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**Examination of Value-based Leadership Skills of Student Youth in
Kazakhstan**

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CONTENTS

ABBREVIATIONS	3
INTRODUCTION	4
1 THEORETICAL AND METHODOLOGICAL ASPECT OF VALUE-BASED LEADERSHIP AND ITS INFLUENCE ON LEADERSHIP SKILLS FORMATION	10
1.1 The conceptual framework in Value-Based Leadership	10
1.2 The basic methods and research strategies that are applicable to Value-Based Leadership	13
1.3 Analysis of the basic theoretical concepts Value Backgrounds	24
1.4 Current general theoretical Backgrounds in Leadership Concepts	34
2 ANALYSES AND LEADERSHIP SKILLS GAP EXAMINATION	52
2.1 Leadership styles and cultural values among managers (leaders) and subordinates (followers): a comparative study of four countries of the former Soviet Union, Germany, and the US	52
2.2 Factors, influencing the development of leadership in Kazakhstan: Globalization, Education System, Strategy “Kazakhstan – 2050”	56
2.3 Quantitative Data Collection – Introduction to Phase 1	71
2.4 Qualitative Data Collection – Introduction to Phase 2	86
2.5 Youth Through the Eyes of Respondents’ Groups: Analysis of Survey Results and Discussion on of the Phase 2 Data	91
2.6 Integrating Theory and Empirical Results	100
3 ENHANCEMENT OF VALUE-BASED LEADERSHIP SKILLS DEVELOPMENT OF STUDENT YOUTH IN KAZAKHSTAN	106
3.1 Factors influencing Kazakhstani Youth Development	106
3.2 Leadership Development in Kazakhstan	107
3.3 A Proposed Model for the Leadership Skills Development	109
3.4 A Key to Problem Solution	111
CONCLUSION	118
REFERENCES	120
APPENDIX A	132

Abbreviations:

COF	Cultural Orientation Framework
DMIS	Developmental Model of Intercultural Sensitivity
EFA	Education For All
Etc.	Et Cetera (and so forth)
GDP	Gross Domestic Product
HR	Human Resource
HRD	Human Resource Development
IDI	Intercultural Development Inventory
NGO	Non-Government Organization
OECD	Organization for Economic Co-operation and Development
PDI	Power Distance of Individual
PISA	Program of international Student Assessment
PVQ	Portrait Values Questionnaire
SVS	Schwartz Values Survey
SU	Soviet Union
TVE	Technical and Vocational Education
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USSR	Union of Soviet Socialist Republics
VBL	Value Based Leadership
WTO	World Trade Organization

INTRODUCTION

The Relevance of the research. Global changes in the economic, social and cultural environment in Kazakhstan over the past two decades, the introduction of new information technologies and customer-focused management have led to changes in the paradigm of the concept of “leadership” in comparison with the current system of historically formed elite. Applied to one of the most active groups in society, young students, change of the political and economic model of the state and the significant social transformations led to the emergence of large gaps between the needs of the youth community and its leaders’ ability to satisfy them.

So, if the indicators such as sense of purpose, activity, ability to influence, and creativity of youth leaders are qualitatively higher than that of other students, their degree of responsibility, willingness to solve problems here and now, as well as understanding of the practical organizational skills remains at the same level. This, in turn, leads to a lack of satisfaction by employers with the young staff, primarily, in the business sector, which eloquently demonstrates the adequacy of the national education system to the needs of the present economy.

However, the achievement of the stated economic growth, primarily due to the innovation and industrial component necessitates the professionalization of leaders at the level of private companies and entire industries. In present conditions, professional leaders as the basis of the national elite have become one of the key factors of global competitiveness of any ambitious state.

This is what necessitates the in-depth study in Kazakhstan of value-based leadership, which combines elements of effective management styles despite the scope of its application. Such leadership requires a change in process of the personal development of young generation and sets the objective to train youth leaders.

State establishes certain plans, objectives and policies on human capital development and the formation from the youth of Kazakhstan’s future leaders as well as programs its development at the strategic level. In this context, announced in President’s message “Kazakhstan-2050” a new political and economic course is focused on the new generation of Kazakhstan, which should become its main engine.

Special appeal to young people in the Strategy “Kazakhstan-2050” - the concept of Nursultan Nazarbayev “personal success - the success of the parents, relatives’ and friends’ success, the success of families, the success of all compatriots, the success of our homeland” - could be called a classic example of a call to the introduction of value-based professional leadership [1].

At the initiative of the President of Kazakhstan, the approach of professionalization of leadership skills based on core values of Kazakhstan patriotism is actively used at the peak of management training: at the formation of a professional state apparatus and the implementation of administrative reform, as part of a new class of managers - civil servants of the corpus “A”.

However, the need to further strengthen the principle of meritocracy, launch mechanism for fair and effective “social elevator” and generally solving urgent problems of modern economy providing professional staff necessitates further

theoretical and practical study and implementation of the examination system of leadership skills, especially among the most active and mobile social groups such as students and young workers.

Thus, to achieve the goals of the state it is very important to pay attention to the development of personality and youth, in particular, the development of its value-based leadership skills.

Object of research – student youth of Kazakhstan with its basic values, influencing the development of leadership skills, having a purpose in a certain way affect the leadership potential in society.

Subject of the research is the conceptual framework for the assessment of leadership skills in the context of human resource management, approved by foreign and domestic practices in the implementation of state youth policy.

The aim of research. The aim of research is to develop a systemic vision of leadership development among young people in Kazakhstan as a set of conceptual frameworks, strategic priorities, effective management models with a view to influence the social development of young people, and thus - the future state of society.

In accordance with the intended purpose it is necessary to address the following research objectives:

1. Substantiate the set of theoretical propositions that define the nature and specificity of youth leadership development of modern Kazakhstan.

2. Identify the specificity of students' leadership skills development, because this age period leadership potential which later reveals in adulthood is formed.

3. Summarize the results of the research of the leadership development process through a variety of methods, including interviews, questionnaires, analysis of primary and secondary data.

4. Consider and justify the model of leadership skills development of students that has the stage nature (orientation, initiation, enrichment) and includes updating of the leadership needs, intensifying of leadership opportunities and integration of leadership interaction. This allows the process of leadership skills formation to give the manageable nature for the society and state.

5. Develop and validate a model of the leadership skills of future managers' formation in their training, having identified and justified its components, content and communication.

Methodology of research. Research methodology is presented through the use of the dialectical method of learning the essence of socio-economic phenomena taking place in the Republic of Kazakhstan. In the process, the scientific methods and techniques of synthesis, analysis and comparisons, generalizations, the ranking expertise, statistical and mathematical economics surveys are used.

The scientific novelty of the results of dissertation research is the following:

1. Based on theoretical and methodological aspects of the formation of leadership skills, the author's interpretation of certain categories and concepts, including identifying the main characteristics of leadership skills are provided.

2. A system of values in youth leadership development, serving as a set of interrelated components that can consistently and effectively carry out the formation of professional success of the person.

3. The criteria and indicators for assessing the level of development of personal skills of youth are developed.

4. Supplemented by the author presented a model of leadership skills development of the future manager, which determines the realization of its original features, the values of leaders and managers, with the active search for new opportunities and fulfillment him(her)self as a leader within the priority government programs.

5. In the context of long-term socio-economic development of the country recommendations in efforts integration to form the professional success as well as the establishment of the economic potential of youth, social community with positive goals are presented.

The main provisions for the defense are as follows:

- author's approach to the concept of "value-based leadership skills" in terms of determining the relationship between basic values in Kazakhstan and the development of leadership skills among young people in the country;

- specifics of Kazakhstani youth leadership using a set of criteria of leadership development: criterion of internal readiness and criterion of external implementation (practically effective);

- elaborated model of leadership skills development of future managers with a view to the transition of student youth to a new level is presented. The details of the model are provided in diagnosis functions, organization of leadership skills development, correction and monitoring and evaluation of the process.

- supplemented by the author model of leadership skills development of future manager, which is represented by the set of its practical knowledge on the nature and essence of leadership and skills that are acquired in their (youths') professional situations and group interaction in the economy of Kazakhstan.

- activities in the issues of leadership skills diagnostics, monitoring, examination and correction of leadership experience and consolidation of the trainees leadership behavior models in the preparation of group management decisions in the implementation of the priority programs of society development.

The theoretical significance of the research. Theoretical and methodological basis of the research are the main provisions and laws in the field of leadership outlined in the works of domestic and foreign economists. The works on the achievements of world economic literature in the area of the validity of leadership models in the managerial environment are widely used in the dissertation thesis. It also includes types of leadership skills display in regard to their examination and management as well as study of the regularity of leadership skills demonstration, the level of development of individual economic indicators. The paper considers the results of research scientists - economists of the Republic of Kazakhstan, CIS and far abroad countries.

In developing the conceptual framework for assessing values in the formation of

a leader - manager and the mechanism for its implementation, the author proceeded from the need to incorporate an advanced and widely used abroad various elements of the system analysis, evaluation of its main factors, the most adapted to the specificities of Kazakhstan economy.

The study widely used legislative documents of the President of the Republic of Kazakhstan, the Parliament of the Republic of Kazakhstan, the Government of the Republic of Kazakhstan, as well as regulations of ministries and departments. Information base were domestic and foreign methods and reference materials, the official factual information of the Agency of the Republic of Kazakhstan on Statistics and international organizations.

The practical significance of the research (connection of the dissertation topic with national state programs as well as target republic and regional scientific and technical programs). This study may prove significant in contributing to the underdeveloped area of research related to the development of leadership skills of Kazakhstani youth and in posing numerous relevant questions to guide future research. The main significance of this study lies in the fact that Kazakhstan is quickly developing country, which requires quick responses from society and particularly from youth. Knowledge and understanding of the factors affecting the leadership skills development of young Kazakhstani society may provide additional insight into existing “gap” within education system of the country, as well as youth’s motivation “to keep going”, while experiencing the certain pressure of society, family and employment constraints.

In Kazakhstan, the process of creating a new model of governance is based on the principles of meritocracy, which is the recognition in the selection and promotion of human resources, as well as increased efficiency in the implementation of public government policies. In addition, the practical experience in the field of examination of value-based leadership of potential target audiences of state reforms are required to improve the existing and elaboration of human resource management new mechanisms. One of the practical applications of this research results may be the development of state youth policy of the Republic of Kazakhstan on the basis of the research conceptual directions.

In the framework of the State Youth Policy concept till 2020 “Kazakhstan 2020: The Road Ahead”, the research will allow government authorities of Kazakhstan and other stakeholders to understand and evaluate the current situation in the context of the development of leadership skills of Kazakhstan youth. Provided recommendations for each research participants (youth, education, business and public sectors) will help in the realization of the establishment and cultivation of basic values of Kazakhstan youth that must not only conform to the economic challenges of the state, but also to the global trends. On the basis of these values such leadership skills are formed that affect the increase in the activity of youth in socio-economic life of the country.

It is critical to advance youth’s potential and leadership skills, so that they would be able to correspond to the requirements of labor market and contribute to the

achievement of the main objectives and goals of the Strategy 2050 of the Republic of Kazakhstan.

Publications:

There are 10 publications including 3 articles in journals, recommended by the Committee for Control of education, 3 in the proceedings of International Conferences, 1 in journal indexed by ISI Web of Knowledge, Scopus, 2 in international journals and 1 in Kazakhstan journal:

1. Human Resources Management Theory: Evolution and Modern Tendencies//Вестник Карагандинского университета//№3(63) 2011- С.47-50.

2. Effective conflict management in organization in cross-cultural aspect//Вестник КЭУ: экономика, философия, педагогика, юриспруденция//№3(63)2011. Караганда. - С.24-26.

3. Cross-Cultural Research of Ethnic Stereotypes in Polyethnic Kazakhstan//World Academy of Science, Engineering and Technology, International Journal of Social, Human Science and Engineering, Vol.5.№ 11, Issue 59, 2011. - С.403-404. ISSN 2010-3778, Международная база данных Scopus (Elsevier, Нидерланды)

4. Business Trainings: tendencies on Kazakhstani market//Education and science without borders//Vol.3, №5(1)2012. Караганда, РК, Прага, Чешская Республика. – С.42-44.

5. Cross-cultural research of ethnic identity in Post-Soviet Kazakhstan//World Academy of Science, Engineering and Technology, International Journal of Social, Human Science and Engineering, Issue 64, 2012. - С.801-803.

6. Формирование национальной идеи посредством ценностных ориентаций личности//Материалы международной конференции молодых ученых «Мир науки», приуроченной к 20-летию государственных символов Республики Казахстан «Казахстан – Восток – Запад: культурно-образовательный диалог». Алматы, 23-26 апреля 2012. - С.42-45.

