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Culture and Leadership:

Research on the role of culture in European and Latin American oriented leadership styles in NGO's

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Name: A. Polimé

Student number:

851018661220

Supervisor(s): R. Lie &

P. Burgos

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THE ROLE OF CULTURE IN EUROPEAN AND LATIN AMERICAN ORIENTED LEADERSHIP STYLES IN NGO'S

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1. Abstract

This study investigates the role of European and Latin American oriented leadership styles in projects of Dutch NGO's in Colombia, Ecuador and Peru. Literature research has been conducted in order to provide clear definitions of national and organizational cultures and the different leadership styles. In addition, a total of 17 interviews were conducted in which 19 people from different NGO's have been interviewed. The results point out that culture plays a significant role and has an influence on how projects are led. It also provides practical implications for leaders in order to increase the success of the projects and implications for further research.

2. Introduction

There are many Non-Governmental Organizations (NGO's) that are active in different countries and regions all over the world. NGO's have the aim to serve social interests on social, economic and political goals. They can also focus on specific issues such as human rights, environmental protection or healthcare. The NGO's can arise from social movements; groups of people who have a similar interest and aim to call upon governments and businesses to respond to the diverse social and societal problems. Their final goal is to have an impact on the clients or communities that they serve. There is also another category of NGO's however, which is more related to club membership. Through joining forces together, the members of that club can work towards improvement of their situation as a group. Examples of those kinds of NGO's are unions, church groups and business associations.

The category of NGO's that will be used in this case is the first type. In particular on the category that pursues operational as well as advocacy services. This means that the NGO's focus on (re)building social capacity, which generally involves a lot of different activities. These activities can vary from service delivery to training, sharing knowledge or provide resources (Teegen, Doh & Vachani, 2004).

Nowadays, NGO's from this first group have their main focus on projects surrounding sustainability and development (Bendell, 2017). NGO's face the challenge of being supported by funding from donors such as the government. These funding's mostly come from Europe or North America and are used by the NGO's to support the projects in the countries where they are active. Leaders of those projects are faced with the challenge of how to adapt their leadership style in such a way that it will benefit the local communities they are working with and also address the requirements for the donors (Stacky, Clark & Lin, 2017; Khieng & Dahles; Steers, Sanches-Runde & Nardon, 2012).

As was mentioned earlier, the NGO's are active in many countries all over the world and the leaders of the projects are not always from the countries where they are working and living in. This implies that this could lead in to challenges in the communication, in particular with foreign NGO's who are from North America and Europe that active in different countries across the world. The leadership styles of the leaders who are active in those countries might therefore be different from the leadership style of where they come from. In addition, requirements from the donors who provide funding are also based on those North American and European standards and practices (Stacky, Clark & Lin, 2017; Khieng & Dahles, 2015; Steers, Sanchez-Runde & Nardon, 2012).

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This arises the question what the influence of cultural differences might be, where the impact of a Western leadership style in an NGO leads to and whether it would not be favorable to have a leadership style that is more in line with norms and values of the local communities (or countries) where the NGO's are working in (Nezhina & Ibrayeva, 2013). The participatory communication approach has brought change in this process and provided the opportunity to put leadership in the hands of local people so that the communities could fully receive the benefits from the projects the NGO's had to offer (Waisbord, 2008).

However, despite the participatory communication strategies aimed at involving the local communities in the decision-making and problem solving process, NGO's still have to adapt to the Western conditions (and communication) because they have make sure they meet the requirements from the donors (Suleiman, 2013). This continues to pose a challenge for the people in charge of the projects because they also have to balance both the interests from the local communities on the one hand and the requirements from the donors on the other. Hence the question remains what the influences of a Western leadership style are and where it leads to when leading projects in the countries where they are active.

There has been a large increase on research into leadership in the past decade. Since the new millennium there were many new theories and theories op leadership that have been developed. Major insights that haven been found during the past decade are that leadership already starts at a young age, it is also influenced by parenting and the way a person is raised as a child. In addition, it is also shaped by personality and relationships a person has with others (Day, Fleenor, Atwarter, Sturm & McKee, 2014).

There are different theories that have been developed over the years and the research on leadership has changed, depending on the time and context (Dinh, Lord, Gardner, Meuser, Liden & Hu, 2014). What appears to interest organizations the most is how leaders can be developed who are as effective and efficient as possible (Day et al., 2014).

Due to the globalization, there was also an increasing interest in cross-cultural research. One of the largest projects that investigated the relationship between culture and leadership was a large research that was called the Global Leadership and Organizational Behavior Effectiveness Research Program (GLOBE). This was a cross-cultural research project that was funded in 1993 and developed by Robert House. This has grown to become multiphase and multi-method project in which 170 researchers from 62 countries have been active.

The aim of the project was to develop a societal and organizational measurement of culture and leadership behaviors that could be used across all cultures. This was accomplished

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in the first phase of the project. The second phase was about the attributes and practices that distinguish one culture from another. The third phase is currently underway and investigates the effectiveness and impact of certain leadership styles on the performance of employees over a period from three to five years (Koopman et al., 1999; House, 2004).

The results showed that different broad clusters of cultural patterns or values could be distinguished. Within these clusters the differences in leadership styles have different behaviors in all cultures. On the basis of the results one can hardly speak of one culture or management style. However, some dimensions are different from other regions in the world.

The GLOBE research was conducted in three main sectors; the food processing industry, financial services and telecommunications. These sectors are all private, which restricts the generability of the results. They also point out that therefore that they are more nation-specific as opposed to organization specific. They suggest that further research into national culture and leadership would be needed in order to build better (international) relationships and increased understanding of the national cultures (Koopman et al., 1999).

As was mentioned earlier, the GLOBE research has mainly focused on the food industry, economic industry and telecommunication. The organizations in this industry are aimed at making a profit and getting particular production results. Therefore the aim of this thesis is, to find out what the relationship is between culture and leadership in NGO's.

NGO's are not aimed at making a profit. It will mainly focus on Latin America because I have done my internship in Ecuador. During my time there I got a greater interest for the local culture and the Latin American culture in general. Latin America refers to the countries where Portuguese or Spanish is the dominant language. This includes Ecuador, Bolivia, Colombia, Chile the Dominican Republic, Cuba, Argentina, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Peru, Paraguay, Uruguay and Venezuela (Nicholls-Nixon, Davila Castilla, Sanches Garcia & Rivera Pesquera, 2011).

In order to examine the relationship between culture and leadership, the following research question is formulated: *What is the role of national and organizational culture in relation to European and Latin American oriented leadership styles in projects of NGO's that financed by Western countries?*

It is scientifically relevant to investigate this question because when the relationship between European and Latin American oriented leadership styles is explored in further detail, it will shed some light on the differences and similarities between the different styles and reveal the influences of culture. In addition it enables a clearer understanding of how this influences communication and possible consequences that communication has.

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Building forth on the outcomes of this research, it could offer suggestions on how this challenge can be addressed in such a way that both the NGO's as well as the communities they are working in will be able to benefit from it.

The results of this research have societal relevance because they can lead to more insights in what the influence of culture on leadership is, how (intercultural) communication works and in what way it is able to contribute to increased successes of development projects from NGO's. In addition it can also engender greater awareness of the influence of leadership styles on (local) NGO's. They will enable NGO's to better address the challenge of helping the local communities in such a way that they can fully benefit from the resources offered by the NGO's. That way they will be able to address their needs and wishes more properly.

In order to answer the research question, literature research will be conducted in order to gain more insight in the leadership styles that are dominant in Europe and Latin America and to provide a clear definition of culture and leadership style as concepts. In addition an overview of the research that has been conducted so far in relation to culture and leadership will be provided. When the main leadership styles are explained, country specific details about Europe and Latin America will be discussed.

This will be followed by a detailed explanation of the research and the methods that will be used in order to investigate the research question. The results will be used in order to determine the influence on the daily practices of the NGO's and the donor organizations working on both continents as well as clarifying in further detail where the communication gap occurs and how this gap can be addressed in a constructive way.

2. Culture

2.1 History of culture

The word culture was adopted into English from French and Latin in the fifteenth century from an agricultural meaning that was related to growth. From the early sixteenth century onwards, the meaning of the word culture was changed from agricultural growth to human growth (spiritual as well as intellectual) and grew towards the meaning it has now in relation to cultures of different countries. It became a key term in anthropology, which viewed the term as a specific way of life of a period, a group or of humanity in general (Piller, 2011).

In recent years, culture is described as a set of values adapted by a group of people who defines their way of life in particular way. Cultural values translate into norms, beliefs and morals and are reflected in laws and practices of a society. A society is formed

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organically over the course of history. It has core themes that evolve around individualism, collectivism and honor.

Culture, as it will be used in this thesis, is defined as unwritten social rules that are learned over the course of people's lives, exist in their minds and which distinguishes one group of people from another. There are different types of culture, such as national cultures and organizational cultures (Adler, 2002; Hofstede, Hofstede & Minkov, 2010; Dickson, Castaño, Magomaeva & Den Hartog, 2012). In this chapter the different types and core themes of the concept of culture will be discussed and explained in further detail. These detailed themes and definitions that come forward from this chapter will be used for the research that is going to be conducted.

2.2 National culture

Culture is something collective because it is (partly) shared with a group of people who live together. In addition it has multiple dimensions and aspects, as well as a (shared) history, theater and music, which is often called high culture (Hofstede, Hofstede & Minkov, 2010; Piller, 2011). It also has customs such as traditional costumes or cooking. Lastly, culture also relates to citizenship and a particular identity that people have. Historically societies were organically formed through these cultures. In the middle of the nineteenth century however, nations were invented (Hofstede, Hofstede & Minkov, 2010).

Nations are political units in which the entire world was divided and where people belong to. This is shown in people's passports. The system of nations came forward from the colonial period. The countries in Western Europe that were more technically developed at the time, started to divide all their territories because they believed that the territories could not be held by one political power. An example of this division is the colonies in Africa, which have been divided mainly on the basis of the territories. The borders of the African countries are not related to the cultural societies that actually live there.

Within nations that exist for quite some time, there is often one national language, one political and education system, one army, a specific emotional appeal and a representation in sports. Also there is a national market for certain skills, products and services. On the other hand however, there are also cultural differences between people even though they live in the same nation together (Hofstede, Hofstede & Minkov, 2010).

As this paragraph has shown, culture has many different aspects and a national culture is related to a shared history, costumes, citizenship and political boundaries where people belong to. All this comes together between the boundaries of one society. Even though people

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live in the same nation together, there were also cultural differences. This will be discussed in the next paragraph.

2.3 Cultural differences

As was mentioned in the former paragraph there are also cultural differences between people even though they live in the same nation together. These groups tended to fight for their own identity and sometimes even national independence. This started around the 1940's and was often referred to as 'multiethnic' or 'multicultural'. Later on this was changed into 'multicultural'. Around the same time, people in the United States started to talk about intercultural communication. In 1937 an article was published which promoted the needs for intercultural communication. In order to investigate this, the government of the United States hired anthropologists in the 1940's to investigate this new concept of intercultural communication. From then on there was an increase of interest in international relationships and thus intercultural communication (Piller, 2011). The business world was becoming more and more global. This brought along new opportunities, but also challenges. One of the largest challenges was working with other cultures. This way intercultural communication and globalism became connected (House et al., 2004; Piller, 2011).

Nowadays Western countries are experiencing lower fertility, higher migration and increasing wage inequality. Majority groups in Europe are aging and minority groups have higher birthrates. Immigration is bringing people from different cultures together. These socio-demographic changes have led to increased individualism (Oyserman, 2017). Individualism and collectivism are reflected in cultures as well, which will be further explained in the next paragraph.

2.4 Dimensions of national cultures

In the first half of the twentieth century anthropologists had developed the idea that all societies had the same problems. The next step would be to define those problems and find a solution for them. In 1954 two anthropologists defined four different groups in which those problems could be defined. Twenty years later, Geert Hofstede, his son Jan Hofstede, and Micheal Minkov (2010) had the opportunity to study these problems through a survey with large data about the values of people from more than fifty countries who worked at a multinational company called International Business Machines (IBM).

The results from the IBM data revealed that the groups that were defined by anthropologists twenty years ago were surprisingly similar. They represent different

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dimensions of culture. A dimension is an aspect of culture that can be used to measure by a score. The dimensions are measured on a scale with two extremes. Neither of them is considered as good or bad, the scores often vary along the line between the opposites. He started off with defining four dimensions and later on, two dimensions were added which made it six dimensions. In the following paragraphs the six dimensions will be explained in further detail (Hofstede, Hofstede & Minkov, 2010).

2.4.1 Power Distance

Power distance is about dependency relationships in countries. In countries with large power distance relationships, children are raised in a way where they are expected to obey their parents. Respect for others and an elder is considered as a basic virtue. This continues to play a role throughout their adult lives. Children are not encouraged to become independent. Especially the younger children are looked after with care and warmth and they are not expected to experiment by themselves. When the parents grow old or when they can no longer take care of themselves, children are expected to support their parents.

