment, and they show they are listening by nodding, asking questions, following up and not interrupting speakers. Their messages provide guidance, criticism and feedback as well as motivation. In a meeting these leaders are more serious, show power and focus on work issues, whereas in social situations, they are more relaxed, comfortable, and talk about the employees' personal issues through small talk. As for hierarchy, the middle managers are more open and more attentive than the CEO, to the point that employees feel more confident speaking to middle-managers. Finally, the cluster advised leaders against trying too hard, believing that people can sense the acts are not genuine, and against working without having had field experience. Also, they stressed the importance of being attentive, believing that if a leader doesn't know what's going on with the work force then that leader cannot lead that workforce.

The Middle Eastern cluster. The Middle Eastern cluster was composed of five countries of which four attended the focus group (i.e., Tunisia, Turkey, Egypt, and Uzbekistan), and one participated in a personal interview (i.e., Saudi Arabia). The predominant styles for this cluster as indicated by the survey are impression leaving, friendly, and attentive. The findings follow.

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the Middle Eastern cluster as someone who will respect the hierarchy and “show [the employees] that [they] can do things”, that they are able to achieve. A leader using that communication style will also be someone with a distinct “level of education” and “the style of talking that comes with that”. Cultural differences emerged when the participant from Turkey talked about the impression leaving leader as being behind “a wall of respect” that is unreachable. The participant also believed there is “more bureaucracy” involved in leader-follower interactions than to be able to have a leader who is willing to be friendly. Whereas the participant from Tunisia believed that while it might have been the case for their country before the revolution, post-revolution “it was completely different”. “Before the revolution it was exactly like what he talked about, this tough leader who everybody fears. After the revolution it’s completely changed. You have to listen. You have to approach people in a gentle nice way”. The participant from Uzbekistan talked about how there is a difference between foreign leaders and national leaders, where foreign leaders are “more friendly and approachable” but national leaders tend to be the opposite, therefore although things are changing, it will take a long time to do so.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the Middle Eastern cluster talked about how the leaders tend to speak in a “loud voice” and “use a lot of hands gestures”. The lack of body language will show that the leader is “not a qualified person” and they will be seen as “lazy with a weak personality”. They should “look like they know what they are talking about”. They “speak in an organized manner” and are “aware and measure what they are

saying”, which they accomplish by “preparing and having a plan” about what they will say. They are also “humble” but “not too humble” so that people will not take advantage of that humble approach. Participants from Turkey and Egypt spoke about how although the leaders are formal in their work life; they are more casual on the weekends. The participant from Uzbekistan spoke about how as a leader, you only hang out with people of equal rank or importance. Leaders “only show their true colors among equals”.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the Middle Eastern cluster felt that such a leader should deliver “positive” messages or “show negative things in a positive light”. Cultural differences occurred when defining what messages they would use, where the participant from Tunisia thought they would be leaders that employees “can learn from”, who “can mentor and teach”. They are also “knowledgeable and willing to share” what they know. According to the participant from Egypt they speak “about the future” and are “visionaries” as well as “had a clear plan about everything”. The participants from Turkey and Uzbekistan said they delivered “messages of trust”, where an employee who fails should trust that “the leader will find a way to cover it up” because good leaders “have to stand up for their employees”.

Situational differences within the impression leaving leader communication style. Concerning the situational differences within the impression leaving communication style, the Middle Eastern cluster talked about how in a meeting leaders are “more serious” whereas in a social occasion they will be “more relaxed and casual” with the employees. The cluster also talked about how “foreigners have an advantage”, “[employees] don’t treat them the way they

treat one of their own”, “it’s a friendlier interaction”. Participants advised foreign leaders to learn a few simple words for the country they are in because it goes a long way, do not be too friendly so they wouldn’t be taken advantage of, and be mindful of the special treatment they are receiving.

Hierarchical differences within the impression leaving leader communication style. Concerning the hierarchical differences within the impression leaving communication style, the Middle Eastern cluster believed that “the CEO will be more formal with everyone and keep a distance from lower employees and they will act more naturally with the people directly under them”. A middle manager or lower manager “has a daily interaction with the people”, so they will be “more friendly”, “more casual”, “more down to earth”; unlike “the CEO, you see them once per month maybe”, they will be “more respected” and “untouchable”. The “leadership skills between both might be the same” but “it’s the interaction that is different”.

Appropriateness of the impression leaving leader communication style. When asked about when the use of that style would be considered inappropriate, the cluster felt that “when a leader’s interaction seems fake” as if a leader is playing a part, “when they are being very random, and very loud” or “extremely quiet” or “lack of body language”. Participants from Turkey and Uzbekistan felt that “showing weakness” was inappropriate, as well as things such as “forgiving a mistake”. People must be held responsible for their actions.

Summary of the impression leaving leader communication style according to the Middle-Eastern cluster. A leader using this communication style usually allow employees to discover their capabilities, and is knowledgeable . Cultural differences were shown where some cultural

informants believed that leaders are set-apart and put on a pedestal, while others thought that was an outdated view and that today leaders should approach people gently and listen to their followers. These leaders usually also have a loud voice, use hand gestures, are knowledgeable in what they are conversing, and speak in an organized train of thought. Their messages should be positive messages concerning mentorship and knowledge, as well as trust, and the plans and visions they have for the company. In a meeting these leaders are more serious whereas in social occasions they are more relaxed and casual. This cluster feels that lower managers should be more friendly, humble and casual unlike the CEO who is more respected and “untouchable”. The cluster advised leaders not to be fake, not to over act any actions they do and not to show weaknesses.

Friendly.

Definition and perception. A leader using the friendly communication style was seen by the Middle Eastern cluster as someone who would “talk to everyone” and “engage with everyone”. Their requests would sound more like “I need this done, let’s work on this together, let’s do this together”. They will also “motivate their employees”. These leaders have a “willingness to help”, “they consider themselves a part of the team, not above the team”, and “they advise instead of command”, which helps employees “feel confident to discuss anything”.

Nonverbal aspects of the friendly leader communication style. Concerning the nonverbal aspects of the friendly communication style, the Middle Eastern cluster talked about how a friendly leader would “put no boundaries between them and the staff”. They would “shake hands” with the employees, they might “create awards for employees to show encouragement”, they will “be confident”, and maybe even give a “high-five” or “tap on the shoulder”.