7. City-branding of Astana, the Capital of Kazakhstan and the Oasis of Central Asia//International Journal of Diversity, Social Science Research Network, Vol.2012, Issue 2, 2012., Rochester, NY.- С.182-199

8. Knowledge management challenges: creating Learning Environment in oil and gas industry//Сборник трудов V Международной научно-практической конференции «Проблемы инновационного развития нефтегазовой индустрии». Алматы, 21-22 февраля 2013 г. - С.328-332.

9. Kazakh Organizational Leadership Style Development: action-centered leadership vs. situational leadership//Вестник Карагандинского университета//№3 (71) 2013. Караганда. - С.46-50.

10. Factors influencing the development of leadership skills of Kazakhstani youth//Вестник Карагандинского университета//№1 (73) 2014. Караганда. - С.103-110.

The dissertation outline. The remainder of this dissertation is built upon the following outline:

In Chapter 1, the topic under investigation and the conceptual framework in which it is embedded are introduced. The general and specific research questions, as well as the research design that was chosen to answer the research questions are described. The theoretical and methodological background is provided in Chapter 1 and continues by addressing values and value theory. This is followed by the discussion of the leadership concepts as it pertains to the dissertation topic, and the salient background on leadership skills development, based on the implied values.

Chapter 2 begins with analysis of factors that influence youths' leadership skills development, which will be addressed in relation to the conclusions of the first phase of empirical data collection. Chapter 2 contains the description of the first phase of empirical data collection through a survey of 500 student youth, and the analysis of the survey results with respect to the research objectives and questions. Conclusions are drawn based on survey results, and implications for the second phase of data collection. Further, the implementation of two types of survey, in-depth interview and key-informant interview, is discussed, as well as the insights gained by investigating the research questions.

In Chapter 3, the results of both phases of empirical data collection are integrated with the theory on personal values, level of leadership skills developed as well as regarding the factors that influence the development of leadership skills, such as education sector, government and business involvement. Thus, the model for Kazakhstan leadership that should be used in teaching values and leadership skills of youth is proposed. The salient conclusions, practical recommendations, and central results of this dissertation study are presented in this chapter.

1 THEORETICAL AND METHODOLOGICAL ASPECT OF VALUE-BASED LEADERSHIP AND ITS INFLUENCE ON LEADERSHIP SKILLS FORMATION

1.1 The conceptual framework in Value-Based Leadership

According to Punch [3], a conceptual framework demonstrates the conceptual status of the study objects, including their relations to each other. This framework is strongly related to the research questions and to the research design.

First, the general conceptual framework regarding development of leadership skills of Kazakhstani youth is developed and introduced by author (Figure 1). Then, the individual concepts and important definitions are discussed.

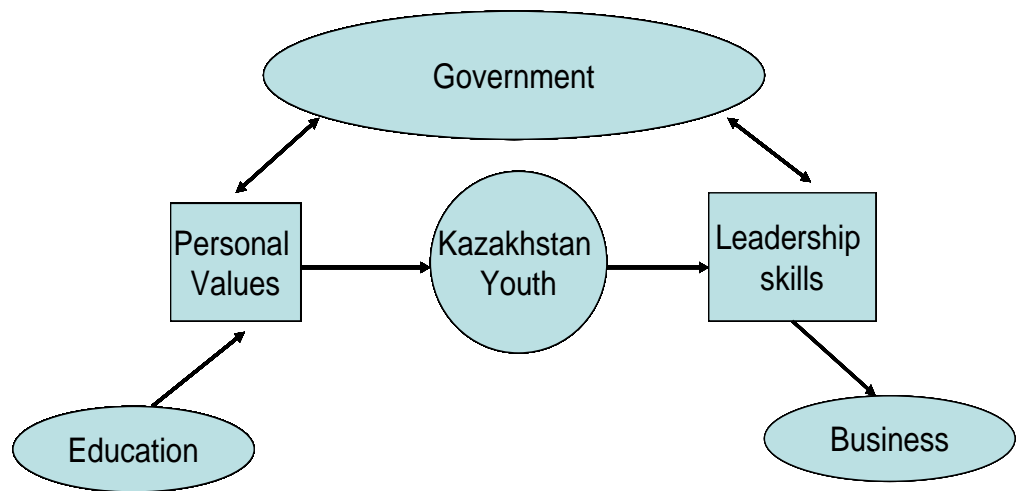


Figure 1 - The General conceptual framework

Note: the figure is developed by author

This introduction to the conceptual framework starts by explaining the general aspects of values and values theory. Then, the leadership theories, leadership approaches, existing in Russia, Kazakhstan, US and Germany. The leadership skills overview is briefly introduced in this chapter. Table 1 below summarizes several of the important definitions such as “values”, “leadership” and “leadership skills” used in this research.

Table 1 – Definitions used in Research

Term	Definition
Values	Values an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence [4].
	Values desirable, trans-situational goals, varying in importance, that serve as guiding principles in people’s lives

Table 1 Continuation

Leadership	Getting people to act without coercion [6].
	Leadership is influence...[11].
	Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential [12].
	Most definitions of leadership reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization [13].
Leadership skills	Leadership skills are the actions that produce the necessary results [15]
	To be a leader, one needs an exclusive set of different kind of skills, including human relations (interpersonal skills), technical skills and conceptual skills [12]

Source: the table is developed by author [6, 11, 12, 13, 15]

Personal values have been developed within a scope of areas that include management science, psychology, sociology and etc. In the field of values theory, researchers in past decades attempted to identify the values' nature and to see how they can be structured in value systems [4, 5]. In other sphere, values play significant role in determining both national [6, 7, 8] and organizational cultures [6, 9].

The influence of values on leadership behavior [10, 11, 12] has been studied by researcher. Values in personal and national culture and their effect on leadership style [13] show certain direction to be studied by different sciences. Furthermore, personal values and their importance as a means for the development of basic leadership skills [14, 15] and for ethical decision making [16] have been investigated as well. It has also been demonstrated that values are important for social behavior [17, 18].

Though the development of values has been revealed in research, there are some challenges with understanding the conception of values in Kazakhstan. Rohan [19] and Hitlin and Piliavin [20] find in their surveys of values as a construct that there is certain inconsistency in definitions of the "values" term and a deficit of synthesis in the approach in which values and frameworks for understanding them are conceptualized. For these researchers, the values theories of Rokeach and Schwartz are basic not only for sociology [20] and the understanding of attitudes and behavior in decision-making [19], but for management science in general as well.

Considering the work of earlier researchers, Rokeach [4, 5] provides a practical definition of values, as well as a conception for understanding both "terminal and instrumental values". Rokeach [4] states that, "a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence". Basing on Rokeach's values conception further, S.H. Schwartz [21, 22] an colleagues [7, 8]

added to Rokeach's theory and elaborated a framework for developing the motivational aspects of values and to identify forms of values. Schwartz also developed instruments for measuring values (Schwartz Values Survey (SVS), Portrait Values Questionnaire (PVQ)), which are regularly used in values related research today.

Rohan [19] specifies that personal values may be consistent or inconsistent with the social value system. The example could be an individual's perception of others' value priorities.

In order to show a relationship between personal values and leadership skills, the conceptual framework must include the theoretical background to leadership approaches and models as well as leadership skills development.

Before elaborating and analyzing the leadership skills development in Kazakhstan, it is necessary to explicate the content and idea of the Value Based Leadership (VBL). Pruzan [23] suggests that leaders actively introduce the concept of organizational and stakeholders' values into the management culture and thus develop a values-based view on management. Hence, Wart [24] argues that the art of values management has become the principal skill of leadership necessary for both private and public managers.

In the area of organization management, such writers as Barnard [25] recommended that shared values are necessary in facing the problem of managing and coordinating complex organizations and cultures. Selznick [26] mentioned that organizations become stable in such cases when leaders motivate them with essential values. Other researcher have recognized the importance of shared values in developing a solid organization culture [27, 28], motivating behavior by providing path and emotional concentration to achievements [19], providing standards to judge and justify actions [29], and socialization activities and individuals to organization and leadership [30].

From a management viewpoint, values are demonstrated as the essential attitudes and beliefs that help identify the individual behavior [25, 31]. This view mainly clarifies the full acceptance by many leaders of the shared values concept. Thus, influencing behaviors include values so that there is no need to address to formal systems, strategies and structures. Values assist leaders with instrument of forwarding the organization in a preferable way excluding authoritarian leadership style [32] and using precise or difficult to understand rules [32]. Furthermore, it is important to give more definitions of values before developing challenges in right understanding of value-based leadership. Therefore, values are relatively continuing beliefs and concepts about types of behaviors (instrumental values) or end-states (terminal values) that are preferable to people [4]. Thus, the values are "a common set of shared beliefs on goals, means, and ends which all together create the organization and leadership" [32, 33]. Values can be consistent and provide a sense of purpose to an individual's behavior [11].

VBL is a part of leadership based on such essential ethical principles and values as integrity, empowerment, and social responsibility [34]. VBL functions in different directions within intra-organizational relationships. According to Mussig

[35] the “values-driven leadership sets the function of the relationship as putting values into practice” and “the function of the leader may be to bring values to the relationship.” Whereas O’Toole [36] argues that value-based leaders’ “task, role, and responsibility is to help followers realize the most important ends that they hold dear but cannot obtain by themselves”.

The VBL in some way includes ethical leadership issues. So, ethical leadership is at the intersection of two sciences – business ethics and leadership [31]. As Pruzan [23] discusses there are more cynical thinking in regards to the VBL: some tools are simply being updated to provide legitimacy and a license to operate to leaders who in reality continue to promote their own personal ambitions as to status, wealth and power by maximizing shareholder value.

Regardless of definitions’ variety, value-base leadership holds key positions not only within organization but within today society. Moreover, nowadays the issues of leadership introduction, use and assessment are of hot discussions. Sims [37] argues that values are under standardization process:

- 1) reciprocal expectations, meaning managing the psychological contract between subordinates and organization;
- 2) strengthening employees’ commitment to the company;
- 3) motivating the development of value-oriented culture.

Furthermore, there are such cases, when values can be used to create and communicate common vision and mission, in strategic decisions as well as in setting structures, processes and control systems. Moreover, values play significant role in training and developing new leaders, establishing value system and managing the culture and company climate [30].

Goodpaster [38] argues that increased value-consciousness can be described by “common managerial disease with three symptoms”. First, leadership sets certain goals to achieve. Leaders are more short-term goals oriented that require from them less responsibility, whereas, values and ethics often stand for long-term aims and more responsibility. Further, leadership highlights “rationalization”, meaning the trend to solve the emerged problems in regard to socially approved statements such as competitive necessity, whereas, values stand for more reflective development. Finally, there is a today tendency in supporting such expressions like ‘it is a jungle out there’ or ‘in the real world’. Values, instead, try to capture the essence of corporate life, strategy and vision, as well as, culture raised issues and personal self-awareness and identity.

1.2 The basic methods and research strategies applicable to Value-Based Leadership

In order to accomplish internal research validity, research questions must be in align with proper methods. So, methods should follow the questions posed in the research project. This chapter provides insights into the research strategy and design.

Punch [3] suggests a basic model of research that stresses:

- framing the research putting the proper research questions;
- defining the necessary data to answer the set questions;

- designing research to collect and analyze the data;
- using the data to answer the set questions.

This model forms the basis of the research design and strategy of this dissertation project. The conceptual framework, research questions, and research methods are closely integrated, as shown in Figure 2.

