

UNIVERSITY OF LJUBLJANA  
SCHOOL OF ECONOMICS AND BUSINESS

MASTER THESIS

**THE INFLUENCE OF CULTURAL BACKGROUND  
ON ENTREPRENEURIAL LEADERSHIP:  
A COMPARISON BETWEEN  
SLOVENIA AND MACEDONIA**

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## INTRODCUTION

We live in a highly globalized world which is full of individuals, with different cultural backgrounds. It is one of the reasons I chose to study abroad in Slovenia, and do my Master degree in International Business. In the last semester I went on Erasmus exchange in Lille, France where I have really felt all the benefits that come from studying and working in an international environment with people from all over the world.

This experience has led me to the idea for my Master thesis: Influence of cultural background on entrepreneurial leadership with regards to Macedonian and Slovenian culture. I chose these two cultures to for my research, since I am born and raised in Macedonia and I do my Master degree in Slovenia, which gives me a great perspective of the differences of the two cultures. The research would focus on entrepreneur's cultural background and education and how these two main aspects influence the entrepreneurial leadership. Culture is the arts and other manifestations of human intellectual achievements regarded collectively, a refined understanding or appreciation of culture. The ideas, customs and social behavior of a particular people or society, the attitudes and behavior characteristic of a particular social group. The movement from 'social entrepreneurship' to 'making entrepreneurship social' requires us to leave fixed understandings of entrepreneurship behind and to release its multiple versions: the becoming social of entrepreneurship and the becoming entrepreneurial of the social (Steyaert&Hjorth, 2003). The culture is a key factor that profoundly changes our perception of the world. The cultural influences on the leadership aspects need to be taken into particular account in order to achieve an effective leadership.

People that come from different cultural backgrounds are interacting with each other on a daily basis. The interactions can lead to strong personal relationships that can be of great usage in the global international business. It surveys the global business environment by asking and answering key questions about society, the global economy, cultures, institutions and languages. (Dolsak, 2015) It is necessary to work effectively with people from different cultural backgrounds or with those who speak a different language to promote economic development or set up a new business subsidiary abroad. Clayton Christensen shows how the same (good) practices that lead to a business' success can eventually lead to its demise – this is the innovator's dilemma. (Christensen, 1997)

While it is of high importance to learn about the cultures of other individuals in order to succeed in working together, one must first understand and value his own culture before he can appreciate any other. Personal values are the things that are important to us, the characteristics and behaviours that motivate us and guide our decisions. (Blackman, 2018) The leader must have ability to learn fast and within environments of indistinctness and change, while providing clarity and rationality for those around them. (Roebuck, 2011) This process starts with recognition of the values, customs and world views which are passed down from our ancestors or the ones gained from personal experiences while growing up in a given society. There has been so much written on leadership. Leaders should be story tellers, communicators, holistic, strategic, encouraging, creative, conservative, risk taking, ethical, competitive, inspiring and a whole host of other attributes. Leadership styles can make or break an organization, a manager who energizes and inspires builds a workplace culture where employees want to do their best, while a manager who constantly critiques creates an

environment where employees can't wait to go home. Leaders are instrumental in setting a tone for workplace culture, but they also do their work in a larger context and are influenced by existing culture in turn. Leadership style is the relatively consistent pattern of behavior that characterizes a leader. (Dubrin, 2006)

Entrepreneurial leadership, is organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimizing risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of the organization. Entrepreneurial leaders are the ones who bring the change in one organization. In order for them to do this successfully they need to possess some strong personal characteristics. To name a few: visionary, passionate, creative, inspiring, innovative, courageous, imaginative and independent. They should make full usage of these characteristics and act as coaches, consultants and teachers to the employees. Entrepreneurial leaders must share their knowledge and provide help where it is needed and need to motivate other people and fuel them with energy to make decisions, take action and behave entrepreneurially. The entrepreneurial leader's main motive is to influence others interpersonally, directed through communication towards some innovative goal attainment. A great entrepreneur thinks outside the box and is always open to new ideas with a steady, thoughtful approach on how to manage and translate that idea into action. In other words, an entrepreneur is a doer not a dreamer.

The purpose of this master thesis is to understand the determinants of cultural background which influence the entrepreneurial leadership in businesses, companies and organizations from Macedonia and Slovenia. I am conducting this research in order to gain insight in the differences between these two cultures and how they influence professionals that are in managing positions. The research will contribute to the body of knowledge about entrepreneurial leadership with special reference to culture.

The objectives of the master thesis are:

Interpretation of culture and leadership with their differences.

To analyze which personal traits are of key importance when it comes to decision making and taking risks as an entrepreneurial leader.

To identify the factors which contribute to the differences in the two researched cultures.

To compare the results about each country and give an appropriate conclusion with regards to the researched topic.

Conclusion.

# **1 INTERDEPENDENCE BETWEEN LEADERSHIP, CULTURE, ENTREPRENEURIAL LEADERSHIP AND EDUCATION**

## **1.1 Leadership**

Is leadership a talent or a gift or is it both? As a newborn, you came out of the womb a leader... all it took is the first cry and you were leading nurses and your mother to feed you, so we could say that leadership is something we are born with, and then we either hone that talent or we follow other people who enjoy leading others. (Doby, 2018) Numerous factors affect the leader's style of leadership, but only few are more influential than culture. The majority of leaders base their leadership on a mixture of organizational and personal cultures, and cultural elements influence the direction and general success of the company. Your personality as a leader, what you represent and the personal values that drive your decision-making, crucially impact the culture of your organization, sector or team. It is of key importance to the leader to be devoted to its own development and improvement which will continuously reflect on the company.

The leader of an association must make it an individual obligation to not just decrease their level of individual entropy and increment their level of qualities arrangement and mission arrangement, yet in addition empower and reinforce each other manager, chief and director in the association to do likewise. The pioneer of an association must make it an individual obligation to not just decrease their level of individual entropy and increment their level of qualities arrangement and mission arrangement, yet in addition empower and bolster each other pioneer, chief and director in the association to do likewise. Like with most business arrangements, the beginning stage is authority. Individuals take their signal from their managers. Management and leadership with particular reference to what managers and aspiring managers need to know about the skills of management and approaches to effective leadership. (Armstrong & Stephens, 2005). Their qualities, needs, and activities are guided by what their bosses show. It sounds straightforward, but it's valid

The senior officials set the tone for what the organization should do, what the authoritative qualities should be, and how individuals should act. Discuss it, compensate, and empower it. Keep in mind that entrepreneurial leadership is a sensitive matter. An over tyrant work environment discourages individuals from utilizing their own particular activity and cuts the power of the characteristics that upgrade development and profitability. Yet an excessively democratic surrounding in the company could contribute to serious organizational disorder. Successful firms make sure their leading teams constantly show their worth, creativeness, and the free flow of ideas.

In a organization with a positive culture, the members are more confident and motivated to finish their tasks successfully. In the event of supportive and involved leaders the company can achieve higher goals. Only with inspiring others you can have the employee's attention and effort needed to pursue the leader's vision of the future. According to Richard Kissane, executive chairman of Premium Franchise Brands, leaders are responsible for setting the tone for their team and organization. "As a leader, it is your responsibility to establish goals, innovate, motivate and trust," he said. "A passionate and compassionate leader can energize a company." Good leaders want their entire company to succeed, including everyone involved.

They take the time to understand every worker so they can help them achieve their personal goals in line with the company's. By being committed to helping each person achieve their own personal goals, the leader sets the organization up for greatness. True leaders are obsessed with knowing the world as thoroughly as they know themselves. This knowledge comes through extensive travel, a rewarding private life, key associations with mentors and groups, and broad and continuing education. (Bennis, 1994)

The culture of leading is the self-strengthening web of convictions, practices, behaviors and patterns. It's how things are done — the way individuals connect, settle on choices and impact others. The conscious and unconscious actions of the leaders and their repeated behaviors represent their leadership actions. With time these actions become the model of leadership culture of the company. The power and strength of individuals make the successful world class companies. And companies which will make the development in leadership a key priority will attract and gain the most valuable leadership talents, allowing them to become head of the pack. Transformational entrepreneurs know that a leadership culture does not represent a formal document, but it is their daily behavior. The research team contrasted the good-to-great companies with a carefully selected set of comparison companies that failed to make the leap from good to great. (Collins, 2001)

Many companies make the mistake of just writing down their leadership culture, post it online or in the offices of the company, and expect that all of the employees will understand it and follow it. Leadership culture should represent the actions and norms the entrepreneurs and leaders live to day by day, not just on specific meetings and events. The true mastery of the leaders is to have a strong and clear vision about the future plans and be able to communicate it to the individuals who share the same values. Entrepreneurship theories and research remain important to the development of the entrepreneurship field. (Roebuck, 2011)

## **1.2. Culture**

Culture can be explained and described in many ways, given how broad term it is. When we say culture, we refer to a particular group of people, their characteristics, knowledge, encompassing their language and religion, social habits, their music, arts, cuisine etc. Social media provide a venue for human behavior: creating, connecting, sharing and interacting. (Grant & Notter, 1998) Culture is something that unites a certain group, culture is something that one learns as a member of a group, culture is related to values. (Arbner & Bjerke, 2009)

Culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society. (Tylor, 1974) Furthermore, it can be defined as shared patterns of interactions and behaviors, and growth of a group identity fostered by social patterns unique to that group. To simplify, the word culture encompasses what we wear, how we wear it, how we talk, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with our loved ones, and many other things. Culture is communication, communication is culture. (Karakowsky, 2001) The word culture stems from a French term, which stems from the Latin "colere", which means cultivation and nurture, to tend to the earth and grow. A number of other words share its etymology related to actively fostering growth. Considering that we cannot define culture in one sentence here are some examples and definitions we can use in our understanding of culture.

What is the essence of culture?

- Culture is a way of life of a group of people - their behaviors and beliefs, their values, the symbols they accept, mostly without thinking about them, that are passed along by communication and imitation from one generation to another.
- The cumulative deposit of experience and knowledge, values and beliefs, attitudes, meanings, roles, religion, concepts of the universe, material objects and possessions acquired by a group of people in the course of generations through individual and group striving is called culture.
- Culture is communication, communication is culture.
- Culture in its broadest sense is the totality of a person's accumulated experience which is socially transmitted, or more briefly, behavior through social learning. Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

What is company culture?

A workplace is a community that is created over time via intentional and unintentional steps. A business that is founded with a clear objective, such as earning as much money as possible or making the world a better place, will naturally attract and support people who are practically and emotionally capable of furthering these goals. Employees will thrive when their skills and values sync with those of their workplace, and they will either grow disgruntled or move on if the company's style and values do not suit them.

Organizational cultures refer to private, public, (non)governmental organizations. The stability of organizational cultures is variable, largely depending on the context of its formation and lifespan. Groups which orient themselves around a common occupation are known as subcultures. These usually operate in the context of a macro-culture, and can vary in their degree of structure. (Schein, 2004) A company's culture can also be created unintentionally, and the very fact that there has been no conscious effort to build a culture or communicate a vision may lead to a workplace where efforts aren't coordinated and workers feel frustrated. Leadership is a relationship between those who aspire to lead and those who choose to follow. (James Kouzes & Barry Posner)

When workers aren't clear about what leadership expects from them, they have no clear parameters for assessing success and failure. They are likely to come to work just for a paycheck rather than also enjoying the satisfaction and meaning that comes from creative collaboration, visible results and positive feedback.

### **1.3 Entrepreneurial leadership**

Leadership and management have both similarities and dissimilarities. The overriding function of management is for example to provide order and consistency to organizations, whereas the primary function of leadership is to produce change and movement. Management is about seeking order and stability, leadership is about seeking adaptive and constructive change. (Northouse, 2012) Each and every leader has its own individual way of doing their business.

In addition to that, leadership techniques and approaches vary in dependence of external conditions and interpersonal goals. In the progressively unstable and aggressive business environment that the firms are faced with these days, a unique kind of “entrepreneurial” leader different from other known forms of leadership is needed. Management makes a system work. It helps you do what you know how to do. Leadership builds systems or transforms old ones. (Kotter, 2012)

It is a well-known fact that you can't grow a stable business without a solid team. But still in many cases, managers keep their focus in every aspect of the business, except in leading the team. Entrepreneurs often fail to remember that the rest of their team is not seeing the big picture, doesn't know the direction of the company, or predicting the next move. Small business owners often overlook the significance of leadership. In other word leadership is the fuel that drives business progress. Progress can be achieved in any industry or area of business.(Thiel&Masters,2014)

When I think about entrepreneurial leadership, I'm referring to something bigger than simply treating your employees well or motivating them to get the job done. It's about making a complete change in how you regard your company. Once you view your business through a leadership lens, you will see that the burden of running your business does not fall on you alone. It's an extremely uplifting and positive framework for entrepreneurship. (Wesman, 2016)Entrepreneurial leaders need to completely change the point of view on their business. It is an overwhelmingly positive way of organizing the team of a successful business. Leadership culture exists when leaders are routinely and systematically developed, and you have a surplus of leaders ready for the next opportunity or challenge. (Miller, 2017) Entrepreneurial leaders need to completely change the point of view on their business. It is an overwhelmingly positive way of organizing the team of a successful business. To be an effective leader means looking both internally and externally for answers, no matter if you are solving a large, principal problem like facing a global recession or a smaller, particular one like shortage of employees.Good leaders want their entire company to succeed, including everyone involved. They take the time to understand every worker so they can help them achieve their personal goals in line with the company's (Negotium, 2018)

You should have extensive understanding of yourself and what motivates you, while looking at your work as a part of a larger whole, as a combination of synergies that includes many other individuals. You may be the mastermind behind your company, but the other people around you are needed to make it a success. Following this logic, we can actually realize the vast importance of entrepreneurial leadership. As soon as these techniques are applied, to problem decoding and decision making, a whole new formula for business growth and prosperity will emerge. Every principle, whether it is “Harnessing Ingenuity,” “Overcoming Objections,” or “Scaling for Growth,” should strike a chord with readers. (Patel,2016).“Being an entrepreneurial leader is a powerful way to succeed in today's world of rapid change and intense competition! “

## **1.4 Education**

Education is the accumulation of knowledge gained by an individual after studying certain subject matters or experiencing life lessons that present the learning of something. Education requires guides of some sort from an individual or literature. The most common form of

education is years of schooling filled with studying different subjects. Everyone should have the chance to educate themselves, and it is often said that although we may not be conscious of it, we are learning something new all the time. Education makes human life easier, therefore it is our duty to respond to the processes of education, which will never end as separately or universally. In particular, what most of the world, including the Americans themselves had learned by the end of that decade that they did not know or understand in any fundamental way at its beginning, was the crucial role played by knowledge and ideas along with entrepreneurship as a key vehicle to transform that knowledge and ideas into innovation, growth, employment and competitiveness in a rapidly globalizing economy. (Audretsch, 2006). Nowadays we can easily access and process different information, and technologies we could not even imagine two or three decades ago are now an important part of our everyday lives. That is why all of us, especially children, should be educated effectively and accurately in order to adapt faster to the changes. Every parent aspires their children to be a successful individual that benefits to themselves and their environment, so in the next chapter, I will talk about the importance of family in education and raising educated children.

#### 1.4.1 Family education

A parent is a child's first teacher in life and that is the earliest education which we receive. Our parents try to give us directions in life and be a good example we can follow. Our parents are our dearest companions and closest friends, therefore they have an exceptional impact on our advancements and achievements. For example, such as the quality of school education relies upon the school's conditions and educators, family education relies on the nature of family, their qualities and environment and surroundings.

The involvement and the support of the guardians is crucial for the children. For example, when a child is enrolled in a program for early care, the persons in charge should include the parents as soon as possible, and ask them for their expectations and goals for the kid. They must accept differences between families, and that is how the kids and their families can feel that they belong in the program. Bringing up and guidance of children can only be successful if the parents and educators have respect for one another, shared responsibilities, cooperation etc.

#### 1.4.2 School education

Besides family education, a very important part of children bringing up process is school education. Formal education, or also called formal training, is the type of education that takes place in concrete space and is mostly full-time and ends with getting a degree or a diploma. Formal education is purposeful, arranged and managed, starting from early childhood to the end of secondary education. Formal education is authentic, organized, and sorted out by public organizations or private establishments and results with formal accreditation and formal level of capability which is perceived by relevant national educational specialists. Formal instruction is normally sorted out as full – time training and is composed as a ceaseless procedure with characterized stages. Formal instruction includes essential, lower and upper secondary education, higher and university education that come full circle in the

accomplishment of a degree or an expert capability or a diploma. It is in this way a sort of education controlled (by various inside directions inside the instructive undertaking of every College), purposeful (in light of the fact that they have the essential aim the teach and offer learning to students), and arranged (on the grounds that before each course, the school manages and designs all the instructive activity which will be transmitted in the same).