Verbal aspects of the friendly leader communication style. Concerning the verbal aspects of the friendly communication style, the participants from the Middle Eastern cluster felt that such a leader would learn key words used in that culture in order to gain the respect of the employees, such as “maalem” in Tunisia, “basha” and “beik” in Egypt, “dostum” in Turkey and Uzbekistan, and “captain” or “abou l chabab” in Saudi Arabia. All are endearing words that show high informal respect. Or in Uzbekistan they should use the name of the employee followed by “akam” which means brother. They might even speak in an informal manner themselves by removing formality and asking for that formality to be removed when talking to them. These leaders would also “show care and interest” in their employees by “asking questions about their personal life”, in more of a small talk way rather than asking deep personal questions.

Situational differences within the friendly leader communication style. Concerning the situational differences within the friendly communication style, the Middle Eastern cluster showed cultural differences where the participants from Saudi Arabia, Uzbekistan and Turkey believed there would be no difference. However, participants from Tunisia and Egypt said that in a meeting, a leader “would address the whole group” and “would show enthusiasm towards the work”, whereas in a social occasion a leader “would talk to them one by one and address them all by name” and would “not be the only one talking”.

Hierarchical differences within the friendly leader communication style. Concerning the hierarchical differences within the friendly communication style, the Middle Eastern believed that the CEO was supposed to be “more strict” and “show more authority” whereas middle managers are “supposed to be friendly because they are always interacting with other people”.

Appropriateness of the friendly leader communication style. When asked about when the use of that style would be considered inappropriate, the cluster drew the line at gender dynamics where men had to be careful about how they interact with women. Another inappropriate situation discussed was “in times of crisis” where if a leader is acting friendly, it might “underestimate the situation”, as well as when a leader lets employees “take advantage of their friendliness”.

Summary of the friendly leader communication style according to the Middle-Eastern cluster. A leader using this communication style usually engages with everyone, motivates them, shows willingness to help, and advises instead of commands. These leaders do not separate themselves from their employees, they create situations to celebrate their employees, and will shake hands or tap employees on the shoulder. These leaders also use endearing words when conversing with employees, use informal language or pronouns, show care and interest towards their employees and ask them questions about their personal lives. Although the majority of the group believed there was no difference in the way these leaders acted between meeting and social situations others believed that in a meeting a leader would address the whole group whereas in social situations the leader would not be the only one talking, As for hierarchy, the CEO was believed to be more strict and have more authority than middle managers who were supposed to be friendly. The cluster warned leaders about the differences in gender they need to watch out for in interactions and advised leaders not to use this style in times of crisis or let employees take advantage of them.

Attentive.

Definition and perception. A leader using the attentive communication style was seen by the Middle Eastern cluster as someone who “will listen to [the employees’] concerns”, “understand the employees”, “know how to interact with each one, know the strengths and weaknesses of each one”. The leader is “someone who will know about everything” going on in the company. Attentive leaders will also look “for details in everyone’s dialogues”, will “care about feedback”, and will “pay attention to details”.

Nonverbal aspects of the attentive leader communication style. Concerning the nonverbal aspects of the attentive communication style, the Middle Eastern cluster talked about how leaders “concentrate on one thing, they concentrate on that thing alone”, “they will be listening, paying attention” and not get distracted by things such as “playing in their phone”. That leader also has a tendency to touch by “holding the employee’s shoulder when talking” to them, and they are “not stand-offish”. They might hold “events for employees, like award ceremonies, or birthday parties”. “They would also do little things such as get [an employee] a tie for [their] birthday, simple things that mean a lot to employees”, which shows “they pay attention to you and they know you”. These leaders would try to “limit their body language”, have proper “hand gestures, voice pitch, facial expressions such as nodding and eye contact” to show they are listening.

Verbal aspects of the attentive leader communication style. Concerning the verbal aspects of the attentive communication style, the participants from the Middle Eastern cluster indicated that an attentive leader would “check on everybody personally”, it also means “asking question about [an employee’s] family”. They would keep things “to the point” concerning questions

about “the work being done, or what is going on with the employee”. They would also use “we” a lot when directing people.

Situational differences within the attentive leader communication style. Concerning the situational differences within the attentive communication style, the Middle Eastern cluster talked about how in a meeting a leader would be “more formal” and would address “the work issues and details” and would “talk to everyone at the same time”. In a social event, they would be “more relaxed”, would “talk to people individually”, and “ask them about their personal life”. However, the participants from Uzbekistan and Turkey felt that the leaders should “still be formal”.

Hierarchical differences within the attentive leader communication style. Concerning the hierarchical differences within the attentive communication style, the Middle Eastern cluster believed that both individuals, despite their difference in the hierarchy should follow the same guidelines on how to fit into that role and incorporate this communication style.

Appropriateness of the attentive leader communication style. When asked about when the use of this style would be considered inappropriate, participants talked about dealing with people from the opposite gender, where “if you invite a female employee to your office, [a leader] better leave the door open” as well as when it comes to “complementing individuals” from the opposite gender. Another thing that would make this style inappropriate is “asking too many questions” and “not knowing the privacy boundary”.

Summary of the attentive leader communication style according to the Middle-Eastern cluster. A leader using this communication style usually is willing to listen to employees’ concerns, knows how to interact and knows how to analyze people’s dialogues as well as provide

proper feedback. These leaders give their undivided attention to whatever they are into, create events to celebrate accomplishments, and use nodding, eye contact, hand gestures and facial expressions to show they are listening. They check up on their employees personally and ask them personal questions, as well as use “we” a lot. In a meeting these leaders are more formal and address work issues, however, in a social occasion they are more relaxed and talk to people personally. This cluster found that there are no differences within the hierarchy of people using this styles, and that the only thing the leaders need to watch out for when engaging with this style is when they are speaking to someone from the opposite gender.

The Southeast Asian cluster. The Southeast Asian cluster was composed of five countries of which four attended the focus group (i.e., Pakistan, India, Indonesia and Iran), and one participated in a personal interview (i.e., Afghanistan). The predominant styles for this cluster as indicated by the survey are friendly, attentive, impression leaving, and relaxed. The findings follow.