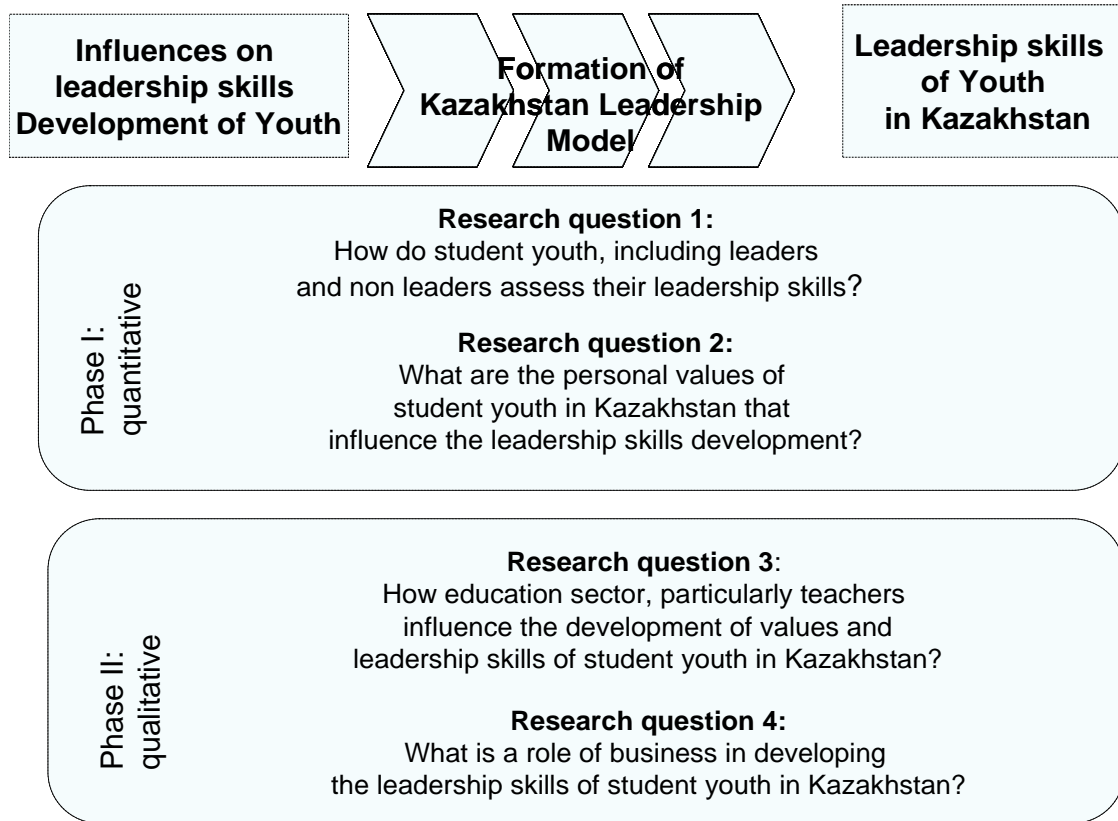


Figure 2 - Research Questions
Note: the figure is developed by author

Thus, the hypotheses are developed based on the indicated research questions:

-H: There is a value-based leadership skills gap of student-youth in Kazakhstan;

Under this hypothesis the researcher assumes the following:

H0: Leadership skills of students who are leaders are the same as the leadership skills of students;

H1: Leadership skills of students who are leaders are better developed than the leadership skills of students;

-H: There are factors and system preconditions that influence the value-based leadership skills gap which are government involvement, education sector development, business interest, globalization as well as readiness of student youth to further develop and to improve the set skills.

This chapter begins with a clarification of the aims of the research project. Then the general and specific research questions that the dissertation project seeks to answer are presented, followed by a discussion of the research strategy, architecture,

and paradigm. The chapter concludes with an outline of the research methods that are used in this study.

Research Objectives of the Project

As Low and Kifle [39] argue, today's youth, the future of tomorrow, can be seen as paving the way for the nation's progress. They have much energy and being a society's future their potential should be tapped and grow. Youth can develop and reinforce their leadership skills. In order to grow their leadership potential youth must be guided.

That is why, the purpose of this study is to examine the leadership skills gap of youth in Kazakhstan and indeed so, to some extent, if at all, youth do perceive themselves as potential national leaders.

Besides, this study will explore different solutions and even options to minimize or reduce the existing gap(s). Finally, this study will, in some ways, examine the extent to which, if at all, there is a relationship between higher education and leadership skills development of youth in Kazakhstan.

As stated in the introductory chapter, numerous studies of Rosinski, Ardichvili and Kuchinke, Hofstede, Jung, D. I., Bass, B. M. and Sosik, J. J., etc. have examined the links between values and leadership behaviors. However, these studies have not explicitly and empirically provided deep insights into the nature of the relationship between personal values and leadership skills development in the context of developing country.

With this in mind and as already mentioned in the introduction, the aims of this study are two-fold. First, from a theoretical perspective, this study aims to provide new insights regarding personal values by adding to the literature based on Schwartz' value theory [40, 41, 42] by establishing a clear link to leadership skills development on the basis of Rozhkov's identifying leadership skills methodology.

The general and specific insights learned from this study are used to develop practical recommendations for developing leadership skills of youth in Kazakhstan. Thereby, the author hopes to assist in understanding the role of personal values when Kazakhstan youth develop and successfully implement leadership skills, based on the proposed Kazakhstan leadership model.

Research Problem and questions

This dissertation focuses on the intersection between youth's values, leadership concepts and factors, influencing the development of youth's leadership skills. Based on the research problem, general research questions are phrased in line with the method recommended by [43]. According to these researchers, the problem or topic should be framed in conceptual questions that might lead to the practical application of the answers to those questions.

In line with the recommendation of Booth et al. [43], the general research questions are summarized as follows:

The focus of the research project is on the development by youth of leadership skills process. Therefore, the conceptual question concerns how the personal values

influence the leadership skills. As a result of this knowledge, youth can be helped in implementing the developed Kazakhstan leadership model.

The following particular research questions specify the general research questions, whereas the research objectives in this study are as follows:

Specific Question 1:

How do student youth, including leaders and non leaders assess their leadership skills? The findings of this question will let the researcher to identify the current state of the leadership skills of student youth and recognize the leadership skills gap.

Specific Question 2:

What are the personal values of student youth in Kazakhstan that influence the leadership skills development?

Specific Question 3:

How education sector, particularly teachers influence the development of values and leadership skills of student youth in Kazakhstan?

Specific Question 4:

What is a role of business in the development of leadership skills of student youth in Kazakhstan? Business is the place where today youth will apply their leadership skills based on the values acquired.

Situated in the field of applied science, this dissertation project is empirical: real world evidence is sought to describe and explain the role of personal values in developing and implementing leadership skills.

Research Design, Strategy and Approaches

In order to achieve internal validity, research questions must be aligned with appropriate methods, and methods should follow questions [3]. In the next section, insights into the research design, strategy, and approaches that follow from the research questions are provided so they apply to this dissertation project.

In order to determine the relevant theoretical concepts, appropriate literature was reviewed in the initial stage of the research. The main aim of the literature review was to identify a relevant conception of values, leadership concepts and models and factors that influence the development of leadership skills.

The review also provided important insights into approaches for examining leadership skills. These insights were used to design the two-phase exploratory stage of the research project, and included a quantitative study (Phase 1), and qualitative study (Phase 2). Both literature review and exploratory studies helped to provide clear answers to the research questions.

The research strategy that was chosen combines quantitative and qualitative methods in two phases of data collection, as shown in Figure 4. Clearly, the independent variables (cause) are existing values, and the dependent variables are the outcomes in terms of the leadership skills that result from particular value priorities (effect). The processes used by student youth to include their personal values in formulation of their leadership skills link causes and effects in the conceptual framework.

In the first phase of the study, data for answering Research Questions 1 and 2 were collected. For this, a survey instrument was designed and implemented that aimed at identifying leadership skills of student youth, including values believed. It was also designed to attain data for the analysis of the personal assessment of existing leadership skills of youth. It was expected that the correlation between values and skills would be determined on the basis of data collected. The questionnaire was developed and introduced by Russian expert in leadership science, Rozhkov M. This methodology has been chosen due to the factor that Russia and Kazakhstan have similar value system, considering the common historical background [44]. Rozhkov M. and his colleagues have identified the main leadership skills youth must possess, including sense of purpose, ability to solve problems, creative approach, influence, understanding of organization activity and organization abilities. In addition to the questionnaire, the researcher has separately added the questions regarding value system believed in order to identify the relationship between personal value system of student youth and leadership skills developed.

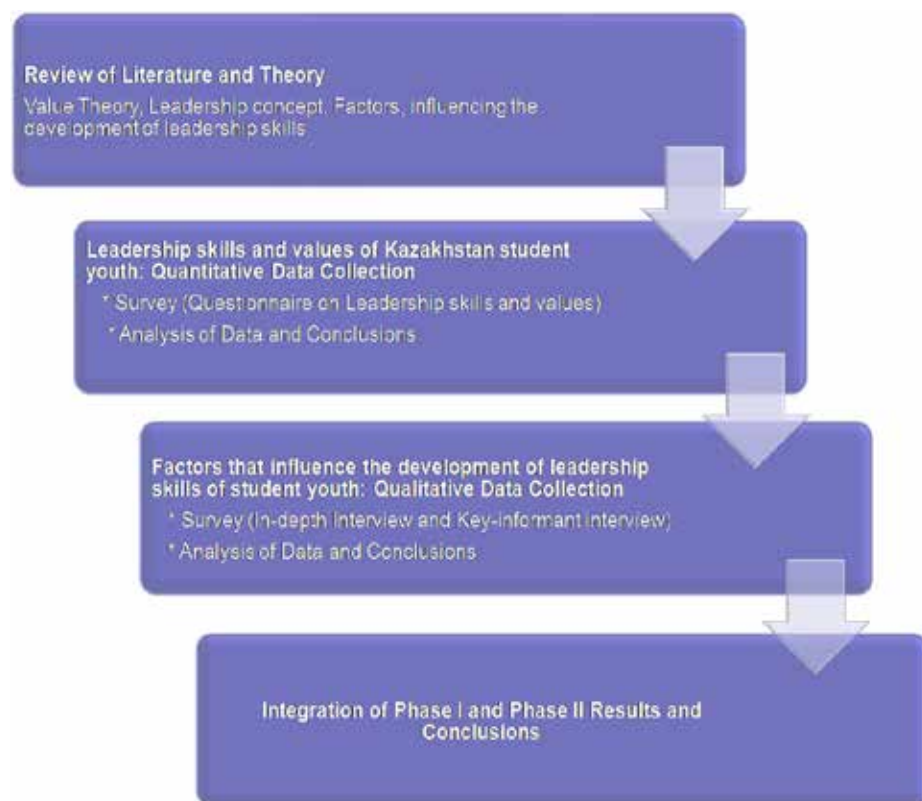


Figure 3 - The Design of the Research Project

Note: the figure is developed by author

Using the results of statistical analysis that uncovered the relationships between personal value profiles of youth and the development of leadership skills, as well as additional evidence from the document review, the interviews were identified for the second phase of the research. The main idea of the researcher was identification of influence of external factors as education sector and business on the development of value-based leadership skills. Moreover, the researcher has conducted key-informant

interview of student leaders, in order to identify the level of leadership skills developed and their values believed and examine and analyze the leadership skills gap of student youth in Kazakhstan.

Research Design

The design has five components, namely, a study's questions, its propositions, its unit of analysis, the logic linking data to the propositions, and the criteria for interpreting the findings [45]. This research will seek to deal with all mention five components.

This study [46] will use mixed methods design that includes collecting, analyzing and "mixing" quantitative and qualitative data at certain level of the research process within a study, to comprehend a research problem more fully [47]. The motivation for mixing is that neither quantitative nor qualitative methods are sufficient to follow up the tendencies and details of the situation, such as a complex issue of examining gap in leadership skills of youth in Kazakhstan in the learning environment. The combination of quantitative and qualitative methods gives the balance and allows for entire analysis [45, 47].

In quantitative research, an investigator relies on numerical data [48]. She uses post positivist claims for developing knowledge, such as cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the test of theories. A researcher separates variables and causally relates them to determine the level and frequency of relationships. Further, a researcher decides by herself what variables to investigate and thus chooses tools that will provide reliable and valid results.

Alternatively, qualitative research is "an inquiry process of understanding" where the researcher expands a "complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" [46].

In this way, the author based on the constructivist approach as well as participatory [50] perspectives makes certain knowledge statements [49]. Data analysis is based on the values that research participants recognize in their understanding. Finally, analysis "produces an understanding of the problem based on multiple contextual factors" [51]. Using both methods' approach, the researcher makes the knowledge on realistic grounds emphasizing truth on "what works" [46, 52].

The author determines the most appropriate for finding an answer to the set research question variables, units of analysis as well as approaches [45]. A major principle of rationalism is that quantitative and qualitative methods are consistent. Thus, both collected numerical and text data help better understand the research problem.

While designing a mixed methods study, three issues need consideration: priority, implementation, and integration [53]. Priority refers to which method, either quantitative or qualitative, is given more emphasis in the study. Implementation refers to whether the quantitative and qualitative data collection and analysis comes in sequence or in chronological stages, one following another, or in parallel or

concurrently. Integration refers to the phase in the research process where the mixing or connecting of quantitative and qualitative data occurs.

This study includes the recognized mixed method designs in educational research which is the sequential explanatory mixed methods design with two distinct stages [45]. The first stage includes the quantitative (numeric) data to be collected, using a questionnaire survey, based on Rozhkov’s methodology and the data will be subjected to a discriminant function analysis. The goal of the quantitative stage is to identify potential predictive power of selected variables on the distributed students’ persistence and to allow for purposefully selecting informants for the second phase.

In the second phase, a qualitative approach will be used to collect data through individual in-depth interviews, semi-structured key informant interviews, documents, and elicitation materials to help explain why certain external and internal factors, tested in the first phase, may be significant predictors of the existing leadership gap. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem, i. e., what internal and external factors contribute to the enlarging of existing gap, while the qualitative data and its analysis will refine and explain those statistical results by exploring participants’ views in more depth.

The quantitative and qualitative methods are incorporated in the design of research at the beginning of qualitative stage/phase. The results of the two stages will be also consolidated during the discussion of the results of the whole study.