## **2 HOFSTEDE DIMENSIONS**

### **2.1 How values in the workplace are influenced by culture**

Professor Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He defines culture as “the collective programming of the mind distinguishing the members of one group or category of people from others”.

The six dimensions of national culture are based on extensive research done by Professor Geert Hofstede, Gert Jan Hofstede, Michael Minkov and their research teams. This study is one of the most comprehensive studies of how values in the workplace are influenced by culture. He analyzed a large database of employee value scores collected within IBM between 1967 and 1973. The data covered more than 70 countries, from which Hofstede first used the 40 countries with the largest groups of respondents and afterwards extended the analysis to 50 countries and 3 regions. Subsequent studies validating the earlier results include such respondent groups as commercial airline pilots and students in 23 countries, civil service managers in 14 countries, ‘up-market’ consumers in 15 countries, and ‘elites’ in 19 countries. The application of this research is used worldwide in both academic and professional management settings. The Hofstede model of national culture consists of six dimensions.

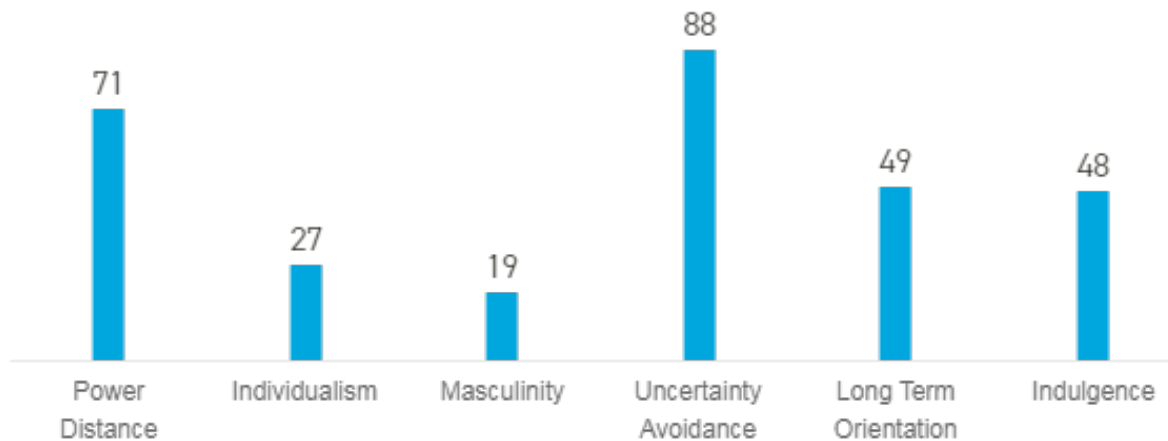
The cultural dimensions represent independent preferences for one state of affairs over another that distinguish countries (rather than individuals) from each other. The country scores on the dimensions are relative, in that we are all human and simultaneously we are all unique. In other words, culture can only be used meaningfully by comparison.

The model consists of the following dimensions

- Power Distance
- Individualism
- Masculinity
- Uncertainty Avoidance
- Long Term Orientation

For example, let’s take a look at the figure below about Slovenia Hofstede values (in %):

Figure 1: Hofstede dimensions for Slovenia



Source: Hofstede Insights, 2011.

### 2.1.1 Power Distance

This dimension deals with the fact that all individuals in societies are not equal – it expresses the attitude of the culture towards these inequalities amongst us. Power Distance is defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally. Slovenia scores high on this dimension (score of 71) which means that people accept a hierarchical order in which everybody has a place and which needs no further justification. Hierarchy in an organization is seen as reflecting inherent inequalities, centralization is popular, subordinates expect to be told what to do and the ideal boss is a benevolent autocrat.

### 2.1.2 Individualism

The fundamental issue addressed by this dimension is the degree of interdependence a society maintains among its members. It has to do with whether people's self-image is defined in terms of "I" or "We". In Individualist societies people are supposed to look after themselves and their direct family only. In Collectivist societies people belong to 'in groups' that take care of them in exchange for loyalty. Leadership can be exhibited at any age, and is not tied to one's position, degree of authority, or power. (Kouzes & Posner 2010) Slovenia, with a score of 27 is considered a collectivistic society. This is manifest in a close long-term commitment to the member 'group', be that a family, extended family, or extended relationships. Loyalty in a collectivist culture is paramount, and over-rides most other societal rules and regulations. The society fosters strong relationships where everyone takes responsibility for fellow members of their group. In collectivist societies offence leads to shame and loss of face, employer/employee relationships are perceived in moral terms (like a family link), hiring and promotion decisions take account of the employee's in-group, management is the management of groups.

### 2.1.3 Masculinity

A high score (Masculine) on this dimension indicates that the society will be driven by competition, achievement and success, with success being defined by the winner / best in field – a value system that starts in school and continues throughout organizational life. A low score (Feminine) on the dimension means that the dominant values in society are caring for others and quality of life. A Feminine society is one where quality of life is the sign of success and standing out from the crowd is not admirable. The fundamental issue here is what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine). Slovenia scores 19 on this dimension and is thus considered a Feminine society. In Feminine countries the focus is on “working in order to live”, managers strive for consensus, people value equality, solidarity and quality in their working lives. Conflicts are resolved by compromise and negotiation. Incentives such as free time and flexibility are favored. Focus is on well-being, status is not shown.

### 2.1.4 Uncertainty avoidance

The dimension uncertainty avoidance has to do with the way that a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? This ambiguity brings with it anxiety and different cultures have learnt to deal with this anxiety in different ways. The extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these is reflected in the score on Uncertainty Avoidance. Slovenia scores 88 on this dimension and thus has a very high preference for avoiding uncertainty. Countries exhibiting high Uncertainty Avoidance maintain rigid codes of belief and behavior and are intolerant of unorthodox behavior and ideas. In these cultures, there is an emotional need for rules (even if the rules never seem to work) time is money, people have an inner urge to be busy and work hard, precision and punctuality are the norm, innovation may be resisted, security is an important element in individual motivation.

### 2.1.5 Long Term Orientation

This dimension describes how every society has to maintain some links with its own past while dealing with the challenges of the present and future, and societies prioritize these two existential goals differently. If you don't pay people enough, they won't be motivated. (Pink 2009). Normative societies which score low on this dimension, for example, prefer to maintain time-honored traditions and norms while viewing societal change with suspicion. Those with a culture which scores high, on the other hand, take a more pragmatic approach: they encourage thrift and efforts in modern education as a way to prepare for the future. We are entering a new phase of technological evolution, a phase where the Internet will be fully integrated into every part of our lives how we learn, how we heal, how we manage our finances, how we get around, how we work, even what we eat. (Steve Case, 2016) With an intermediate score of 49 on this dimension, no clear preference can be determined for Slovenia.

### 2.1.6 Indulgence

One challenge that confronts humanity, now and in the past, is the degree to which small children are socialized. Without socialization we do not become “human”. This dimension is defined as *the extent* to which people try to control their desires and impulses, based on the way they were raised. Relatively weak control is called “Indulgence” and relatively strong control is called “Restraint”. Cultures can, therefore, be described as Indulgent or Restrained. Slovenia receives an intermediate score of 48 on this dimension, thus no preference is indicated.

## 2.2 The analysis of North Macedonia

Since there are not any available data for the Hofstede dimensions in North Macedonia, I would give a descriptive analysis for each category, based on my personal beliefs and point of view. Power distance index in North Macedonia, as well as the other Balkan countries that I have analyzed will be very high, higher than Slovenia, as the hierarchy of the most powerful people in the society, including the politicians, CEO’s of the companies and private business owners are much respected by the employees and citizens, so this already imposed situation is rarely questioned and challenged and things are accepted as they are. Individualism index, in my opinion would be low, even lower than the 27 score of Slovenia, as North Macedonia is considered a country with a collectivistic culture meaning that very often the needs, successes and problems of an individual are approached collectively by the family, close friends and colleagues. Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in group to look after them in exchange for unquestioning loyalty. The masculinity index would be higher than Slovenia, since North Macedonia is a country with the traditional traits that you should be competitive as an individual, fighting for what you are supposed to have and show the benefits of your results. The status of your success is shown by material possessions such as properties, cars, clothes etc. In the business context Masculinity versus Femininity is sometimes also related to as “tough versus tender” cultures. Uncertainty avoidance dimension score would be very high for North Macedonia, as is the case with Slovenia because the culture in the country is highly respecting the traditional values and beliefs, and the individuals from the early age are taught and raised to go steadily in life, finish school, find a stable job and start a family. Any behavior that will differ from this unformed pattern can be seen as negative as the society is intolerant and rigid to the changes. Long term orientation index, North Macedonia would score somewhere in between, given the nation’s ability to adapt and overcome lots of changes and challenges during the past while still even today making compromises with the hope and motive of a better future. North Macedonia, same like Slovenia would be somewhere in the intermediate values for the Indulgence dimension, so no preference is indicated regarding this factor.

## **3 METHODOLOGY**

### **3.1 Methodological approach and ways to collect data**

After a careful examination of each and every methodological approach, I realized that the approach that better fits for this study is the system view approach. This methodological style offers a huge degree of flexibility, which makes it easier when it comes to analyze the interactions between different factors.

Furthermore, this method helps the writer to better stick to the reality of what he is writing by forcing him to take the interdependence that characterizes the different elements of the reality into consideration. The aim of this methodological view is to come up with a system model built through metaphors and analysis and the purpose of this master thesis is to understand the determinants of cultural background which influence the entrepreneurial leadership in businesses, companies and organizations from Macedonia and Slovenia. I am conducting this research in order to gain insight in the differences between these two cultures and how they influence professionals that are on managing positions. The research will contribute to the body of knowledge about entrepreneurial leadership with special reference to culture. Professor Geert Hofstede conducted one of the most comprehensive studies of how values in the workplace are influenced by culture. He defines culture as “the collective programming of the mind distinguishing the members of one group or category of people from others”. The six dimensions of national culture are based on extensive research done by Professor Geert Hofstede, Gert Jan Hofstede, Michael Minkov and their research teams. This study is one of the most comprehensive studies of how values in the workplace are influenced by culture. He analysed a large database of employee value scores collected within IBM between 1967 and 1973. The data covered more than 70 countries, from which Hofstede first used the 40 countries with the largest groups of respondents and afterwards extended the analysis to 50 countries and 3 regions. Culture’s Consequences appeared at a time when the interest in cultural differences, both between nations and between organizations, was sharply rising, and there was a dearth of empirically supported information on the subject. (Hofstede & Minkov, 2010)

### **3.2 The choice of the topic**

The choice of the topic is a critical step to write a thesis. This takes time and dedication in order to try to avoid making wrong and over-hurried decisions. My choice resulted from a long decisional process, which lasted for several months. In each course of this Master degree we often discussed issues related to culture. Consequently, I figured out that: Culture is an important factor to be considered in order to reach an effective leadership; Cultural diversity could be a positive aspect and an advantage if well managed. Notwithstanding, I was completely convinced about the validity and the appeal of the topic chosen, I was also aware that culture theme is too broad and it would have taken long time if analyzed for a number of cultures. This is why I decided to put my efforts on a cultural background which influence the entrepreneurial leadership in businesses, companies and organizations from North Macedonia and Slovenia.

### **3.3 Writing process and style**

After having analyzed and collected primary data, I started having a clearer idea about my research objectives. At that point, my focus was no longer whether it made sense to approach a thesis in this field, while how to deal with this topic. The writing style of this thesis is aimed at being easily understandable by anyone, through freshness, pragmatism and clarity. In order to comply with these values. After all, I tried to link findings and conclusions starting from the results of the investigative part but taking into account also the theoretical part on the field of culture and leadership.

## 4 DATA COLLECTIONS AND ANALYSIS

The research was a quantitative cross-sectional study, implemented from January through April in 2019. For the purpose of the study, we developed a special questionnaire. The aim of the questionnaire was to assess how entrepreneurial leadership was influenced by different cultural background and education with focus on differences between Republic of North Macedonia and Slovenia.

The designed questionnaire had two sections consisting of 17 questions/statements. The first section had three questions which elaborated demographic information such as nationality, age and level of education. The second section had 14 statements which assess how each person perceives culture, leadership and entrepreneurship. Possible answers for each of the statements in second section were organized on five-point Likert Scale (disagree, somewhat disagree, not disagree and not agree, somewhat agree, and agree). Higher scores were corresponding higher influence.

The study questionnaire was electronically distributed through HHHHHH platform. According to selected study criteria, the participants invited to participate were the leaders of the top management companies from two different countries, Republic of North Macedonia and Slovenia.

### Section 1 analysis - Demographic characteristics of the sample

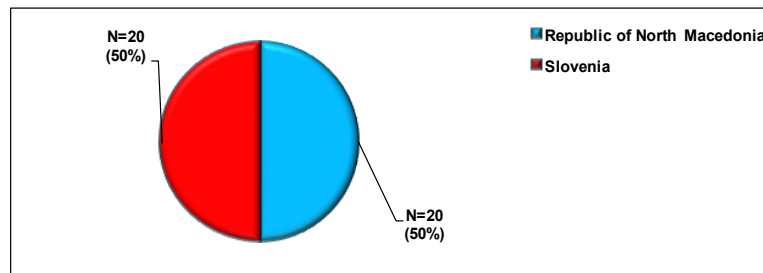
According to the personal information received from the participants, the study sample was analyzed related to nationality, age and education.

*Table 1: Descriptive analysis of the sample by nationality of the participants*

| Country                     |   | Participants |
|-----------------------------|---|--------------|
| Republic of North Macedonia | N | 20           |
|                             | % | 50           |
| Slovenia                    | N | 20           |
|                             | % | 50           |
| Total                       | N | 40           |
|                             | % | 100          |

*Source: Own work*

*Figure 2: Descriptive analysis of the sample by nationality of the participants.*



*Source: Own work*

## Distribution by age

The participants in the sample were asked to choose in which of the four proposed age groups (18-25; 26-35; 36-45; >45 years) they belong.

Most of the Macedonian participants - 9 (45%) were from the age group 26-35 years, followed by the age group 18-25 years and the age group 36-45 years, each presented with 4 (20%) participants (Table 2 and Graph 2).

Most of the participant from Slovenia - 7 (35%) belonged to the age group 26-35 years, followed by the age group 36-45 and >45 years, each presented with 6 (30%) participants (Table 2 and Graph 2)

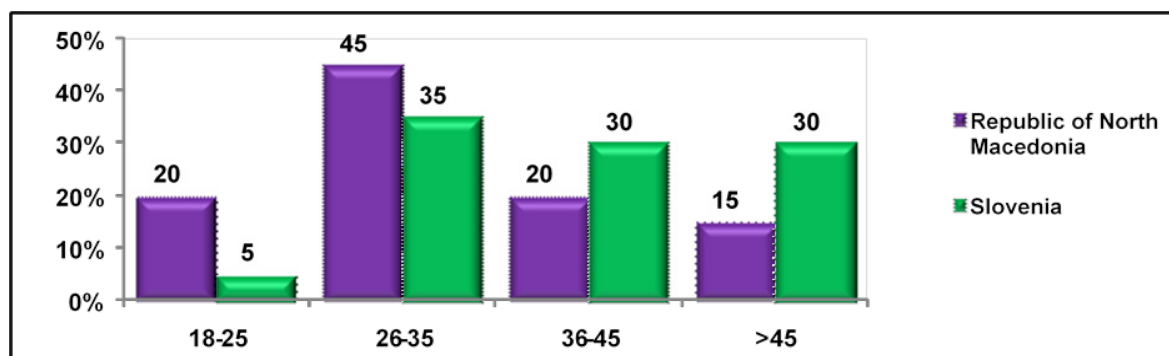
Table 2: Descriptive analysis of the sample by nationality and by age.

| Country                     |   | Age groups |       |       |      | p*<br>(significant for p<0,05)          |
|-----------------------------|---|------------|-------|-------|------|---|
|                             |   | 18-25      | 26-35 | 36-45 | >45  |   |
| Republic of North Macedonia | N | 4          | 9     | 4     | 3    | Pearson Chi-square=3,45; df=3; p=0,3273 |
|                             | % | 20         | 45    | 20    | 15   |   |
| Slovenia                    | N | 1          | 7     | 6     | 6    |   |
|                             | % | 5          | 35    | 30    | 30   |   |
| Total                       | N | 5          | 16    | 10    | 9    |   |
|                             | % | 12,5       | 40    | 25    | 22,5 |   |

Source: Own work

Analysis, didn't show significant association between the nationality of the participants and the age group they belong (Pearson Chi-square=3,45; df=3; p=0,3273).