Friendly.

Definition and perception. A leader using the friendly communication style was seen by the Southeast Asian cluster as someone who “is not too strict”, “not arrogant”, that employees “can get personal with”, “feel relaxed around” and who allows them to be themselves because they give their employees “their full attention”. Leaders using this style tend to “talk about non-work related things”, “will joke” and will “ask about family issues and how [their employees’] life is going” by making “small talk”. These leaders will also “see themselves in the shoes of their followers” and create a “horizontal relationship” rather than focus on hierarchy.

Nonverbal aspects of the friendly leader communication style. Concerning the nonverbal aspects of the friendly communication style, the Southeast Asian cluster talked about how these leaders “will say hello and engage with [their employees], not just ignore [them] and walk away”, they would be “more indirect” in a way that when “they communicate [it] doesn’t come from authority but from a friend”. However, leaders have to make sure not to treat employees unequally because they will create a negative environment to other employees who will feel discriminated against. Leaders need to make sure “not to show favoritism”.

Verbal aspects of the friendly leader communication style. Concerning the verbal aspects of the friendly communication style, the participants from the Southeast Asian cluster felt that leaders using that style would send “messages of equality” (i.e., “I am not just your boss”, “I am human, we can talk on any level”), spreading “the same respect”, and “asking personal questions”. The cluster pointed out that leaders should be careful when asking an individual about somebody close to them that is from the opposite gender of the leader (i.e., “wife or daughter”).

Situational differences within the friendly leader communication style. Concerning the situational differences within the friendly communication style, the Southeast Asian cluster participants all agreed that “in a meeting a leader is more formal”. They talked about how “the intensity of friendliness in a formal setting has a kind of limit but in an informal setting, it may still have limits, but it’s less than in a formal setting”.

Hierarchical differences within the friendly leader communication style. Concerning the hierarchical differences within the friendly communication style, the Southeast Asian cluster showed cultural differences which emerged when the participant from Pakistan said “the closer

you are to your employees the stricter you have to be”. “So the middle manager has to be less friendly”, thinking that when “the manager is friendly it is less effective, because they will stop taking [the leader] seriously”. However, in India and Afghanistan, it is expected that “the direct supervisor is to be friendlier than the CEO”. Participants from Iran and Indonesia said they “expect all leaders to be friendly with people, with no difference between CEO and manager”. However they both believed that in practice “the CEO should be more friendly”.

Appropriateness of the friendly leader communication style. Asked about when the use of that style would be considered inappropriate, the cluster believed it was “in times of crisis, where they have to be firm and stop being personal”, “when they are serious” in cases of “extreme measures”. Another aspect is when a leader feels “their message will be interpreted in a wrong manner” or when the leader feels that “the employees are not being professional with them”. They need to rectify their behavior then or it will be seen “as an act of favoritism” concerning some employees.

Summary of the friendly leader communication style according to the South Asian cluster. A leader using this communication style usually is not too strict or arrogant and is someone employees feel comfortable to be around. These leaders give people their undivided attention, will use humor, will ask personal questions and make small talk, and creates a horizontal relationship with employees. They will engage with employees by greeting them, speak indirectly, not show favoritism, and let commands come from friendship not out of authority. These leaders send messages of equality and spread the same respect throughout. However, they should not to ask questions to someone about a family member from the opposite gender. In a meeting these leaders are more formal than in a social occasion. Cultural differences

emerged in this style when talking about hierarchy, where some believed that the closer you are to your employees the stricter you have to be when the majority believed the opposite. The cluster advised leaders to not use this style in times of crisis and extreme measures where they would have to stop being personal to get things to be taken seriously.

Attentive.

Definition and perception. A leader using the attentive communication style was seen by the Southeast Asian cluster as someone who “listens to what others are saying”, and “respond by asking questions”, “they will show they are listening” and “will give their full attention”. In general, “they are well informed about the situation”, and “follow-up”.

Nonverbal aspects of the attentive leader communication style. Concerning the nonverbal aspects of the attentive communication style, the Southeast Asian cluster talked about how these leaders “nod their heads”, “make eye contact”, “make sounds to show you they are listening” (e.g., “uhum”), and would have a more “relaxed demeanor”. However, the participant from Pakistan spoke of how in that country leaders should “look emotionless” when they are being spoken to.

Verbal aspects of the attentive leader communication style. Concerning the verbal aspects of the attentive communication style, the participants from the Southeast Asian cluster felt that these leaders would say things like “I got your message, will follow up, and solve your problem”. They will compliment you on your ideas (i.e., “great opinion” or “excellent idea”). They also might “summarize what you have said” to make sure they got it right. They will show you they “care” and are “listening” and will see “how [they] can do something, or how [they] can consult the problem”.

Situational differences within the attentive leader communication style. Concerning the situational differences within the attentive communication style, the Southeast Asian cluster talked about how in a meeting a leader is “concise” due to “time limitation”. They tend to “ask more questions in a social setting”, as well as maybe even “give a tap on the back or touch their shoulder”. Other than these slight differences the cluster believes there are no major differences but that leaders should “pay attention to gender and age differences” in interactions with employees.

Hierarchical differences within the attentive leader communication style. Concerning the hierarchical differences within the attentive communication style, the Southeast Asian cluster indicated there are no differences in the general guidelines of this style. However, “the attention directed would be different” where “the middle manager should pay attention to details” and thus “ask more questions”. The “CEO should pay attention to the bigger picture”.

Appropriateness of the attentive leader communication style. Asked about when the use of this style would be considered inappropriate, the cultural cluster in unison indicated there are absolutely no situations where it is inappropriate to use the attentive communication style.

Summary of the attentive communication style according to the South Asian cluster. According to the South Asian cluster, a leader using this communication style usually listens to what others are saying and gives feedback by asking questions to show that they are giving their undivided attention. They show attention by nodding their heads, making eye contact, and having a relaxed demeanor. Their messages confirm that they have heard the message and will provide future guidance, and they compliment employees. In a meeting these leaders are concise but in social instances they ask questions, and might give a tap at the back. During these interactions, a

leader is advised to pay attention to how they interact with individuals from the opposite gender.. The middle manager should pay attention to the details, and the CEO to the bigger picture. And finally the cluster indicated that gender and age differences might make the use of this style inappropriate.