When the children become young adults and start to work, these relationships are transferred. Leaders and their employees are considered as unequal. The power is centralized in the hands of only a few leaders and the employees expect to be told what they need to do. The perfect leader in their opinion is somebody who they feel comfortable with and is like a good parent to them. Older leaders are often more respected than younger leaders.

In cultures where there is a small power distance, children are much more in control of their own lives. When they are raised, they are considered as equals and the goal of the parents is to raise their children in such a way that they can become independent. Therefore they encourage their children to experiment and allow their children to contradict them. Ideally families are independent from each other. When parents grow old, they cannot rely on their children. They have to take care of their own living situation.

There is a preference for interdependence. This means that in an organization, employees tend to consult each other and their manager. They consider themselves as equal and roles can be changed. An employee can be a colleague and next day he/she could be your boss. The leader should be accessible and available for the employees. For the employees an ideal leader is somebody who is a resourceful (and therefore respected) democrat.

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2.4.2 Collective versus Individualistic Cultures

In the largest part of the world people live in collectivistic cultures. These societies prioritize the interest of the group over the individual. The family within which the child grows up consists not just out of the parents and other siblings, but also grandparents, uncles, aunts or other housemates. This is called the extended family. When the children grow up, they identify themselves as part of this extended family and experience them as the only protection against the hardships that occur in their lives. Therefore loyalty to the family is crucial. When a child loses his/her family, he/she loses everything. This results in a mutual dependency relationship between the family members, which is practical as well as psychological at the same time.

In individualistic cultures, the individual interests prevail over the interests of the group. A minority of people worldwide live in countries with individualistic cultures. In these cultures, children are born in families consisting out of one or two parents and their siblings. This is called the nuclear family. They grow up and learn to identify themselves with "I" and see themselves as separate from other people. Other people have their own "I's".

As soon as the children can stand on their own feet, which is generally when they have finished their education, they are expected to leave their parents' house. When leaving the house, the relationship between the child and their parents diminishes. There is no sense of a mutual dependency relationship as is seen in collectivistic cultures. Everybody is supposed to look after him or herself.

2.4.3 Masculine versus Feminine Cultures

All human societies consist out of men and women. Obviously they are biologically different from each other, but they also have societal roles, which can vary across different cultures. These societal cultural roles are called masculine and feminine. The way behaviors are considered masculine or feminine can vary in each different culture. For example, men are supposed to be assertive, competitive and tough while women are supposed to be concerned with taking care of the house and the children. These specific roles are also called gender roles. The way boys and girls learn about their gender roles in society is called socialization.

In masculine-dominated societies, most women want the men to be dominant. Women are supposed to be tender, take care of relationships, feelings and the men of the facts. Men are the ones who work in the family while the women stay home to take care of the children. When girls grow up, social media forms their beauty ideals. They are allowed to cry, but not

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to fight, while boys have to fight (back) and are not supposed to cry. In addition when they play, it should be to compete, while girls are supposed to play together.

Once children grow up to become adults, girls are polarized when they grow up between wanting a career or not. Most of them choose to not have a career, which results in a lower percentage of women who have professional jobs, while boys are socialized towards competition and getting a good job. When they get married, they are supposed to be wealthy and healthy. For the men and women who (did choose to have a career and) start to work, there is the feeling that conflicts should be resolved with a "good fight" and if possible, leaders try to avoid having to deal with labor unions. There is a large emphasis on getting results and receiving rewards for your performance. The work ethos in general tends to be; "live to work".

In feminine-dominated societies both men and women are socialized to be modest. They both can be tender and take care of the children. When creating a family, both parents deal with facts and feelings, they also work and take care of the children. The children themselves are considered as equal. Boys and girls are both allowed to cry but not to fight. They also play for the same reasons and when they grow up and get married, the ideal husband should be like a boyfriend.

In the workplace, there is a preference to resolve conflicts through compromise and negotiation. Leaders are more likely to reward their employees based on their needs. The work ethos in this culture is more towards: "work in order to live".

2.4.4 Uncertainty-Avoidance

Uncertainty-avoidance can be defined as the extent to which people living in certain cultures feel threatened by the ambiguity of uncertain situations. This is reflected in the amount of stress people feel when they do not know what is going to happen and their need for predictability and/or unwritten rules (in situations). However, uncertainty avoidance should not be confused with risk avoidance. Risk avoidance is more related to the probability that something will happen, while uncertainty avoidance has no probability connected to it. In a situation when there is uncertainty, anything can happen. When a child grows up for example, one of the first things it learns is the difference between clean and dirty and safe and dangerous. What is considered as dirty, clean, safe and dangerous varies widely in different cultures across the world.

In cultures with a high uncertainty-avoidance, the definitions about what is dirty and what is not are very tight and clear. This can exceed the notions from just dirty and clean

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towards learning to avoid certain cultures because they are dirty or learn to disapprove certain ideas or visions. Little room is left for doubt or discussion about these ideas. Children growing up in these kind of societies are more likely to learn that the world is a harsh and dangerous place and that they should protect themselves by preventing uncertain situations. Societies with high uncertainty-avoidance can be summarized with: "What is different is dangerous".

The need for rules in societies with a high uncertainty-avoidance is strong. In the work place there are very clear rules that control the working process and the rights and duties of the employees. In addition there is also an emotional need for laws and regulations. This can even lead to behavior that is strictly ritual and even dysfunctional. People who live in cultures with lesser uncertainty-avoidance often do not realize that these behaviors also satisfy people's emotional needs for formal structure. People like to work hard and stay busy. Their lives are speedy, neurotic and time is money. As a result they are more concerned with how they spend their time and do not like to waste it.

In cultures with low uncertainty-avoidance, the clarifications between dirty, clean, safe and dangerous are there but they are less strict. People are more likely to give the benefit of the doubt to uncertain situations and choose in favor of certain cultures, ideas and visions. Children learn to be more flexible and picture the world as benevolent and experiencing with new situations is encouraged. As opposed to cultures with high uncertainty-avoidance, people are horrified of rules and believe that they should only be established when there are no other options left. They believe that many problems can be solved without setting rules. People are able to work hard, when it is needed but time is relative and deadlines can be moved when necessary. Societies with low uncertainty-avoidance can be summarized with: "What is different is curious".

2.4.5 Long-Term Orientation versus Short-Term Normative Orientation

In cultures that have a high long-term orientation, children learn as they grow up that they cannot immediately satisfy their desires. They are encouraged to not spend too much money and be modest. They should be willing to commit their lives to a purpose. Mothers are supposed to have a lot of time to raise their preschool children. The children get presents for achievement in education and their (personal) development. When the children grow older, they start to work and lead their lives as adults. The process of growing towards old age is seen as something nice and people experience it as a happy period.

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In cultures with a short-term normative orientation, children are raised with two sets of norms. One of them is respecting certain traditions, face-saving, making sure to be perceived as stable individuals and respecting the social rules of remaining to be married even when the love is gone. The other norm concerns the need to spend money (on materialistic things) and make an effort to get quick results from situations or problems that occur in life. However, as the children grow up and become adults, these two norms can get into conflict with each other, which leads to different types of behavior. In general, people tend to think that their preschool children are better off to be cared for by others and young age is something that is celebrated. Old age is seen as an unhappy period and starts late.

2.4.6 Indulgence versus Restraint

This dimension has to do with the amount of happiness people experience. This experience of happiness is related to the people's perception of life control. The extent into which a person feels the freedom to live his/her life without any social restrictions that have an influence on their freedom of choice.

A second aspect concerns the relation to leisure. This is considered as a personal value. When people feel that they can live their lives as they please, spend money and indulge in leisurely and fun activities, this predicts a relatively high sense of happiness. When a person is restrained in these actions by various social norms and a feeling that the enjoyment of these leisurely activities is sort of wrong, it can lead to a lesser sense of happiness.

An example from the workplace that is mentioned by Hofstede, Hofstede and Minkov (2010) is smiling. In the United States, which is an indulgent society, it is custom to smile when costumers are served. However, when you would do the same thing in Russia, which is a generally restraint culture, this would be considered as very strange.

Other customs in indulgent societies are that in general people tend to have a higher approval for foreign music and movies, they have a higher satisfaction about their family life, the household tasks are divided between both partners, email and internet are often used to keep in touch with people from private lives, in wealthy countries there is a higher percentage of obese people, there are less strict sexual norms as well as gender roles and freedom of speech is considered as a very important value.

In restrained societies, this is quite the opposite. People generally have a lower approval of foreign music and films, they are less satisfied with their family life, there is an unequal division of the household tasks between partners, email and internet are much lesser used for private contacts, there are lower percentages of obese people in the wealthier

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countries, there are strictly prescribed gender roles as well as sexual norms and freedom of speech is not a primary concern of people, however maintaining order in the society is.

These six dimensions from Hofstede, Hofstede and Minkov (2010) are a useful framework in order to analyze people's behavior based on the culture where they grow up in. Now the dimensions have been described in further detail, it provides a clearer overview of the different aspects of cultural behavior. However, as was mentioned in the first paragraph of this chapter, culture consists out of multiple aspects. There are also cultures in organizations where people spend a large part of their day during working hours. The next paragraph will elaborate on culture in organizations.

2.5 Organizational culture

In the first paragraph, culture was defined as unwritten social rules existing in people's minds that are learned over the course of their lives and which distinguishes one group of people from another. An organizational culture could be defined in the same way, however an organizational culture is not only in apparent on the minds of the employees but also experienced by everybody who interacts with the organization such as costumers, neighbors, authorities and the press. National cultures are also distinct from organizational cultures, because people who are part of an organizational culture mostly did not grow up in it. However, they did have an influence on where they decided to start working, only spend a significant time a day there and will leave again at some point. People also have different reasons why they start to work and what they get from their jobs. This is also described as people's work goals.

Work goals are the factors that are crucial for people when picturing their ideal jobs. The dimensions of individualism and collectivism for example are reflected in organizations in employees work goals. For people who have an individualistic cultural background, the most important work goals are: personal time, freedom and challenge. They would like to have enough time left after work in order to have a personal and/or family life. They also want their jobs to be challenging, get a sense of personal accomplishment from it and also have the freedom to do it in a way which they think it is right. These work goals emphasize the employee's independence from the organization.

On the opposite, people with a collectivistic cultural background would like to have good physical conditions in which they can do their work, receive sufficient training in order to improve their skills and fully use those skills and abilities on their job. These working goals

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refer to the things the organization does for their employees and emphasize the dependence of the employees of the organization they work for (Hofstede, Hofstede & Minkov, 2010).

Hofstede also created six dimensions of organizational cultures in order to analyze people's behavior in organizations. In the following paragraph the six dimensions will be discussed.

2.5.1 Dimensions of organizational cultures

The IBM study had resulted in the identification of six dimensions of national cultures; power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance and long-term versus short-term orientation. However, these dimensions were based on people's personal *values*, which differed to people's perceptions on the *practice* of their work. Hofstede, Hofstede and Minkov (2010) identified six different dimensions of organizational cultures, which will be explained in further detail in the next paragraphs.

2.5.2 Process-oriented versus Results-oriented

The first dimension concerned process versus results oriented. In cultures that are process-oriented, people perceive themselves as risk avoidant and they only spend a minimum amount of time and effort on their jobs. To them each day is pretty much the same. In cultures that are result-oriented, people see themselves as comfortable in situations that are unfamiliar. They put a lot of effort in their daily activities at work and they feel that every day is different and brings along new challenges. A result-oriented culture is not always "good" and a process-oriented culture "bad". However, in some cases one of the two cultures is preferred and a focus on either process or result is necessary. In drug manufacturing for example, it is crucial that risks are avoided and there are specific routines and procedures that need to be followed in order to complete the tasks. Therefore in this case it is necessary that the culture is process-oriented.

2.5.3 Employee-oriented versus Job-oriented

The second dimension is focused on a concern for people (*employee-oriented*) and a concern for completing the job (*job-oriented*). In an employee-oriented culture, people feel that their problems are taken care of and that the organization takes care of them. When important decisions need to be made, this is done by a group of people (a committee) instead of one person.

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In a job-oriented culture however, there is a strong emphasis on finishing the job. The employees experience it that way as well. They feel like the organization has no interest in their personal lives and their wellbeing or the wellbeing of their family members. Only one individual, as opposed to an employee-oriented organization culture, makes important decisions. Employees themselves can be employee-, or job-oriented at the same time, while companies tend to favor one dimension above the other.

2.5.4 Parochial versus Professional

This third dimension is about where the employees derive their identity from. This can be largely from the organization (*parochial*) or to the type of job that the employees do (*professional*). Employees who are working in a parochial organization culture feel like the norms of the organization are the same on their jobs as well as at home. When hiring new employees the company appears to take into account their social and family background. The employees do not look far into the future. They assume that the organization they work for does this for them. Employees that work in professional organization cultures feel like the organizations hired them because of their job competencies. They believe that their personal life is something private and do not bring this up much during work.