Figure 3: Descriptive analysis of the sample by nationality and by age



Source: Own work



### Distribution by level of education.

The participants in the sample had the possibility to choose in which of the four proposed level of education they belong (high school, bachelor degree, master degree, and doctor's degree). The distribution of the sample by nationality and the level of education is presented in the Table 3 and Figure 4 below in the text.

Table 3: Descriptive analysis of the sample by nationality and by level of education

| Country                     |   | Level of education |                 |               |                | p*<br>(significant for p<0,05)            |
|-----------------------------|---|--------------------|-----------------|---------------|----------------|---|
|                             |   | High school        | Bachelor Degree | Master degree | Doctors degree |   |
| Republic of North Macedonia | N | 2                  | 11              | 6             | 1              | Yates corrected=3,4857;<br>df=3; p=0,3226 |
|                             | % | 10                 | 55              | 30            | 5              |   |
| Slovenia                    | N | 0                  | 9               | 8             | 3              |   |
|                             | % | 0                  | 45              | 40            | 15             |   |
| Total                       | N | 2                  | 20              | 14            | 4              |   |
|                             | % | 5                  | 50              | 35            | 10             |   |

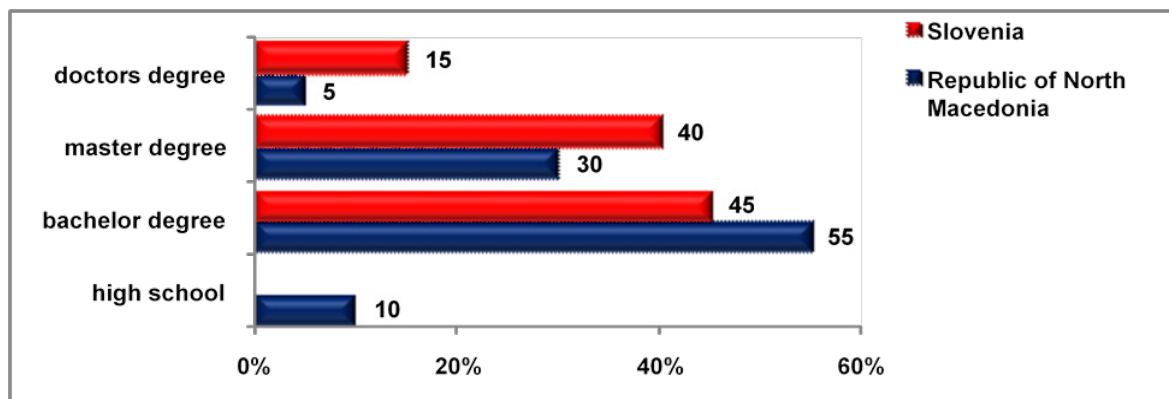
Source: Own work

Most of the participants from both countries were with bachelor degree, Macedonia - 11 (55%) and Slovenian - 9 (45%). Master degree had 6 (30%) participants from Macedonian sample and 8 (40%) participants from Slovenian sample (Table 3 and Graph 3).

Doctors degree had 1 (5%) of the participants from Republic of North Macedonia and 3 (15%) of the participants from Slovenia. Participants with high school were present only in the sample from Republic of North Macedonia - 2 (10%).

Analysis, didn't show significant association between the nationality of the participants and their level of education (Yates corrected=3,4857; df=3; p=0,3226) (Table 3).

Figure 4: Descriptive analysis of the sample by nationality and by level of education



Source: Own work

## Section 2 analysis – Statements on culture, leadership and entrepreneurship

The analysis of the sample in this section was related to 14 statements that elaborate personal perception of culture, leadership and entrepreneurship.

### Internal consistency

The internal consistency measured with Cronbach's alpha, was presented in reliability statistics table (Table 4). For the set of 14 statements answered by the participants from Republic of North Macedonia as well as from Slovenia, calculated Cronbach's alpha was consequently 0,703 vs. 0,724 (Table 4). These results indicated a high level of internal consistency.

*Table 4: Reliability statistics – actual values of Cronbach's alpha by nationality*

| Republic of North Macedonia |  |                 | Slovenia         |  |                 |
|-----------------------------|--|-----------------|------------------|--|-----------------|
| Cronbach's Alpha            | Cronbach's Alpha Based on Standardized Items | Number of items | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of items |
| 0,703                       | 0,749  | 14              | 0,724            | 0,757  | 14              |

*Source: Own work*

*Table 5: Analysis of answers:  
"Personal values have the biggest influence in the description of culture".*

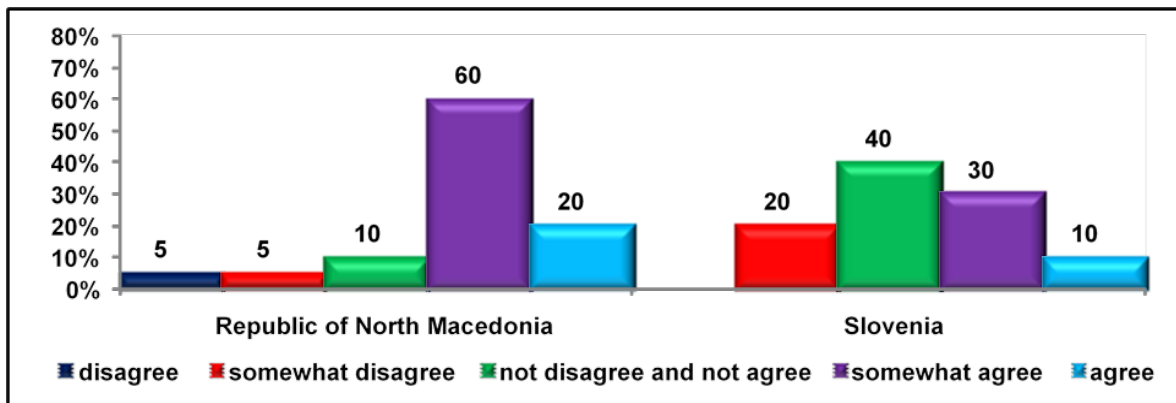
| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Disagree                   | N | 1                           | 0        |
|                            | % | 5                           | 0        |
| Somewhat disagree          | N | 1                           | 4        |
|                            | % | 5                           | 20       |
| Not disagree and not agree | N | 2                           | 8        |
|                            | % | 10                          | 40       |
| Somewhat agree             | N | 12                          | 6        |
|                            | % | 60                          | 30       |
| Agree                      | N | 4                           | 2        |
|                            | % | 20                          | 10       |

*Source: Own work*

The analysis related to the answers of the statements “Personal values have the biggest influence in the description of culture” showed that most of the participants from Republic of North Macedonia - 12 (60%) answered “somewhat agree” followed with the answer “agree” given by 4 (20%) of them.

From Slovenian participants, the most or 8 (40%) gave the answer “not agree and not disagree” followed by 6 (30%) that answered “somewhat agree”. Analysis of this statement is given in Table 5 and Figure 5.

Figure 5: Analysis of answers:  
 “Personal values have the biggest influence in the description of culture”.



Source: Own work

According to the Licker scale, the min/ max score was 1 through 5 for answers from “not agree” trough “agree”.

The mean answer score for this statement was  $3,85 \pm 0,99$  with median IQR=4 (4-4) for Macedonian participants and  $3,31 \pm 0,92$  with median IQR=3 (3-4) for Slovenian participants (Table 6).

There was a significant difference in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=2,002$ ;  $p=0,0453$ ).

The participants from Republic of North Macedonia, significantly more agree that the personal values have the biggest influence in the description of culture.

Table 6: Analysis of answer scores:  
 “Personal values have the biggest influence in the description of culture “by nationality

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------|------|
|                             |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| Republic of North Macedonia | 3,85 | 20 | 0,99           | 1    | 5    | 4           | 4             | 4    |
| Slovenia                    | 3,31 | 20 | 0,92           | 2    | 5    | 3           | 3             | 4    |
| Total                       | 3,57 | 40 | 0,98           | 1    | 5    | 3           | 4             | 4    |

Source: Own work

For each of the two samples, there was not a significant difference in answer scores related to age groups and related to different level of education (Table 7). Even not significantly, the participants that most agree with this statement were from the age group 18-25 and with master degree in Macedonian sample and from the age group 36-45 and with bachelor degree in Slovenian sample (Table 7).

Table 7: Analysis of answer score: Statement 1 by selected parameters - two nationalities

| Parameters                | Republic of North Macedonia (Licker score) |          |  | Slovenia (Licker score) |          |  |
|---------------------------|--|----------|--|-------------------------|----------|--|
|                           | Mean                                       | SD       | P  | Mean                    | SD       | p  |
| <b>Age groups (years)</b> |  |          |  |                         |          |  |
| 18 – 25                   | 4,250000                                   | 0,500000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=0,9028$ ;<br>$p=0,8248$ | 2,000000                | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=3,1349$ ;<br>$p=0,3713$ |
| 26 – 35                   | 3,777778                                   | 0,971825 |  | 3,714286                | 0,755929 |  |
| 36 – 45                   | 3,500000                                   | 1,732051 |  | 3,333333                | 0,816497 |  |
| >45                       | 4,000000                                   | 0,000000 |  | 3,000000                | 1,095445 |  |
| <b>Level of education</b> |  |          |  |                         |          |  |
| high school               | 4,000000                                   | 0,020111 | Kruskal-Wallis<br>H test:<br>$X^2(3)=1,1553$ ;<br>$p=0,7637$ | /                       | /        | Kruskal-Wallis<br>H test:<br>$X^2(2)=2,4074$ ;<br>$p=0,3001$ |
| bachelor degree           | 4,000000                                   | 0,894427 |  | 3,444444                | 1,130388 |  |
| master degree             | 4,100000                                   | 0,632456 |  | 3,250000                | 0,886405 |  |
| doctors degree            | 3,800000                                   | 0,010204 |  | 3,000000                | 0,000000 |  |

Source: Own Work

Table 8: Analysis of answers: “Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader” by nationality.

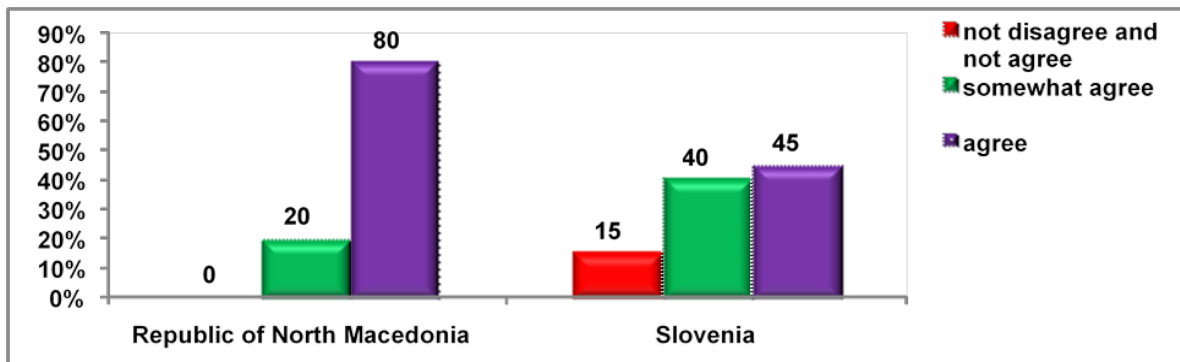
| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Not disagree and not agree | N | 0                           | 3        |
|                            | % | 0                           | 15       |
| Somewhat agree             | N | 4                           | 8        |
|                            | % | 20                          | 40       |
| Agree                      | N | 16                          | 9        |
|                            | % | 80                          | 45       |

Source: Own work

The analysis related to the answers on statement “Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader” showed that the most of the Macedonian participants - 16 (80%) “agree” followed by 4 (20%) that “somewhat agree”.

From Slovenian participants, the most or 9 (45%) answered “agree” followed by 8 (40%) that answered “somewhat agree” and 3 (15%) who “not agree and not disagree” (Table 8 and Graph 6). None of the respondents from the both nationalities “disagrees” or “somewhat disagrees” with this statement.

Figure 6: Analysis of answers: “Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader” by nationality.



Source: Own work

The min/max score for this statement was from 1 through 5 for answers from “not agree” trough “agree”. The mean answer score was  $4,85 \pm 0,41$  with median IQR= 5 (5-5) for the Macedonian participants and  $4,31 \pm 0,73$  with median IQR= 4 (4-5) for Slovenian participants (Table 9).

There was a significant difference in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=2,0558$ ;  $p=0,0398$ ).

The Macedonian participants comparing to Slovenian, significantly more agree with the statement that being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader.

*Table 9: Analysis of answers score: “Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader” by nationality.*

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------|------|
|                             |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| Republic of North Macedonia | 4,81 | 20 | 0,41           | 4    | 5    | 5           | 5             | 5    |
| Slovenia                    | 4,31 | 20 | 0,73           | 3    | 5    | 4           | 4             | 5    |
| <b>Total</b>                | 4,55 | 40 | 0,64           | 3    | 5    | 4           | 5             | 5    |

*Source: Own work*

In both samples, there was not a significant difference in answer score between the different age groups and between different levels of education (Table 10).

Even not significantly, the participants that most agree with this statement were from the age group 26-35 and with high school in Macedonian sample and from the age group >45 and with bachelor degree in the sample from Slovenia.

*Table 10: Analysis of answer score of Statement 2 related to selected parameters - two nationalities*

| Parameters                | Republic of North Macedonia (Licker score) |          |   | Slovenia (Licker score) |          |   |
|---------------------------|--|----------|---|-------------------------|----------|---|
|                           | Mean                                       | SD       | P   | Mean                    | SD       | p   |
| <b>Age groups</b>         |  |          |   |                         |          |   |
| 18 – 25                   | 4,750000                                   | 0,500000 | Kruskal-Wallis H test:<br>$X^2(3)=0,0001$ ;<br>$p=1,000$  | 4,000000                | 0,000000 | Kruskal-Wallis H test:<br>$X^2(3)=7,1091$ ;<br>$p=0,0685$ |
| 26 – 35                   | 4,888889                                   | 0,333333 |   | 3,714286                | 0,755929 |   |
| 36 – 45                   | 4,750000                                   | 0,500000 |   | 4,500000                | 0,547723 |   |
| >45                       | 4,666667                                   | 0,577350 |   | 4,833333                | 0,408248 |   |
| <b>Level of education</b> |  |          |   |                         |          |   |
| high school               | 5,000000                                   | 0,000000 | Kruskal-Wallis H test:<br>$X^2(3)=0,0024$ ;<br>$p=0,1000$ | /                       | /        | Kruskal-Wallis H test:<br>$X^2(2)=7,1091$ ;<br>$p=0,6866$ |
| bachelor degree           | 4,818182                                   | 0,404520 |   | 4,444444                | 0,527046 |   |
| master degree             | 4,833333                                   | 0,408248 |   | 4,125000                | 0,834523 |   |
| doctors degree            | 4,000000                                   | 0,000000 |   | 4,333333                | 1,154701 |   |

*Source: Own work*

Table 11: Analysis of statement:  
 “Being someone who influence others is the main quality for leader” by nationality.

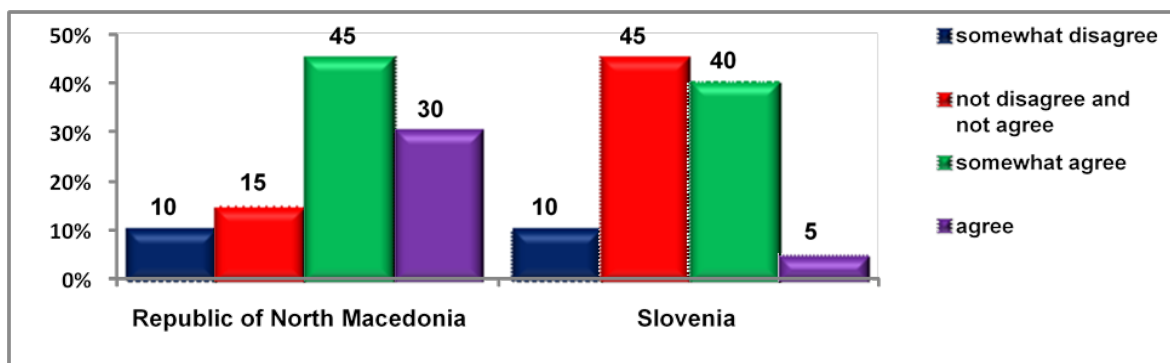
| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Somewhat disagree          | N | 2                           | 2        |
|                            | % | 10                          | 10       |
| Not disagree and not agree | N | 3                           | 9        |
|                            | % | 15                          | 45       |
| Somewhat agree             | N | 9                           | 8        |
|                            | % | 45                          | 40       |
| Agree                      | N | 6                           | 1        |
|                            | % | 30                          | 5        |

Source: Own work

The analysis related to the answers on “Being someone who influence others is the main quality for leader” showed that the most of Macedonian participants - 9 (45%) answered “somewhat agree” followed with the answer “agree” given by 6 (30%) of them.