Impression leaving.

Definition and perception. A leader using the impression leaving communication style was seen by the Southeast Asian cluster as someone who “will leave an image of how they communicated” based on “what was said and how it was said”. These leaders do “not only cue others but also do what they ask their employees to do” which “increases the performance of the employees”. They give “positive feedback” and “encouragement”. If they feel like something is wrong with one of their employees they will ask that employee about it, “which teaches respect and trust” within the organization. Impression leaving leaders also speak of “quality” topics and “speak in a formal way, not using slang” as well as have a “positive temper”. They find a balance to be “friendly and firm at the same time”. They are “reliable, honest, respect their employees and are an example”. They are also “humble” and “do not see themselves above everyone else”.

Nonverbal aspects of the impression leaving leader communication style. Concerning the nonverbal aspects of the impression leaving communication style, the Southeast Asian cluster talked about how these leaders “respect their employees”, “gives incentives and promotions”. There were some cultural differences. The participant from Pakistan felt that these leaders use “bureaucratic” behavior where “they think highly of themselves” by portraying pride, and everything they do “shows confidence”, thinking physical “dominance comes with respect”.

Verbal aspects of the impression leaving leader communication style. Concerning the verbal aspects of the impression leaving communication style, the participants from the Southeast Asian cluster felt that leaders incorporating that style “talk about trust” (i.e., “I trust you”) and show the importance of the employee (i.e., “my organization can’t run without your help”). Leaders should always “say thank you to everyone”, and show that they see efforts (i.e., “You’ve done an excellent job, I want you to take leadership for the next thing that’s coming up”) which is “true encouragement and registers with the employees”. Also, “if an employee did something wrong” that leader should “tell them that we learn from these mistakes and they shouldn’t be discouraged”. Mainly such a leader would “acknowledge people, trust people, and also be honest”. The participants from India, Iran and Indonesia felt the same but added that “a little humor is okay” and that “it’s okay to be more friendly”. They prefer leaders who “are serious when they are doing their job” but “can engage with humor” to a certain extent. But mostly, a “leader should have a pose of a leader”.

Situational differences within the impression leaving leader communication style. Concerning the situational differences within the impression leaving communication style, the Southeast Asian cluster talked about how in a meeting “there are some things to be observed and things that are necessary when you are communicating to keep in mind”. Leaders need to “focus on the agenda” and “make the meeting as short as possible and as concise”. In a social setting they might talk about work shortly, but they are “more friendly”, “more relaxed”, they can be “an everyday” kind of person and can “have fun”, but “make sure that everybody knows they are in charge”. An interesting statement was made said by the participant from Afghanistan

who said that in that country “they say that informal communication is more important than formal; social times are a time to connect with the employees”.

Hierarchical differences within the impression leaving leader communication style. Concerning the hierarchical differences within the impression leaving communication style, the Southeast Asian cluster agreed that the “CEO should be friendlier” and the “direct supervisor should be stricter”, because “the closer an individual is to your rank, the stricter they should be” because “the CEO defines the general message, but it is the manager that applies it”. Participants from India, Afghanistan and Indonesia believed that the difference shouldn’t be too noticeable but that perhaps the level of formality is what changes.

Appropriateness of the impression leaving leader communication style. Asked about when the use of this style would be inappropriate, the cluster believed that a leader has the right to be firm, strict and angry when “the objective is not met” and that sometimes “it is praised when a leader is a little firm”. In those instances, it would be inappropriate to be impression leaving.

Summary of the impression leaving leader communication style according to the South Asian cluster. According to the South Asian cluster, a leader using this communication style usually show respect towards their employees and they give incentives. Some participants believed leaders had to be strict and bureaucratic suggesting that dominance came with respect. These leaders talk about trust and are vocal about the importance of employees, and show appreciation, encourage and acknowledge people. In a meeting they discuss what is important in a concise manner, however in social occasions they are friendly and more relaxed. This cluster believes that informal communication is more important than formal because social occasions

are used to establish a connection with employees. As to hierarchy, the CEO is believed to be friendlier when using this style and the supervisor is stricter, although the difference should be barely noticeable. As to advice, the cluster believed that the leader should have the right to be firm, and can get angry when tasks are not accomplished, These behaviors are actually praised when done right.

Relaxed.

Definition and perception. A leader using the relaxed communication style was seen by the Southeast Asian cluster to be someone who is “able to express themselves with quality of content and organization. Their overall body language includes not looking worried or anxious or concerned” but rather “relaxed” “even when the situation is not relaxed”. These leaders also have the tendency of “accepting other people’s views” instead of “pushing their ideas”. They “keep their heads when there is a crisis”, “don’t panic” and “find practical and logical answers to crisis”.

Nonverbal aspects of the relaxed leader communication style. Concerning the nonverbal aspects of the relaxed communication style, the Southeast Asian cluster talked about how relaxed communicators are “calm”, “speak slowly”, and “do not use sudden gestures”. In a meeting they “don’t sit up” but rather have a normal posture.

Verbal aspects of the relaxed leader communication style. Concerning the verbal aspects of the relaxed communication style, the participants from the Southeast Asian cluster felt that such leaders spoke about “trust” (i.e., “don’t worry”, “I know what needs to be done”, or “we’ll find a way to do this”). Relaxed leaders might also “joke just to break the ice” because “they want to make others feel relaxed too”, or instead of a joke “share an anecdote about life” to teach

others something or even “a story about their experience telling employees not to worry because even they were in that situation”.

Situational differences within the relaxed leader communication style. Concerning the situational differences within the relaxed communication style, the Southeast Asian cluster talked about how in a meeting leaders are “more formal”. In social situations “they are less formal” and “might discuss different topics.”

Hierarchical differences within the relaxed leader communication style. Concerning the hierarchical differences within the relaxed communication style, the Southeast Asian cluster indicated that although everyone should have that aspect of their personality, “due to the nature of their work” “CEOs were more relaxed” than managers. Managers have to “make sure employees follow the rules set by the CEO” in order for everything to be run “more efficiently”.