Combined Research Methods

There are two conventional methods of approach to research, namely, qualitative and quantitative. These differ significantly, depending on the way one intends to generate knowledge through the type of inquiry undertaken. A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or participatory ones, or both. The key to understanding qualitative research lies in the saying that meaning is socially constructed by individuals as they interpret the world in which they live [54]. In the quantitative approach, the researcher uses interpretivism claims for developing knowledge, using surveys to produce data that is eventually used to test a hypothesis [45]. The characteristics of each approach are explained in the table 2 below, which describes differences between qualitative and quantitative research.

Table 2- Differences between Qualitative and Quantitative Research

Quantitative	Qualitative
Objective	Subjective
Research questions to ask such as: How many? Strength of association?	Research questions to ask such as: What? Why?
“Hard” science	“Soft” science
Literature review must be done early in study progresses or afterwards	Literature review may be done as study

Table 2 Continuation

Tests theory	Develops theory
One reality: focus is concise and narrow	Multiple realities: focus is complex and Broad
Facts are value-free and unbiased	Facts are value-laden and biased
Reduction, control, precision	Discovery, description, understanding, shared interpretation
Measurable	Interpretive
Organismic: whole is greater than the parts	Mechanistic: parts equal the whole
Reports statistical analysis Basic element of analysis is numbers	Reports rich narrative, individual; interpretation Basic element of analysis is words/ideas
Researcher is separate	Researcher is part of process
Subjects	Participants
Context-free	Context-dependent
Hypothesis	Research questions
Reasoning is logical and deductive	Reasoning is dialectic and inductive
Establishes relationships, causation	Describes meaning, discovery
Uses instruments	Uses communications and observation
Strives for generalization	Generalizations leading to prediction, explanation, and understanding
Strives for uniqueness	Patterns and theories developed for Understanding
Highly controlled setting: experimental setting (outcome-oriented)	Flexible approach: natural setting (process oriented)
Sample size: n	Sample size is not a concern; seeks “informal rich” sample
“Counts the beans”	Provides information as to “which beans are worth counting”

Source: the table is developed by author based on materials of Tashakkori A., Teddlie C. Mixed methodology: Combining qualitative and quantitative approaches. – Sage, 1998. – T. 46. [46]

What this researcher has in mind is to tap the benefits of both these research methods, qualitative and quantitative in data collection and the overall investigations so to better understand the issue of leadership skills gap of youth in Kazakhstan. The researcher wants to be objective (through the use of quantitative) and yet to be part of the process since Kazakhstan’s values (through the use of qualitative) need to be explored and assessed as being able to contribute to the country’s development and progress.

Two scientists, Tashakkori and Teddlie [46], have actively discussed the validity of the mixed methods approach to research. Using the given (mixed methods) approach to research, the researcher integrates methods of collecting or analyzing data of the quantitative and qualitative research approaches in a single research study [45, 46, 54]. That is, researcher collected or analyzed not only numerical data, which is customary for quantitative research, but also narrative data, which is the norm for

qualitative research in order to address the research questions defined for this research study.

The mixed methods approach to research is an extension of rather than a replacement for the quantitative and qualitative approaches to research, as the latter two research approaches will continue to be useful and important [55]. The goal for researcher using the mixed methods approach to research is to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches [55]. Of course, the strengths and weaknesses associated with the various research approaches are not absolute but rather relative to the context and the manner in which researchers aspire to address the phenomenon under study. Thus, the researcher purported to provide in-depth insight into a leadership skills gap the researcher has selected a small but informative sample, which is typical of qualitative research. Moreover, the qualitative method is a useful method because the use of interviews normally allows the respondents to express freely and hence more data can be collected for the research [56] which will be discussed further in the section to follow. Further, the researcher used inferential statistics to quantify the results, which is typical of quantitative research, as strengths worthy of combining into a single research study.

By having the ability to design research studies that combine data collection or data analysis methods from the quantitative and qualitative research approaches, researcher was able to test and build reliable theories.

Qualitative Research Method

The choice of using a qualitative approach in the context of this research gives the opportunity to obtain answers that are free from prejudices and lets the researcher to understand the responses by probing follow-up questions, as he/she is part of the research process and is not separated by merely seeking answers from respondents. The individual context and setting are paramount for this kind of research, as the conditions of the respondents are taken into consideration, including the confidential and secretive nature in which in-depth interviews are conducted, thereby giving respondents the confidence to state their opinion without fear. The information is gathered through the natural setting of respondents, making it rich. The qualitative approach allows for patterns to be created and develops background that will help the research in understanding the gap in education system of Kazakhstan that is followed by leadership skills gap and the factors that prevent obtaining the necessary skills according to respondents' opinions. This method is rich in that it gives reactions and statements and tells the researcher what he/she is looking for as opposed to just getting numbers. In view of this research, which seeks to get the context from respondents and get their own views about the circumstances surrounding them, the qualitative method will be adopted.

This view is supported by Jankowicz [57] and Ritchie and Lewis [58], who argue: "In particular, there is a fairly wide consensus that qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings

which people attach to phenomena (actions, decisions, beliefs, values, etc.) within their social worlds.”

In-depth Interviews

In-depth interviews are defined as exceptional methods to use in planning and evaluating extension programs. They are open-ended, discovery-oriented, and deeply explore the respondent’s point of view, feelings, thoughts, and perspectives, including exploring new issues in depth [59, 60]. Unlike structured questionnaires, these interviews give an opportunity for long discussions that are given in a flexible manner, as they are not controlled by questions. In-depth interviews are appropriate for this research, as they are done in an atmosphere that allows in-depth understanding of the situation as expressed by the respondent as the issue is explored. Face-to-face interviewing has been chosen, as it maximizes engagement and provides in-depth exploration of respondents’ opinions [60].

The in-depth interview merely extends an ordinary conversation into a formalized one. Individual perceptions, facts and forecasts, opinions, reactions to findings, and potential solutions can be determined [61]. In-depth interviews are important in this study, as they provide an opportunity for the participants to lead the discussion as they express their opinions in the context of their surroundings. The contextualization of information enriches that data [61]. The descriptions and interpretations will provide multiple views of the cases. Each interviewee will have a unique experience, and this is helpful in preparing issues rather than specific questions [62].

The in-depth interviews formed the basis of a discussion of specific leadership issues that affect development of youth. In these sessions, the respondents were allowed to express their objective opinions. The results were recorded and analyzed.

The target audience for in-depth interviews was the university teachers, because:

1. Teachers are those who contact youth on daily basis.
2. They can give opinion on education system in terms of higher education (universities).
3. The respondents can give opinion on motivation of youth to study and develop leadership skills (the external view on the situation).

Another audience for in-depth interviews was the representatives of employers (recruiters), because:

1. They understand the requirements of the labor market in Kazakhstan.
2. They understand the level of leadership skills the youth obtained during study in universities.
3. They can give opinion on education system in Kazakhstan in terms of higher education.
4. The respondents can provide information on development of value-based leadership in the companies.

Key Informant Interviews

Another way of qualitative research methods is the Key Informant Interview, which is a semi-structured method of interviewing respondents. This type of interview differs from other forms because the respondents are chosen on the specialized knowledge they have on the subject rather than being randomly selected [57, 58].

Key Informant Interview is useful [58] as it determines essential characteristics of the present youth and understanding of how leadership skills of youth are developing in universities and if there is a motivation for youth to be leaders. The researcher also is interested in identifying the boundaries and constraints to developing leadership skills of youth in Kazakhstan.

In this case, the researcher is interviewing the leaders of the student organizations (councils), as these people are representatives of students in universities, they know the specifics of the problem raised and can provide reliable answers for the questions of interviewer.

Quantitative Research Method

The researcher uses quantitative research method besides qualitative one. It is not enough to receive the external assessments and opinions on the existing situation. It is worthy to understand the problem from inside, thus having identified the tendencies in terms of leadership skills development. The researcher uses quantitative research to define the stated problem.

Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or disprove “alternate knowledge claims” [46]. Three historical trends pertaining to quantitative research include research design, test and measurement procedures, and statistical analysis. Quantitative research also involves data collection that is typically numeric [63]. The researcher uses the inquiry methods to ensure alignment with statistical data collection methodology.

There are three broad classifications of quantitative research: descriptive, experimental and causal comparative [64]. The descriptive research approach is a basic research method that examines the situation, as it exists in its current state. Descriptive research involves identification of attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena.

The experimental research investigates the treatment of an intervention into the study group and then measures the outcomes of the treatment. There are three types of exploratory approaches: pre-experimental, true experimental, and quasi-experimental [64]. The pre-experimental design involves an independent variable that does not vary or a control group that is not randomly selected. Campbell and Stanley [65] endorsed the true experimental design, which provides a higher degree of control in the experiment and produces a higher degree of validity. The true experimental designs result in a systemic approach to quantitative data collection involving mathematical models in the analyses. Therefore, control is limited and true

experimentation is not possible. Since the variable cannot be controlled, validity may be sacrificed.

However, the aim of the researcher is to identify the current situation in terms of leadership skills development that is why the researcher was using the descriptive research approach.

Therefore, it is worthy to understand the importance of choosing the right method to collect information for further analysis purposes. Otherwise, the researcher can face different problems in terms of reliability, validity of the information collected and correct interpretation of it.

The next chapter provides the theoretical background of the dissertation. This discussion covers value theory, leadership concepts and factors that influence the development of leadership skills. These topics are later synthesized with the empirical data to provide a basis for the assessment and conclusions regarding the research questions that have been presented in this chapter.

1.3 Analysis of the basic theoretical concepts value backgrounds

This chapter of the dissertation provides an overview of the salient literature with respect to values theory, the leadership approaches and factors, influencing the development of leadership skills. It supplies the background for the development of the research approaches used in the empirical phases of research. Furthermore, it puts survey results into perspective.

The chapter begins with an overview of values theory in general and Schwartz's value theory in particular. This is followed by a review of the pertinent literature regarding the leadership concept, existing leadership approaches and models and factors, influencing the development of leadership skills of youth. The overview of literature concerning leadership skills development concludes the literature review and ends with a summary of values that relate to leadership skills. The theme of personal values continues throughout the three topical areas of the theoretical context, with the additional theme of factors that influence the leadership skills development intertwined in both the values and leadership skills. The theoretical review finishes with several insights that relate to the research questions. They will be tested, using the results and analyses of the two stages of empirical data collection.

Introduction to Values Theory

As Joas [66] summarizes the history about the value conception, the value theory starts in 18th century where the value was connected to economic life and the study of economics. It was then a topic of philosophy in the nineteenth century before "value" entered the cultural and social sciences and became a customary term in the public in the twentieth century. Joas considered the value conception to be developed and influenced by German philosophers and scientists, who thought that the concept of "value" has strong connection with the individual doing the "valuing" (the "valuing subject"). Rutner S. M., Langley Jr. C. J [67] observe that the term "value" has been one of the most commonly used terms in modern times, and has been defined in many different ways in different academic disciplines. It is worth to

mention, that in 1950s besides philosophy there was an increasing interest in “values” theory in different fields, such as economics, management, law, sociology and psychology [66, 67]. Perhaps because the concept of values has been discussed in so many different disciplines and used in different ways, it has become problematic. Moreover Rohan [18] argued that “the status of values theory and research suffers because the word “*values*” is open to abuse and overuse... Therefore, if the concept of values is used, it should be clearly defined and delineated.” However, this is not always the case in management literature.

The researcher in the following literature on values and leadership aims to 1) explain the use of the “values” term in the context of the given research thesis and 2) provide a clear structure for the evaluation of personal values in the context of sustainability that balances economic, environmental, and social requirements.

What are “Values”?

According to Low [68], “a value is a core belief and what one strongly believes in”. The concept of personal values is frequently used to explain and predict decisions and behaviors. It is problematic, however, that the conceptions and definitions of human values are frequently inconsistent [18]. At times, the term “value” is used as a verb, where “value refers to the process of ascertaining the merit of an entity with reference to an abstract value system structure” [18]. At other times, “value” takes the form of a noun, and it represents the outcome of the process of ascertaining merit [18].

Rokeach [5] has elaborated a comprehensible definition of the values concept in his research on human values, which are reflected in many other conceptions:

- 1) the total number of values that a person possesses is relatively small;
- 2) all men (sic) everywhere possess the same values to different degrees;
- 3) values are organized into value systems;
- 4) the antecedents of human values can be traced to culture, society and its institutions;
- 5) the consequences of human values will be manifested in virtually all phenomena that social scientists might consider worth investigating and understanding. (p. 3).

Rokeach [5, p.27] defines that

“a value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence”.