From the Slovenian participants, the most or 9 (45%) gave the answer “not agree and not disagree” followed by 8 (40%) that answered “somewhat agree” (Table 11 and Figure 7). None of the respondents from both samples “disagrees” with this statement.

Figure 7: Analysis of statement:  
 “Being someone who influence others is the main quality for leader” by nationality of the participants.



Source: Own work

The min/max score was from 1 through 5 for answers from “not agree” trough “agree”. The mean answer score for this statement was  $3,95 \pm 0,94$  with median IQR= 4 (3,5-5) for Macedonian participants and  $3,40 \pm 0,75$  with median IQR= 3 (3-4) for Slovenian participants (Table 12).

There was a significant difference in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=1,9881$ ;  $p=0,0468$ ).

The participants from Republic of North Macedonia comparing to Slovenian, significantly more agree with the statement that being someone who influence others is the main quality for a leader.

Table 12: Analysis of answers score:  
 “Being someone who influence others is the main quality for leader” by nationality.

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------|------|
|                             |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| Republic of North Macedonia | 3,95 | 20 | 0,94           | 2    | 5    | 3,5         | 4             | 5    |
| Slovenia                    | 3,40 | 20 | 0,75           | 2    | 5    | 3           | 3             | 4    |
| <b>Total</b>                | 3,67 | 40 | 0,89           | 2    | 5    | 3           | 4             | 4    |

Source: Own work

In both samples, there was not a significant difference in answer score between participants from different age groups and between different level of education (Table 13).

Even not significantly, the participants that most agree with this statement were from the age group 26-35 and with bachelor degree in Macedonian sample and from the age group 18-25 and with doctoral degree in the sample from Slovenia.

Table 13: Analysis of answer score of Statement 3 related to selected parameters - two nationalities.

| Parameters                | Republic of North Macedonia (Licker score) |          |  | Slovenia (Licker score) |          |  |
|---------------------------|--|----------|--|-------------------------|----------|--|
|                           | Mean                                       | SD       | P  | Mean                    | SD       | P  |
| <b>Age groups</b>         |  |          |  |                         |          |  |
| 18 – 25                   | 3,750000                                   | 0,957427 | Kruskal-Wallis<br>H test:<br>$X^2(3)=0,1587$ ;<br>$p=0,9840$ | 4,000000                | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=2,1068$ ;<br>$p=0,5505$ |
| 26 – 35                   | 4,111111                                   | 0,927961 |  | 3,285714                | 0,487950 |  |
| 36 – 45                   | 3,750000                                   | 1,258306 |  | 3,333333                | 0,816497 |  |
| >45                       | 4,000000                                   | 1,000000 |  | 3,500000                | 1,048809 |  |
| <b>Level of education</b> |  |          |  |                         |          |  |
| high school               | 3,500000                                   | 0,707107 | Kruskal-Wallis<br>H test:<br>$X^2(3)=7,0129$ ;<br>$p=0,0715$ | /                       | /        | Kruskal-Wallis<br>H test:<br>$X^2(2)=3,4456$ ;<br>$p=0,1786$ |
| bachelor degree           | 4,454545                                   | 0,687552 |  | 3,555556                | 0,726483 |  |
| master degree             | 3,500000                                   | 0,836660 |  | 3,500000                | 0,755929 |  |
| doctors degree            | 2,000000                                   | 0,000000 |  | 2,666667                | 0,577350 |  |

Source: Own work



Table 14: Analysis of answers: “Setting up businesses and business deals is the most important activity for an entrepreneur” by nationality.

| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Somewhat disagree          | N | 2                           | 0        |
|                            | % | 10                          | 0        |
| Not disagree and not agree | N | 7                           | 8        |
|                            | % | 35                          | 40       |
| Somewhat agree             | N | 9                           | 10       |
|                            | % | 45                          | 50       |
| Agree                      | N | 2                           | 2        |
|                            | % | 10                          | 10       |

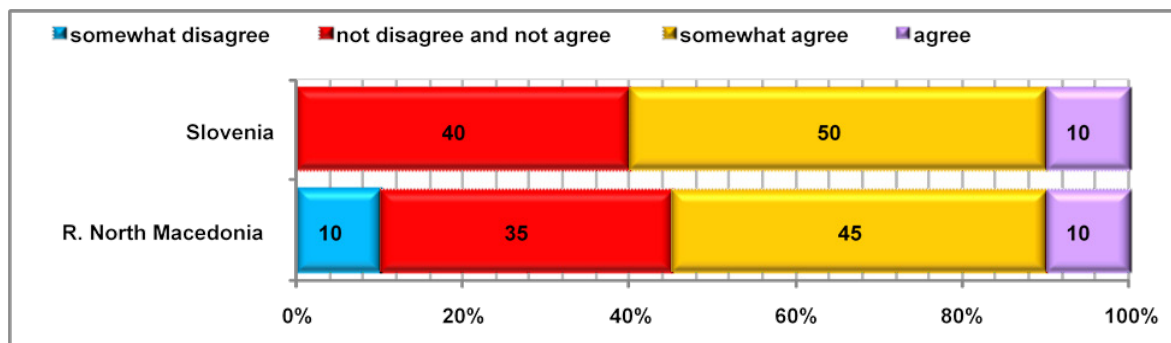
Source: Own work

The analysis of the answers on the statement “Setting up businesses and business deals is the most important activity for an entrepreneur” showed that in both samples the majority of the participants “somewhat agree” for consequently 9 (45%) vs. 10 (50%).

This was followed by the answer “not agree and not disagree” for 7 (35%) vs. 8 (40%) of respondents consequently (Table 14 and Figure 8).

None of the respondents from both nationalities “disagrees” with this statement.

Figure 8: Analysis of answers: “Setting up businesses and business deals is the most important activity for an entrepreneur” by nationality.



Source: Own work

The min/max score for this statement was from 1 through 5 for the answers from “not agree” through “agree”.

The mean answer score was  $3,55 \pm 0,83$  with median IQR= 4 (3-4) for Macedonian participants and  $3,70 \pm 0,66$  with median IQR= 4 (3-4) for Slovenian participants (Table 15).

There was not a significant difference in answer scores between the participants from the two nationalities (Mann-WhitneyU Test:  $Z=-0,4598$ ;  $p=0,6456$ ).

Table 15: Analysis of answers score: “Setting up businesses and business deals is the most important activity for an entrepreneur” by nationality.

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------|------|
|                             |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| Republic of North Macedonia | 3,55 | 20 | 0,83           | 2    | 5    | 3           | 4             | 4    |
| Slovenia                    | 3,70 | 20 | 0,66           | 3    | 5    | 3           | 4             | 4    |
| Total                       | 3,62 | 40 | 0,74           | 2    | 5    | 3           | 4             | 4    |

Source: Own work

According to Table 16, analysis in both samples showed not a significant difference in answer score between the participants from different age groups and different level of education.

Even not significantly, the participants that most agree with this statement were from the age group >45 and with high school in the Macedonian samples and from the age group 36-45 and with bachelor degree in the sample from Slovenia.

Table 16: Analysis of answer score of Statement 4 related to selected parameters - two nationalities

| Parameters                | Republic of North Macedonia (Licker score) |          |   | Slovenia (Licker score) |          |   |
|---------------------------|--|----------|---|-------------------------|----------|---|
|                           | Mean                                       | SD       | P   | Mean                    | SD       | p   |
| <b>Age groups</b>         |  |          |   |                         |          |   |
| 18 – 25                   | 3,500000                                   | 0,577350 | Kruskal-Wallis<br>H test:<br>X <sup>2</sup> (3)=2,7160;<br>p=0,4375 | 3,000000                | 0,000000 | Kruskal-Wallis<br>H test:<br>X <sup>2</sup> (3)=1,2169;<br>p=0,7489 |
| 26 – 35                   | 3,666667                                   | 1,000000 |   | 3,428571                | 0,786796 |   |
| 36 – 45                   | 3,000000                                   | 0,816497 |   | 4,000000                | 0,632456 |   |
| >45                       | 4,000000                                   | 0,000000 |   | 3,833333                | 0,408248 |   |
| <b>Level of education</b> |  |          |   |                         |          |   |
| high school               | 4,000000                                   | 0,000000 | Kruskal-Wallis<br>H test:<br>X <sup>2</sup> (3)=1,8181;<br>p=0,6111 | /                       | /        | Kruskal-Wallis<br>H test:<br>X <sup>2</sup> (2)=2,7161;<br>p=0,2572 |
| bachelor degree           | 3,818182                                   | 0,750757 |   | 3,777778                | 0,833333 |   |
| master degree             | 3,166667                                   | 0,752773 |   | 3,625000                | 0,517549 |   |
| doctors degree            | 2,000000                                   | 0,000000 |   | 3,666667                | 0,577350 |   |

Source: Own work

Table 17: Analysis of answers: “Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur” by nationality of the participants.

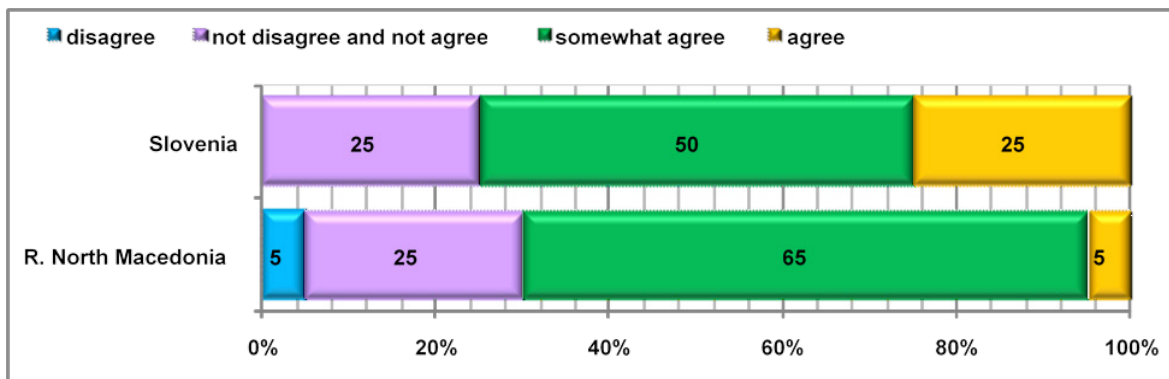
| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Disagree                   | N | 1                           | 0        |
|                            | % | 5                           | 0        |
| Not disagree and not agree | N | 5                           | 5        |
|                            | % | 25                          | 25       |
| Somewhat agree             | N | 13                          | 10       |
|                            | % | 65                          | 50       |
| Agree                      | N | 1                           | 5        |
|                            | % | 5                           | 25       |

Source: Own work

The analysis related to the answers of the statements “Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur” showed that most of the Macedonian as well as Slovenian participants answered “somewhat agree” for consequently 13 (65%) vs. 10 (50%). In both groups there were 5 (25%) participants who answered “not agree and not disagree” (Table 17 and Graph 9).

Nobody in both samples answered “somewhat disagree”. One (5%) of Macedonian participants and nobody from Slovenian participants “disagree” with this statement.

Figure 9: Analysis of answers: “Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur” by nationality of the participants



Source: Own work

According to the Licker scale, the min/max score was from 1 through 5 for answers from “not agree” trough “agree”. For Macedonian participants, the mean answer score of this statement was  $3,65 \pm 0,81$  with median IQR= 4 (3-4) and for Slovenian participants it was  $4 \pm 0,72$  with median IQR= 4 (3-4,5) (Table 18).

The analysis didn’t show a significant difference in answer score between participants from two samples (Mann-WhitneyU Test:  $Z=-1,0821$ ;  $p=0,2792$ ).

Table 18: Analysis of answer scores: “Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur” by nationality

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------|------|
|                             |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| Republic of North Macedonia | 3,65 | 20 | 0,81           | 1    | 5    | 3           | 4             | 4    |
| Slovenia                    | 4,00 | 20 | 0,72           | 3    | 5    | 3           | 4             | 4,5  |
| Total                       | 3,82 | 40 | 0,78           | 1    | 5    | 3           | 4             | 4    |

Source: Own work

Macedonian participants with high education had significantly highest score for this statement (Table 19). In addition, not significantly highest score in this sample had the participants from the age group 18-25. In Slovenian sample, for  $p > 0,05$ , there was not a significant difference in answer score between different age groups and between participants with different level of education (Table 19). Even not significantly, the participants that most agree with this statement were from the age group 36-45 and with master degree (Table 19).

Table 19: Analysis of answer score: Statement 5 by selected parameters - two nationalities

| Parameters                | Republic of North Macedonia<br>(Licker score) |          |  | Slovenia<br>(Licker score) |          |  |
|---------------------------|---|----------|--|----------------------------|----------|--|
|                           | Mean  | SD       | P  | Mean                       | SD       | p  |
| <b>Age groups (years)</b> |   |          |  |                            |          |  |
| 18 – 25                   | 4,250000                                      | 0,500000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=4,2105$ ;<br>$p=0,2396$   | 3,000000                   | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=2,9841$ ;<br>$p=0,3941$ |
| 26 – 35                   | 3,333333                                      | 1,000000 |  | 4,000000                   | 0,577350 |  |
| 36 – 45                   | 3,750000                                      | 0,500000 |  | 4,333333                   | 0,816497 |  |
| >45                       | 3,666667                                      | 0,577350 |  | 3,833333                   | 0,752773 |  |
| <b>Level of education</b> |   |          |  |                            |          |  |
| high school               | 4,500000                                      | 0,707107 | Kruskal-Wallis<br>H test:<br>$X^2(3)=9,4737$ ;<br>$p=0,0236^*$ | /                          | /        | Kruskal-Wallis<br>H test:<br>$X^2(2)=4,5926$ ;<br>$p=0,1006$ |
| bachelor degree           | 3,636364                                      | 0,504525 |  | 3,777778                   | 0,666667 |  |
| master degree             | 3,333333                                      | 1,211060 |  | 4,375000                   | 0,744024 |  |
| doctors degree            | 4,000000                                      | 0,000000 |  | 3,666667                   | 0,577350 |  |

Source: Own work

Table 20: Analysis of answers: “Innovating and improving the offer of goods and services is the most important activity for an entrepreneur” by nationality.

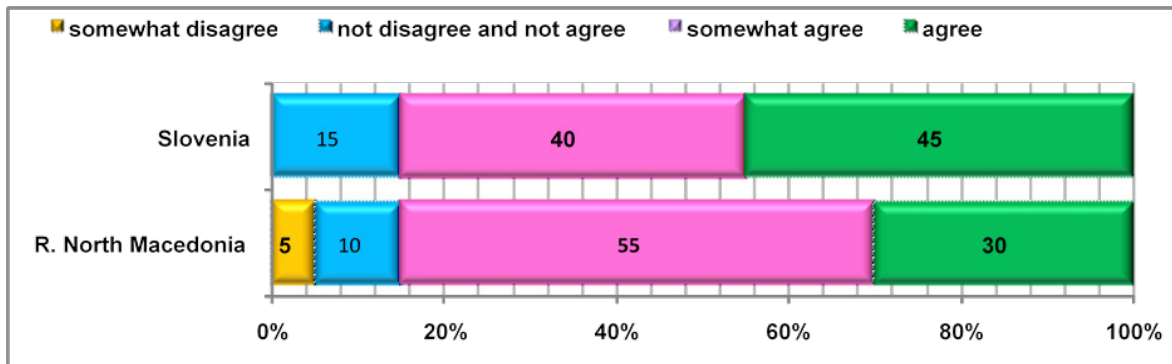
| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Somewhat disagree          | N | 1                           | 0        |
|                            | % | 5                           | 0        |
| Not disagree and not agree | N | 2                           | 3        |
|                            | % | 10                          | 1        |
| Somewhat agree             | N | 11                          | 8        |
|                            | % | 55                          | 40       |
| Agree                      | N | 6                           | 9        |
|                            | % | 30                          | 45       |

Source: Own work

Related to the statement “Innovating and improving the offer of goods and services is the most important activity for an entrepreneur” the analysis of the answers showed that in both samples the majority of the participants “somewhat agree” for 11 (55%) vs. 8 (40%) consequently.