Appropriateness of the relaxed leader communication style. Asked about when the use of that style would be considered inappropriate, the cluster spoke about the importance of showing that they are not relaxed in cases of emergency where others might “not take the situation seriously” or think that the leader is “not taking the situation seriously and will lose respect”. A leader should “be internally relaxed” but on the surface “show urgency”.

Summary of the relaxed leader communication style according to the South Asian cluster. Leaders using this communication style usually are able to express themselves well in a proper and organized manner, are relaxed, are able to accept others’ points of views and are able to think and analyze rationally in times of crises. They are usually calm, speak slowly and do not use sudden gestures. They speak messages of trust, and might even use humor. In meetings these leaders are more formal whereas in social occasion they are less formal and have the freedom to

discuss different topics. As to hierarchal differences, the CEO was found to be more relaxed than middle managers who had to worry about following the CEO's vision and orders. As for inappropriateness of the use of this style, leaders were advised not to use it in times of crisis or cases of emergency. They should be internally relaxed but show urgency so that others can understand the seriousness of the situation.

The use of multiple styles. All clusters were asked if they believed that the different communication styles could coexist or should be used all together by the same leader. The response came in union, a big yes. Some participants believed that the interchangeability of these styles was contingent upon the situation. A leader should be smart enough to be able to know which style to use for which situation. The use of these styles was also dependent on how they were received by employees, where the leader also needs to be able to know what works with some employees and not others. All the clusters advised the same thing; be genuine, watch others first, and be yourself.

Chapter 5

Discussion

Due to the overwhelming percentage of failed overseas assignments of 48% and their economic effect on companies in which a failed overseas assignment can end up costing a company up to 1.2 million dollars (Maurer, 2013), and after understanding how cross-cultural communication affects the failure or success of expatriates leading work assignments overseas (Ko & Yang, 2011), a study was conducted to identify different cultural clusters' preferred leadership communication styles, and to help scholars and leaders understand how these styles are enacted across cultures. Previous studies (i.e., the GLOBE study) provided insight into what other cultures expected from their business leaders. However, these studies did not explore intercultural communication. Furthermore, studies that investigated communication differences by categorizing styles of communication (e.g., Burgoon & Hale, 1987 ; De Vries et al., 2011; Gudykunst et al., 1996; Norton, 1983;) generally have not explored cultural differences or cultural interpretations of these styles, or studied them from a leadership perspective. For these reasons, this study was conducted to fill the gap in the intercultural leadership communication literature. Two different research questions were investigated concerning preferred leadership communication styles and how these styles are enacted.

Discussion of Findings

The data revealed patterns and differences within and across six clusters (i.e., the African cluster, the Anglo cluster, the Confucian Asian cluster, the Latin American cluster, the Middle-Eastern cluster, and the South Asian cluster) developed by the GLOBE study (House et al., 2004). In this section, the discussion will first summarize the findings by comparing the same

communication styles across the different clusters where they were found to be preferred communication styles and then will compare how these styles are enacted within each of the clusters.

Norton's communication styles summaries. This section focuses on the key communication styles discussed by Norton (1983) and identified as important by respondents representing each cultural cluster in Phase 1 of the study. It merges survey responses with focus group comments to compare and contrast how the enactment of these styles varies across cultures. What makes these data different from previous research that explored these communication styles within different countries and different cultures (e.g., Aritz & Walker, 2009; Holtbrügge et al., 2013; Kapoor et al., 2003), is that those studies mainly compared eastern and western countries looking at the differences in communication in high and low contexts cultures (e.g., Kapoor et al., 2003), high and low involvement cultures (e.g., Aritz & Walker, 2009), specific cultures (e.g., Holtbrugge et al., 2013), or in association with specific leadership styles (e.g., De Vries et al., 2010). However, this study uses Norton's (1983) communication styles to explore specific cultures and their communication preferences from a leadership perspective, looking at the preferred practical enactment of these styles, something which appears not to have been previously investigated.

Impression leaving communication style. The impression leaving communication style was found as a survey result for preferred communication style within all cultural clusters. According to Norton (1983), this concept centers around whether people are remembered because of the communication stimuli they projected. However, since there are no universal guidelines on how to be impression leaving, the clusters were able to project subjective

descriptions on what impression leaving communication is in their cultures. For the South Asian cluster and for some of the Anglo countries, impression leaving appears to be associated with dominance, for the Confucian Asian and Latin American clusters it is associated with competence, and for the African and Middle-Eastern clusters it is associated with being knowledgeable. A major difference also was made clear when talking about hierarchies, where some clusters such as the Anglo cluster felt that the closer in hierarchy a leader and a follower are, the less formality is expected, such as the relationship between middle-manager and employee, unlike the South Asian cluster who believed that the CEO should be slightly friendlier and more relaxed than the middle-manager.

Attentive communication style. The attentive communication style was found as a survey result as a preferred communication style within all clusters. According to Norton (1983), this is a style where the individual makes sure that the other person knows he or she is being listened to. There were no major differences found on the enactment of this style across the clusters. Leaders using this style are caring, good listeners, good at providing feedback, and they ask a lot of questions about work, during meetings and about employees during social occasions. The clusters also agreed that middle managers needed to be more attentive than CEOs, especially on issues concerning the workforce.

Friendly communication style. The friendly communication style was a preferred style of the South Asian, Middle-Eastern, Anglo, Confucian Asian, and African cluster survey respondents, but surprisingly not for the Latin American cluster respondents. According to Norton (1983), this style ranges from lack of hostility to deep intimacy. There are no major differences concerning the enactment of this style, where all clusters agree on the general guidelines that pertain to this style. Friendly leaders care about their employees, listen to them, try to solve their problems, believe in equality amongst leaders and team members, and show

appreciation. Differences can be found on the subject of physical touch where it is only favored in the African and Middle-Eastern clusters, and even then, leaders should be attentive with opposite-sex touching. Another difference was found within clusters about who should be friendlier, CEO or middle managers. The majority in all clusters agreed that it was the middle-manager's responsibility to be friendlier in order to create a comfortable work atmosphere for employees.