Further, Low [68] considers critical society to have values, otherwise society disintegrates. Thus, values are organized into value systems in which “a value system is an enduring organization of beliefs that concern preferable modes of conduct or end-states of existence along a continuum of relative importance” [5]. Though Rokeach identifies the existence of value systems, he suggests no specific structure for values. In order to define the behaviors that are preferred or even obligatory as well as the state of desirable or undesirable it is critical to obtain certain values and norms that would provide both groups and individuals with guidelines in regard to

mentioned behavior [5]. In this case Rokeach identifies these values differentiated from norms as “specific obligatory demands, claims, expectations, rules”.

While the role of values in guiding behavior is taken for granted by many management theorists [69, 27, 70], there is little agreement regarding the nature of the link between values and behavior in general [71, 33].

Rokeach [3] suggests that value systems and prior beliefs direct behavior in specific situations based on certain motivations; nevertheless researcher presents no solid evidence to identify a link between values and behavior. Meglino and Ravlin [33] make a concrete association by summarizing values literature to demonstrate that the assessment of decisions and resulting behavior is related to individual values.

Whereas choices and behaviors are guided by values, particularly when the values are implicitly or explicitly triggered, they are also part of an individual’s self-concept [72]. In their study of the relations between values and behavior, Bardi and Schwartz [71] find that values motivate behavior. However, normative pressures can blur the relationship between the two if they are strong enough. As Bardi and Schwartz [71] argue the strength of the relationship between behaviors and values depends on the values. These researchers identified strong enough relationship between related value-expressive behaviors, expressed primarily by one value and stimulation and tradition values. Moderate relationships were found for hedonism, power, universalism and self-direction values. The weakest relationships were found for security, conformity, achievement and benevolence values. Jagodzinski [73] suggests findings of Bardi and Schwartz by developing the relationships between “collective cultural values, individual value priorities, and behavior”. Thus, individual values, despite the fact that they are influenced by societal values via socialization process, affect individual’s behavior directly. Besides direct influence of values, behavior is also under influence by societal preferences, including other situational variables.

Based on the work of Verplanken and Holland [72], Schwartz [40, 42] elaborates conception on how values are activated and four stages of occurring association between values and action. An important requirement for values to be reflected in behavior is that the relevant values are triggered. This precondition implies that the values exist consciously or unconsciously, and that they are important to the individual for the evaluation of a given situation or action. Second, values lead to an automatic, unconscious preference of particular actions that help to achieve valued aims due to motivational aspect. Thirdly, it involves values in their function of focusing attention, perception, and interpretation in any given situation.

Finally, when activated, values affect the planning and implementation of action in order to promote behavior that is consistent with higher values. In this regard Bansal [74] suggests that, in connection between values and actions, values may be less obvious than concerns. These concerns may result because of cognitive dissonance, occurring when there is a difference between what exists and an individual’s expectation. This dissonance stimulates an action and, as a result concerns are rather linked to action than to values [74].

Bain, Kashima, and Haslam [75] studied the nature of personal values and identified that human values include beliefs that come from definitions, principles, and objects that are created by individuals to serve specific purposes. They understand that the significance that people pay attention on individual values is related to beliefs about human nature. This has certain suggestions for the way in which individuals react in situations that are value-laden.

While various theoretical frameworks have been proposed in order to understand values, two central values theories have emerged over the past decades: Rokeach's conception of values and the Schwartz values theory. Both continue to provide the basis for much of the leadership-related research regarding values. Schwartz' theory on values is influenced by both Rokeach and the work of Hofstede, a social theorist [6]. Schwartz' value theory is frequently used in research on behaviors or attitudes in terms of the underlying values held by an individual or group. The researcher seeks to recognize the contribution (effect) of leadership values on student youth of Kazakhstan, values theory developed by Schwartz is the appropriate theory to be used in this research. The content including origins and development of the values system theory of Schwartz are summarized in the following section.

Introduction to Schwartz' Values Theory

Analyzing and building on the work of other value theorists, S.H. Schwartz summarized five main features that are common to all conceptions of values:

1. Values are beliefs. These beliefs are tied to emotion and not to objective ideas.
2. Values are a motivational construct. That is, they refer to desirable goals that are worth striving for.
3. Values transcend specific situations. The abstract nature of values distinguishes them from norms and attitudes, which refer to more specific actions, objects or situations.
4. Values guide selection or evaluation (of actions, policies, people, and events). In this way, values can be understood as standards or criteria.
5. Values are ordered by relative importance to one another.

Individuals hold values in ordered systems that include priorities. The hierarchical nature of values also differentiates them from attitudes and norms [21, 22, 40].

Schwartz [22, p.33] defines values as “desirable, trans-situational goals, varying in importance, that serve as guiding principles in people's lives” and sees values as derived from three universal human requirements: (a) needs of the human organism based in biology, (b) requirements for social coordination between individuals, and (c) requirements that result from the needs for survival and welfare in groups [21, 22, 40].

Schwartz' values theory involves motivational, interest-serving aspects of values. Schwartz and Bilsky [8] identified individual groupings of the universally accepted 57 values derived from Rokeach's specific lists of values. The group lists are basing on the motivational aspects of 57 values researched by Rokeach. The

researchers identified ten basic motivationally distinct values areas. These are defined and described in Table 3.

Table 3– Schwartz 10 Basic Values

No.	Basic Value	Central Motivational Goal	Representative values
1	Self-Direction	Independent thought and action: choosing, creating, exploring	Creativity, freedom, independence, curiosity
2	Stimulation	Excitement, novelty and challenge in life	Daringness, a varied life, an exciting life
3	Hedonism	Pleasure and sensuous gratification for oneself	Pleasure, enjoyment in life
4	Achievement	Personal success through demonstrating competence according to social standards (emphasis on active demonstration of successful performance in concrete interactions between individuals)	Success, capability, ambition, influence
5	Power	Social status and prestige, control or dominance over people and resources (emphasis on attaining or preserving a dominant position within the social system)	Social power, authority, wealth
6	Security	Safety, harmony and stability of society of relationships and of self	Family security, national security, social order, cleanliness, reciprocation of favors
7	Conformity	Restraint of actions, inclinations and impulses likely to upset or harm others and violate social expectations or norms (entails subordination to persons, cooperation to avoid negative consequences for one-self)	Politeness, obedience, self-discipline, honor parents and elders
8	Tradition	Respect, commitment and acceptance of the customs and ideas that traditional culture or religion provide the self (focused on subordination to abstract objects such as traditions and ideas)	Humility, acceptance of my portion in life, devotion, respect for tradition, moderate
9	Benevolence	Preserving and enhancing the welfare of those with whom one is in frequent personal contact (the “in-group”) (internalized motivational base for cooperative social relations)	Helpful, honesty, forgiveness, loyalty, responsibility
10	Universalism	Understanding, appreciation, tolerance and protection for the welfare of all people and nature	Broadminded, wisdom, social justice, equality, a world at peace, a world of beauty, unity with nature, protecting the environment

Source: the table is developed by author based on the materials of Schwartz S. H. A theory of cultural value orientations: Explication and applications //International Studies in Sociology and Social Anthropology. – 2006. – T. 104. – C. 33. [22].

Both Schwartz and Rokeach assume that the indicated basic values could be used across all cultures. Different researchers found an evidence of the given assumption validity, including the range of the ten basic values [7, 8, 21, 22, 40].

In this way, values are considered to be the codes of internal conduct. Our first values are given to us by our parents, and these are added to by those values given to us by our peers, our teachers, and the wider community. Our moral values are often sourced from our faith systems. It is from these that we select the principles which rule our lives and our behaviors.

In this way, human values often include universal principles such as truthfulness, honesty, fairness, justice, honor, etc. These principles are often vital for our personal and social development. Putting things back to front, we can often work out what values are present when we analyze either ourselves or others, for behavior reveals choices, and choices are based on our values.

A belief that is something that one holds close to one's heart and also puts it into practice. Values indeed assist individuals to gain “a secure understanding of what the meaning of one’s life may or ought to be ... constitute ... having attained psychological maturity” [76, p.4].

In other words, “at the individual level, values express broad, trans-situational motivational goals, affecting individuals’ interpretation of situations, preferences, choices, and actions. At the national level, values reflect the solutions groups develop in response to existential challenges and relate to the way social institutions function” [77, p.180].

Human Values

Human Values are those universal concepts, drivers of action which are found in all cultures, societies, times and places where human beings lived. These kind of values are arisen from people’s beliefs. One implication of this is that values, although they may be relatively stable over time, are not fixed for a person for life. Experience that impacts and molds beliefs will likewise influence values. In fact, the evolution of human values is a function of the development of a person’s beliefs, according to Chippendale [78]. People live in a matrix of tension between different “attractors”, tensions such as security versus adventure, concern for self-versus concern for others, narcissism versus desire for intimacy.

In developing professionally or as a leader, people necessarily encounter the human values that are inherent to the role they are taking on, and they may need to make significant personal changes in order to fulfill the potential of the role. A new manager, for example, may come into a situation where challenges need to be addressed, such as reducing costs, restructuring, creating a new strategic focus, introducing new technology or building a new organizational culture. In order to achieve a positive outcome, they will need to integrate, and reconcile, a great many different personal qualities – qualities that inherently consist of a commitment to a set of human values. As Knafo, Roccas and Sagiv [77] argues those qualities are identified as visionary, inspirational and motivational, honest, trustworthy, credible, having integrity, caring and empathetic, having focus and clarity and supportive.

Knafo's et al. [77] conclusion suggests that becoming a leader will invariably require a person to exercise increased self-awareness, to re-evaluate their current skills and attitudes, and to engage in new practices that will reshape their perception of self. This is a developmental process that leads to an examination of one's personal values. Lewis, Haviland-Jones and Barrett [79] say that to become a leader we must begin with self-leadership, which he sees as learning the shift from "I" to "we", from a preoccupation with our own survival to a consideration of others, towards greater inclusiveness and a sense of connectedness. In making this shift, we face the fears that separate us from others.

A similar account can be given of the development from novice to expert, showing that human values lie at the core of this development process. The subject matter will differ in many respects from managerial/leadership skills, but when it comes to identifying the common qualities of vocational or professional experts, it can be seen that these qualities will include human and ethical values as well as cognitive and physical/technical competencies. Such qualities include honesty, commitment, positive self-esteem, adaptability, teamwork, problem-solving, initiative and positive attitude towards learning [80].

Cultural Values

In his article "Value matters or do values really make a difference!", Low [68] discusses values in terms of cultural aspects. The key elements of cultural system are spoken and written languages, customs, religion, rituals, norms of behavior, etc. Culture is defined as "the integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations" [81]. It is the customary beliefs, social forms, and material traits of a racial, religious, or social group, in other words, the set of shared attitudes, values, goals, and practices that characterizes a company or corporation. People start learning from the childhood cultural norms [82] in terms of thinking, feeling, and acting in compliance with their society's core values or key beliefs [82], while forming the traditions to be learned by their children [83].

Cultural beliefs form the values that influence the actions and behaviors both creating and governing societal norms. Cultural values may influence the extent to which nations care about the well-being of current and future generations of children [84]. Cultural values impact progress because they impact on perceptions [85]. Education, frugality, and prudence are listed within the top ten cultural values that promote progress [86, 87, 88].

Den Hartog et al. [89] note, "the attributes and entities that distinguish a given culture from other cultures are predictive of the practices of organizations of that culture, and predictive of leader attributes and behaviors that are most frequently enacted, acceptable, and effective in that culture".

Cultural values are commonly shared principals about what is right or wrong, true or false and so on. Sun and Xu [90] argue, that the arena of cultural values can be viewed for a company as small as each employee's personal set of decisions as to what is acceptable. These decisions can be set in identifying if the existing cultural

values are fine and no other different values are required or needed. They also could be considered to be flexible and capable of matching to the cultural values as inside and so outside of their organizations. For sure, occasionally they would have to be required to adjust values as their working environment and conditions change.

On the other hand, the area of cultural values can also be as large as an entire company or society full of people's shared values about what is acceptable or not [91]. In this way, it is hard for employees within an organization or those people in a society, for instance, to find consensus on cultural values. Nevertheless, cultural values are applicable on different levels such as national, regional, and other smaller subsets of human and natural impact. Such influence can become better shared as the unit of national identity is becoming smaller, up to the family or individual level of humanity [90].

Importance of Values

According to Hooijberg and Petrock [91], every individual is involved in decision making process on a daily basis. The decisions individuals make reflect their personal beliefs about what they think is important. The decisions organizations make demonstrate the cultural beliefs about what is considered to be important. Thus, the made decisions are the expression of people's personal and organizational values. Hooijberg and Petrock [91] believe that the values of an individual should be identical to the values of their organization. Only in such cases there will be values alignment between individuals and organization. However, if there is a difference between values of an individuals and their organization, there is a high risk of values misalignment.