This was followed by the answer “agree” for 6 (30%) vs. 9 (45%) of respondents (Table 20 and Graph 10). None of the respondents from both nationalities “disagrees” with this statement.

Figure 10: Analysis of answers: “Innovating and improving the offer of goods and services is the most important activity for an entrepreneur” by nationality.



Source: Own work

The min/max score for this statement was from 1 through 5 for the answers from “not agree” through “agree”.

The mean answer score for Macedonian participants was  $4,10 \pm 0,79$  with median IQR=4 (4-5) and  $4,30 \pm 0,73$  with median IQR=4 (4-5) for the Slovenian participants (Table 21).

Analysis didn't show a significant difference in answer scores between the participants from the two samples (Mann-WhitneyU Test:  $Z=-0,7303$ ;  $p=0,4652$ ).

Table 21: Analysis of answers score: “Innovating and improving the offer of goods and services is the most important activity for an entrepreneur” by nationality

| Nationality                 | Mean        | N         | Std. Deviation | Min.     | Max.     | Percentiles |               |          |
|-----------------------------|-------------|-----------|----------------|----------|----------|-------------|---------------|----------|
|                             |             |           |                |          |          | 25th        | 50th (Median) | 75th     |
| Republic of North Macedonia | 4,10        | 20        | 0,79           | 2        | 5        | 4           | 4             | 5        |
| Slovenia                    | 4,30        | 20        | 0,73           | 3        | 5        | 4           | 4             | 5        |
| <b>Total</b>                | <b>4,20</b> | <b>40</b> | <b>0,76</b>    | <b>2</b> | <b>5</b> | <b>4</b>    | <b>4</b>      | <b>5</b> |

Source: Own work

Analysis in both samples showed that there was not a significant difference, in answer score between the participants from different age groups and different level of education (Table 22). Even not significantly, the participants that most agree with this statement were from the age group >45 and with master degree in Macedonian samples and from the age group 18-25 and with master degree in the sample from Slovenia.

Table 22: Analysis of answer score of Statement 6 related to selected parameters - two nationalities

| Parameters                | Republic of North Macedonia<br>(Licker score) |          |   | Slovenia<br>(Licker score) |          |   |
|---------------------------|---|----------|---|----------------------------|----------|---|
|                           | Mean  | SD       | P   | Mean                       | SD       | p   |
| <b>Age groups</b>         |   |          |   |                            |          |   |
| 18 – 25                   | 4,000000                                      | 1,414214 | Kruskal-Wallis<br>H test:<br>$X^2(3)=1,0846$ ;<br>$p=0,7808$  | 5,000000                   | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=1,6257$ ;<br>$p=0,6536$  |
| 26 – 35                   | 4,000000                                      | 0,707107 |   | 4,285714                   | 0,755929 |   |
| 36 – 45                   | 4,250000                                      | 0,500000 |   | 4,333333                   | 0,816497 |   |
| >45                       | 4,333333                                      | 0,577350 |   | 4,166667                   | 0,752773 |   |
| <b>Level of education</b> |   |          |   |                            |          |   |
| high school               | 4,000000                                      | 0,000000 | Kruskal-<br>Wallis H test:<br>$X^2(3)=2,4675$ ;<br>$p=0,4812$ | /                          | /        | Kruskal-<br>Wallis H test:<br>$X^2(2)=0,2469$ ;<br>$p=0,8839$ |
| bachelor degree           | 4,000000                                      | 0,894427 |   | 4,222222                   | 0,833333 |   |
| master degree             | 4,333333                                      | 0,816497 |   | 4,375000                   | 0,744024 |   |
| doctors degree            | 4,000000                                      | 0,000000 |   | 4,333333                   | 0,577350 |   |

Source: Own work

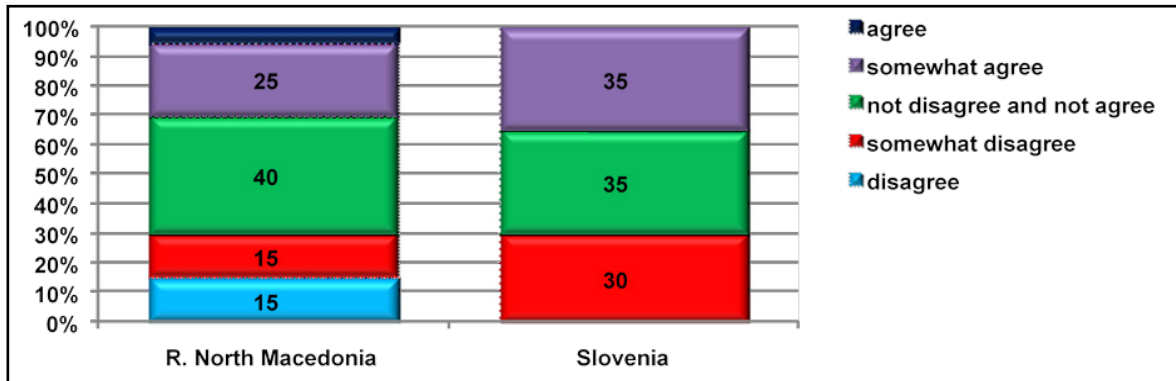
Table 23: Analysis of answers: “Age, gender & language represent the biggest cultural barriers while working in international team or company” by nationality

| Answers                    |   | Nationality                 |          |
|----------------------------|---|-----------------------------|----------|
|                            |   | Republic of North Macedonia | Slovenia |
| Disagree                   | N | 3                           | 0        |
|                            | % | 15                          | 0        |
| Somewhat disagree          | N | 3                           | 6        |
|                            | % | 15                          | 30       |
| Not disagree and not agree | N | 8                           | 7        |
|                            | % | 40                          | 35       |
| Somewhat agree             | N | 5                           | 7        |
|                            | % | 25                          | 35       |
| Agree                      | N | 1                           | 0        |
|                            | % | 5                           | 0        |

Source: Own work

The analysis of the statement “Age, gender & language represent the biggest cultural barriers while working in international team or company” showed that most of Macedonians - 8 (40%) “not agree and not disagree” followed by “somewhat agree” by 5 (25%) of them. Equal number of Slovenians – 7 (35%) “not agree and not disagree” and “somewhat agree” with this statement (Table 23 and Figure 11). Disagree with this statement 3 (15%) of Macedonian participants and none of the Slovenian participants.

Figure 11: Analysis of answers: “Age, gender & language represent the biggest cultural barriers while working in international team or company” by nationality



Source: Own work

The min/max score was from 1 through 5 for answers from “not agree” through “agree”. For participants from R. North Macedonia, the mean answer score was  $2,90 \pm 1,12$  with median IQR=3 (2-4).

The Slovenian participants had answer score  $3,05 \pm 0,83$  with median IQR=3 (2-4) (Table 24).

Not significant difference in answer scores was found between the participants from the two nationalities (Mann-WhitneyU Test:  $Z=-0,3381$ ;  $p=0,7353$ ).

Table 24: Analysis of answer scores: “Age, gender & language represent the biggest cultural barriers while working in international team or company” by nationality

| Nationality                 | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |                           |      |
|-----------------------------|------|----|----------------|------|------|-------------|---------------------------|------|
|                             |      |    |                |      |      | 25th        | 50 <sup>th</sup> (Median) | 75th |
| Republic of North Macedonia | 2,90 | 20 | 1,12           | 1    | 5    | 2           | 3                         | 4    |
| Slovenia                    | 3,05 | 20 | 0,83           | 2    | 4    | 2           | 3                         | 4    |
| Total                       | 2,97 | 40 | 0,97           | 1    | 5    | 2           | 3                         | 4    |

Source: Own work

No significant difference in answer score was found between the participants from different age groups and between the different levels of education in both samples (Table 25).

Participants that not significantly most agree with this statement in Macedonian sample were from the age group 26-35, with bachelor degree, and the age group 18-25 and doctor degree in Slovenian sample.

Table 25: Analysis of answer score: Statement 7 by selected parameters - two nationalities.

| Parameters                | Republic of North Macedonia<br>(Licker score) |          |  | Slovenia<br>(Licker score) |          |  |
|---------------------------|---|----------|--|----------------------------|----------|--|
|                           | Mean  | SD       | p  | Mean                       | SD       | p  |
| <b>Age groups (years)</b> |   |          |  |                            |          |  |
| 18 – 25                   | 2,750000                                      | 0,500000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=5,8466$ ;<br>$p=0,1193$ | 4,000000                   | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=6,6039$ ;<br>$p=0,0857$ |
| 26 – 35                   | 3,333333                                      | 1,224745 |  | 3,285714                   | 0,951190 |  |
| 36 – 45                   | 3,000000                                      | 0,816497 |  | 2,666667                   | 0,516398 |  |
| >45                       | 1,666667                                      | 1,154701 |  | 3,000000                   | 0,894427 |  |
| <b>Level of education</b> |   |          |  |                            |          |  |
| high school               | 3,000000                                      | 1,414214 | Kruskal-Wallis<br>H test:<br>$X^2(3)=1,5296$ ;<br>$p=0,6755$ | /                          | /        | Kruskal-Wallis<br>H test:<br>$X^2(2)=1,5849$ ;<br>$p=0,4306$ |
| bachelor degree           | 3,010000                                      | 1,264911 |  | 3,000000                   | 0,866025 |  |
| master degree             | 2,833333                                      | 0,983192 |  | 3,000000                   | 0,755929 |  |
| doctors degree            | 2,000000                                      | 0,000000 |  | 3,333333                   | 1,154701 |  |

Source: Own work

Table 26: Analysis of statement: “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” by nationality.

| Answers                           |   | Nationality                 |          |
|-----------------------------------|---|-----------------------------|----------|
|                                   |   | Republic of North Macedonia | Slovenia |
| <b>Disagree</b>                   | N | 1                           | 0        |
|                                   | % | 5                           | 0        |
| <b>Somewhat disagree</b>          | N | 6                           | 2        |
|                                   | % | 30                          | 10       |
| <b>Not disagree and not agree</b> | N | 7                           | 11       |
|                                   | % | 35                          | 55       |
| <b>Somewhat agree</b>             | N | 6                           | 6        |
|                                   | % | 30                          | 30       |
| <b>Agree</b>                      | N | 0                           | 1        |
|                                   | % | 0                           | 5        |

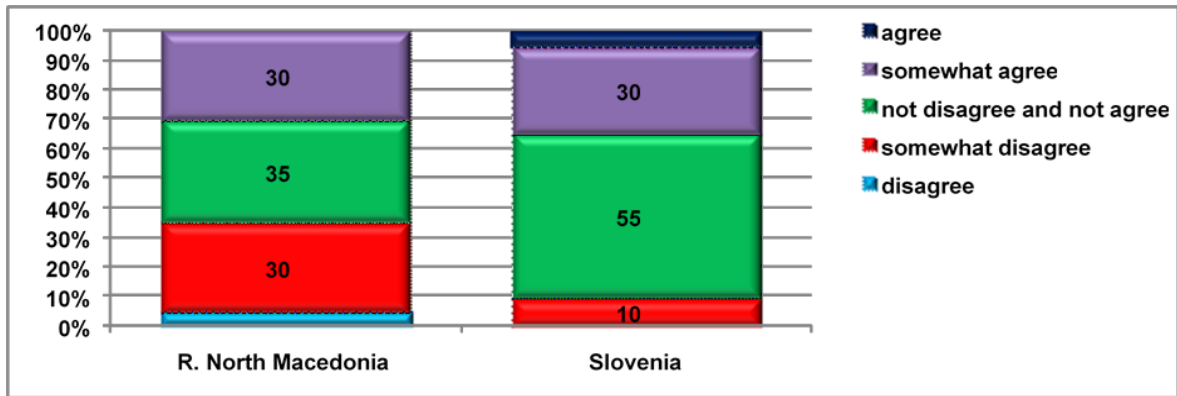
Source: Own work

Related to the statement “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company”, most of the participants from both samples “not agree and not disagree” for consequently 7 (35%) vs. 11 (55%).

This was followed by 6 (30%) participants from each of the samples that “somewhat agree” (Table 26 and Figure 12). One (5%) of Macedonian respondent “disagree” and 1 (5%) of Slovenian respondent “agree” with this statement.



Figure 12: Analysis of statement: “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” by nationality.



Source: Own work

The min/max score was from 1 through 5 for the answers from “not agree” through “agree”.

The mean answer score of this statement was  $2,90 \pm 0,91$  with median IQR= 3 (2-4) for Macedonian participants and  $3,30 \pm 0,73$  with median IQR= 3 (3-4) for Slovenian participants (Table 27).

There was no significant differences in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=-1,2308$ ;  $p=0,2184$ ).

Table 27: Analysis of answers score:  
“Being someone who influence others is the main quality for leader”

| Nationality                 | Mean        | N         | Std. Deviation | Min.     | Max.     | Percentiles |               |          |
|-----------------------------|-------------|-----------|----------------|----------|----------|-------------|---------------|----------|
|                             |             |           |                |          |          | 25th        | 50th (Median) | 75th     |
| Republic of North Macedonia | 2,90        | 20        | 0,91           | 1        | 4        | 2           | 3             | 4        |
| Slovenia                    | 3,30        | 20        | 0,73           | 2        | 5        | 3           | 3             | 4        |
| <b>Total</b>                | <b>3,10</b> | <b>40</b> | <b>0,84</b>    | <b>1</b> | <b>5</b> | <b>3</b>    | <b>3</b>      | <b>4</b> |

Source: Own work

In both samples, there was not a significant difference in answer score between participants from different age groups and different level of education (Table 28).

The participants that not significantly the most agree with this statement were >45 years old and with bachelor degree in Macedonian sample, from the age group 18-25, and with bachelor degree in the sample from Slovenia (Table 28).

Table 28: Analysis of answer score of Statement 8 related to selected parameters - two nationalities

| Parameters                | Republic of North Macedonia<br>(Licker score) |          |   | Slovenia<br>(Licker score) |          |  |
|---------------------------|---|----------|---|----------------------------|----------|--|
|                           | Mean  | SD       | p   | Mean                       | SD       | p  |
| <b>Age groups</b>         |   |          |   |                            |          |  |
| 18 – 25                   | 3,000000                                      | 0,816497 | Kruskal-Wallis<br>H test:<br>$X^2(3)=2,2751$ ;<br>p=0,5173  | 4,000000                   | 0,000000 | Kruskal-Wallis<br>H test:<br>$X^2(3)=3,7781$ ;<br>p=0,2846 |
| 26 – 35                   | 2,777778                                      | 1,201850 |   | 3,142857                   | 0,899735 |  |
| 36 – 45                   | 3,000000                                      | 0,816497 |   | 3,333333                   | 0,816497 |  |
| >45                       | 3,000000                                      | 0,000000 |   | 3,333333                   | 0,516398 |  |
| <b>Level of education</b> |   |          |   |                            |          |  |
| high school               | 2,818182                                      | 0,981650 | Kruskal-Wallis<br>H test:<br>$X^2(3)=5,6421$ ;<br>p=00,1304 | /                          | /        | Kruskal-Wallis<br>H test:<br>$X^2(2)=1,9902$ ;<br>p=0,3697 |
| bachelor degree           | 2,833333                                      | 0,752773 |   | 3,444444                   | 0,881917 |  |
| master degree             | 2,000000                                      | 0,000000 |   | 3,250000                   | 0,707107 |  |
| doctors degree            | 2,818182                                      | 0,981650 |   | 3,000000                   | 0,000000 |  |

Source: Own work

Table 29: Analysis of statement: “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” by nationality.