Dominant communication style. The dominant communication style was found in the survey data related to the Confucian Asian and Latin American clusters as a preferred communication style. According to Norton (1983), this style is shown through physical manifestations and follows the assumption of “might makes right”, that the stronger the person is the more dominant they are. Differences emerged in the perception of the style. For the Confucian Asian cluster, dominance was dependent on power in the leader-follower dyad and was related to the ability to make decisions and be commanding. The Latin American cluster believed that dominance was related to competence where being dominant meant being prepared and knowledgeable. There were no significant differences when it came to body language, verbal messages or differences in hierarchy. Both clusters believed that it would be inappropriate to use the dominant communication style during social occasions or interactions.

Relaxed communication style. The relaxed communication style was only found as a survey result for communication style preference in the South Asian cluster, and thus it cannot be compared with other cultural clusters. According to Norton (1983), the relaxed style can signal multiple messages such as calmness and confidence. However, according to the South Asian cluster, a leader who is a relaxed communicator has an organized train of thought, accepts others' opinions, and can respond calmly and rationally in times of crises. Leaders using this style have a calm demeanor and use humor, are more formal during meetings, and know not to use this style during times of crises.

Cultural communication enactment summaries. This section provides a summary of how communication is enacted in the six different cultural clusters (i.e., the African cluster, the Anglo cluster, the Confucian Asian cluster, the Latin American cluster, the Middle-Eastern cluster, and the South Asian cluster). These findings are based on the second phase of the study, the focus groups.

The African Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., Bahamas, Congo, Ghana, Kenya, Madagascar, and Rwanda) emerged across all communication styles preferred by this cluster (i.e., impression leaving, friendly and attentive). According to the GLOBE study (House et al., 2004) this cluster considers an effective leader to exhibit charismatic/value-based, team-oriented, and participative leadership elements, and would be noted for relatively high endorsement of humane-oriented characteristics. Based on the findings of this study the ideal leadership communication style for this cluster would be one where the leader sets an example, and is usually that example. An ideal leader creates a relationship with employees that is modeled after a father-son relationship which is comprised of a balance between respect and friendship. In their communication, leaders are expected to be knowledgeable, willing to listen, caring about their employees and intelligent, yet to remain humble. They are also expected to send messages of motivation, encouragement, and guidance, as well as address people as part of a team using “we” in sentences.

The Anglo Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., United Kingdom and United States) emerged across all communication styles preferred by this cluster (i.e., impression leaving, attentive and friendly). According to the GLOBE study (House et al., 2004) this cluster expects an effective leader to include high

charismatic/value-based elements with higher levels of participative leadership enacted in a humane-oriented manner; team-orientation is valued, but not ranked among the highest cultural leadership theory dimension, and self-protective actions would be viewed very negatively. Based on the findings for this cluster, the ideal leadership communication style would be one where the leader is confident, engaging, serious and directive, yet caring and social when needed. The behavior of leaders in this cluster depends on the leader's circle of influence, where the greater the hierarchal gap between employees and the leader, the more distance and formality are expected.

The Confucian Asian Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., China and Vietnam) emerged across all communication styles preferred by this cluster (i.e., attentive, impression leaving, friendly, and dominant). According to the GLOBE study (House et al., 2004) this cluster expects an effective leader to exhibit charismatic/value-based, team-oriented, and the humane-oriented leadership attributes; the person would be relatively high in self-protective behaviors, and would not be noted for high levels of participative leadership. Based on the findings of this study the ideal leadership communication style for this cluster would be one where the leader pays attention to what is being said and has the ability to answer questions and diffuse messages appropriately. Leaders should be confident, competent, and give proper advice, guidance and support. They are also individuals who are visionaries and insightful. Although they may listen to the opinions of others, they are the ones who make the final decision. In meetings they are expected to be serious and professional, yet in social settings they should be more relaxed and humorous. This cluster

believes that lower managers should be friendlier with employees than leaders higher in the hierarchy.

The Latin American Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., Bolivia, Brazil, Mexico, Nicaragua, and Panama) emerged across all communication styles preferred by this cluster (i.e., impression leaving, dominant and attentive). According to the GLOBE study (House et al., 2004) this cluster expects an effective leader to be a person who practices charismatic/value-based and team-oriented leadership, and would not be averse to some elements of self-protective leadership; independent action would not be endorsed, participative and humane-oriented leadership behaviors would be viewed favorably, but not to the highest levels as in other clusters. Based on the findings of this study the ideal leadership communication style for this cluster would be one where the leader is knowledgeable and well prepared, competent with good managerial skills, ethical, and confident yet humble. Leaders should show appreciation, and a willingness to help and care for employees. They should also provide guidance and feedback. They should justify their orders when asking their employees to complete a certain task. The cluster indicates that although middle managers are more serious and concise than CEOs, they are easier to talk to and more open.

The Middle-Eastern Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., Egypt, Saudi Arabia, Tunisia, Turkey, and Uzbekistan) emerged across all communication styles preferred by this cluster (i.e., impression leaving, friendly and attentive). According to the GLOBE study (House et al., 2004) this cluster expects an effective leader to be visionary, and to direct followers to embrace a more performance oriented culture. Researchers in the GLOBE study (House et al., 2004) also found culture-unique elements of a

more traditional leadership profile in the Middle Eastern cluster; that includes the endorsement of leadership attributes such as familial, humble, faithful, self-protective, and considerate. Based on the findings of this study the ideal leadership communication style for this cluster would be one where the leader is knowledgeable yet humble. Leaders should have the ability to listen to employees and provide proper feedback, while helping them discover their abilities by advising and mentoring them. They send positive messages concerning trust and share plans and visions. These leaders are also known for their motivational messages, using “we” frequently, and using endearing words to help connect better with employees.

The South Asian Cluster. Commonalities between the representatives of participating countries in this cluster (i.e., Afghanistan, India, Indonesia, Iran, Pakistan and Bangladesh) emerged across all communication styles preferred by this cluster (i.e., friendly, attentive, impression leaving and relaxed). According to the GLOBE study (House et al., 2004) this cluster expects an effective leader to exhibit charismatic/value-based, team-oriented, and the humane-oriented leadership attributes. The person would be relatively high on self-protective behaviors, and would not be noted for high levels of participative leadership. Based on the findings of this study the ideal leadership communication style for this cluster would be one where the leader listens to employees, gives them undivided attention, and gives feedback as well as confirmation that their ideas were heard. Leaders should have a sense of humor. Yet they have the right to be firm and upset when tasks are not accomplished. They must be able to think and analyze in a rational way during crises. They encourage and acknowledge employees, show appreciation and respect towards employees, and provide feedback by complimenting good ideas. They might communicate trust, provide guidance and give incentives for work that is well done.