2.5.5 Open versus Closed Systems

The fourth dimension has to do with open and closed systems. In open systems there is an open welcoming climate. Almost everybody would fit into the organization and new employees only need a few days to feel at home. In closed systems, employees are very private and closed. It is very difficult to get 'inside' the group and new employees need at least a year to feel at home in the organization.

2.5.6 Loose versus Tight Control

The fifth dimension concerns the amount of internal structuring in the organization. Employees who work in organizations with a loose control culture feel that there is a relaxed atmosphere. Nobody seems to be concerned with the money that is spent by employees. The times of planned meetings are not that fixed and employees often make jokes about the organization and the job. This is contrary for employees who work in tight controlled organizations. They describe their organizations as cost-conscious, punctual when having meetings and jokes about the company and work are rarely made.

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2.5.7 Normative versus Pragmatic

The sixth and final dimension concerns the main drive in how costumers are served. Organizations with normative organizational culture are more focused on following and going along with the costumers desires and how they would like to have things. The ethics of the organization and what they stand for are not that important. Organizations with a pragmatic organizational culture are market driven and think that they know best what would be good for their costumers. They believe that the business ethics and honesty are of main importance and they know how to serve their costumers and the rest of the world.

The six dimensions of organizational cultures are a useful addition to the analysis of national cultures, because this allows for a more detailed investigation on how organizations work. Now the dimensions of national and organizational cultures have been explained in further detail and the concept of culture has been defined, the next chapter will discuss the concept of leadership in further detail. In the final chapter, these dimensions will be used in order to analyze the (organizational) cultures from the results that come from the interviews.

3. Leadership

3.1 Leadership

There is a large diversity in leadership styles and management methods across the world. The environment and the circumstances where people are living in also influence these leadership styles (Taleghani, Salmani & Taatian, 2010). As far as back in 380 BC, Plato already talked about leadership and argued that people who were the best suited to become leaders had the most knowledge. Plato saw them as philosopher kings who were effective because they had wisdom, truthfulness, justice gentleness and a love of learning (Pendleton & Furnham, 2016).

Leadership is defined as the process of having dominance on group activities in order to achieve goals. To accomplish this, managers try to influence the employees working for them and motivate and direct them in order to achieve the goals set by the organization they are working for. Making sure that there is enough motivation and enthusiasm to work in order to reach the goals is very important when working towards their realization. This can be particularly challenging when working with people in or from other cultures (Taleghani, Salmani & Taatian, 2010). When one focuses on making sure that there is enough motivation and enthusiasm to work towards the goals, it reflects that leadership is seen as a process rather than ability. It requires social abilities and intrapersonal skills (such as thoughts and emotions)

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that interact with interpersonal factors (attractions, communication and influence), which in turn will lead to an effect on the dynamic working environment (Dickson et al., 2012).

The extent to which leadership is valued and or defined in different cultures is reflected in the historical and political connotation that the term "leader" has. The German term for leader is *Führer*, which is associated with Hitler. This term has largely dishonored the term "leader" by itself. The term for leader in Latin America, *El Patron* connotes a very directive or authoritarian style. This term, in Spanish, describes somebody who is likely to delegate work, rarely works in teams and is likely to be assertive and aggressive in communication (Dickson et al., 2012; Steers, Sanchez-Runde & Nardon; 2012).

The different connotations that the term leader has, reflects the diversity and challenges that come along with the different cultures people grow up in. The next paragraph will elaborate on the way leadership was perceived over the years until now.

3.2 History of thinking about leadership

There have been different phases in the thinking about leadership throughout the years from 1920 onwards; there has been a trend from in which older ideas in Western societies have changed to new views and ideas about leadership throughout the twentieth century. According to the old views on leadership, the managers or leaders created the strategy, planned what needed to be done and the employees and leaders of the teams of employees executed these plans. In this approach on leadership, there was a high dependence on the compliance of the younger managers who led the teams of employees. The success or failure of the plans that the leaders had, was dependent on whether or not team leaders accepted their authority. This was also called command and control leadership.

In the beginning of the twentieth century however and with the start of the industrial revolution, things began to change. Leaders started to work with their employees and focused on creating conditions in which employees started to enjoy their work. As a consequence, people started to work harder and more effectively. This was a large contrast compared to the older model of work, in which the employees worked for their boss, who had total control.

From the mid-1970's towards the mid-1980's leaders and their followers slowly started to negotiate and from the mid-1980's onwards more and more attention was paid to vision on the work floor. Vision related to the capability of a leader to inspire their followers. This becomes a motivational driver for the employees and together they start to co-create on future decisions that need to be made.

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This shows that there was a large shift in the ideas about leadership, which changed from domination through negotiation, towards more involvement, consent, engagement and co-creation. This change occurred by the role of vision that started to become more important. This process was called the democratization of leadership. Leaders started to cooperate with their employees and involved them more and more in the decision making process. Their participation was highly valued and the employees and leaders made the decisions together. In addition the leaders started to increase delegation of tasks towards the employees, which means that the leaders sets the goals and leaves the decision on how those goals are reached up to the employees. That way the authority is largely in the hands of the employees (Pendleton & Furnham, 2016).

Despite the large shift of the authority, which is mostly in the hands of the employees now, leaders maintain to have a significant impact on the organization, the climate and the culture where the employees work in. A crucial factor in this process is engagement. This means that a leader has to be engaged with the organization. The leader has to have a heart for the organization and engage with the employees as well as with the organization. This means that the leader has to be available for and show genuine concern for the employees. In addition a leader should work towards building a shared vision, resolve complex problems and facilitate change in a sensitive way (Pendleton & Furnham, 2016).

The shift that has found place in the perception on leadership in the past decades has led to significant changes in how a leader should behave. As was mentioned earlier, a leader has a large influence as well on the organizational culture and the working climate. There are different ways to maintain and execute this influence and thus different leadership styles. The next paragraph will elaborate on (the different) leadership styles.

3.3 Leadership styles

Managers make use of the organizational culture to understand how to communicate with their employees and how to work. They should have insight in what is happening on the work floor, between employees and address them accordingly and appropriately in order to solve possible problems. When working in a culturally different environment, it is very important that a manager shows flexibility and respect towards cultural differences, recognizes the motives of the employees and chooses a suitable style of leadership in order to handle the situation and realize the goals that are set (Taleghani, Salmani & Taatian, 2010).

McGregor (1960) tried to identify the organizational context and how leaders make use of it. He distinguished two different types of leadership styles in organizations. Theory X

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organizations were described as repressive and authoritarian. Decisions were only made at the top. The employees were viewed as avoiding responsibility and work as much as possible. Therefore they needed to be directed and told what to do. Theory X had its roots in scientific management, which came from the impact of the industrial revolution. It implied attitudes and values about people and how they should be led. It was more concerned with the duties and obligations where people should comply to as opposed to humanitarian leadership.

Theory Y however, had a large emphasis on achievement and continuous improvement. This goal could only be reached by giving the staff the opportunity to do so. The idea was that people would seek for responsibility themselves, apply self-control and exercise self-direction. In addition they will also use a high degree of creativity and ingenuity (Northouse, 2012; Pendleton & Furnham, 2016).

The different theories have eventually developed in two different leadership styles and one non-leadership style. The following paragraphs will discuss the different leadership styles in further detail.

3.3.1 Authoritarian leadership style

Authoritarian leaders are people who emphasize that they are in charge and have control over their employees. They decide what procedures should be followed and tasks that should be done by the employees, but refrain from (group-)discussions. They prefer that their employees communicate directly with them.

When evaluating others, authoritarian leaders give feedback based on their personal standards rather than on objective criticism and some argue that authoritarian leadership represents a pessimistic, negative and discouraging view of others. Others would argue however, that it serves a positive cause and that it is a much-needed form of leadership.

In many contexts authoritarian leadership is used to give direction, set goals and structure work. When employees just start with their new job for example, an authoritarian leadership provides structure, gives direction and sets goals to let them know what they need to do. Leaders with an authoritarian leadership style are very efficient and successful in motivating their employees to accomplish certain tasks (Northouse, 2012; Pendleton & Furnham, 2016).

An authoritarian leadership style has positive as well as negative results. The positive results are that it is efficient and productive. Authoritarian leaders are directive and clear in what they expect from their employees, which enables them to accomplish tasks in a shorter

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amount of time. In addition an authoritarian leadership style is also helpful in establishing work standards and to set goals.

However there are also negative results. It creates a sense of dependency, submissiveness and loss of individuality. This can lead to a loss of creativity and personal growth of the employees. Over time employees might become dissatisfied with their work, which can create discontent, hostility and even aggression (Northouse, 2012). The following paragraph will elaborate on a democratic leadership style.

3.3.2 Democratic leadership style

A democratic leadership style is characterized by leaders who treat their employees as individuals that are perfectly capable of doing their work by themselves. As opposed to control the employees, democratic leaders work with them and attempt to treat everybody fairly, without putting themselves first. Democratic leaders see themselves as guides rather than directors. They give suggestions, but never with the intention of changing the behavior of their employees.

They do not feel superior over their team and speak to them on the same level and also stimulate communication between employees. Making sure that everybody is heard is a priority. They give information, guidance and suggestions without putting pressure on their employees. During evaluations they give objective and constructive criticism (Northouse, 2012; Pendleton & Furnham, 2016).

The outcomes of a democratic leadership style are mostly positive. It results in a greater satisfaction, commitment and cohesiveness. In addition there is more friendliness, mutual praise and group mindedness. Employees get along well with each other and define themselves as “we” instead of “I”. It also leads to more motivation and creativity among the team. People have a greater motivation to pursue their personal development. They also participate more as a team and they are more committed to their colleagues and the decisions that are made.

A negative aspect of democratic leadership is that it takes more time and commitment from the leader. If the leader had an authoritarian leadership style, the work would be done more efficiently and take less time.

3.3.3 Laissez-faire leadership style

Laissez-faire leaders do not try to control or guide their team. They just let them do things in whatever way they please. They ignore the needs of their employees and have no

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attention for their work motivation. Some have labeled this leadership style as non-leadership. The French phrase implies a "hands-off, let it ride" attitude towards employees. The leaders are very laid back and make no attempts to influence their team's behavior. They do not provide them with any instructions or guidance. Basically the employees are free to do whatever they want, in whichever way they want to do it (Antonakis, Avolio & Sivasbramaniam, 2003; Northouse, 2012; Pendleton & Furnham, 2016).

Since there is no leadership style in this case, the effects are mainly negative. The major main effect is, that very little work gets done under the guidance of a laissez-faire leader. The employees have no direction or guidelines or whatsoever in how to do their work. As a result, they do nothing, which leads to an atmosphere that is experienced as chaotic. Without a sense of direction and goals to work towards, employees are unable to extract meaning from their work. This leads to a lack of motivation and causes frustration and disheartenment, which results in less productivity. However in some situations, although they are rare, this leadership style can be successful because employees have complete freedom on how to do their work. This can provide them with the inspiration they need to do their work in such a way that something creative can be produced. In most cases however, it is unsuccessful and unproductive (Northouse, 2012).

Now the three main different leadership styles have been discussed, it is clear what the concepts of leadership and the concepts of national and organization culture entail. In the next chapter, the relationship between leadership and culture in Latin America and Europe will be discussed in further detail.

4. Latin America and Europe

The former chapters have described and explained the concepts of culture. Hofstede (2010) has delivered a significant contribution to the research on culture with the formulation of six different dimensions on national as well as organizational culture. In the second chapter three leadership styles have been explained in further detail.

The dimensions on national and organizational culture as well as the leadership styles all have an influence on leadership. This is illustrated in the table 1.

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Table 1: Influences on leadership

This table illustrates how the theory that was discussed in the former chapters has an influence on leadership. The research that will be conducted shall investigate these influences in further detail and also elaborate on what their influence on leadership is.

As was mentioned earlier, the research is focused on Europe and Latin America. Now the main leadership styles have been summarized, this chapter will further discuss and elaborate upon the different continents in relation to the countries that are selected for the scope of the research.

4.1 Latin America

The history of Latin America is related with colonialism, which was led, by Portugal and Spain from 1550. From that time on both languages became dominant in the Latin American countries. The policies that were implemented and the institutions that were created at the time formed the foundations for the challenges they are facing now, such as insufficient legal systems and inadequate mechanisms for property protection (Nicholls-Nixon et al., 2011).

The Spanish colonial rule and the Ibero-Catholic culture have shaped Latin America in such a way that the similarities have a greater significance than the differences. This implies that there is a common culture that is prevalent in the core of all Latin American countries. Even though there are many common cultural elements such as the traditions concerning the

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government and religion, all countries have their different traditions and customs as well. This common culture in its turn has a significant effect on leadership in Latin America. Their leadership styles are significantly different from European leadership styles, which are mostly based on common political and economic structures as opposed to a common culture (Romero, 2004; Nicholls-Nixon et al., 2011).