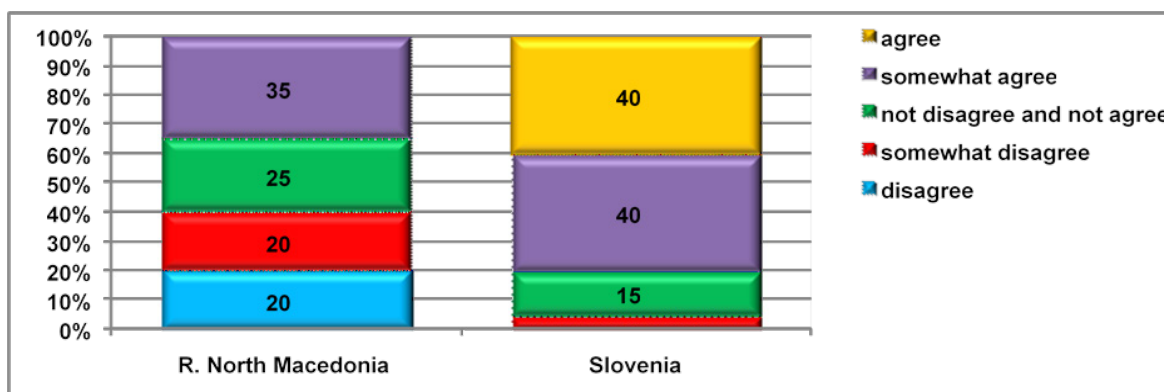
| While working in international team<br>or company Answers |   | Nationality                 |          |
|---|---|-----------------------------|----------|
|   |   | Republic of North Macedonia | Slovenia |
| <b>Disagree</b>   | N | 4                           | 0        |
|   | % | 20                          | 0        |
| <b>Somewhat disagree</b>                                  | N | 4                           | 1        |
|   | % | 20                          | 5        |
| <b>Not disagree and not agree</b>                         | N | 5                           | 3        |
|   | % | 25                          | 15       |
| <b>Somewhat agree</b>                                     | N | 7                           | 8        |
|   | % | 35                          | 40       |
| <b>Agree</b>  | N | 0                           | 8        |
|   | % | 0                           | 40       |

Source: Own work

Related to the statement “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” most of Macedonian participants - 7 (35%) “somewhat agree” followed by “not agree and not disagree” in 5 (25%).

Equal number of Slovenian participants – 8 (40%) “not agree and not disagree” and “somewhat agree” (Table 26 and Figure 12). Four (20%) of Macedonian respondents “disagree” and 8 (40%) of Slovenian respondent “agree” with this statement.

Figure 13: Analysis of statement: “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” by nationality



Source: Own work

The min/max score was from 1 through 5 for the answers from “not agree” through “agree”.

The mean answer score of this statement was  $2,75 \pm 1,16$  with median IQR=3 (2-4) for Macedonian participants and  $4,15 \pm 0,87$  with median IQR=4 (4-5) for Slovenian participants (Table 30).

There was a significant difference in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=3,5029$ ;  $p=0,0005$ ). The Slovenian participants significantly more agree with this statement.

Table 30. Analysis of answers score: “Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company” by nationality.

| Nationality                 | Mean        | N         | Std. Deviation | Min.     | Max.     | Percentiles      |                           |                  |
|-----------------------------|-------------|-----------|----------------|----------|----------|------------------|---------------------------|------------------|
|                             |             |           |                |          |          | 25 <sup>th</sup> | 50 <sup>th</sup> (Median) | 75 <sup>th</sup> |
| Republic of North Macedonia | 2,75        | 20        | 1,16           | 1        | 4        | 2                | 3                         | 4                |
| Slovenia                    | 4,15        | 20        | 0,87           | 2        | 5        | 4                | 4                         | 5                |
| <b>Total</b>                | <b>3,45</b> | <b>40</b> | <b>1,24</b>    | <b>1</b> | <b>5</b> | <b>3</b>         | <b>4</b>                  | <b>4</b>         |

Source: Own work

In Macedonian samples, there was not a significant difference in answer score between participants from different age groups and between different level of education (Table 31). Macedonian participants that not significantly most agree with this statement were >45 years old and with doctor degree. In Slovenian, sample the participants with doctor’s degree significantly more “agree” with this statement (Table 31).

Table 31: Analysis of answer score of Statement 9 related to selected parameters - two nationalities

| Parameters                | Republic of North Macedonia<br>(Licker score) |          |   | Slovenia<br>(Licker score) |          |  |
|---------------------------|---|----------|---|----------------------------|----------|--|
|                           | Mean  | SD       | p   | Mean                       | SD       | p  |
| <b>Age groups</b>         |   |          |   |                            |          |  |
| 18 – 25                   | 2,750000                                      | 1,500000 | Kruskal-<br>Wallis H test:<br>$X^2(3)=4,3712$ ;<br>$p=0,2241$ | 5,000000                   | 0,000000 | Kruskal-<br>Wallis H test:<br>$X^2(3)=7,3016$ ;<br>$p=0,0629$    |
| 26 – 35                   | 2,111111                                      | 1,054093 |   | 4,000000                   | 1,154701 |  |
| 36 – 45                   | 3,500000                                      | 0,577350 |   | 3,833333                   | 0,408248 |  |
| >45                       | 3,666667                                      | 0,577350 |   | 4,500000                   | 0,836660 |  |
| <b>Level of education</b> |   |          |   |                            |          |  |
| high school               | 3,500000                                      | 0,707107 | Kruskal-<br>Wallis H test:<br>$X^2(3)=2,3509$ ;<br>$p=0,5028$ | /                          | /        | Kruskal-<br>Wallis H test:<br>$X^2(2)=10,7407$ ;<br>$p=0,0047^*$ |
| bachelor degree           | 2,454545                                      | 1,213560 |   | 4,333333                   | 1,000000 |  |
| master degree             | 2,833333                                      | 1,169045 |   | 3,625000                   | 0,517549 |  |
| doctors degree            | 4,000000                                      | 0,000000 |   | 5,000000                   | 0,000000 |  |

Source: Own work

Table 32: Analysis of statement related to successful leaders by nationality

| Nationality   | Answers  |                   |                            |                |       |    |
|---|----------|-------------------|----------------------------|----------------|-------|----|
|   | disagree | somewhat disagree | not disagree and not agree | somewhat agree | agree |    |
| <b>The most successful leaders have an innate talent for leadership</b> |          |                   |                            |                |       |    |
| Republic of North Macedonia   | N        | /                 | 0                          | 8              | 7     | 5  |
|   | %        | /                 | 0                          | 40             | 35    | 25 |
| Slovenia  | N        | /                 | 1                          | 13             | 6     | 0  |
|   | %        | /                 | 5                          | 65             | 30    | 0  |
| <b>The most successful leaders are taught to be leaders</b>             |          |                   |                            |                |       |    |
| Republic of North Macedonia   | N        | 4                 | 2                          | 8              | 2     | 4  |
|   | %        | 20                | 10                         | 40             | 10    | 20 |
| Slovenia  | N        | 0                 | 3                          | 8              | 8     | 1  |
|   | %        | 0                 | 15                         | 40             | 40    | 5  |

Source: Own work

In this part two statements related to successful leader were analyzed: a) The most successful leaders have an innate talent for leadership; and b) The most successful leaders are taught to be a leader (Table 32, Figure 14 and Figure 15).

The most or 8 (40%) of Macedonian and 13 (65%) of Slovenian participants “not disagree and not agree” that most successful leaders have an innate talent for leadership followed by “somewhat agree” by consequently 7 (35%) vs. 6 (30%).

None of the Macedonian and the Slovenian participants “disagrees” with this statement. Related to the statement that most successful leaders are taught to be a leader, most or 8 (40%) of the participants from both nationalities “not agree and not disagree” with this statement.

The min/max score was calculated from 1 through 5 for the answers from “not agree” trough “agree”.

The mean answer score of the statement “The most successful leaders have an innate talent for leadership” was  $3,85 \pm 0,81$  with median IQR=4 (3-4,5) for Macedonian participants and  $3,25 \pm 0,55$  with median IQR=3 (3-4) for Slovenian participants (Table 33).

There was a significant difference in answer scores between the two nationalities (Mann-WhitneyU Test:  $Z=3,6364$ ;  $p=0,0465$ ). The Macedonian participants significantly more agree with this statement.

*Table 33: Analysis of answers score of statements related to successful leaders by nationality*

| Nationality   | Mean | N  | Std. Deviation | Min. | Max. | Percentiles |               |      |
|---|------|----|----------------|------|------|-------------|---------------|------|
|   |      |    |                |      |      | 25th        | 50th (Median) | 75th |
| <b>The most successful leaders have an innate talent for leadership</b> |      |    |                |      |      |             |               |      |
| <b>Republic of North Macedonia</b>                                      | 3,85 | 20 | 0,81           | 3    | 5    | 3           | 4             | 4,5  |
| <b>Slovenia</b>   | 3,25 | 20 | 0,55           | 2    | 4    | 3           | 3             | 4    |
| <b>Total</b>  | 3,55 | 40 | 0,75           | 2    | 5    | 3           | 3             | 4    |
| <b>The most successful leaders are taught to be leaders</b>             |      |    |                |      |      |             |               |      |
| <b>Republic of North Macedonia</b>                                      | 3,00 | 20 | 1,38           | 1    | 5    | 2           | 3             | 4    |
| <b>Slovenia</b>   | 3,35 | 20 | 0,81           | 2    | 5    | 3           | 3             | 4    |
| <b>Total</b>  | 3,17 | 40 | 1,13           | 1    | 5    | 3           | 3             | 4    |

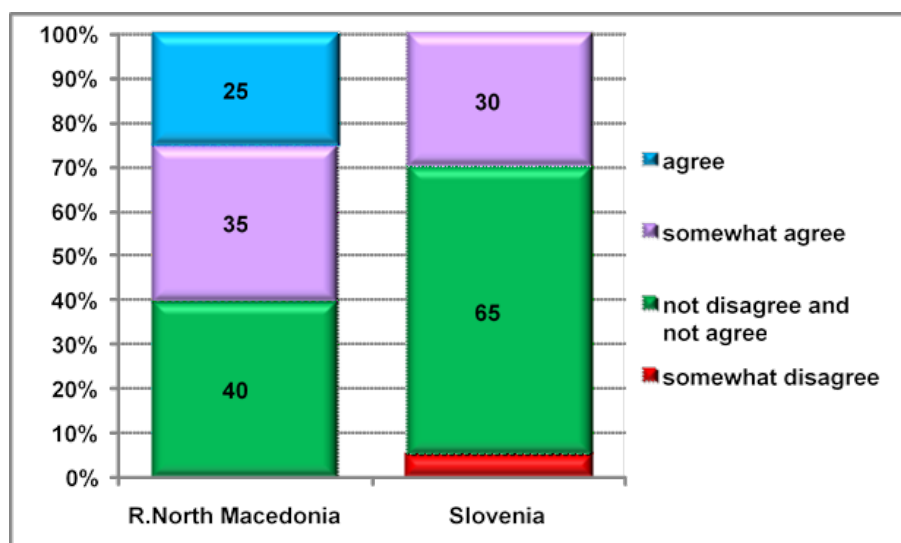
*Source: Own work*

The min/max score was calculated from 1 through 5 for the answers from not agree trough agree.

The mean answer score of the statement “The most successful leaders are taught to be a leader” was  $3,00 \pm 1,38$  with median IQR=3 (2-4) for Macedonians and  $3,35 \pm 0,81$  with median IQR=3 (3-4) for Slovenians (Table 33).

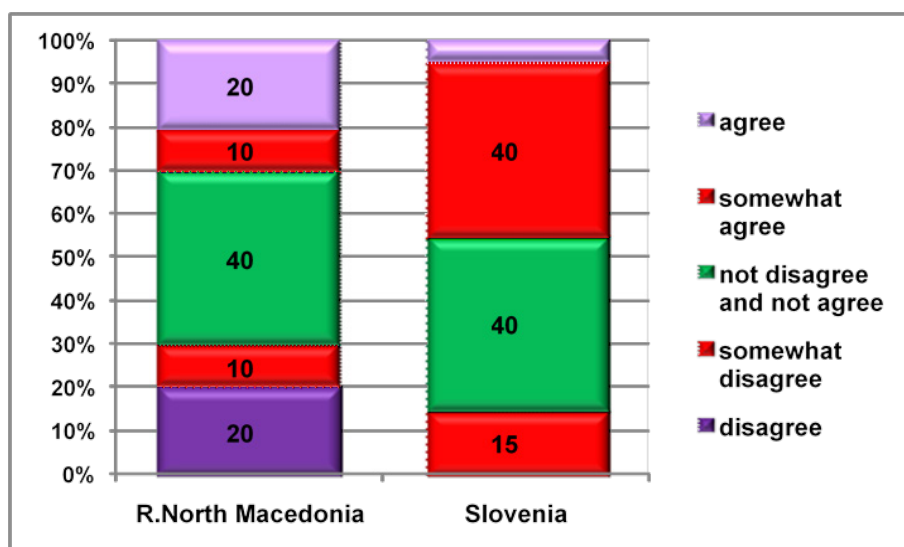
No significant differences were found in answer scores between the two nationalities related to this statement (Mann-WhitneyU Test:  $Z=0,9601$ ;  $p=0,3272$ ).

Figure 14: Analysis of statement: “The most successful leaders have an innate talent for leadership.”



Source: Own work

Figure 15: Analysis of statement: “The most successful leaders are taught to be leaders



Source: Own work

Related to the statements “The most successful leaders have an innate talent for leadership” and “The most successful leaders are taught to be leaders” the analysis in each of the two samples, Macedonian and Slovenian, didn’t show a significant difference in answer score between participants from different age groups and different level of education (Table 34).

Table 34: Analysis of answer score between age groups and level of education related to selected parameters

| Parameters  | Republic of North Macedonia<br>(Licker score)          | Slovenia<br>(Licker score)                             |
|---|--|--|
|   | P  | P  |
| <b>The most successful leaders have an innate talent for leadership</b> |  |  |
| Age groups  | Kruskal-Wallis H test:<br>$X^2(3)=0,1481$ ; $p=0,9855$ | Kruskal-Wallis H test:<br>$X^2(3)=2,8798$ ; $p=0,4105$ |
| Level of education  | Kruskal-Wallis H test:<br>$X^2(3)=1,2525$ ; $p=0,7404$ | Kruskal-Wallis H test:<br>$X^2(2)=3,0687$ ; $p=0,2156$ |
| <b>The most successful leaders are taught to be leaders</b>             |  |  |
| Age groups  | Kruskal-Wallis H test:<br>$X^2(3)=4,2592$ ; $p=0,2348$ | Kruskal-Wallis H test:<br>$X^2(3)=0,9524$ ; $p=0,8128$ |
| Level of education  | Kruskal-Wallis H test:<br>$X^2(3)=2,4675$ ; $p=0,4812$ | Kruskal-Wallis H test:<br>$X^2(2)=1,6498$ ; $p=0,4383$ |

Source: Own work

These part elaborate three statements: a) Your parent's occupation is the key reason for your choice of profession; b) Your choice of education is the key reason for your choice of profession; and c) Life circumstances and following your passion are the key reasons for your choice of profession (Table 35).

Table 35. Analysis of statements related to key reason for choosing a profession by nationality

| Nationality  | Answers  |                   |                            |                |       |    |
|--|----------|-------------------|----------------------------|----------------|-------|----|
|  | disagree | somewhat disagree | not disagree and not agree | somewhat agree | agree |    |
| <b>Your parents occupation is the key reason for your choice of profession</b>                         |          |                   |                            |                |       |    |
| Republic of North Macedonia  | N        | 9                 | 3                          | 3              | 4     | 1  |
|  | %        | 45                | 15                         | 15             | 20    | 5  |
| Slovenia   | N        | 5                 | 10                         | 4              | 1     | 0  |
|  | %        | 25                | 50                         | 20             | 5     | 0  |
| <b>Your choice of education is the key reason for your choice of profession</b>                        |          |                   |                            |                |       |    |
| Republic of North Macedonia  | N        | 2                 | 5                          | 4              | 5     | 4  |
|  | %        | 10                | 25                         | 20             | 25    | 20 |
| Slovenia   | N        | 0                 | 1                          | 5              | 10    | 4  |
|  | %        | 0                 | 5                          | 25             | 50    | 20 |
| <b>Life circumstances and following your passion are the key reasons for your choice of profession</b> |          |                   |                            |                |       |    |
| Republic of North Macedonia  | N        | /                 | 1                          | 4              | 7     | 8  |
|  | %        | /                 | 5                          | 20             | 35    | 40 |
| Slovenia   | N        | /                 | 0                          | 9              | 8     | 3  |
|  | %        | /                 | 0                          | 45             | 40    | 15 |

Source: Own work

Most of the participants from R. North Macedonia - 9 (45%) “disagree” and 10 (50%) of participants from Slovenia “somewhat disagree” that parent’s occupation is the key reason for choice of profession (Table 35).