Global Perception of Effective Leadership. After looking at the data and analyzing all summaries, several traits of a globally preferred leadership communication style emerged. A leader using a globally ideal communication style is an attentive leader who is competent and knowledgeable. He or she is a leader who is caring, a good listener, good at providing feedback, as well as capable of solving problems. Such leaders can make decisions, use the pronoun “we” frequently, show appreciation, and can respond calmly and rationally in times of crises.

Previous studies have looked into ideal leadership and ideal guidelines to be followed in different cultures (e.g., the GLOBE study), however, while there are global commonalities it is most important that as competent intercultural communicators, leaders do not assume commonalities but rather seek to educate themselves about what is preferred in each culture, and get familiar with the differences. Seeking commonalities would become a limitation to the potential of intercultural interactions.

Limitations

The researcher faced limitations during the research process, starting with the number of available participants from each country and the limited number of countries represented on campus. It was a challenge to identify at least three participants to represent multiple countries in all the cultural clusters. The timing of the focus groups presented another obstacle. Students who had agreed to participate had end of semester scholastic obligations or left the United States to head back to their countries. During the focus groups participants suffered from question fatigue past the first communication style, and started giving shorter answers. Another limitation was the presence of only one informant per country, where multiple informants might have provided richer data. The survey participants did not all have work experience, unlike the focus group

participants. Finally, the study was not funded, which caused many restrictions concerning logistics, participant transportation and hospitality to occur.

Future Research

Future research should be done by studying all countries around the world, and not just a few represented on one campus. This can be done by joining with researchers from multiple countries, providing a more culturally diverse research team, in order to have a more global perspective and broader findings, such as the one conducted in the GLOBE (House, et al., 2004) study where researchers gathered data from 62 countries. In terms of cultural informants, researchers might seek working professionals representing various industries, those with over ten years of work experience, or those representing different hierarchal positions. Future research should investigate potential gender differences in the answers concerning the preferences found across cultures, as well as other gender differences in leader-follower dynamics.

Scholarly Contribution and Practical Applications

The main purpose of this study is to make a scholarly contribution by filling in gaps in the intercultural communication and intercultural leadership literature. Previous research only studied communication styles without considering the cultural influence that might affect interactions (e.g., Burgoon & Hale, 1987; De Vries et al., 2010; Gudykunst et al., 1996; Norton, 1983), or without considering these styles from a leadership perspective (e.g., Burgoon & Hale, 1987; Gudykunst et al., 1996; Norton, 1983). Some studies have investigated Norton's (1983) communication styles in specific countries (e.g., Guo et al., 2015; Sager, 2008; Young & Cates, 2005), however, they have not considered cultural groups such as this study and the GLOBE (House et al., 2004) study, nor have they investigated the practical enactment of these styles.

Other studies explored leadership across different cultures without exploring the communication aspects of these cultures (e.g., Bass, 1985; Dansereau, et al., 1975; House et al., 2004; Morgan, 1982; McGregor, 1960). Thus, this study merged communication styles, leadership, and cultural differences, as well as explored cultural preferences in a way previous research had not.

The researcher sought to provide insight into how communication behaviors can be used to help leaders be more communicatively competent, which according to Wiemann (1977) means to have the ability to choose among available communicative behaviors in order to successfully accomplish interpersonal goals during an encounter, across and with cultural clusters. According to Arasaratnam (2014), effective interaction between individuals who represent different parts of the world requires communication competence. A competent intercultural communicator is someone who is able to manage communication in instances when communication between individuals is affected by cultural differences. Byram's (2011) model of intercultural communication, and Dia and Chen's interculturality model of intercultural communication competence (2015) illustrate how intercultural communication competence is only achieved by a person with cultural awareness. Cultural awareness includes knowledge, skills and the proper attitude. In both models, critical cultural awareness is central. Researchers have also shown a gap in the field of intercultural communication, by criticizing the field for failing to create research that provides practical guidance on how to communicate during intercultural encounters (e.g., Aritz & Walker, 2009). This study answers the element of knowledge mentioned by both Byram (2011), and Dia and Chen (2015), by providing a practical guide that can be followed during intercultural interactions.

A second goal of this study was to provide information useful to help expatriates achieve success in their overseas assignments. This study was designed keeping practical use of the research findings in mind. The findings can be used to develop training materials that can be used by organizations to improve leader communication and thereby promote more effective results. Trainings can be given concerning a general outlook of all the clusters or the content can be divided and personalized per cluster or country depending on the needs of the company requesting the training. The trainings can also include a general overview about specific communication styles, or can be divided into sessions where each session focuses on one aspect of a particular communication style (e.g., verbal enactment, non-verbal enactment, hierarchical enactment differences)

Conclusion

This study seeks to fill gaps in the scholarly literature and provide information to address needs faced by organizations doing business in multiple countries or employing a culturally diverse workforce. However, it was inspired by the struggle that international students face when moving to different countries. One of the most striking differences students face when starting a new semester abroad is the difference in how professors communicate with them which can affect the productivity of these students. Following the data presented in this study in the way it is intended to be used will reduce the risks of failure for expatriates in overseas missions and students studying internationally, by providing them with general guidelines on how to properly and effectively communicate with individuals from different cultural backgrounds.

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Appendix A

Communication Style Measure Survey

Please rate by circling each item in the following lists on a scale of 1 to 5, with 1 meaning “This characteristic or behavior is not favored at all by a leader **in my culture**” and 5 meaning “This characteristic or behavior is very favored by a leader **in my culture**”.

Please keep in mind that “Leader” does not necessarily tie to politics, but we are rather focusing leaders within organizations and teams.

If you have any questions, ask the moderator, Joy Cherfan.