Companies that seek to align the values of the organization with the values of their employees, and vice versa, are more successful and are more focused on the needs of their employees and their customers. Moreover, executives with sharing similar values will be more likely to agree on the beliefs that would assist to an organization's development and success. Better agreement on shared values and beliefs make better collaboration and less uncertainty on what and how to do. Moreover, similar views among team members make the process of communication and coordination easier, and in result, the decision-making is more effective and efficient. On the other hand, different perception of values can bring to weakened team integration and communication complications. So, organizations that don't possess the mentioned values alignment are rather inward looking, bureaucratic, and stressful and could be financially successful. Nevertheless they find it difficult to recruit, develop and work with talented people. In contrast, companies that tend to develop values alignment possess fewer problems in attracting and retaining talented people. They know what their people need and they know how to provide the required.

Thus, if to consider the education organization, sharing values between subordinates and management, including teachers and student youth gives the competitive advantage to such organizations, because "Values for trust and camaraderie increase shareholder value,... organizations that consider the interests of subordinates, customers, and stockholders greatly outperform those that do not,

...Organization change efforts fail when culture is ignored... Value-based leadership increases job satisfaction and bottom-line performance” [92, p.48].

Kazakhstan Leadership Values priorities

The researcher suggests Kazakhstan Leadership Values to consist of three level values (Figure 4): human values, nations’ values and country’s values.



Figure 4 – Types of Kazakhstan Leadership Values

Note: the figure is developed by author

Human Values

As it was discussed above, the human values are the basic in upbringing the younger generation, especially when it comes about moral values. In order to become a successful leader: it is of great importance to have a clear mind, open heart, honesty and justice. These values are eternal and are brought from the centuries. Moreover, they are present in other cultures, livening in Kazakhstan. And this makes the human values discussed the most valuable in terms of Leadership Values [92].

Nation's Values

According to Daniluk, Kondakov and Tishkov [93], the main content of the spiritual and moral development, education and socialization are the basic national values, stored in the socio-historical, cultural and family traditions of the country, forwarded from generation to generation that ensures the successful development of the country in the present conditions. The system of basic national values underlies the idea of a single nation and availability of basic social forces to civilian consolidation on the basis of common values and social meanings in solving national problems, including the education of children and youth. Achieving consensus on the basic national values will strengthen the national unity of the country educational area and demonstrate the open, dialogic, cultural and social

dynamism. The examples of the national values include: patriotism, family, and respect to labor, religion issues and other values.

As discussed above, the national values had been developed and kept among Kazakhs. They are: seniority, respect, hospitality and family.

The family is the basic form of government and foundation for the country development. In other words, Kazakhstan legislation recognizes the family as the foundation of the nation.

Family is one of the most vital aspects of an individual's life. The process of upbringing defines the quality of the family, including the impact on children. Thus, the family atmosphere becomes a part of children's personality. It is important to establish the essence of family for children, because the family is the one constant they will have in their lives. In other words, a family plays important role in encouraging the link between siblings, as well as between parents and their child. Good family background is a future investment of their children who will lead in the next generations. This guarantees that families with good upbringing contribute considerably in development of the country.

The described values make the Kazakhstan leaders strong and effective in terms of understanding the specifics of local culture, including people, living in Kazakhstan [92, 93].

Country's Values

Human and Nation's Values are the values that come from the childhood. As for the Country's Values, each country is positioned according to its people's values and not its geographical location. They reflect the common current values of the home country. Thus, historically Kazakhstan has become the multicultural country. Kazakhstan people value this and try to live in peace and learn the best practices from other nations living in Kazakhstan. Moreover, multiculturalism is a movement advocating the representation of multiple cultures in education, government, and other institutional settings [94]. As discussed previously, Kazakhstan is one of the countries with multicultural values and these are unique due to a big number of nationalities living on the territory of Kazakhstan. Following these values, Kazakhstan can build a strong State. Moreover, the values can assist in developing country and gaining stability in every respect: economy, policy, society and so on [93]. Moreover, multiculturalism as well as value of diversity [95] can become the competitive advantage for Kazakhstan as Global Nomadic Leaders can be developed on the basis of the variety of different nationalities' values [95]. According to Burrus, "Masters of multiculturalism, raised in a multiple countries, speaking multiple languages, Global Nomadic Leaders are highly mobile and adaptive individuals, thriving on change and gifted with multicultural intelligence. They readily understand how to run business and manage employees across cultures, promoting cohesion while respecting diversity" [95].

Learning is also the country's value – today younger generation is more educated and developed than the previous one, because of the number of education organizations existing in Kazakhstan.

Diversity is considered to be the country's value, because leaders then can communicate followers, using different approaches and take the best from people of different nationalities.

The figure 5 below presents the elements of existing values in Kazakhstan, including human, nation's and country's values.



Figure 5 – Elements of Kazakhstan Leadership Values

Note: the figure is developed by author

1.4 Current general theoretical Backgrounds in Leadership Concepts

The issue of leadership in the context of its place in youth's development and, in various human terrains has elicited series of scholarly attentions over the years. Leadership has become a fundamental interest not only in organizations, but also within a whole society, including public sector where in today's world everything commences and finishes with the issue of leadership and its types. In fact, leadership decides on the successes or failures of any human undertaking [93].

There are a number of leadership theories today that identify the leadership styles as transforming at a rapid pace to follow with globalization. Leaders working in such an unstable environment are preferred to possess a certain set of skills. Some of the general ideas which other theories include in leadership definitions: leading by example, motivation, inspiring, help to others to realize their potential, exerting influence, making a difference and unselfishness.

Leadership Concepts

The problem of leadership as a scientific and practical problem arose in the first half of the twentieth century and according to the number of the leading scientists, at present time there is an insufficient elaboration of the methodological problem elaboration [94].

In the first half of the twentieth century the most popular were the features of the leadership theory. This theory recognizes the innate and unique features of the leader, therefore the leadership has been considered as a socio-psychological phenomenon and a combination of the outstanding traits that provide leaders with an opportunity to advance, take a leading position and hold the power due to the presence of these unique features. The number of leaders' features has been highlighted, such as intelligence, tact, sense of humor, ability to forecast, ability to attract attention, energy, strength of character, etc. Therefore, the main challenge for researchers was to find the unique and typical features of the number of leaders.

A major shortcoming of leadership trait theory is the assumption that

- in order to become a leader, it is important for him/her to possess innate ability, in other words, a leader initially endows with certain traits, which genetically passed to him/her;
- the limited number of people possess the ability to lead [96].

Intelligence abilities	Personality traits	Acquired skills
<ul style="list-style-type: none"> • Mind and logics • Discretion • Insight • Originality • Conceptuality • Education • Knowledge of business • Speech development • Curiosity and cognition • Intuition 	<ul style="list-style-type: none"> • Self-starter • Flexibility • Vigilance • Creativity • Honesty • Personal Integrity • Courage • Self-confidence • Poise • Independence • Autonomy • Ambitions • The need for achievement • Persistence and tenancy • Energy • Authoritativeness • Performance • Aggressiveness • Striving for excellence • Obligation • Compassion 	<ul style="list-style-type: none"> • The ability to enlist the support of others • Ability to cooperate • Ability to gain popularity and prestige • Tact and diplomacy • Ability to take the risk and responsibility • Ability to organize • Ability to convince • The ability to change him(her)self • The ability to be a reliable • Ability to understand the joke and humor

Figure 6 - Common Leadership features of successful leaders

Note: the figure is developed by author [97, 98]

Consequently, it turns out that the leader and leadership is a product not only of specific social conditions, situations and relationships but complex congenital biopsychic properties that give a person a power.

Low [97] has found that this theory does not take into account the following circumstance: acting as a leader creates or facilitates the formation of certain leader's

features, if a person performs this role for a long time, the interiorization of the role regulatory requirements occurs, and this leads to the strengthening of personality traits required for effective leadership. For example, self-confidence, perseverance required to lead people form and reinforce these leader’s features, and the part of his/her social role, becomes a part of his/her “self – concept”.

The study of leadership continued until the mid of eighties. Four groups of leadership feature were identified: physiological, psychological, or emotional, mental or intellectual, and personal and business. The results are demonstrated in the Figure 6 above.

A new stage was the concept of leadership behavior [98]. Starting with the question who is the leader, the researchers further continued with the question of how and what leaders do. The most famous theory, which is still used in practice - the three leadership styles, developed by Levin: authoritarian, democratic, passive (permissive, liberal and permissive). The short description of each of the leadership styles are presented below in Table 4.

Table 4– Three leadership styles

Criteria	Authoritarian	Democratic	Passive
Nature of style	Concentration of power and responsibility in the hands of a leader	Delegation of authority with holding key positions at leaders	Leader disclaims responsibility and repudiation of authority in the favor of group/organization
	The prerogative in setting goals and choosing the means	Making decisions separately by level of participatory	Presentation of opportunities for self-government in the desired mode of the group
	Communication flows are from the top	Communication is active in two directions	Communication is mainly based on the “horizontal” basis
Strengths	Attention to the urgency and order, the ability to forecast the result	Strengthening of personal commitment to work via participation in governing	Allows to start the business according to personal vision without interference of leader
Weaknesses	There is a tendency to limit the individual initiative	The democratic style requires a lot of time	The group ca lose the speed ad direction without interference of leader

Source: the table is developed by author [98]

Within four months Levin [98] conducted experiments in three groups of ten years old boys, where each group was led by appropriately trained students and demonstrating different styles of leadership.

It was found that, although boys prefer a democratic leader, more productive, they were under an authoritarian leadership.

More recent studies have also confirmed the fact that the democratic style is not always the most productive. Thus, the study of 1,000 workers found that those who frequently interacted with the managers of the department preferred and were satisfied with the authoritarian leader. Workers in the following professions as police officers, administrative assistants and firefighters had demonstrated the same attitude towards autocratic leadership style. In the long run any direct relationship between the style and the effective leadership has not been found.

The next area of leadership - Situational Leadership, developed by Stogdill R. [99], states that a person becomes a leader not because of his/her traits and features, but because of the situation. The personality of the leader, shown in one situation may not be the same in other circumstances.

The key problem of this conception is that it does not explain the reason of stable unchangeable nature of leadership with such dynamic variables.

Hanges, Javidan Dorfman and Gupta were the ones that have discovered Leadership as a function of the group [100]. They distinguished the leader as an individual that focuses on the core/key values of the group itself. The leader of the group members is a person who can make the achievement of group goals and satisfy their needs. Thus, the essential elements of a particular situation are the interests, expectations, needs of group members. The role of followers becomes important, but they can weaken or strengthen the influence of the leader, so the leader, in order to retain power, should listen in his/her actions to the opinion of followers. However, this theory implies that each member of the group can be a leader.

In the early 60's there were attempts to combine all the concepts of leadership in one, named synthetic theory of leadership [101]. Many researchers indicate the need to take into account three important variables:

- 1) the purpose of the group;
- 2) the leader's personality;
- 3) the factors, determining the change in group behavior.

Kotter J. [102] put forward the idea that the effectiveness of group activities is determined by three factors:

- 1) the structuring of the problem;
- 2) the relationship of the members;
- 3) the power of the position of the leader.

He came to the following conclusion: the leader, focused on the task, is most effective when the situation in the group is either very favorable or extremely unfavorable; leader, focused on the relationship is most effective in situations moderately favorable or unfavorable to him/her.

All further attempts at development and integration theories were unsuccessful. This has led to a paradoxical situation where there were as many definitions of leadership as there are people trying to define it.

There are a number of attempts of dynamic analysis of leadership as a process, that is, to consider leadership as a process of exchange, in which the leaders and followers depend on and influence each other. Many models are based on the following scheme: the leader - environment - followers. A lot of attention is paid to research how leaders themselves explain the successes and failures in their activity.

There is another very well-known concept of leadership - the theory of the image of the leader, in other words, charismatic leadership. Practice has shown that people are showing great interest to this theory [102,103].

Charisma is a form of influencing others through personal appeal, calling the support and recognition of the leadership and charisma that provides charismatic leader with the power over followers. Many people believe that getting the charisma associated with the ability to find the admirers and fans of the charismatic leader, and even change them composition depending on the situation. Others define charisma as a set of specific leadership skills and behavior of the leader.

Charismatic leader is a person who, because of his/her personal features, can have a profound impact on the followers. The leaders of this type have a high need for power, have a strong need for work and are convinced in the moral rightness of what they believe in.

Studies suggest that negative side of charisma is associated with the usurpation of personal power or complete focus on the leader himself, and the positive side is associated with an emphasis on shared power and a tendency to delegate the part of power to the followers. This helps to explain the difference between leaders such as Hitler, Lenin, Stalin and such as Sakharov, Martin Luther King and the like. In general, the charismatic leader is associated with self-confidence, a high sensitivity to the external environment, vision of problems' solutions beyond the status quo, the ability to bring that vision to a level understandable to followers and encourage them to act; extraordinary behavior in the realization of his/her vision.