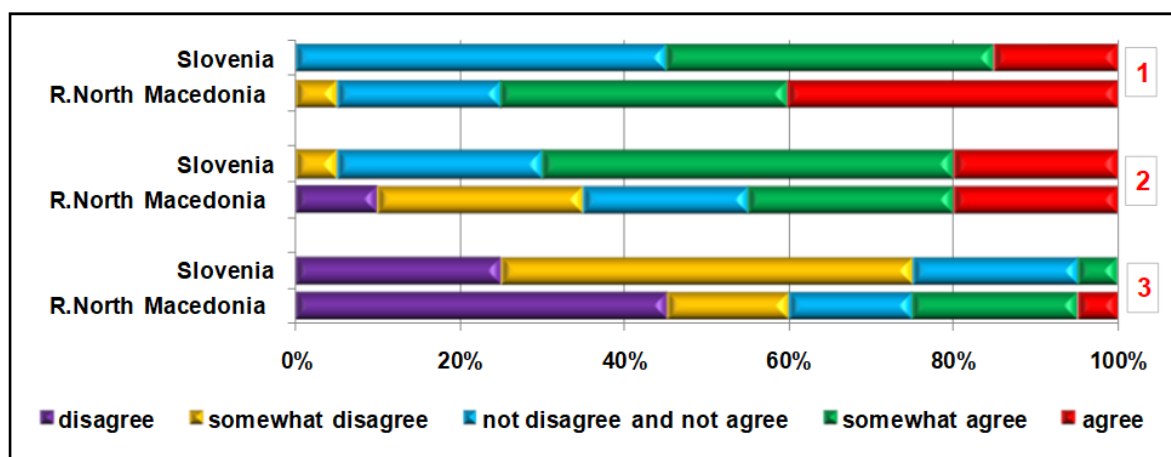
Related to the statement that choice of education is the key reason for choice of profession, equal proportion or 5 (25%) from the Macedonian participants “somewhat disagree” and “somewhat agree”.

The biggest number of Slovenian participants – 10 (50%) “somewhat agree” with this statement.

Most of the Macedonian participants – 8 (40%) “agree”, and most of the Slovenian participants – 9 (45%) “not disagree and not agree” that life circumstance and following passion are the key reason for choosing a profession.

None of the Macedonian and Slovenian participants “disagree” with this statement (Table 35 and Figure 16).

*Figure 16: Analysis of statements: Your parent’s occupation is the key reason for your choice of profession; Your choice of education is the key reason for your choice of profession; Life circumstances and following your passion are the key reasons for your choice of profession.*



Source: Own work

The min/max score was calculated from 1 through 5 for the answers from “not agree” trough “agree”.

The mean answer score of the statement “Your parent’s occupation is the key reason for your choice of profession” was  $2,25 \pm 1,34$  with median IQR=2 (1-3,5) for Macedonian participants and  $2,05 \pm 0,82$  with median IQR=2 (1,5-2,5) for Slovenian participants (Table 36).

There was not a significant difference in answer scores for this statement between the two nationalities (Mann-WhitneyU Test:  $Z=0,0406$ ;  $p=0,9676$ ).



Related to the statement “Your choice of education is the key reason for your choice of profession” the mean answer score was  $3,20 \pm 1,32$  with median IQR=3 (2-4) for Macedonian participants and  $3,85 \pm 0,81$  with median IQR=4 (3-4) for Slovenian participants (Table 36).

Analysis didn't show a significant difference in answer scores for this statement between the two nationalities (Mann-WhitneyU Test:  $Z=-1,5283$ ;  $p=0,1264$ ).

Statement „Life circumstances and following your passion are the key reasons for your choice of profession” had a quite high mean answer score of  $4,10 \pm 0,91$  with median IQR=4 (3,5-5) for Macedonian participants and  $3,70 \pm 0,73$  with median IQR=4 (3-4) for Slovenian participants (Table 36).

Analysis didn't show a significant difference in answer scores for this statement between the two nationalities (Mann-WhitneyU Test:  $Z=1,5418$ ;  $p=0,1231$ ).

*Table 36: Analysis of answers score of statements related to key reason for choosing a profession by nationality*

| Nationality  | Mean        | N         | Std. Deviation | Min.     | Max.     | Percentiles |               |          |
|--|-------------|-----------|----------------|----------|----------|-------------|---------------|----------|
|  |             |           |                |          |          | 25th        | 50th (Median) | 75th     |
| <b>Your parents occupation is the key reason for your choice of profession</b>                         |             |           |                |          |          |             |               |          |
| Republic of North Macedonia  | 2,25        | 20        | 1,37           | 1        | 5        | 1           | 2             | 3,5      |
| Slovenia   | 2,05        | 20        | 0,82           | 1        | 4        | 1,5         | 2             | 2,5      |
| <b>Total</b>   | <b>2,15</b> | <b>40</b> | <b>1,12</b>    | <b>1</b> | <b>5</b> | <b>1</b>    | <b>2</b>      | <b>3</b> |
| <b>Your choice of education is the key reason for your choice of profession</b>                        |             |           |                |          |          |             |               |          |
| Republic of North Macedonia  | 3,20        | 20        | 1,32           | 1        | 5        | 2           | 3             | 4        |
| Slovenia   | 3,85        | 20        | 0,81           | 2        | 5        | 3           | 4             | 4        |
| <b>Total</b>   | <b>3,52</b> | <b>40</b> | <b>1,13</b>    | <b>1</b> | <b>5</b> | <b>3</b>    | <b>4</b>      | <b>4</b> |
| <b>Life circumstances and following your passion are the key reasons for your choice of profession</b> |             |           |                |          |          |             |               |          |
| Republic of North Macedonia  | 4,10        | 20        | 0,91           | 2        | 5        | 3,5         | 4             | 5        |
| Slovenia   | 3,70        | 20        | 0,73           | 3        | 5        | 3           | 4             | 4        |
| <b>Total</b>   | <b>3,90</b> | <b>40</b> | <b>0,84</b>    | <b>2</b> | <b>5</b> | <b>3</b>    | <b>4</b>      | <b>5</b> |

*Source: Own work*

For each of the samples (from Republic of North Macedonia and from Slovenia), we analyzed the differences in answer score related to age groups and level of education of the participants. The analysis did not show significant difference in answer score between participants from different age groups and between participants with different level of education (Table 37).

Table 37: Analysis of answer score between age groups and level of education related to selected parameters.

| Parameters   | Republic of North Macedonia<br>(Licker score)          | Slovenia<br>(Licker score)                             |
|--|--|--|
|  | P  | P  |
| <b>Your parents occupation is the key reason for your choice of profession</b>                         |  |  |
| <b>Age groups</b>  | Kruskal-Wallis H test:<br>$X^2(3)=0,6713$ ; $p=0,8799$ | Kruskal-Wallis H test:<br>$X^2(3)=3,7460$ ; $p=0,2902$ |
| <b>Level of education</b>  | Kruskal-Wallis H test:<br>$X^2(3)=0,9974$ ; $p=0,8019$ | Kruskal-Wallis H test:<br>$X^2(2)=5,7778$ ; $p=0,0556$ |
| <b>Your choice of education is the key reason for your choice of profession</b>                        |  |  |
| <b>Age groups</b>  | Kruskal-Wallis H test:<br>$X^2(3)=6,9809$ ; $p=0,0725$ | Kruskal-Wallis H test:<br>$X^2(3)=4,0774$ ; $p=0,2532$ |
| <b>Level of education</b>  | Kruskal-Wallis H test:<br>$X^2(3)=4,3281$ ; $p=0,2281$ | Kruskal-Wallis H test:<br>$X^2(2)=4,1146$ ; $p=0,1278$ |
| <b>Life circumstances and following your passion are the key reasons for your choice of profession</b> |  |  |
| <b>Age groups</b>  | Kruskal-Wallis H test:<br>$X^2(3)=0,6713$ ; $p=0,8799$ | Kruskal-Wallis H test:<br>$X^2(3)=2,2596$ ; $p=0,5203$ |
| <b>Level of education</b>  | Kruskal-Wallis H test:<br>$X^2(3)=3,8383$ ; $p=0,2795$ | Kruskal-Wallis H test:<br>$X^2(2)=0,9368$ ; $p=0,6260$ |

Source: Own work

## 5 RESULTS

After the successful data analysis from my questionnaire from 20 Macedonian and 20 Slovenian managers from different business fields and environments it is time to look back and analyze the main differences and similarities between the two nations answers in order to provide a thorough conclusion about my research. Since all the questions are analyzed and commented in the previous chapter, in this chapter 5, I will put accent to the key differences and give my point of view.

Statement:

“Personal values have the biggest influence in the description of culture” showed that most of the participants from Republic of North Macedonia - 12 (60%) answered “somewhat agree” followed with the answer “agree” given by 4 (20%) of them. From Slovenian participants, the most or 8 (40%) gave the answer “not agree and not disagree” followed by 6 (30%) that answered “somewhat agree”. The participants from Republic of North Macedonia, significantly more agree that the personal values have the biggest influence in the description of culture.

Let's start with a personal values definition. Personal values are the things that are important to us, the characteristics and behaviors that motivate us and guide our decisions. For example, maybe you value honesty. You believe in being honest wherever possible and you think it's important to say what you really think. When you don't speak your mind, you probably feel disappointed in yourself. Or maybe you value kindness. You jump at the chance to help other people, and you're generous in giving your time and resources to worthy causes or to friends and family.

Those are just two examples of personal values out of many and everyone has their own personal values, and they can be quite different. Some people are competitive, while others value cooperation. Some people value adventure, while others prefer security. Values matter because you're likely to feel better if you're living according to your values and to feel worse if you don't.

This applies both to day-to-day decisions and to larger life choices. If you value adventure, for example, you'll probably feel stifled if you let yourself be pressured by parents or others into making “safe” choices like a stable office job and a settled home life. For you, a career that involves travel, starting your own business, or other opportunities for risk and adventure may be more appropriate. Originals are ordinary people like you and I.

They don't have special inborn talents, unusual passion and conviction, nor a huge appetite for risk. In fact, many famous people didn't pursue/publish their ideas until they were “forced” to do so. (Grant 2016)

On the other hand, if you value security, the opposite applies. What some people would view as a “dream” opportunity to travel the world and be your own boss may leave you feeling insecure and craving a more settled existence. Everybody is different, and what

makes one person happy may leave another person feeling anxious or disengaged. Defining your personal values and then living by them can help you to feel more fulfilled and to make choices that make you happy, even if they don't make sense to other people.

In my research, from my point of view this can be explained due to the fact that personal values like self-accomplishment, self-esteem, self-satisfaction have higher importance and influence on the culture like Macedonian where the society is more masculine oriented, more competitive and more willing to "show off" their results, where as in Slovenia a subtler, conservative display of an individual's achievements is more valued from the society at large.

They try to sum up current thinking in the business world about "human resources" and transmute it into a manual for self-improvement. (Charles Duhigg 2016)

Statement:

"Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader" showed that the most of the Macedonian participants - 16 (80%) "agree" followed by 4 (20%) that "somewhat agree". From Slovenian participants, the most or 9 (45%) answered "agree" followed by 8 (40%) that answered "somewhat agree" and 3 (15%) who "not agree and not disagree" (Table 8 and Graph 6).

None of the respondents from the both nationalities "disagrees" or "somewhat disagrees" with this statement. The Macedonian participants comparing to Slovenian, significantly more agree with the statement that being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader.

According to a recent study of the renowned business magazine Forbes, here are the 8 key traits a leader needs to poses in order to be successful in leading the business in the right direction and motivate the team of individuals.

Sincere enthusiasm

To work efficiently, you should never have more than five things to do in your daily list. Planning more than five is useless and discouraging. (Okello, 2014) True enthusiasm for a business, its products, and its mission cannot be faked. Employees can recognize insincere cheerleading from a mile away. However, when leaders are sincerely enthusiastic and passionate, that's contagious. For instance, someone who worked with Elon Musk on the early stages of his SpaceX project said that the true driver behind the success of the project was Musk's enthusiasm for space travel.

Integrity

Whether it's giving proper credit for accomplishments, acknowledging mistakes, or putting safety and quality first, great leaders exhibit integrity at all times. They do what's right, even if that isn't the best thing for the current project or even the bottom line.

## Great communication skills

Leaders must motivate, instruct and discipline the people they are in charge of. They can accomplish none of these things if they aren't very skilled communicators. Not only that, poor communication can lead to poor outcomes. It's also important to remember that listening is an integral part of communication.

## Loyalty

The best leaders understand that true loyalty is reciprocal. Because of this, they express that loyalty in tangible ways that benefit the member of their teams. True loyalty is ensuring that all team members have the training and resources to do their jobs. It's standing up for team members in crisis and conflict.

## Decisiveness

A good leader isn't simply empowered to make decisions due to their position. They are willing to take on the risk of decision making. They make these decisions and take risks knowing that if things don't work out, they'll need to hold themselves accountable first and foremost.

Further, bosses who aren't decisive are often ineffective. Too much effort working on consensus building can have a negative effect. Rather than simply making a decision, many leaders allow debate to continue, and then create a piecemeal decision that satisfies no one.

## Managerial competence

Too many organizations try to create leaders from people who are simply good at their jobs. To be clear, those who emerge as being very good workers often have important qualities. They are the ones who have a strong understanding of the company's products and services.

They understand company goals, processes, and procedures. All of these are important. On the other hand, being good at one's job doesn't prove that someone possesses the other competencies they need.

## Empowerment

A good leader has faith in their ability to train and develop the employees under them. Because of this, they have the willingness to empower those they lead to act autonomously. When employees are empowered, they are more likely to make decisions that are in the best interest of the company and the customer as well. This is true, even if it means allowing workers to go a bit off script.

## Charisma

Simply put, people are more likely to follow the lead of those they like. The best leaders are well-spoken, approachable and friendly. They show sincere care for others.

Every one of these qualities is absolutely essential to great leadership. Without them, leaders cannot live up to their full potential. There is nothing noble in being superior to some other man. The true nobility is in being superior to your previous self. (Morris, 1997) As a result, their employees will never perform as well as they can either. Because of this, organizations must learn the best ways to identify and also to develop these necessary traits in existing and emerging leaders.

In my research, the Macedonian managers agree more with the statement that being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader because the Macedonian culture is more collectivistic oriented, so we conclude that the employees expect that the manager is the one who will motivate and inspire the group and care for the team. In other words:

“One for all, all for one”, opposite to the more individual culture of Slovenia where individuals are used to take some actions on their own.

Statement “Being someone who influence others is the main quality for leader” showed that the most of Macedonian participants - 9 (45%) answered “somewhat agree” followed with the answer “agree” given by 6 (30%) of them. From the Slovenian participants, the most or 9 (45%) gave the answer “not agree and not disagree” followed by 8 (40%) that answered “somewhat agree”.

The participants from Republic of North Macedonia comparing to Slovenian, significantly more agree with the statement that being someone who influence others is the main quality for a leader. Regarding this difference, I would say that in North Macedonia, due to the lower economic standard, the individuals and the employees are more likely to be influenced by the upper hierarchy managers by bonuses, increased pay or free incentives like travels, company cars, paid leisure activities etc. In opposite, the members of the Slovenian society are more independent due to the stronger financial status and better economic situation overall.

Statement “School education and degree represent the biggest cultural barriers while working in international team or company” most of Macedonian participants - 7 (35%) “somewhat agree” followed by “not agree and not disagree” in 5 (25%). Equal number of Slovenian participants – 8 (40%) “not agree and not disagree” and “somewhat agree” (Table 26 and Graph 12). Four (20%) of Macedonian respondents “disagree” and 8 (40%) of Slovenian respondent “agree” with this statement.

The Slovenian participants significantly more agree with this statement, in Macedonian samples, there was not a significant difference in answer score between participants from different age groups and between different level of education. Macedonian participants that not significantly most agree with this statement were >45 years old and with doctor degree. In Slovenian, sample the participants with doctor’s degree significantly more “agree” with this statement.

This difference between the two nations gives us the feedback that in Slovenia the degree of an individual's education is more valued and the difference in education is perceived like a cultural barrier in an international team or company, while in Macedonian society the relations between individuals with a different degree of education are regarded as more informal and relaxed.

Statement “The most successful leaders have an innate talent for leadership”

The most or 8 (40%) of Macedonian and 13 (65%) of Slovenian participants “not disagree and not agree” that most successful leaders have an innate talent for leadership followed by “somewhat agree” by consequently 7 (35%) vs. 6 (30%). None of the Macedonian and the Slovenian participants “disagrees” with this statement. Related to the statement that most successful leaders are taught to be a leader, most or 8 (40%) of the participants from both nationalities “not agree and not disagree” with this statement.