Latin America has developed itself over the past ten years and it is predicted that some of the economies in Latin American countries will outgrow and become larger than the G6 countries (Wilson & Purushothaman, 2003). However momentarily there are a total of ten Latin American countries that are defined, according to the Organization for Economic Development Cooperation and Development (OECD), as upper middle-income countries. (Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru and Venezuela.) This means that in 2016, they had a General National Income between \$ 3.956 and \$1.2235. The members of the Development Assistance Committee (DAC) of the OECD had set the goal that by to 2015 the amount of people living in extreme poverty should be reduced. Therefore they selected countries that would be able to get financial support from economically more advanced donor countries in order to enhance the local economy. The members of the DAC are: Austria, Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland the United Kingdom and the United States (Chang & Laird, 2000; Dahl-Østergaard Dreher, Unsworth, Robinson and Jensen, 2005; Nunnenkamp and Thiele, 2011; OECD, 2018).

It would be beyond the scope of this thesis to investigate all ten countries that were on the DAC list. Therefore the list has been narrowed down to Latin American countries in South America, which resulted into five countries that remained. From that list, three neighboring countries were selected; Colombia, Ecuador and Peru. The research will be conducted in Dutch NGO's that are active in these three countries. Prior to the research details, which will be discussed in the paragraphs below, first a short introduction of the four countries will be given.

4.1.2 Colombia

Before the Spanish came to Colombia, there were many groups of indigenous people living in different parts of the countries such as the Tayrona's, the Zenú and the Muisca's/Chibacha's. They believed in multiple gods from nature and lived mainly of hunting and agriculture.

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When the Spanish people arrived in Colombia, this all changed and marked the start of the colonial period. The colonial period rested on two pillars; religion (Catholics), they believed in one god and a son who was sacrificed for the sins of all of humanity and the encomiende-system, which meant that the landowners (encomenderos) received their own piece of land and a right to let the indigenous people as well as the slaves from Africa work on it. On their turn they were responsible for converting the slaves and the indigenous people to Catholicism (Streutker, 2016; Bayer, 2017). They laid the foundations for an economy, which was mainly based on exploitation and led to taking away the indigenous peoples resources but also their culture. Bogotá grew out to the main capital of Colombia.

There was relatively very little resistance, but this changed in 1811. From then on there was a continuous battle between the conservatives and the liberals, which ended in a large war, which was called the war of 1.000 days that lasted from 1899 to 1902 (Bayer, 2017). After the war, they eventually came to an agreement on how the country should be led and how the economic system was managed.

As was mentioned earlier, due to a shared colonial history, Latin American countries have a common culture, which has also influenced the perception of leadership (Romero, 2004; Nicholls-Nixon et al., 2011; Castaño et al., 2015). There has been little research however that has been conducted on leadership in Colombia. The main research is done so far are the GLOBE study by House et al. (2004) and research from Hofstede (1991, 2010) on six cultural dimensions. Hofstede's (1991, 2010) research pointed out that Colombians might prefer leaders who are rather authoritarian. However, the GLOBE study (House et al., 2004) pointed out that Colombians prefer to be involved in the decision-making process and rather prefer a more democratic leadership style. The Latin American culture is more focused on personal relations and dignity.

Additional research into effective leadership in Colombia (and Latin America) has shown that employees prefer relationships that are based on mutual loyalty, low conflict and a leader is expected to take care of their team like a parent. At the workplace leaders are expected to keep account with personal relationships. Good (effective) leaders are expected to be caring, supportive, considerate, participative, understanding, good problem solvers, communicative and flexible. (House et al., 2004; Castaño et al., 2015; Torres, Ruiz, Hamlin & Vellez-Calle, 2015).

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4.1.3 Ecuador

Ecuador is a very culturally diverse country with different groups of people. The influences lead back to the times of the Inca's and the Spanish who were both responsible for major destructions in the country in order to form it to a way they which suited them. The Incas arrived in Ecuador in the eleventh century and introduced new irrigation methods, crops (such as coca and peanuts) and animals. The Incas were called "mitmaes" by the native Ecuadorians.

In 1526 the first Spanish people arrived in Ecuador, which was the start of the colonial period. In 1822, the Spanish were defeated and a new republic was founded. However, it soon fell apart and in 1830 the republic of Ecuador was established. However, the new Ecuadorian elite maintained the old colonial system. In the period that followed, a lot of political unrest remained, which lasted until the twentieth century. In 1978 Ecuador was the first Latin-American country with a democratic government (Streutker, 2016).

As was mentioned earlier, there is a shared culture among Latin American countries in terms of their political system, religion and the language due to the colonial period. However, they also have their own distinct local culture (Romero, 2004; Nicholls-Nixon et al., 2011; Castaño et al., 2015). Similarly to Colombia, there is very little research done on leadership in Ecuador. The main research that has been conducted concerns the GLOBE study by House et al. (2004) and Hofstede's (1991, 2010) research on the six dimensions of culture.

The results from the GLOBE study showed that personal relationships are very important for a leader. A leader should focus on the team and take care of the team like taking care of a family. This engenders care and loyalty and in return the employees are able to give their loyalty back and leave the decision making process up to their leader(s). People are very oriented towards their families and there is a relatively low trust in people outside the family. In addition, when the work relations are good, there is employment protection and when you are (considered as) family, there are certain benefits you can make use of (House et al., 2004; Castaño et al., 2015).

4.1.4 Peru

From 2500 B.C. little villages started to emerge in Peru, which were mainly occupied by fishermen and farmers. Different cultural groups settled in different parts of the country. Around 1200 the Incan empire started to arise. In 1532 the first Spanish people arrived in Peru and invaded the Incan empire. This resulted into a bloody war between western and non-western people from then on. It was relatively easy for the Spanish people to conquer the

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Inca's because there were several groups of people who continuously tried to separate themselves from the Inca's. The Spanish made use of this by forming an alliance with these groups and conquer the Inca's.

From the sixteenth century onwards the Spanish colonized Peru. This lasted until the eighteenth century. Between 1720 and 1790 there were about 100 violent uprisings, mostly among farmers, for independence. In 1824, Peru eventually gained its independence (Kusters, 2016).

Similarly to Colombia and Ecuador who were discussed in the former paragraphs, the main research that has been conducted on leadership in Peru, is the research by Hofstede (1991, 2010). Peru was not included in de GLOBE study. However it was included in a study by Castaño et al. (2015). The results from this study showed that being willful and autonomous is considered important when being a leader in Peru. A leader should also be able to deal with conflicts in the sense that conflicts should be dealt with and solved instead of avoiding them. Also being a micromanager, being on top of what your employees are doing, is considered as important. In sum it could be said that the profile of a leader would be somebody who is shrewd in watchful.

4.2 Europe

Traces of the Dutch society can be led back to 5400 B. C. Germania, as it was called at the time, was described as possessing a love of freedom and fighting. Even though Christianity became dominant and people were converted to Catholics, people still continued to practice their traditional beliefs and practices. Traditional values such as loyalty, orderliness, straight forwardness and honesty remained. Also a great part of Eastern Europe was under the Communist regime. The traditional cultural leaders who included novelists, philosophers, poets and religious leaders, their cultural patterns and values maintained largely stable over the years (House et al., 2004). Because of this transition from Communism to democracy, there is a large difference in cultures in Europe and one cannot speak of one European culture. There are differences found between the Northwest and Southeast of Europe. The languages in the northwestern part of Europe have a Germanic and English origin, while in the southeast they have a Latin and Slavic origin. In addition, religion has also separated the groups into Protestants who were more prominent in the northwest while in the southeast the Catholic and Orthodox were more active.

Also climate, geography and the indigenous economy have affected the traditions that are related to both clusters in Europe. In the northwest of Europe, they have a much longer

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tradition of having a capitalist system, while in the southeast, they have left behind communism only three decades ago and this has large consequences in terms of economic as well as technological development. The southeast of Europe is relatively much more underdeveloped as the northwestern part. It is more rural and uses more classical production techniques as well. All these differences between the two (cultural) clusters also have their influence on the perceptions of leadership. One cannot speak of one European culture, let alone one type of leadership that is prominent throughout Europe (Hartog et al., 1999).

4.2.1 the Netherlands

The inhabitants of the Netherlands were the Hunebed inhabitants. They lived in the Stone Age. Around 700 B.C. the Germans and other tribes like the Frisians and the Bataven. They believed in their own indigenous gods until in 50 B. C. the Romans conquered part of the Netherlands. When the Roman Empire fell in the year 476, Christianity spread throughout the Europe. Cities started to flourish and the trade and industry started to grow. In the Golden age, around 1700, science as well as art were further developed. This was also the period when the Colonial period and thus the slave trade flourished. With the establishment of the West-Indian Company, the United East-Indian Company, the industry grew even further. The Netherlands had a large trade in spices and unfortunately, also slaves. This period lasts until

In the twentieth century the technical developments are made relatively fast. The bike is developed, planes are invented and people begin to drive cars (Geschiedenisportaal, 2018). By that time, the Netherlands also has a strong settled democratic political system and capitalistic economy. This implies that the valued leadership styles and practices reflect the Dutch system and stability (Hartog et al., 1997).

The main research that has been done on leadership were the research by Hofstede (1991, 2010) and the GLOBE study (House, 2004). The outcomes of Hofstede's (1991, 2010) research showed that the Netherlands is an individualistic country, scores high on power distance and masculinity. In addition they have an average score on uncertainty avoidance and long-term orientation. These results imply that in an organization, consensus is important among all parties. This is based on an open exchange of ideas and views and not on personal relationships or social class. This also means that employees consider it as important that they are consulted by their leader about decisions that are made in the organization. They also prefer to have freedom to do their work in their own way, the opportunity to do trainings and fully use their skills in order to be of benefit towards the organization.

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The GLOBE study revealed that integrity is very much valued in the Netherlands and it is viewed upon as an essential character of good leadership. In addition employees find it important that a leader is trustworthy, honest and dependable. A leader should have vision, motivational behavior and encourage their team. Dutch people do not like it when there is a large distance between them and their leaders. They prefer to participate in the decision making process (Hartog et al., 1997).

In the next chapter, the research that will be conducted in order to investigate the main question of this thesis will be discussed as well as the methods on how this is going to be done.

5. Methods

The research question that was formulated at the start of this thesis was: *What is the role of national and organizational culture in relation to European- and Latin American oriented leadership styles in projects of NGO's that are financed by Western countries?* This section will discuss the research itself and the working methods in further detail.

NGO's do not have a commercial goal of gaining profit. Therefore the leadership style as well as the (organizational) culture can be quite different from profit-making organizations. The six dimensions of national and organizational cultures and the leadership styles that have been presented in the former chapters will be used as a framework for the research that will be conducted. As was mentioned in the introduction, this thesis will mainly focus on Latin American countries.

5.1 Inclusion and exclusion criteria

For this thesis the focus lies on Latin America, but as was discussed in the former chapter, three Latin American countries in South America were selected: Colombia, Ecuador and Peru. The reason these countries were chosen was because they are neighboring countries that are on the DAC-list. The three countries will be compared with the Netherlands. The Netherlands is a member of the DAC-Committee and therefore also provides financial aid and has active NGO's in these countries. In addition the Netherlands has a European leadership style that can be compared to the Latin American leadership styles and the influence of both cultures.

In order to do this, a list of Dutch NGO's who are active in Latin America and have projects in either one or more of the countries was made. The organizations on the list were

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selected through internet research. The requirements were that they had to be NGO's or foundations without any (financial) profit. The search resulted in a list of eighteen different NGO's. (Care, ICCO, Wilde Ganzen, Amigos Colombianos, Mensen met een Missie, Week v/d Nederlandse Missionaris, War Child, Oxfam Novib, Stichting Wereldkinderen, Wereldouders, Plan, Hivos, La Vecina, Sustained World, Straatkinderen de Medellín, Funcación Holanda – Peru, CE Camino and Fundación Niños Peruanos Unidos.) They were contacted by phone as well as email and eventually fifteen responded of which six declined and nine NGO's were available for an interview. This resulted in a total of seventeen interviews, in which nineteen people from the different NGO's have been interviewed. All interviewees were in a leadership position. This is summarized in the table below.

Table 2: Inclusion and Exclusion criteria

	Selected Interviews:	Selected Latin American Countries:	Selected European Countries:
	18	Colombia	The Netherlands
Responses:	16	Ecuador	
Declined:	9	Peru	

Most of the interviewees were in the position of Program Manager. They were either involved in (assisting with) providing funds for their organization or were communicating with the local organization/communities and the donors who provided funding. In some cases this was the government and in other cases these were private organizations or people who made donations to their organization (or both). In addition, some of them were (also) responsible for leading the team that was in charge of the local projects that were going on in the regions where they were active. They were overseeing the projects and made sure that everything went well.