Cultural group: _____ Country of Origin: _____

Age: _____ Sex: _____ Months Spent in the US: _____

- 1) Leaders who speak very frequently in most social situations
Not favored at all 1 2 3 4 5 Very Favored
- 2) Leaders whose speeches tend to be picturesque (use of imagery)
Not favored at all 1 2 3 4 5 Very Favored
- 3) Leaders who engage in intense discussions.
Not favored at all 1 2 3 4 5 Very Favored
- 4) Leaders who actively use facial expressions when they communicate
Not favored at all 1 2 3 4 5 Very Favored

- 5) Leaders who leave an impression on people with what they say
 Not favored at all 1 2 3 4 5 Very Favored
- 6) *Leaders who are conscious of when they are behaving in a nervous way when talking
 Not favored at all 1 2 3 4 5 Very Favored
- 7) Leaders who can repeat back to a person exactly what was said
 Not favored at all 1 2 3 4 5 Very Favored
- 8) Leaders who readily reveal personal things about themselves.
 Not favored at all 1 2 3 4 5 Very Favored
- 9) Leaders who always prefer to be thoughtful.
 Not favored at all 1 2 3 4 5 Very Favored
- 10) Leaders who are straight forward and dominant in social situations
 Not favored at all 1 2 3 4 5 Very Favored
- 11) Leaders who very frequently verbally exaggerating to emphasize a point
 Not favored at all 1 2 3 4 5 Very Favored
- 12) Leaders who insist that people provide proof for what they are presenting.
 Not favored at all 1 2 3 4 5 Very Favored
- 13) Leaders who are very expressive nonverbally in social situations
 Not favored at all 1 2 3 4 5 Very Favored
- 14) Leaders who allow other to leave an impression on them
 Not favored at all 1 2 3 4 5 Very Favored

- 15) Leaders who are very calm and collected when they talk
 Not favored at all 1 2 3 4 5 Very Favored
- 16) Leaders who always show they are very empathetic with people
 Not favored at all 1 2 3 4 5 Very Favored
- 17) Leaders who are extremely open communicators (express their thoughts and emotions freely)
 Not favored at all 1 2 3 4 5 Very Favored
- 18) Leaders who most of the time are very encouraging to other people
 Not favored at all 1 2 3 4 5 Very Favored
- 19) Leaders who dominate informal conversations with others
 Not favored at all 1 2 3 4 5 Very Favored
- 20) Leaders who often physically and vocally act out what they want to communicate.
 Not favored at all 1 2 3 4 5 Very Favored
- 21) In arguments, leaders who insisting on very precise definitions or technicalities.
 Not favored at all 1 2 3 4 5 Very Favored
- 22) Leaders who constantly gesture when talking.
 Not favored at all 1 2 3 4 5 Very Favored
- 23) Leaders whose make people react to them following a first impression
 Not favored at all 1 2 3 4 5 Very Favored
- 24) Leaders who look like they are relaxed speakers when under pressure
 Not favored at all 1 2 3 4 5 Very Favored

- 25) Leaders who are extremely attentive communicators
 Not favored at all 1 2 3 4 5 Very Favored
- 26) * Leaders who do not share personal information about themselves unless they get
 to know them quite well
 Not favored at all 1 2 3 4 5 Very Favored
- 27) Leaders who often express admiration to a person, even if they do not strongly
 feel it.
 Not favored at all 1 2 3 4 5 Very Favored
- 28) Leaders who take charge of things when they are with people
 Not favored at all 1 2 3 4 5 Very Favored
- 29) Leaders who regularly tell jokes, anecdotes, and stories when they communicate.
 Not favored at all 1 2 3 4 5 Very Favored
- 30) Leaders who challenge others in case of disagreements.
 Not favored at all 1 2 3 4 5 Very Favored
- 31) Leaders who allow others to know their emotional states.
 Not favored at all 1 2 3 4 5 Very Favored
- 32) Leaders who leave an impression on people from the way they say something
 Not favored at all 1 2 3 4 5 Very Favored
- 33) *Leaders whose rhythm or flow of their speech is affected by their nervousness
 Not favored at all 1 2 3 4 5 Very Favored
- 34) Leaders who like to listen very carefully to people
 Not favored at all 1 2 3 4 5 Very Favored

- 35) Leaders who as a rule, openly express their feelings and emotions
- Not favored at all 1 2 3 4 5 Very Favored
- 36) Leaders who are very friendly communicators
- Not favored at all 1 2 3 4 5 Very Favored
- 37) Leaders who are dominant in social situations
- Not favored at all 1 2 3 4 5 Very Favored
- 38) Leaders who dramatize or exaggerate in many situations.
- Not favored at all 1 2 3 4 5 Very Favored
- 39) Leaders who are very argumentative.
- Not favored at all 1 2 3 4 5 Very Favored
- 40) Leaders who let their eyes reflect to a great degree exactly what they are feeling
(Looks of gratitude, or menacing eyes)
- Not favored at all 1 2 3 4 5 Very Favored
- 41) Leaders who leave a definite impression on people
- Not favored at all 1 2 3 4 5 Very Favored
- 42) Leaders who are relaxed communicators.
- Not favored at all 1 2 3 4 5 Very Favored
- 43) Leaders who on purpose react in a way that shows people that they are listening to
them
- Not favored at all 1 2 3 4 5 Very Favored

44) Leaders who would rather be open and honest to people rather than closed and dishonest even if it is painful to that person.

Not favored at all 1 2 3 4 5 Very Favored

45) Leaders who habitually acknowledge verbally other's contributions.

Not favored at all 1 2 3 4 5 Very Favored

Appendix B

Focus groups questions.

The following questions were asked during the focus groups meetings for each style:

- I. What does that communication style mean in your culture?
- II. How would a leader using that style behave or act?
- III. How would you describe their body language?
- IV. What kind of messages should we expect from a leader using that style?
- V. Does the enactment of that style differ from meeting to social occasion within the company?
- VI. Does the enactment of that style differ between CEO and middle-manager?
- VII. When would that style be considered inappropriate?



UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

February 17, 2016

MEMORANDUM

TO: Joy Cherfan
Myria Allen

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 16-01-479

Protocol Title: *Preferred Leadership Communication Styles Across Cultures*

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 02/12/2016 Expiration Date: 02/11/2017

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 300 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.