Kotter [102, p.5] argued that leadership is "getting people to act without coercion". There are alike definitions developed by famous researchers on leadership such as Bass [103]; Bennis and Nanus [104]; Kouzes and Posner [105] which have elaborated the foundation for research and application of leadership development programs.

Following the discussion on leadership definitions, Puccio, G., Mance, M., & Murdock [106] have defined leadership as "one of the most observed and least understood phenomena on earth". It is critical to mention that the majority of the leadership research conducted over the past several decades has supported in gaining better understanding of the leadership styles history as well as approaches and their influence both on individuals and groups. Thus, the research in current years has been aimed at a better and thorough insight of what makes a leader effective as well as efficient [102, 103, 104]. Despite the fact that leadership was considered as an inborn ability to have an impact on groups and individuals by controlling the behavior of all

group members, leadership styles have progressed and extended afar from influence, including motivation and inspiring others to assist to achieve the set goals and objectives [105, 106, 107].

Nevertheless, most researchers believe the leadership to consider a process where an individual applies influence over other people to structure the activities and relationships in a group. This gives an understanding of why people are following certain individuals and not others. Leadership implies being able to inspire others. The leaders are able on intuitive level use both verbal and non-verbal languages, tapping into unexpressed thoughts and putting them into verbal expressions letting followers to feel less anxious since the vision is created and as a result bring to fruition.

Moreover, a leader must inspire his/her followers, make decision on behalf of the group as well as collaborate and communicate their decisions to others [108].

In this way, being a leader involves several features such as being able to form a vision concept, have energy, power and transparency to communicate the formed vision and certain flexibility to continue the development to bring the vision to reality. Moreover, leading is often to do with working at more intangible level, carrying people and ability to overcome uncertainties of not knowing.

Basically, the definitions of leadership competence discussed above consider a number of common characteristics such as high levels of energy to influence others and to take certain actions; intuition and conceptualization ability; and, highly significantly, resilience and the capacity to contain anxiety over a period of time.

It is also significant to emphasize the importance of a leader's character and integrity in building up the trust necessary for the leadership to be exercised over a period of time.

All of these definitions talk about being a leader: to be influential, have followers, unite people. However, none of them indicate in the leadership definition the effectiveness and efficiency of the leader, skills the leader should possess and what is meant to be a leader for a young follower.

Despite much debate and disagreement concerning how 'leadership' should be defined, there is a common understanding of leadership among writers and researchers that at its core today leadership matters as young generation can be more efficient and effective following the true leaders - role models which influence, motivate and inspire them for better performance.

As Bryman [109] argues however, even this a social 'influence process' is not without its problems since it is unclear how one is able to differentiate leadership from other social influence processes in group and organizational contexts. Likewise, how one distinguishes the concept of leadership from such concepts as power and authority, which involves as well certain influence on complex social processes.

Lussier R. and Achua C. [110] in a recent review of leadership theory have argued that there are four common subjects in current leadership concepts. They also suggest that leadership is a process that involves influence, occurring in a group context, and it involves the achievement of goals. Interestingly, there is considerable overlap between these four themes and what Porter L., Angle H., Allen [111] views

as the four problems that make a shared understanding of leadership definition difficult to obtain and as a result to gain consensus around the topic. These were described as:

- “The process problem”: is leadership derived from the personal qualities or traits of the leader or is followership induced through some social process in which leaders and followers are engaged?

- “The position problem”: does leadership stem from formal authority – what Grint calls ‘being in charge’ – or from informal influence – described as ‘being in front’?

- “The philosophy problem”: is leadership an intentional, causal effort on the part of the leaders, or follows the actions determined by the situation? In other words, is ‘leadership’ attributed by followers after the event?

- “The purity problem”: is leadership embodied in individuals or can groups be leaders?

These and many other concerns have led to continued debates surrounding the appropriate object of study with regard to leadership. For instance, should studies of leadership be concerned with ‘formal’ or ‘informal’ leadership? Are these the same phenomenon, or should they be treated differently? What about the complex relationship between leaders and followers? Porter L., Angle H., Allen [111], for example, ask whether it is always the ‘leader’ who leads the ‘followers’ and under what circumstances this relationship may be reversed.

Thus, considering the existing leadership concepts, including traits theory, behavioral styles theory, situational theory, leadership presence as well as the functional theories, for developing leadership model appropriate for Kazakhstan, the researcher pays serious attention on the Adair’s action –centered model and McGregor’s theories X and Y. These concepts are good for applying and better understanding of existing leadership styles development in Kazakhstan due to the assumption that one conceives of leadership not as a person but rather as a set of behaviors that help a group perform their task or reach their goal. As discussed earlier, task and result orientation is true for Kazakhstan because of the common Soviet history with Russia and thus sharing common values and beliefs. As a result, in order to better understand the leadership, the author further discusses the Action-Centered Leadership Model, created by John Adair and McGregor’s Model, which discusses Theory X and Theory Y. These two models provide a better understanding on how leadership works in Kazakhstan and how it can be applied to development of leadership skills of Kazakhstani Youth.

Action-Centered Leadership Model

For the past 20 years leadership is the topic of management development programs because many leadership theories have been proven to inspire employees to achieve department and organizational goals [112]. It is important not only to recognize a challenge for leadership but also take first step in awareness that leadership is a demanding and vital vocation [113].

The action centered leadership theory proposed by John Adair is based on the three areas of managerial leadership activity. This Leadership model provides a great blueprint for leadership and the management of any team or group. Action-Centered Leadership is a leadership model, which makes it easy to remember and apply, and to adapt for different situations.

The main idea of this theory is to manage team, achieve task and develop individual and do these three things simultaneously. The areas of overlap in three interlocking circles are important particularly the one in centre. The leader is effective when he/she keeps the balance and the amount of attention given to each circle is approximately equivalent [113]. The theory is focused on what leaders need to do to be effective emphasizing more on training of leadership skills and less on selection [114].

Good leaders should have full command of the three main areas of the Action-Centered Leadership model by keeping the right balance, forming morale, getting results developing teams, improving quality and productivity. Being able to use each of the elements according to the situation is the indicator of a successful leader.

The three parts of Adair's Action-Centered Leadership model are commonly represented by three overlapping circles, developed by John Adair. Adair's famous 'three circles' model is one of the most recognizable and iconic symbols within leadership theory. So, the ideal position of circles within action centered leadership theory is presented below in Figure 7.

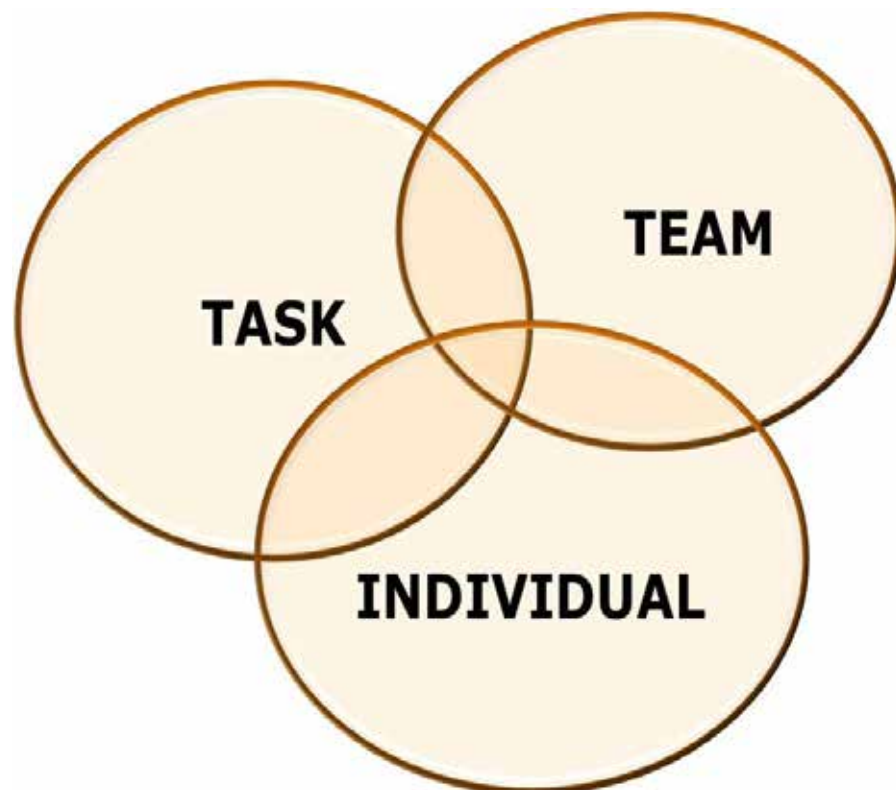


Figure 7 - Action-Centered Leadership Model

Source: The figure is developed by author based on materials of Adair J. E. Action-centred leadership. – Maidenhead : McGraw-Hill, 1973. [115]

This is a demonstrative model to explain leadership development in Kazakhstan. Previously, being part of Soviet Union, Kazakh leaders are more task oriented rather than individual and team. This is true, because most of purely Kazakhstani companies are money and profit oriented, though there is a low tendency on understanding the approach of individual's and team's development. This situation directly refers to improvement of youth's leadership skills. Most employers prefer to hire high level professionals rather than young perspective specialists, explaining that there is no time, people or money to develop future leaders. However, Kazakhstani government makes different attempts to improve the position of Kazakhstani companies and provides different laws and regulations on improvement of skills of Kazakhstani young specialists, particularly, the development of vocational and competency-based skills. Such skills would be useful more in regard to aims and objectives' execution, rather than leading and strategic thinking, in other words, 'task circle' development. As for the tendency on changing employers' position, there are a lot of conferences and round tables with representatives of the Government and best practice foreign companies to pay attention on the development of human capital in Kazakhstan and thus, find a balance between task, team and individual-orientations.

So, the Adair model is that the action-centered leader gets the job done through the work team and relationships with fellow managers and staff. According to Adair's [115] explanation an action-centered leader must:

- direct the job to be done (task structuring). The 'task' circle is what organization expects from employee to accomplish. In other words the leaders have to be effective in work performance and make sure that job is done or produced effectively.

- support and review the individual people doing it. The 'team' circle means how to build a good team to produce work effectively. Nurmi [116] argues that teamwork facilitates management and leadership, improves communication and creates innovation. According to Rees and French [117] leader is a linker who brings together all talents of team members to have a winning team.

- coordinate and foster the work team as a whole. The 'individual' circle is attention to every individual of the team. The leader has to pay attention to these employees in order to have a winning team. On the one hand task orientation challenges individual to get new knowledge, skills and experience. Moreover, a positive approach towards work performance allows individual be closer to a leader and have opportunity to learn leadership skills. On the other hand a Maslow's hierarchy of needs representing physiological safety, affiliation, esteem and self actualization needs may affect individual at stage of self esteem to take another approach towards task orientation style. At this stage person need motivation, recognition as result of effective work from others and establish reputation or own status in organization [115]. Therefore it is important for leader to listen to individual, provide assistance, pay attention when required and create healthy team atmosphere where new ideas are born and as a result encourage people to new products, developments, services and effective work performance.

Thus, the researcher summarizes it in the Table 5 as follows: the challenge for the leader is to manage all sectors of the Figure 7:

Table 5 – Activities of Action-Centered Leadership Model

Circle	Activities
Team	<ul style="list-style-type: none"> - establishing, agreeing and communicating standards of performance and behavior; - establishing style, culture, approach of the group (soft skills); - anticipating and resolving group conflict, struggles or disagreements; - assessing and changing as necessary the balance and composition of the group; - developing team-working, cooperation, morale and team-spirit; - developing the collective maturity and capability of the group - progressively increase group freedom and authority; - encouraging the team towards objectives and aims - motivate the group and provide a collective sense of purpose; - identifying, developing and agreeing team- and project-leadership roles within group; - enabling, facilitating and ensuring effective internal and external group communications; - identifying and meeting group training needs; - giving feedback to the group on overall progress; consult with, and seek feedback and input from the group.
Task	<ul style="list-style-type: none"> - identify aims and vision for the group, purpose, and direction, define the activity (the task); - identify resources, people, processes, systems and tools; - create the plan to achieve the task; - establish responsibilities, objectives, accountabilities and measures, by agreement and delegation; - set standards, quality, time and reporting parameters; - control and maintain activities against parameters; - monitor and maintain overall performance against plan; - report on progress towards the group's aim; - review, re-assess, adjust plan, methods and targets as necessary.
Individual	<ul style="list-style-type: none"> - understanding the team members as individuals - personality, skills, strengths, needs, aims and fears; - assisting and supporting individuals - plans, problems, challenges, highs and lows; - identifying and agreeing appropriate individual responsibilities and objectives; - giving recognition and praising to individuals - acknowledge effort and good work, where appropriate reward individuals with extra responsibility, advancement and status; - identifying, developing and utilizing each individual's capabilities and strengths; - training and developing individual team members, developing individual freedom and authority.