Some of them were also responsible for initiating projects and writing plans so that the projects can be maintained and taken over by the government in the future. They went on work visits once a year or every other year to see the projects and speak with the people who were part of it. All of the interviewees had either lived or were still living abroad in Colombia, Ecuador or Peru. The periods they were active in these countries varied from 1,5 up to 30 years. Most of the interviewees were originally from the Netherlands, however five were actually natives who lived in one of the three countries.

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As was mentioned in the introduction, NGO's (and foundations) have a social mission and values that are based on philanthropy and voluntarism. They have a significantly greater emphasis on social values and responsibilities (Teegen, Doh & Vachani, 2004). In addition they have to have a focus on development work/projects concerning human rights, women empowerment, children, humanitarian aid, healthcare, (child) education or indigenous groups. As a result 18 NGO's have been selected of that have projects on:

Women empowerment; Most of the NGO's had projects related to women empowerment. This was founded in the belief that women could be a driver of (economic) change. This resulted into projects such as talking groups for women, where they could talk about different topics related to raising children, abusive relationships or share their live story. Other NGO's helped women who grew up in poverty or abusive relationships and provided them with the opportunity to receive support in finding work and/or get appropriate education in order to do so. Which enabled them to build up a future in order to get out of the cycle of poverty. There were also projects supported by NGO's that formed groups for feminine leaders (from indigenous groups) who were able to follow modules to receive education in order to teach other women about reproductive rights, gender equality and human rights in general.

Humanitarian aid; In addition some of the NGO's also focused on making countries more resilient against natural disasters. This was done in several ways, such as providing humanitarian aid in the case of a natural disaster, but they also taught (indigenous) people to use certain techniques when building their houses, so that they would be more resistant against weather circumstances. They also worked on making sure that the national and/or regional policy concerning natural disasters would be arranged and that they were equipped to provide basic aid for the people who would be affected.

(Child) Education; Some of the NGO's also supported educational projects. This varied from providing sport classes to children (and in addition stimulating the children to go to school) to providing parents living in areas with a lot of poverty with advice on how to raise their children and to make sure that the children would have the opportunity to go to school.

Healthcare; Some of the NGO's were also active in projects surrounding healthcare. This concerned healthcare centers in poor areas where people had limited access to healthcare for their children. It had a specific focus on healthcare for children with mental and/or

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physical disabilities and providing the necessary instruments that were needed to help children with disabilities such as crutches, a wheelchair or a highchair.

The goal was to select at least one NGO in each country and conduct interviews with people who were in charge of and employees who were active in the projects from the different selected NGO's. The aim was to have at least one interview with a person who was in charge of the projects and a person who was active in a project from each NGO in order to get a good overview of how the different NGO's lead their teams and gather different experiences from people. In addition they had to be Dutch or come from one of the three countries where they were working in. The following paragraph will explain in further detail how the interviews were conducted and which topics were discussed.

5.2 Interviews

In order to get a clear overview of the cultural background on the different leadership styles, gain more insight on what it is like to work in an intercultural environment and what type of leadership style leaders working in international NGO's use, interviews were conducted. The aim was to have fifteen interviews with employees from different Dutch NGO's who are active in Colombia, Ecuador and Peru. The NGO's were selected based on the criteria described in the former paragraph and they were approached by email and a follow-up phone call in case of no response.

The interviews were semi-structured with open-ended questions. This means that the interviewer had a list of topics that were going to be discussed, but there were no fixed questions. The open questions allow the interviewee to answer more openly as opposed with "yes" or "no". The aim of these techniques is that the respondents will be provided with the opportunity to answer freely and the interviewers receive the larger amount of information (Atkinson & Hammersley, 2007). They were done in person or through Skype. (In case the person who was interviewed lived abroad.)

In order to get a clearer overview of the different dimensions and how they were present in the organizational and national culture, they were divided in different topics. The topics of the interviews were based on the national dimensions and organizational dimensions of culture (Hofstede, Hofstede & Minkov, 2010) as was described in chapter 2. The different topics and the questions that are asked in relation to it are described below:

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Organizational culture: This topic relates to the dimensions of organizational culture (Hofstede, Hofstede & Minkov, 2010). Questions in this topic were about how leaders communicate with their employees and how employees communicate with their leader. The aim was to provide more insight in 'their way of doing things' and to what extent this differs from their personal norms and values. Also questions will be asked in relation to their working processes and the relationship between employees (and their leader). The outcomes of these questions will be used to determine what the organizational culture is based on the six dimensions as well as to determine whether the national culture is individualistic or collectivistic (Hofstede, Hofstede & Minkov, 2010).

Interpersonal skills: The questions asked in relation to this topic included questions about how a leader should behave, what characteristics a good leader should have according to the leaders themselves as well as the employees and how they experience the leadership of their leaders. The answers will shed some light on the particular leadership style that the leader uses and what challenges a leader faces in relation to intercultural communication. In addition it will provide insight on the national cultural dimensions. In particular those of masculinity versus femininity, short-term versus long-term normative orientation and power distance (Hofstede, Hofstede & Minkov, 2010).

Engagement: This topic included questions about how the employees work towards a goal as a team, how a leader manages to maintain focus and makes sure that the team works efficiently towards a deadline and how they coach their team and/or individual employees. This topic relates to the personal norms and values of leaders and employees and therefore comes forth from the concept of national culture. It relates to the cultural dimension of uncertainty-avoidance (Hofstede, Hofstede & Minkov, 2010).

In addition a second list was constructed with one specific topic for employees who are working for the organization. This list consisted partly out of similar questions, however it was mainly focused on the topic *satisfaction*. This topic related specifically to the amount of satisfaction the employees get from their work, their loyalty towards their leader and how valuable and meaningful they feel that their work is. The answer was used to determine the influence they have on the cultural dimensions of indulgence versus restraint (Hofstede, Hofstede & Minkov, 2010) that were mentioned above.

The aim was to ask five questions about each topic (and about 10 for the topic specified on employees), which eventually led to an amount of twenty-five questions for the interviews. This would provide the interviewer with a significant amount of information on

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the national as well as organizational culture of the countries that could be processed and transcribed.

5.3 Processing the results

The list of topics that was discussed in the former paragraph was based on a coding tree that was used to code the interviews. The answers from the respondents on the different topics were coded based on the six dimensions of Hofstede, Hofstede and Minkov (2010) (on national and organizational culture) and the different leadership styles.

In order to answer the research question, the results from the interviews were analyzed in relation to the literature to gain more insight in the leadership styles that are dominant in Latin America and Europe and to provide a clear definition of culture (national and organizational) and leadership style as concepts. In addition, the results will provide further insight on what the organizational culture in the NGO's who are active in Colombia, Ecuador and Peru is.

The results from the coded interviews were processed and translated into characteristics that a leader should have. Based on the outcomes, the characteristics will be summarized and will be used to answer the research question.

6. Results

The results of the interviews have been gathered, coded and analyzed in relation to the different topics that were discussed. The results will be discussed in this section. The outcomes on the topics were the following:

6.1 Organizational culture

In all three of the countries (as well as in other Latin American countries) all of the respondents claimed to experience cultural differences. They mentioned several main differences that were apparent in Colombia, Ecuador and Peru. One of them was that there was a lot of time spent on strengthening relationships between people. This was much more important as getting the work done. In communication, they spend time to elaborate on their social relations. This was illustrated by some of the interviewees who are active in Colombia, Ecuador and Peru in box 1.

Box 1:

“Another difference is that Dutch people are much more formal and oriented towards doing business. Colombians are much more social and oriented towards people. I have always remained to be the down to earth Dutch guy. People have not always liked that very much about me (Respondent 2, December 2017).”

“It is really important to invest in personal relationships with people. When you invest in personal relationships with people, you will gain their trust and they will be very loyal towards you (Respondent 7, January 2018).”

“Relations are much more important as opposed to reaching the goal. In addition the context of things (and situations) is also very important. We spend a lot less attention to the context and details in the Netherlands. When people meet here, they spend a lot more time to discuss how they are doing and what is going on in their lives (Respondent 14, March 2018).”

As these quotes have shown, the people are much more focused on each other and there is a real concern for people. Most of the respondents replied with similar answers. They were more used to what they called ‘the Dutch way of doing things’. In the Dutch culture the team is more focused on getting the job done and less on the details and context of situations. All respondents also explained that having the ‘right’ relationships with people is considered as very important in Colombia, Ecuador and Peru as opposed to the Netherlands where personal relationships are not that important and people seem to focus more on doing their jobs (right). These outcomes suggest that in terms of the dimensions of organizational culture, Colombia, Ecuador and Peru are highly employee-oriented and the Netherlands is more job-oriented (Hofstede, Hofstede & Minkov, 2010).

The findings also indicate that the organizational culture in Colombia, Ecuador and Peru is parochial (Hofstede, Hofstede & Minkov, 2010). The respondents explained that the norms and values that the employees have at work are the same as at home. They do not tend to separate their private lives from their work. In fact, they even tend to cancel private appointments for it in order to spend some extra time at work if needed. In the Netherlands there is a much clearer distinction between work and private life. People spend less time to talk about their private lives and do not tend to cancel private appointments for it. They would actually like to have some personal time left after work to spend with their family/friends. This implies that organizational culture in the Netherlands is therefore rather professional. The outcomes also relate to the working goals, which indicate that the national culture is

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individualistic and the organizational culture has a more closed system (Hofstede, Hofstede & Minkov, 2010). People in are more oriented on certain inner groups and it takes time to get inside this group. In addition they prefer to also have a personal life outside their working hours to spend with their family or with friends.

In Colombia, Ecuador and Peru the national culture is collectivistic and these results also point out that the organizational culture is an open system. People are very focused on personal relationships, which suggests that the team will make sure you feel safe and at home in their organization (Hofstede, Hofstede & Minkov, 2010).

Box 2:

“Despite the fact that it is a culture in which people are very outspoken, they communicate in a very indirect way. You really have to pay attention to way you say things. You can put people on the spot by saying things the wrong way. You really have to pay attention to saving people’s faces. In the Netherlands it is a bit more straightforward when it comes to that, but it also depends on where you work. In South America you have to pay attention to what you are saying, because you might come across bold. While ironically their communication is mostly directive; ‘do this, do that..’ but they do add ‘please’. That makes all the difference. This is something where I pay a lot of attention to when communicating with South America. Colombians are masters in making it very clear how things are played out in an indirect way. They are much more dominant in that as opposed to the Ecuadorians. They are much more cautious in expressing themselves and also more indirect. Therefore it is even more difficult to pay attention to not come across rude. In Peru people appear to have more pride. (Respondent 1, December 2017)”

Another cultural difference that was expressed by the respondents was the indirect communication. When people in Colombia, Ecuador or Peru would talk to each other or write reports, they would use a lot of words to describe a situation, but they were actually not saying very much. They did not really get towards making a point or draw a conclusion. Also during meetings, people would bring up situations and (spend quite some time to) describe their problems with it, yet it remained unclear, what exactly the problem was.

However, they also mentioned differences between the countries. Some of the respondents explained that Peruvians and Ecuadorians appeared to be more indirect in

their communication as the Colombians. The Colombians were more open when they would talk to each other. In addition, the respondents mentioned that there were quite some differences in communication on a national level between different indigenous groups who

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lived there. However, the indirect way of communicating was an overall difference as opposed to how people communicated in the Netherlands. The respondents claimed that Dutch people were much more direct and to the point in their way of communicating.

Box 2 illustrates an example explained by one of the respondents. It shows that even though there are many similarities, between the countries, there are also differences in terms of communication. It depends on which part of each country people live and where they are from.

Another difference that was mentioned was people's perception of time. In Colombia, Ecuador and Peru people see time as more flexible and relative. They do not tend to plan too far ahead into the future and expect things to change along the way when they make plans. This makes it very challenging to work towards a deadline. People often come in late and or when there were meetings planned, tended to cancel and they had to be rescheduled. An example of one of the respondents is mentioned in box 3.

Box 3:

"The first meeting I had when I just arrived here (Colombia) was supposed to start at 14:00h. At that time, nobody was there, but around 14:30 people slowly came in and we eventually started the meeting at 15:30 and finished at 16:30. Then at 17:00h I still received phone calls from people asking: "Wasn't there a meeting this afternoon? Has it started already?" That is quite different from the Netherlands. I'm not very strict with time myself and usually I am about five or ten minutes later when I have an appointment. However, according to Colombian standards, I am perceived as quite a punctual person (Respondent 16, March 2018)."

In the Netherlands, people tend to stick to appointments and they are on time for meetings. When a meeting does need to be rescheduled, people make sure to let each other know in advance.