The Macedonian participants significantly more agree with this statement. Again like in the previous statement no. 9 the Slovenians opt for the statement that leadership can be taught, putting the accent on education, and in opposite the Macedonians believe that leadership is a trait that you're are born with, that it is an innate natural talent. One seasoned billionaire entrepreneur who has tasted both disappointment and triumph boldly stated, I don't think you can teach entrepreneurship. I don't think it's possible. You either have it in you or you don't. There are managers and there are leaders. His comment, however, focuses on some of the determinants of entrepreneurship that are unteachable—childhood experiences, drive, determination, the chip on one's shoulder, the need to prove one's own worth through accomplishment, and an obsession with money-making opportunities. So, to some degree, people either have it or they don't, and that is proven in the marketplace. Many entrepreneurs simply appear to be hardwired for the passionate pursuit of opportunity. entrepreneurship is something I don't personally think you can teach. (Goossen& Stephens, 2013)





## CONCLUSION

The methods of management and the ways in which leaders drive a company diverge in the different regions and countries around the world (Steers et al.; 2010). Leadership theories usually do not take into account cultural differences but only give general and universal indications. The way in which leadership is practiced tends instead to consider the different cultures.

In accordance to Hofstede (1993) unique cultural features require unique management and leadership styles. He claims also that the management theorists who look outside their context and so outside their country will find the local foreign habits, cultures and ways of organizing: weird, not effective, and sometimes even immoral. What is considered standard in one country can be negative or unacceptable in another country (Steers R. M. Et. al, 2010). The on-going globalization process requires an understanding of the differences between people.

With coordination with my mentor, Professor Vlado Dimovski, we agreed that the best way to get the results I need is to prepare a Likert scale questionnaire and pass it on to 20 Macedonian and 20 Slovenian managers.

After collecting the needed results and statistically analyzing it I came to some findings and conclusions about this topic. The similarities of these two countries are easily recognized by some well-known facts. Both have a population of around 2 million people and perhaps the most important motive to start my research is that the two countries were part of the Socialist Federal Republic of Yugoslavia until 1991, when they declared independence and broke the ties with Yugoslavia.

Although the countries shared a piece of their past and history together, the differences that we see today are very clear. North Macedonia is religiously mixed country with 65% of Orthodox Christianity, 25% Muslim religion and 10% of other religions.

Slovenia is mostly Catholic Christian country. Furthermore, Slovenia is a NATO member since 29<sup>th</sup> of March and European Union member since 1<sup>st</sup> of May 2004. This gave a very potent kick of the country stability and economic growth. The country has a nominal estimate GDP for 2019 of \$55 billion and \$26,621 per capita. Opposite to this North Macedonia has a nominal estimate for 2019 of \$12,4 billion and \$6,143 per capita. That is almost four times difference in GDP between the two countries.

North Macedonia is currently struggling to get into the NATO alliance and European Union, hoping for a better and brighter future as well as preserving the stability of the region and continuous economic growth. This strong will for progress was clearly shown in January 2019 when after a 27-year long name dispute with Greece, The Republic of Macedonia changed its name to North Macedonia, solving the bitter problem with the neighbors and showing willingness for a compromise due to a better tomorrow.

In my research the main differences were found regarding the collectiveness of showing your achievements and material results to the society in North Macedonia versus the subtler nature

of the Slovenians. This gives us the perspective that Macedonian managers and employees feel prepared to do what it takes for personal and company success, but are underpaid and most often not stimulated enough for their personal effort and contribution.

This leads to “creativity” in finding alternative ways of boosting their personal income. As a more masculine society the competitiveness is on a greater level in North Macedonia, making for “hunter and pray” type of game in the everyday business life. In addition to these conclusions comes the fact from my research that for Macedonians education is not a top priority and leadership is an innate talent, opposite to the Slovenians who prioritize formal education and believe that with practice, effort and dedication almost everything can be accomplished. From my point of view, the formal education was of a high quality back in the former state of Yugoslavia, and it was valued in all the member countries, including North Macedonia and Slovenia. But with the heavy and blurry transition in North Macedonia, giving unfair chance to corrupted politicians and newly composed oligarchs, the value of formal education for the next generations has strongly decreased, viewed as simply unnecessary for success and high position in the society.

To conclude I would like to highlight a reflection. The results of this dissertation indicate that leadership styles are strongly influenced by the local culture and habits.

I sincerely hope that this thesis research of mine is going to contribute to realizing the importance and value of helping and guiding North Macedonia in the process of Euro integrations, giving it a chance it deserves to go back to the fundamental values, eliminate corruption and “shady” deals and motivate the young people to stay in their homeland, finishing schools, finding jobs, setting up their own businesses and start families.

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## **APPENDICES**





## APPENDIX 1: POVZETEK (SUMMARY IN SLOVENE LANGUAGE)

Metode upravljanja in načini vodenja, na katere voditelji upravljajo podjetja se v različnih regijah in državah po svetu razlikujejo (Steers-et-al; 2010). Teorije vodenja običajno ne upoštevajo kulturnih razlik, ampak dajejo le splošne in univerzalne navedbe. Način izvajanja vodenja namesto tega, prizadeva kupoštevanju različne kulture.

V koordinaciji z mojim mentorjem, profesorjem Vladom Dimovskim, sva se strinjala, da je najboljši način za doseganje potrebnih rezultatov, da pripravim vprašalnik po Likertovi lestvici in ga posredujem 20 makedonskim in 20 slovenskim menedžerjem. Po zbiranju potrebnih rezultatov in statistični analizi sem prišel do nekaterih ugotovitev in zaključkov o tej temi. Podobnosti teh dveh držav se zlahka prepoznajo po nekaterih znanih dejstvih.

Obe imata približno 2 milijona prebivalcev in morda je najpomembnejši motiv za začetek mojega raziskovanja to, da sta bili državi do leta 1991 del Socialistične Federativne Republike Jugoslavije, ko sta razglasili neodvisnost in prekinili vezi z Jugoslavijo. Čeprav so države skupaj delile del svoje preteklosti in zgodovine, so razlike, ki jih vidimo danes, zelo jasne. Severna Makedonija je versko mešana država s 65% pravoslavnega krščanstva, 25% muslimanske vere in 10% drugih ver. Slovenija je večinoma katoliška krščanska država. Poleg tega je Slovenija članica zveze NATO od 29. marca, članica Evropske unije pa od 1. maja 2004. To je močno spodbudilo stabilnost in gospodarsko rast države. Država ima nominalno oceno BDP za leto 2019 v višini 55 milijard dolarjev oz. 26.621 dolarjev na prebivalca. Nasproti temu ima Severna Makedonija nominalno oceno BDP za leto 2019 v višini 12,4 milijarde dolarjev in 6.143 dolarjev na prebivalca. To je skoraj štirikratna razlika v BDP med državama. Severna Makedonija si trenutno prizadeva za vstop v zvezo NATO in Evropsko unijo v upanju na boljšo in svetlejšo prihodnost ter ohranjanje stabilnosti regije in stalno gospodarsko rast. Ta močna volja za napredek se je jasno pokazala januarja 2019, ko je po 27 let dolgem sporu z Grčijo Republika Makedonija spremenila ime v Severno Makedonijo, rešila grenko težavo s sosedi in pokazala pripravljenost za kompromis za boljše jutri.

V moji raziskavi so glavne razlike ugotovljeneglede kolektivnosti prikazovanja svojih dosežkov in materialnih rezultatov družbi Severne Makedonije, nasprotno subtilnejši naravi Slovencev. To daje perspektivo, da so makedonski menedžerji in zaposleni pripravljeni narediti vse, kar je potrebno za osebni in podjetniški uspeh, vendar so premalo plačani in najpogosteje premalo stimulirani za njihov osebni napor in prispevek. To vodi k »ustvarjalnosti« pri iskanju alternativnih načinov za povečanje osebnega dohodka. Kot bolj moška družba, je konkurenčnost v Severni Makedoniji na višji ravni, zaradi česar se v vsakdanjem poslovnem življenju igra igra lovec in ulov. Poleg teh zaključkov iz mojega raziskovanja izhaja dejstvo, da za Makedonce izobraževanje ni glavna prioriteta, vodstvo pa je prirojen talent, nasprotno od Slovencev, ki dajejo prednost formalnemu izobraževanju in verjamejo, da je s prakso, delom in predanostjo mogoče doseči skoraj vse. Z mojega vidika je bilo formalno izobraževanje v nekdanji državi Jugoslaviji visoko kakovostno in je bilo cenjeno v vseh državah članicah, vključno s Severno Makedonijo in Slovenijo. Toda s težko in zamegljeno tranzicijo v Severni Makedoniji, ki daje nepoštene možnosti korumpiranim politikom in na novo oblikovanim oligarhom, se je vrednost formalnega izobraževanja za naslednje generacije močno zmanjšala, in ga je videti kot preprosto nepotrebno za uspeh in visok položaj v družbi.

Za zaključek bi rad izpostavil razmislek. Rezultati disertacije kažejo, da lokalna kultura in navade močno vplivajo na sloge vodenja.

Iskreno upam, da bo moja raziskava teze prispevala k uresničevanju pomena in vrednosti pomoči in usmerjanja Severne Makedonije v procesu evro-integracij, kar ji bo dalo priložnost, da se vrne k temeljnim vrednotam, odpravi korupcijo in oporečne posle, ter motivira mlade, da ostanejo v domovini, končajo šole, poiščejo zaposlitev, ustanovijo lastna podjetja in ustvarijo družine.

## **APPENDIX 2: STATEMENTS AND QUESTIONS; ENGLISH**

Section 1 analysis - demographic characteristics of the sample:

Distribution by nationality.

Distribution by age

Distribution by level of education

Section 2 analysis- Statements on culture, leadership and entrepreneurship.

STATEMENT 1 - Personal values have the biggest influence in the description of culture.

STATEMENT 2 - Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader.

STATEMENT 3 - Being someone who influence others is the main quality for leader.

STATEMENT 4 – Setting up business and business deals is the most important activity for an entrepreneur.

STATEMENT 5 - Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur.

STATEMENT 6 – Innovating and improving the offer of goods and services is the most important activity for an entrepreneur.

STATEMENT 7 - Age, gender & language represent the biggest cultural barriers while working in international team or company.

STATEMENT 8 - Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company.

STATEMENT 9 - School education and degree represent the biggest cultural barriers while working in international team or company.

STATEMENT 10 & 11 – Successful leaders.

STATEMENT 12, 13 & 14 – key reason to choose a profession.

These are the questions most of the respondents answered:

1. Please chose your nationality:

| <b>Country</b>              | <b>Answer</b> |
|-----------------------------|---------------|
| Republic of North Macedonia |               |
| Slovenia                    |               |

2. What is your age?

| <b>Age Groups</b> | <b>18-25</b> | <b>26-35</b> | <b>36-45</b> | <b>&gt;45</b> |
|-------------------|--------------|--------------|--------------|---------------|
|                   |              |              |              |               |

3. What education do you have?

| <b>Level of education</b> | <b>High school</b> | <b>Bachelor degree</b> | <b>Master degree</b> | <b>Doctors degree</b> |
|---------------------------|--------------------|------------------------|----------------------|-----------------------|
|                           |                    |                        |                      |                       |

4. Personal values have the biggest influence in the description of culture.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

5. Being someone who motivates and organizes a group of people to achieve a common goal is the main quality for a leader.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

6. Being someone who influences others is the main quality for a leader.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

7. Setting up businesses and business deals is the most important activity for an entrepreneur.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

8. Drawing upon business techniques in finding solutions to problems is the most important activity for an entrepreneur.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

9. Innovating and improving the offer of goods and services is the most important activity for an entrepreneur.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

10. Age, gender & language represent the biggest cultural barriers while working in international team or company.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

11. Cultural background, religion and family education represent the biggest cultural barriers while working in international team or company.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

12. School education and degree represent the biggest cultural barriers while working in international team or company.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

13. The most successful leaders have an innate talent for leadership.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

14. The most successful leaders are taught to be leaders.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

15. Your parent's occupation is the key reason for your choice of profession.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

16. Your choice of education is the key reason for your choice of profession.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

17. Life circumstances and following your passion are the key reasons for your choice of profession.

| <b>Disagree</b> | <b>Somewhat disagree</b> | <b>Not disagree and not agree</b> | <b>Somewhat agree</b> | <b>Agree</b> |
|-----------------|--------------------------|-----------------------------------|-----------------------|--------------|
|                 |                          |                                   |                       |              |

### **APPENDIX 3: STATEMENTS AND QUESTIONS; SLOVENE**

- Analiza oddelka 1 - demografske značilnosti vzorca.

Porazdelitev po državljanstvu.

Porazdelitev po starosti

Porazdelitev po stopnji izobrazbe

- Analiza oddelka 2 - Izjave o kulturi, vodenju in podjetništvu.

- IZJAVA 1 - Osebnostne vrednote, ki imajo največji vpliv na opis kulture.

- IZJAVA 2 – Biti oseba, ki motivira in organizira skupino ljudi za doseg skupnega cilja je glavna značilnost za vodjo

- IZJAVA 3 – Glavna značilnost za vodjo je biti oseba, ki vpliva na druge.

- IZJAVA 4 - Ugotavljanje poslovanja in poslovje najpomembnejša dejavnost za podjetnika.

- IZJAVA 5 – Upoštevanje poslovnih tehnik pri iskanju rešitev za težave je najpomembnejša dejavnost za podjetnika.

- IZJAVA 6 - Inovacije in izboljšanje ponudbe blaga in storitev je najpomembnejša dejavnost za podjetnika.

- IZJAVA 7 - Starost, spol in jezik predstavljajo največje kulturne ovire pri delu v mednarodnem timu ali podjetju.

- IZJAVA 8 - Kulturno ozadje, vera in družinska vzgoja predstavljajo največje kulturne ovire pri delu v mednarodnem timu ali podjetju.

- IZJAVA 9 - Šolska izobrazba in stopnja sta največji kulturni oviri pri delu v mednarodnem timu ali podjetju.

- IZJAVA 10 in 11 - Uspešni vodje.

- IZJAVA 12, 13 in 14 - ključni razlog za izbiro poklica.

Vprašalnik:

To so vprašanja, na katere je večina vprašanih odgovorila:

1. Prosim, izberite svoje državljanstvo:

| <b>Država</b>                | <b>Odgovor</b> |
|------------------------------|----------------|
| Republika Severna Makedonija |                |
| Slovenija                    |                |

2. Kateri starostni skupini pripadate?

| <b>Starostnaskupina</b> | <b>18-25</b> | <b>26-35</b> | <b>36-45</b> | <b>&gt;45</b> |
|-------------------------|--------------|--------------|--------------|---------------|
|                         |              |              |              |               |

3. Kakšno stopnjo izobrazbe imate?

| <b>Stopnjaizobrazbe</b> | <b>Srednjašola</b> | <b>Fakultetskastopnja</b> | <b>Magistrskastopnja</b> | <b>Dokrotskastopnja</b> |
|-------------------------|--------------------|---------------------------|--------------------------|-------------------------|
|                         |                    |                           |                          |                         |

4. Osebne vrednote, ki imajo največji vpliv na opis kulture.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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|                       |                                |  |                             |                    |

5. Glavna značilnost za vodjo je biti oseba, ki motivira in organizira skupino ljudi za doseg skupnega cilja.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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6. Glavna značilnost za vodjo je biti oseba, ki vpliva na druge.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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7. Ugotavljanje poslovanja in poslovje najpomembnejša dejavnost za podjetnika.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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8. Upoštevanje poslovnih tehnik pri iskanju rešitev za težave je najpomembnejša dejavnost za podjetnika.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

9. Inovacije in izboljšanje ponudbe blaga in storitev je najpomembnejša dejavnost za podjetnika.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

10. Starost, spol in jezik predstavljajo največje kulturne ovire pri delu v mednarodnem timu ali podjetju.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

11. Kulturno ozadje, vera in družinska vzgoja predstavljajo največje kulturne ovire pri delu v mednarodnem timu ali podjetju.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

12. Šolska izobrazba in stopnja sta največji kulturni oviri pri delu v mednarodnem timu ali podjetju.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

13. Najuspešnejši voditelji imajo prirojen talent za vodstvo.

| Ne strinjam se | Večinoma se ne strinjam | Niti se strinjam, niti se ne strinjam | Večinoma se strinjam | Strinjam se |
|----------------|-------------------------|---------------------------------------|----------------------|-------------|
|                |                         |                                       |                      |             |

14. Najuspešnejši voditelji se učijo biti voditelji.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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15. Poklic vaših staršev je ključni razlog za izbiro poklica.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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16. Vaša izbira izobrazbe je ključni razlog za izbiro poklica.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
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17. Življenjske okoliščine in sledenje strasti so ključni razlogi za izbiro poklica.

| <b>Ne strinjam se</b> | <b>Večinoma se ne strinjam</b> | <b>Niti se strinjam, niti se ne strinjam</b> | <b>Večinoma se strinjam</b> | <b>Strinjam se</b> |
|-----------------------|--------------------------------|--|-----------------------------|--------------------|
|                       |                                |  |                             |                    |