The respondents also mentioned that there was a difference in working structure as opposed to the Netherlands. In the Netherlands they have quite an orderly approach to how the work in general is conducted. In Colombia, Ecuador and Peru, all employees sort of seemed to do their work in a way in which they felt it was right. There appeared to be no weekly meetings, no (project) evaluations and no monitoring of the working processes. The responses from most of the respondents imply that on the dimensions of organizational culture there is very little internal structure in the organization. People are comfortable with unfamiliar situations. They do not tend to plan too much forward into the future and every day is a new day to them. This suggests that the organizational culture is one of loose control and

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that it is result oriented in Colombia, Ecuador and Peru (Hofstede, Hofstede & Minkov, 2010). In the Netherlands the organizational culture is one of tight control and it is more process oriented (Hofstede, Hofstede & Minkov, 2010).

Another finding from the interviews was that most respondents explained that the leaders still mostly seem to have the last say in the way organizations are led and thus what is best for the people who they are serving. However, they also emphasized that is changing (particularly in NGO's) and that the working methods are becoming more democratic, as well as the organizational culture. These outcomes imply that the organizational culture is pragmatic but that it starts to shift towards a rather normative culture and focuses more on the needs of the people they serve (Hofstede, Hofstede & Minkov, 2010). This appears to be more in line with the organizational culture in Netherlands as well, which is pragmatic as well.

The results on this topic point out that the organizational culture in Colombia, Ecuador and Peru is different from the Netherlands. They are rather process- and employee oriented. These findings suggest that personal relationships are essential in Colombia, Ecuador and Peru and employees derive their identity from their jobs. Leaders treat their employees like a family and make sure that everybody feels welcome and involved. This supports the finding that the organization culture is parochial and it has an open system. However there is little internal working structure and the working processes are unorganized which implies that organizations in Colombia, Ecuador and Peru have an organizational culture with loose control.

This is quite the opposite from the organizational culture in the Netherlands. Employees there are much more focused on getting their jobs done, there is much less attention for personal relations and the working processes are quite structured. These findings indicate that the organizational culture is much more job oriented, there is a culture of tight control, people are more employee oriented and professional.

This implies that it appears to be quite a challenge to lead the teams in Colombia, Ecuador and Peru as a Dutch person. In addition, the respondents also explained that it was a challenge to work with these differences. The findings suggest that next to the differences in organizational culture, there are also differences in the national culture. The next paragraph will continue with these differences, also elaborate on the differences in the national culture and describe the results on how they have dealt with these cultural differences in their daily work and role as a leader.

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6.2 Interpersonal skills

The respondents had difficulties with adjusting to the cultural differences that were discussed in the former paragraph. However, they tended to learn fast and find their way in doing their work. As one of the respondents putted it:

“Ideally you have to find a way to combine the best of both cultures and make that work (Respondent 7, January 2018)”.

This proved to be quite a challenge, but it turned out to work depending on where the respondents were active. When communicating with the people at work the respondents tried to adapt to the situation there into a certain extent. As was mentioned in the former paragraph personal relationships between people are very important. An example from one of the respondents is explained in box 4.

Box 4:

“When you start to work in a local community you have to spend a lot more time and effort on explaining what you are doing there. You really have to gain their trust. I think that that is also part of how an oral culture works. Repeating things therefore is also very important. When you communicate according to the Dutch way, only mention things one time and get straight to the point, it is considered as unimportant and people forget about it. For example, when you have a meeting. You make coffee and tea for people and you spend a lot of time during that meeting on introducing yourself and leave space for other people to introduce themselves. Getting around the table with a few professionals and discuss what needs to be done is not going to work. They will not take you seriously...You have to continuously keep account with the context you are in in. The choice of words is very important and you have to speak in a language where local communities can relate to. You can use words like farmer, child, kitchen, man, women and so forth. You also have to keep account with a spiritual dimension here. People talk about spirits here sometimes or a higher dimension where they believe in and spend time on invoking or praying to these spirits. So when they have a meeting, it might be possible that they spend part of the meeting on praying to a particular spirit or that there are candles present as part of sort of a shrine to honor these spirits. (Respondent 14, March 2018)”

The example from box 4 and the other respondents emphasize that personal relations and relating to each other is very important. A lot of time is spent on communicating that. However, also during the meetings, the communication could be sometimes quite indirect. Some of the respondents explained, as was discussed in the former topic, that South

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Americans seem to have the tendency to talk around things and point things out as being the problem, which are actually part of the symptoms. Therefore, they claimed it was very important to ask (many) questions in order to get to know what the actual problem is.

Also written communication could be a challenge. Some of the respondents mentioned that they received reports, which would not really draw conclusions and that it was unclear what the team had actually done with the projects and what the goal was. They worked with this through organizing a meeting with the team and discuss the whole report. They would provide 'suggestions' on how the report could be improved in such a way that the donors would be satisfied as well. Eventually this seemed to work out and they could work towards a good report.

Other respondents mentioned that they would simply emphasize towards the team that it was their report and that they had to make the best out of the projects if they were willing to receive donor money in the future. Some of the other respondents also mentioned that they did not have many difficulties in written communication because they worked together for a very long time and got to know each other quite well. Therefore they knew what was expected of them and how they should write their reports in order to fulfill the requirements.

In terms of the perception of time in Colombia, Ecuador and Peru, most respondents mentioned that this was challenging to work with. They relied on appointments or agreements that were made, while the people there did not tend to plan very far ahead. This often resulted into meetings that were not going to happen or had to be rescheduled. These results indicate that the people in Colombia, Ecuador and Peru have a rather short-term orientation (Hofstede, Hofstede & Minkov, 2010). They do not tend to plan very far ahead. This is quite different from the Netherlands, where people have a more long-term orientation and in the case of a meeting, that was planned it would be rescheduled instantly and when an appointment stands, it is going to happen (on time).

The respondents appeared to find their own way in working with this. Some of the respondents claimed that they actually had to fire people for structurally not being on time, others explained that they brought along some work that they would be able to do while waiting. In other cases respondents would just show up for nothing and eventually plan a meeting at a certain day and time and whether people would show up or not, just let it happen.

They all mentioned that these things were common in the national culture and that trying to push harder would not work. They were a minority in the country where they were working in, so they just had to accept it and work with the situation as it was to the best of their abilities. These findings indicate that despite their different cultural background, the

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respondents found a way to adapt themselves to the national culture. They managed to become accustomed to the opposite of the cultural dimension they were used to and find a middle way balancing their perception on this dimension. In this case their perception on long-term versus short-term orientation.

In the working processes, some of the respondents faced the fact that there was no real working structure. Some of the respondents therefore firstly spent a lot of time in order to get the working processes straightened out. This proved to be quite a challenge because it did not appear to be natural for them to work according to certain procedures and working structures. However, some of the respondents mentioned that in Colombia there were very strict procedures on how things should be conducted and what rules one should confirm to.

An additional difference that most of the respondents mentioned when it came to this topic was that there was also a strong hierarchy at the workplace. The more people were in power, the more they had to say. When you were in charge of things, you really had full control of the organization. When the person in charge would say or do things, the employees seemed to take that more seriously as opposed to when a colleague for example would say the same thing. In the Netherlands this would make less of a difference. In fact, in the Netherlands employees dislike it when there is too much distance between them and their leader. They prefer to be involved in the decision making process.

These responses from the respondents imply that the dominant leadership style in the Colombia, Ecuador and Peru is authoritarian (Northhouse, 2012; Pendleton & Furnham, 2016). The results also imply that the power distance is relatively high (Hofstede, Hofstede & Minkov, 2010). There is a clearly one person in charge who decides what needs to be done. Leaders and their employees are considered as unequal. However some of the respondents did not speak about the authoritarian way things went in these countries or mentioned that this is changing and that the leadership style is becoming more democratic (Northhouse, 2012; Pendleton & Furnham, 2016). Especially when working in NGO's it slowly appears to change. This is more in line with the Netherlands, where the leadership style is democratic and the power distance low (Hofstede, Hofstede & Minkov, 2010; Northhouse, 2012; Pendleton & Furnham, 2016).

When it comes to leadership and gender roles however, it is a bit different. Some of female respondents who were interviewed explained that they were not taken quite as seriously as opposed to men. When they would speak to the team when a man stood next to them, the people in the team would all look at the man instead of them, even though they were the persons in charge.

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These responses imply that the society is quite masculine-dominated (Hofstede, Hofstede and Minkov, 2010). Since men are the persons who work in masculine-dominated societies, people tend to take them more seriously. However, like the respondents also explained, when they would go on their own, it would be fine, which shows that the people are also adapting to the change of gender roles and the society slowly appears to become less masculine-dominated.

In the Netherlands both males and females can be in a leadership position. Even though there are jobs, which are more male-dominated, people do tend to take women in leadership positions seriously. This suggests that the Netherlands is a more feminine-dominated society.

Besides the cultural differences, it could also be challenging when there would be conflicts or when people had different ideas about how things should be done and/or you had to work towards a deadline. The responses from the respondents on how they dealt with it varied. Some would emphasize that it was the team's project and that in order to make it successful it was important to stick to certain deadlines.

Other respondents would maintain friendly and respectful towards the team and the donors as well. They would keep the long-term goals of the project in mind and focus on things that united all parties together, and use that as their starting point to work towards a solution together.

When it came to discuss new ideas, some of the respondents claimed that you had to be careful when introducing new ideas because people would only very subtly let you know what their thoughts were on those ideas. When a new idea would be introduced they could say that it was a great idea and that they should try it, but that basically meant "no" and that it was not going to happen. If the respondent would not be sensitive enough to pick up on this indirect signal in the communication, the idea could have gone through, while actually they did not think it was a good idea at all. This is another example that illustrates that a leader has to have good knowledge of the local culture. Another example is illustrated in box 5.

Box 5:

“Try to listen and observe the way how people live, what is on their minds and what is important to them. But do not put yourself (and your thoughts and ideas) on the background. You are here and people want you to take initiative. However, you have to make sure that your ideas fit with the ideas of the local communities. If you do not consult them, it won't work. That is something that I have also learned in my study. That you have to see everything

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from a global perspective and that you have to be careful with expressing yourself and what you think and feel. No other culture is better than another. Every culture grew and developed itself out of a need to provide an answer to the circumstances people lived in at a certain time. You can continue to put labels on it (based on your own cultural viewpoint) or open up to it. It is an interaction and people have made progress through their culture as well (Respondent 16, March 2018)."

As was mentioned earlier, the respondents had to find a way to adapt themselves to the national culture and make use of it to work towards a solution. They mentioned that this was challenging, however they managed to do so and work towards a solution and introduce their ideas. Besides the finding that leaders have to have excellent knowledge of the national culture, the responses and the example above imply that, being able to adapt to the local culture also requires flexibility and empathy. In addition, good communication skills are also important which is discussed in box 6.

Box 6:

"I have always learned that intercultural communication is an important value, which means that you have to adjust to other views and ways of communicating from time to time. It does not always mean that the things from your own culture are the best way to achieve things. You should focus on how you can make use of and combine both cultures. That way you can maintain your sharpness and let go of focusing mainly on your own culture and reference points (Respondent 17, March 2018)."

This was also mentioned by some of respondents when they were asked what the most valuable lessons they had learned during their work in Colombia, Ecuador and/or Peru. They explained that it is very important to adapt your communication based on where you are and whom you are talking to. It was different when they would be talking to the donors in the Netherlands or when they would be talking with their local team in Colombia, Ecuador and/or Peru.

This suggests that as a leader you have to have excellent communication skills and have to be able to 'switch' between the differences in national culture depending on the people they are addressing. The findings mentioned above, imply that the leaders have found their way in this by combining the best of both cultures and make use of it. This has sort of

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turned them into brokers of knowledge who are the link between the local teams in Colombia, Ecuador and/or Peru and the donors in the Netherlands.

The results from this topic indicate that the dominant leadership style in Colombia, Ecuador and Peru is authoritarian, the national culture is more masculine-dominated and the power distance is relatively high (Hofstede, Hofstede & Minkov, 2010; Northhouse, 2012; Pendleton & Furnham, 2016). However, this is changing and particularly in NGO's, the leadership style is becoming more democratic. As a result the power distance decreases and the gender roles appear to change as well.

These changes imply that the national culture of Colombia, Ecuador and Peru, slowly starts to show more similarities with national culture in the Netherlands. There the leadership style is democratic and there is a low level of power distance and the culture is more feminine-dominated. However, there are also large differences that remain. Colombia, Ecuador and Peru appear to have a more short-term orientation as opposed to the Netherlands who appear to have a more long-term orientation (Hofstede, Hofstede & Minkov, 2010; Northhouse, 2012; Pendleton & Furnham, 2016).

The respondents have worked with these cultural differences in their roles as a leader and developed interpersonal skills in order to do so. By investing in personal relations with people they worked with, gaining their trust, observe and learn from the culture where they are in and also adapt their communication to the context and situation where they found themselves in. This proved to be quite a challenge and required flexibility, empathy, cultural knowledge and excellent communication skills. With this knowledge (and the knowledge of their own culture), they tried to combine the best of both cultures in their position as a leader. The next paragraph will elaborate on the engagement from the communities in the projects.

6.3 Engagement

Most of the initiatives for new projects came from the employees working in the area themselves. The communities sometimes came up with ideas but often times the local NGO's came up with new ideas for projects and how they felt the communities should be supported. Some of the respondents mentioned that they would like to focus on self-sustainability in the future. However, the people living in the communities do not tend to take much initiative. Some of the respondents claimed that it had to do with a lack of education and/or a fear of losing their jobs; others claimed that there were still remains from the colonial period and the idea that white people/westerners tended to know best and thus were treated differently as opposed to people with other ethnic backgrounds.

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In addition, people's perception of time and the unstructured working processes also appeared to play a role in these situations. Because people did not tend to plan ahead very far, they did not really feel the necessity to start to make plans for sustainability on the long run. They tended to focus on the process and the context of situations instead of their predictability and they are much more flexible.

These findings indicate that with people in Colombia, Ecuador and Peru the level of uncertainty they experience is much lower. In the Netherlands, the level of uncertainty avoidance is much higher and people prefer to plan ahead and get situations under control (Hofstede, Hofstede & Minkov, 2010).

The respondents also mentioned that, despite these differences, which were challenging to work with, they would continue to work towards sustainability and increasing people's responsibilities for the project. The respondents claimed that when people's responsibilities were increased, they also felt the need to continue with the project and turn it into a success.

In addition, the respondents explained that they had learned that it is very important to let the people work on a project for a while. To provide them with time to go through the processes that come along with working together on a project. Especially when they are not directly involved with it and only communicate with the people who are running the projects from a distance. That might take some (extra) time in the beginning but they would be able to catch up on that in the long run. In order to do that, a leader should not be afraid to sometimes speak up a bit to the donors as well.

These responses suggest that leaders have to have patience, faith in the people they are working with and also, again, have to adapt to the local culture and decrease their level uncertainty avoidance. It appears to be important to have a plan and work towards a goal however, due to the larger emphasis on the process and the context, which is apparent in Colombia, Ecuador and Peru this might take longer than expected. Leaders have to work with these situations and should not be too afraid to communicate this towards the donors as well.

In terms of the goals, which are worked towards in a project, according to most of the respondents, a project was successful when the goals were reached. Other respondents emphasized the importance of the sustainability of the projects and also mentioned that the projects were never "finished" and it is an ongoing process.

The respondents also explained that it was important to actually visit the projects, spend some time there and find out what is going on. Especially when they are not directly involve and only lead the teams who are working on the projects from a distance. This

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enables leaders to get a much better overview of what was going on and how the atmosphere where they were working in felt. That way you have a good overview of possible support that people might need and also let the people have much more gain from it.

As was mentioned earlier, there is a larger emphasis on the process and context in Colombia, Ecuador and Peru. They are goal oriented as well, but they might just have a different view of orientation towards a goal as the leaders (from the Netherlands) do. These findings suggest that it is important to have a leader who has vision, a focus on the long-term goals and continues to inspire the people who are working on the projects.

However the respondents were also critical when it came to the projects and (the desired further) development of local communities. Two examples are described in box 6 and 7.

Box 6:

“...When you have a project that lasts two to three years, and change only occurs after five to seven years, when are you going to monitor the actual change? That is kind of the tragedy of developmental projects. They are all projects from around three years, while the actual aim is to change people's perceptions on things and stimulate behavioral change. That's not going to happen in three years. That takes much longer. That way it becomes complicated to write to a donor that a project went well. Ironically we already learn during university that actual behavioral change takes decades and that in daily practice there is a different approach (Respondent 1, December 2017).”

Box 7:

“I have seen many projects for developmental aid fall apart. Those projects are developed and implemented from the outside. The local communities are not consulted. They gather information in a certain region and decide to set up a project and then they go to the local communities to announce that they are going to set up a project in their region. Those projects often fail. It is all about communication. That is crucial and also proves to be a challenge...It is really important to involve the local communities in the decision making process. That is a lot cheaper and also increases the sustainability of the project (Respondent 14, March 2018).”

These responses from the respondents in box 6 and 7 show that despite the intention of supporting the local communities in their development, this does not always happen or remain. This implies that the duration of the projects is simply not long enough to achieve the

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desired behavioral changes. One of the respondents mentioned however that due to this reason the NGO where they worked for would remain involved for a longer period of time.

Overall, the results from this topic show that most of the initiative needed to come from the leaders, because the people themselves did not appear to take much initiative due to multiple reasons. The level of uncertainty avoidance is much lower in Colombia, Ecuador and Peru as opposed to the Netherlands as well (Hofstede, Hofstede and Minkov, 2010). Despite this lack of initiative, the leaders work hard on caring over the responsibility towards the local people and maintain (the long-term) vision of sustainability. This appears to work, but it takes time. More time than an average project usually takes. This is one of the main criticisms on the projects that came forward from the results as well. The actual desired behavioral change is that the people themselves continue the project and it remains sustainable. This is not done in two or three years, but might take up to a decade. Some of the respondents claimed that for this reason they would continue their involvement for a longer period.

The next and final paragraph will elaborate on the amount of satisfaction the employees who work in the projects get and how valuable and meaningful they think their work is.

6.4 Satisfaction

This topic was specifically related to the employees working for the NGO's. The respondents that were interviewed all mentioned, that the team members they worked with were very motivated to help the communities. When the employees felt that they had something to say, their motivation increased and they felt that they could make a difference in the work that they were doing. They also very much valued the help of local community members who were involved with the projects. Despite the little amount of money that they make, they were very passionate and motivated to help out with the project. Those people were very much valued by the respondents.

The employees who worked in main offices did sometimes seem to sort of get the job done and go home. One of the respondents mentioned that the more freedom the employees felt they had to do their work, the more they felt that they were actually doing something for the communities they were working with. The communities themselves were also happy with all the help they received. The experience from one of the respondents is described in box 8.

Box 8:

"I am a woman with a difficult childhood like many in Colombia. I had to personally experience the abandonment and economic difficulties that many children and young people are still experiencing and living in until today. From an early age on I decided that I would be an example for others and for myself. I started to work when I was 12 and dedicated my life to study, which was paid with a scholarship that took a lot of effort to get. I started to work at another organization and then I came here and we started to develop this project together with the rest of the team...we use our (personal) experience and love to work with each person individually. Our organization is not only a 'partner' we are collaborators in the whole process. We are always aware of what is going on and the team is always motivated and encourages the young people to work on improving their lives. They provide new ideas and collaborate together with the young people. This goes hand in hand (Respondent 18, April 2018)."

These findings imply that most of the respondents were passionate about their jobs, involved and willing to help the communities. This was also proved to very helpful for the sustainability of the projects and the involvement of the communities themselves. The findings also suggest that Colombia, Ecuador and Peru have a mainly indulgent culture (Hofstede, Hofstede and Minkov, 2010). The respondents appear to enjoy their lives and want to be able to make a difference in the lives of the people they are working with. In the Netherlands this appears to be similar. Even though there were no respondents from the Netherlands who worked as employees (and not in a leadership position) in the local projects, they all expressed that they felt that their work was meaningful. They all mentioned that they felt that their work made a difference in people's lives.

The results from this topic show that overall the employees are very motivated and inspired to help the communities. The more they felt that they had the freedom to make decisions in their work, the more they felt like they were able to make a difference. The national culture in Colombia, Ecuador and Peru is indulgent, which is the same as in the Netherlands (Hofstede, Hofstede & Minkov, 2010).

Overall, the outcomes from the different topics have mainly pointed out that the national as well as the organizational cultures in Colombia, Ecuador and Peru are quite the opposite from the national and organizational culture from the Netherlands. Even though there are some similarities as well, the differences have proven to be a challenge for the respondents who were in a leadership position. However, they have seemed to be able to take

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on their role as leaders and find a way to work with these differences. Now the results have been presented, they will be used in order to answer the research question in the conclusion.

7. Conclusion

The research question that was formulated at the start of this thesis was: *What is the role of national and organizational culture in relation to European and Latin American oriented leadership styles in projects of NGO's that are financed by Western countries?* In order to answer this question, the outcomes the research will be discussed.

7.1 Research outcomes

The results from the literature research showed that there are six different dimensions of national and organizational culture and three different leadership styles (Hofstede, Hofstede & Minkov, 2010; Northouse, 2012; Pendleton & Furnham, 2016). The dimensions of national and organizational culture and the leadership have an influence on leadership. This was illustrated in the table in chapter 4. The results from the interviews provided an in depth overview of how the cultural and organizational dimensions and the leadership styles are reflected in the cultures of Colombia, Ecuador, the Netherlands and Peru. It also shows the cultural differences in leadership on a national as well as on an international level and how the respondents are working with these differences.

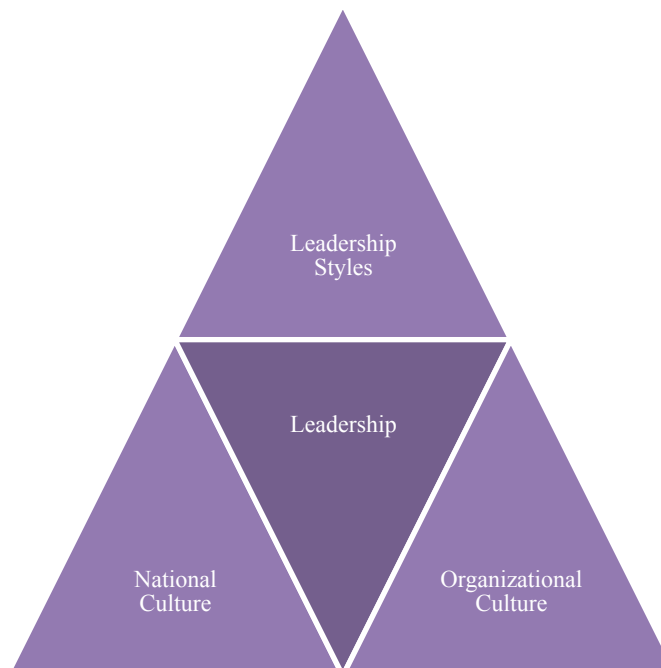


Table 3: Influences on leadership

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These results point out that culture (national as well as organizational) plays a large role in relation to European and Latin American oriented leadership styles. This implies that it significantly influences leadership as well.

The respondents who worked in Colombia, Ecuador and Peru were mostly born and raised in the Netherlands and therefore had a Dutch cultural background, which turns out to be quite the opposite from Colombia, Ecuador and Peru. However, because they had lived (or are still living) in one or more of these countries for a period varying between 1,5 to 30 years, they had become accustomed to the national and organizational culture and as a result developed the interpersonal skills to work with these cultural differences.

The results show that on the dimensions of organizational and national culture the three countries are employee- and result-oriented (Hofstede, Hofstede & Minkov, 2010). Personal relationships with people are crucial in daily life as well as on the work floor. The organizational culture has an open system, is parochial and has a culture of loose control.

In addition the results show that, the dominant leadership style is authoritarian, the national culture is collectivistic, highly masculine and the power distance is relatively high (Hofstede, Hofstede & Minkov, 2010; Northouse, 2012; Pendleton & Furnham, 2016). However, the leadership style becomes more democratic and the power distance starts to decrease. This is more in line with the dominant leadership style in the Netherlands. In Colombia, Ecuador and Peru people appear to have an indulgent culture as well, which is similar to the Netherlands and the organizational culture starts to shift from a pragmatic to normative as well (Hofstede, Hofstede and Minkov, 2010).

Despite the finding that the similarities appear to increase, there are also differences that remain. In Colombia, Peru and Ecuador they have rather short-term orientation as well and the level of uncertainty-avoidance they experience is much lower as opposed to the Netherlands (Hofstede, Hofstede and Minkov, 2010).

In the national culture of the Netherlands, the level of uncertainty-avoidance is higher, they have a rather long-term orientation and the society is more individualistic and feminine dominated (Hofstede, Hofstede and Minkov, 2010). In addition, as was mentioned earlier, similarly to Colombia, Ecuador and Peru, the Netherlands has an indulgent culture and the dominant leadership style is democratic.

In the Dutch organizational culture, people working in an organization are more job oriented, the culture is professional, pragmatic, has a more closed system and tightly controlled.

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These findings indicate that in the Netherlands people prefer a leader who has vision, encourages the team, is goal-oriented, straightforward, dependable, values the input from the team and let them participate in the decision making process. In Colombia, Ecuador and Peru they prefer a leader who is considerate, caring, loyal, encourages the team, shows empathy, is an active problem solver, flexible and communicative.

These differences resulted into quite a challenge the leaders were faced with. They have taken on this challenge however and all leaders have managed to find their ways in working with these differences. Most leaders explained that they had found a way to combine the best of both cultures in their positions as leaders. Due to their thorough knowledge of both the Dutch and the local culture of either Colombia, Ecuador and/or Peru, they were able to fit the different leadership profiles into one 'combined' leadership style and use the interpersonal skills needed for their role as a leader in that way.

This resulted in a leader who is flexible, an active problem solver, communicative, caring, dependable, has empathy, vision (on the long term goals) and involves the team in the decision making process.

These interpersonal skills enabled them to lead their teams in such a way that a safe space in which people trust and can learn from each other was created. Because of their thorough knowledge of both cultures the leaders appeared to sort of turn into brokers of knowledge who were able to communicate with the local communities (with a mainly Latin American cultural background) as well as the donors who (mainly had a European cultural background) provide the funding for the projects.

By spending time investing into building personal relationship with the local people, involve them in the decision making process about the projects and setting it up together, the people feel involved in the process and are motivated to continue the project on the long term. In the end, a leader would be able to turn the responsibilities over to the communities and they are able to continue the projects by themselves. This, on its turn, has led to sustainable progress in the projects that are set up with the local communities and also contributes to behavioral changes in the management of working processes and increases peoples involvement and passion for their work.

However, as multiple examples showed from the findings, when leaders do not communicate with and/or involve the local communities in the decision making process from the start, it is likely that the projects do not continue to exist for a long time and eventually do not lead to the desired developments and/or results.

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Leaders and the teams who have led successful projects however, appeared to have spent a significant amount of time on the working processes and leave a lot of room to the local communities for the decision making process and how to work out the details of the projects. They kept the long-term goal of sustainability in mind and as the leaders involvement decreased, the involvement of the local communities increased. The more local communities were involved, the more passionate and motivated they were to help out with the continuation of the project and turn it into a success.

These results have provided an overview of the research that has been done. Now the results from the research have been discussed, the answers will be used in order to answer the final question.

7.2 Answering the research question

The research question that was formulated at the start of this research was: *What is the role of national and organizational culture in relation to European and Latin American oriented leadership styles in projects of NGO's that are financed by Western countries?*

By answering this question based on the results, it can be concluded the outcomes show that the role of the national and organizational culture are of significant importance for leaders who lead projects in the NGO's. It contributes to the involvement of the local communities, the sustainability of the projects and reaching the (long-term) goals. In order to lead these projects, leaders have to be communicative, active problem solvers, caring, dependable, flexible, active problem solvers, have empathy, vision (on the long-term goals) and involve the local communities in the decision making process. These interpersonal skills are the result of a thorough knowledge of both the national and organizational culture of the Netherlands, Colombia, Ecuador and/or Peru.

The leaders have used this knowledge and integrated the interpersonal skills of both cultures in order to lead the projects. Their leadership, on its turn, has led to communities who are involved with the projects, motivated to help out and determined to turn it into a success. Due to this determination, the sustainability was maintained, the long-term goals were reached and the communities are able to continue the projects by themselves.

Based on these outcomes, a model has been created that shows the influence of the different cultures on leadership. The model is illustrated in table 3 on the following page. It illustrates the results that have been described above.

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The next paragraph will discuss the recommendations that can be made based on the outcomes and the model that has been created.

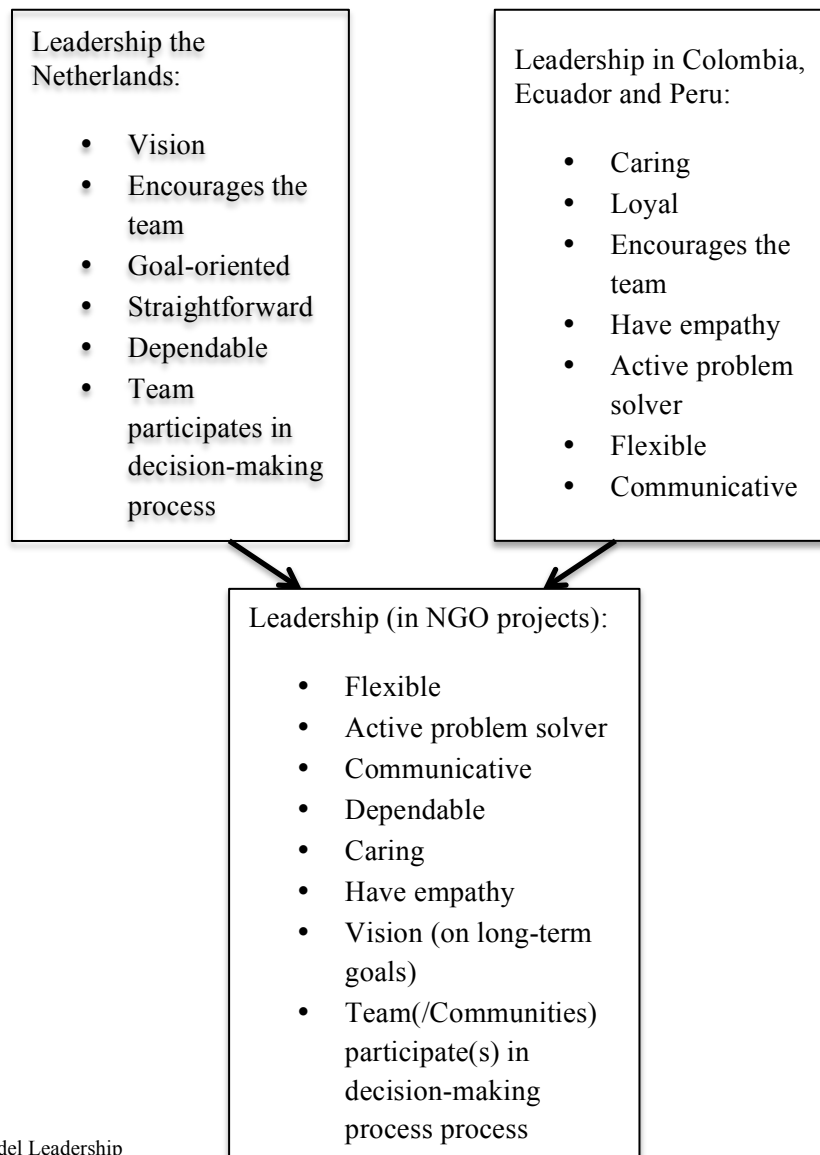


Table 4: Model Leadership

7.3 Future Recommendations

The results have also led to more insights in how intercultural communication works and how the failure of development projects can be reduced. On the basis of the results some recommendations have come out of the research.

Firstly it is very important to spend time as a leader to get to know the local culture, the people, observe the communities on how they live in and invest in personal relationships with the people. This can be done through getting to know the national and organizational culture, learning the local language, find out who the local leaders are in the communities and get to know them better. In addition it is also important to take your time and make an effort

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to introduce yourself and what you are doing in the community. This enables people to get to know you as well and what they can expect from you.

A second recommendation is that it is important to discuss with the local communities what challenges they run into in their daily lives and how these challenges could be addressed. This can result in an exchange of ideas and the communities are also involved in the decision making process on the development of the projects. This will not only make them owners of the project and increase their involvement, but it will also benefit the continuation of the project on the long term.

The third recommendation is that as a leader it is important to remain patient. The communities might need more time to get through the process of deciding on how to run the project. However when they have made their decision and are ready to start it is much more likely that they will be able to continue the project by themselves on the long run. In order to do this, a recommendation would be to extend the project with an additional two to four years, depending on the size and the scope of the project. In addition a leader should not be too afraid to let the donors know that they might need some more time. This will only lead to more benefits on the long run, because it will increase the chances of setting in motion (the long-term goals of actual) behavioral change which will be carried on to future generations as well.

A final recommendation is to remain available as a leader for the full duration of the project. Since personal relationships are very important, it is key that the leader remains available in order to help out in case when any problems arise. In addition it also provides a leader with time to slowly hand over more responsibilities to the local people and leaves them with a significant amount time to get accustomed to run things by themselves. This will benefit the sustainability of the project and also ensure the future continuation of the project.

In addition to the results, the research has also brought up some points for discussion and limitations. These will be discussed in the next chapter.

8. Discussion

This research has provided more insight in the role of the national culture, the organizational culture in the NGO's and their influence on the European and Latin American leadership styles. However the outcomes of this research also brought up a few areas that are topic for discussion.

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8.1 Discussion

As was mentioned in the conclusion, a leader has to have excellent communication skills in order to be able to translate the requirements from the donors towards the projects in the local communities in Colombia, Ecuador and/or Peru. A leader has to have knowledge of the national cultures of the countries where he/she is working in. However, since there are many different ethnic groups living in Colombia, Ecuador and Peru the cultural differences between those groups can be quite large. Even on a national level, these differences occur. The communities often even have a separate language that they speak.

It is therefore important for a leader to adapt the communication towards the groups they are working with. Even though there is often an awareness of the fact that it is important to involve the local communities in the projects and let them participate in the decision making process, the results have shown that not always done very accurately. This is could be a possible cause of a communication gap, which on its turn can affect the sustainability and continuation of the project. In the worst-case scenario, the project fails and the desired goals for development are not reached. People are left unsatisfied and might even loose their faith in NGO's or development projects at all.

In line with this topic, arises the following point that is under discussion, which concerns the dimensions of national and organizational culture that have been discussed. (Hofstede, Hofstede & Minkov, 2010). These dimensions might be too broad and not address the specific (local) cultural differences between different regions of the country on a national as well as an international level. The differences that have been found between Colombia, Ecuador and Peru are very minimal. Some of the respondents have expressed to experience cultural differences between the cultures of the three countries. However, these differences remained relatively minimal and did not come back in the analysis of the results.

The results also show that this form of leadership takes time and a lot of effort. Most projects only last for a maximum of two to three years, which makes it difficult to maintain such an approach and work on structural behavioral change. A project has succeeded when the goals are reached within the time frame that is set and with the budget that is available. Even though the goals have been met, the larger aim of setting in motion structural behavioral change takes much longer. Some of the respondents mentioned that the projects are ongoing processes and therefore are never finished. Sometimes additional (new) projects are set up in order to continue to support the local communities, but eventually they are expected to carry on the project(s) by themselves and the leaders move on to another project. The question is,

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whether it leaves leaders with enough time in order to makes sure that the people are fully capable of continuing the project by themselves.

In addition to the topics that are under discussion, this research has a few limitations that should be taken into account. These will be discussed in the next paragraph.

8.2 Limitations

As was mentioned in the former paragraph, this research has a few limitations that should be taken into account. Firstly, the amount of interviews that were conducted is relatively small and therefore cannot be generalized on a national level in Colombia, Ecuador and Peru. In addition, most of the respondents were from the Netherlands and only a few respondents are from Colombia, Ecuador or Peru.

Secondly, as was mentioned earlier, the results from the research have shown that even on a national level, the cultural differences can be quite large. There are many different cultural groups that live in different parts of each country. This makes it even harder to generalize the results from this research.

A final limitation of this research is that the aim of this research was to interview employees (who were not in a leadership position) as well. However, during this research, it only proved to be possible to interview people who were in leadership position or people who had worked as employees but were now in a leadership position. They were either in a leadership position where they led the local teams in Colombia, Ecuador or Peru, or they were in charge of multiple teams in the three countries, which they led from the Netherlands.

Despite the limitations, this research provides a more insight on the influence of culture on Latin American and European leadership styles and the interpersonal skills that leaders have developed during their stay in Colombia, Ecuador and/or Peru in order to work with the local communities. It has also made a contribution to the little amount of research into leadership and culture that has been conducted in these countries so far and provided practical implications on how to increase the success of developmental projects from local NGO's.

8.3 Implications for future research

As was mentioned earlier, most of the respondents that participated in the interviews were from the Netherlands and spent a significant amount of time in Colombia, Ecuador and/or Peru. Future research should focus on people who are born there and active in NGO's

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in those countries. This could provide a broader and more inclusive perspective on how they work with the (local) cultural differences on a national as well as an international level and use their interpersonal skills to lead things from there. It would be interesting to gain more information from respondents out there who are able to share their perspective.

In addition, even on a national level, there are many cultural differences between different groups of people. The scale of this research has narrowed the whole of Latin American countries down to three countries. However the cultural differences on a national level seem to have an influence as well. Therefore it would be of added value to get to know more about these cultural differences in order to address these differences properly and develop more sensitivity for the interpersonal skills that a leader needs in order to lead projects with the local communities.

Finally, another implication for further research that came forward from the results is the fact that the leaders seemed to be able to switch and adapt themselves to the local national and organizational culture and 'switch' between their native cultural background (which was in most cases Dutch). It would also be interesting to gain more insight into how these processes work and how they can be used in order to contribute to better leadership.

The results have led to multiple insights in relation to the research question and provided implications for further research. It has shown that despite the fact that people can carry on the projects by themselves, they also need the support from a leader who is capable of addressing the needs of the local communities and translate these to the donors. This maintains to be a challenge, however with the results that came out of this research, it has shed some light on how these processes work and how future research would be able to address the challenges that lie ahead and provide more ideas and opportunities to increase the successes of the projects.

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