Source: The table is developed by author based on materials of Adair J. E. Action-centred leadership. – Maidenhead: McGraw-Hill, 1973. [115]

If the leader follows the above model, there will be a harmony between leader and his/her team to perform the job effectively and efficiently. In this way, in order to get a balance between three circles, it is critical to develop all three areas of leadership model equally and at the same time. Despite the active usage of John Adair's model, which is not the only theory of developing leadership skills, there is another forerunner to John Adair's model was the work of McGregor [118] in arguing that an individual's approach to leadership will be influenced by their assumptions about human nature. His Theory X/Theory Y model of contrasting viewpoints of worker motivation suggested contrasting – autocratic versus participative – leadership styles as being likely to result. So, the Action-Centered Leadership Model and the McGregor approach could be compared in the following way:

1. Theory X and task orientation, meaning that the leader must manage the tasks through executing authority and controlling activities of subordinates.
2. Theory Y and Individual Orientation, meaning the participative leadership style, motivating employees to exercise the best results of their work through establishing corporate style, culture, and working with each of subordinates showing respect to the personality and job experience.

Theories X and Y

Theory X and Theory Y was an idea created by Douglas McGregor in his 1960 book "The Human Side of Enterprise" [119]. It outlined a fundamental peculiarity between management styles and has formed the foundation for much subsequent writing on the leadership topic.

As Lorsch and Morse [120] discuss, theory X is an authoritarian style where the emphasis is on "productivity, on the concept of a fair day's work, on the evils of feather-bedding and restriction of output, on rewards for performance ... [it] reflects an underlying belief that management must counteract an inherent human tendency to avoid work". Theory X refers to the style dominated in business after the mechanistic system of scientific management had removed everything before it in the first few decades of the 20th century.

As it is defined in Table 6, theory Y refers to a participative style of leadership which "assumes that people will exercise self-direction and self-control in the achievement of organizational objectives to the degree that they are committed to those objectives". Further, it could be argued that theory Y is the management's key task in existing system to maximizing commitment.

Theory X presumes that people are the work-shy base and constantly need of a good product. It always has a ready-made excuse for failure—the intrinsic limitations of all human resources. Theory Y, however, assumes that individuals go to work of their own accord, because work is the only way in which they have a chance of satisfying their need for achievement and self-respect.

Theory Y does not allow management easy excuses for failure. This approach challenges management "to innovate, discover new ways of organizing and directing human effort, even though we recognize that the perfect organization, like the perfect

vacuum, is practically out of reach” [119, p.31]. McGregor recommended companies to implement Theory Y. The theories’ author believed that only Theory Y could motivate/stimulate individuals to the better results and higher achievement levels. Whereas, Theory X could not completely satisfy the requested level and only adopt to lower-level physical needs. Moreover, McGregor believed that company will not be such productive. “Man is a wanting animal,” wrote McGregor, “as soon as one of his needs is satisfied another appears in its place” [119].

Table 6 - Comparison of Theory X and Theory Y

Theory X Assumptions	Theory Y Assumptions
Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.	The expenditure of physical and mental effort in work is as natural as play or rest.
The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.	Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization
These assumptions lie behind most organizational principles today, and give rise both to “tough” management with punishments and tight controls, and “soft” management which aims at harmony at work.	If a job is satisfying, then the result will be commitment to the organization.
Both these are “wrong” because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfill himself.	The average man learns, under proper conditions, not only to accept but to seek responsibility.
Theory X managers do not give their staff this opportunity so that the employees behave in the expected fashion.	Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.

Source: the table is developed by author based on materials of McGregor D. The human side of enterprise //New York. – 1960. – T. 21. [119]

Comments on Theory X and Theory Y Assumptions

These assumptions are based on social science research which has been carried out, and demonstrate the potential which is present in man and which organizations should recognize in order to become more effective.

McGregor [119] sees these two theories as two quite separate attitudes. Theory Y is difficult to put into practice on the shop floor in large mass production operations, but it can be used initially in the managing of managers and professionals.

In “The Human Side of Enterprise” McGregor [119] shows how Theory Y affects the management of promotions and salaries and the development of effective managers. McGregor also sees Theory Y as conducive to participative problem solving.

It is part of the leader’s job to exercise authority, and there are cases in which this is the only method of achieving the desired results because subordinates do not agree that the ends are desirable. However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which they did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see her or his own position in the management hierarchy. If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

It is discussed by Morse and Lorsch [120] that once management becomes persuaded that it is under estimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, then it can invest time, money and effort in developing improved applications of the theory.

As for implication of the McGregor’s theory in Kazakhstan in regard to leadership approach, most of Kazakhstan managers and leaders prefer using Theory X instead of applying Theory Y due to some historical facts of being part of Soviet Union and inherited behavior of previous generations [92].

In researcher’s opinion, due to cultural specifics and generations’ sharp differences, there is a mix of Theory X and Theory Y in Kazakhstan. Moreover, in the context of globalization processes and set objectives by the President of Kazakhstan, the leadership approach in Kazakhstan requires the development of creativity, ingenuity and imagination to find right solutions in the set aims and tasks.

In this way, the researcher considers as well other alternatives of leadership style. For example, according to Grint [121], leadership can be viewed from very different perspectives. This author suggests considering leadership as position, person, result and process.

Position-based Leadership

As Grint [121, p.92] argues, this type of leadership is based on the question – “where the leaders operate that make them leaders?” It is about vertical and horizontal leadership, formal and informal leadership. In terms of formal leadership,

the leader operates from the top position he/she exhibits leadership in charge. This is how we perceive heads of the vertical hierarchy. Leaders from positional control can make changes from the top. However these leaders may demand the obedience but not guarantee that subordinate will act in correspondence to their will. Thus we cannot say that this type of leadership is about positive power of leader.

There is another type of leadership – a horizontal leadership. It means an informal leadership or leading without authority. However it implies that that character of the leader is less relevant where that leader operates from.

Person-based Leadership

As Grint [121, p.92] argues, this type of leadership is about the question – “Is it who “leaders” are that makes them leaders?”

This leadership is built on traditional traits approach – charismatic personality of leader, in other words, ‘Charismatic leadership’. According to Lussier and Achua [110], the term ‘Charismatic leadership’ has generally been defined in terms of the effects of leader on followers and in terms of the relationship between leaders and followers. It has generated a number of theories regarding its nature, causes and implications for organization performance. Some of these effects include the charismatic leader’s ability to

- Bring in strong personal attraction from followers;
- Articulate a compelling and evocative vision;
- And enhance followers’ self-conceptions.

Vision was also central to the notion of charismatic leadership, which was presented as an antidote to widespread organizational downsizing and the climate of demoralization and demotivation to which it gave rise. In 1968, Weber [122, p.973] had described the charismatic leader as “one who enjoys loyalty and authority by virtue of a mission believed to be embodied in him”. In similar vein, Conger [123] broke down charismatic leadership into a four-stage process aimed at instigating organizational change. Key to the process was a perceived need for change – and a solution to that need - articulated and role-modeled by the leader. A focus on very senior leaders, little situational analysis and technical issues relating to the direction of causality and of implicit leadership theories (together with a number of high-profile corporate scandals involving supposedly charismatic leaders), has led to a decline in confidence in this approach. For example, Bryman [124] points out that most studies of charisma tend to involve historical analyses of political and military leaders already famous for their supposed charisma, leading to such criticisms as how one is meant to recognize and so study charisma as an object of enquiry without treating charisma as yet another trait. Others are critical of the assumption that charisma necessarily is inherent within the leader figure, discussing that charisma may be recognized by followers, or formed through the relationship between social actors. This has led many to argue that studies of charismatic leadership should focus on leadership as a collective process rather than something possessed by the individual.

Conger and Kanungo [125] also provide an important framework for the study of charismatic leadership. Their point is that they imply in their research that charismatic leadership is not only a perceptual phenomenon but also it has real motivational and behavioral effects on followers. The attributions by the followers are considered the essential link between leader's behavior and the followers' tendency to have faith in the leader, obey him/her and invest efforts on behalf of the leader's mission.

In respect of person-based leadership style, the researcher also understands that this type of leadership is based on leaders' personal beliefs and values. The researcher suggests that this leadership approach in Kazakhstan is based on the specifics of Kazakhstan multiculturalism and the unique leadership style has been developed since obtained independence.

Value-based Leadership

Professional and leadership development over recent years has moved in two different directions. On the one hand, professional roles and leadership roles are being articulated in terms of competencies, rational, systematized processes, and scripts for behavior [124], as evidenced, for example, by Australia's competency-based vocational education system. But on the other hand, contextualized knowledge, intuition and values are being recognized as essential aspects of expertise [125, 126,127].

Nowadays, leaders became more conscious. They believe that the employee is not only for production purposes or increasing the company profits, as it was discussed in Theory X /Y. The workers are the main resources of the company: "blood" and "life" of any organization [128]. Since the company is alive and can be compared to human being, there should be the values of the company in other words the culture, which comes from the basic values of people.

In regard to Kazakhstan leadership development, it is critical to mention that values that arise from inner leadership play a significant role in leaders' formation and differentiate them from other leaders' approaches [129].

"Inner Leadership"

As it was discussed previously, values are "one's convictions and it also supplies the ethical code for the leader, and it can make a leader stand out or be differentiated from others" [129]. Knowing values is crucial, because it would be easier to understand the way the leader thinks and acts.

The study of leader's values shows that effective leaders are different from other people in certain key respects. Having defined leadership, now it is worthy to understand the forces that move the leaders for success. In other words, values those constitute the "Inner Leadership" and what the leader stands for.

The Inner Leadership is not about forcing people to obey, or influencing them. The inner leadership is about inspiring and motivating people to do the best. This inspiration and motivation comes from values the leader holds and shares with his/her

followers. These values begin from ethics which can be described as “the heart of leadership” [130].

The components of value-based leadership (Inner Leadership) are as follows:

1. Being “Guided by Purpose”

Inner leaders are driven by core values, and so they are winners. Inner leaders know what they believe in. It makes them strong in their position. This root, which is inside the inner leader, moves him/her into the leadership ways and actions with a greater meaning.

2. Being “True to Oneself”

Whatever the leader is doing, acting, one should understand that being guided by purpose and true belief in what is done makes the leader’s life meaningful. Here, Low [129] suggests that “character is the most important trait of a leader. It is vital for leaders to have integrity and take responsibility for their mistakes.”

3. “Going On to Achieve, Doing Things Passionately”

If the leader knows that he is right, and acts according to his/her beliefs, the actions taken will be passionate. The passionate leader believes in positives of the work and does not ignore the negative sides. That is why the leader is passionate to fix the problems. The way leader is acting is enthusiastic and this mood is passed on to followers: energy, enthusiasm and inspiration to do the best [129].

4. Being “Role Models”

The leader’s example is critical. Being guided by purpose, strong belief in what they are doing is right and doing it passionately, leaders create from themselves “role models”. This is a so called vicarious learning – followers see examples and start acting, being inspired by leaders [131]. However, if the leader “does not practice what (s)he has been preaching, then (s)he loses a lot of credibility and the trust of the team” [129].

Essential Components of Leadership Skills

As Puccio, Mance and Murdock [106] have argued, leadership skills are the actions that produce the necessary results—results that are aligned with the mission and goals of the organization or entity—while still maintaining trust and good relationships between the people who are involved in producing those results.

While good leadership skills can be defined as those actions and behaviors that support one’s leadership—ability to influence, motivate and direct others [132]. Leadership skills, or lack thereof, are based largely on how the leader behaves and especially how he/she behaves toward others in the simplest and most ordinary situations.

The leadership skills are different than those required to be a manager. To be a leader, one needs an exclusive set of different kind of skills, including human relations (interpersonal skills), technical skills and conceptual skills [133]. It is very important to develop these skills, because they can be used in personal and professional life as a leader and follower. Organizations are investing substantial amounts to develop the leadership skills of their employees, because there are bottom line implications [134].

If the leader wants to become a better leader, his/her leadership skills should be developed on the basis of John Adair's Action-Centered Leadership model in terms of three scopes: individual, team and task [115]. These skills can give a leader the advantage of doing the task, relating to people and at the same time developing individual skills of each employee. In order to develop and practice John Adair's leadership model, the leadership skills are to be advanced accordingly to the indicated Action-Centered Leadership dimensions.

First, the researcher considers the leader's role on individual and team levels. When it comes to the individual level, the leader must understand the team members as individuals in terms of their personality, skills, strengths, needs, aims and fears, assist and support individuals; train individual team members; acknowledge effort and good work and develop each individual's capabilities and strengths. This in a way requires that the leader is emotionally intelligent. As for the team-based leadership, the leader is responsible for establishing culture, resolving group conflicts, developing team spirit, encouraging the team towards objectives and aims, giving feedback to the group on overall progress and monitoring and maintaining discipline, ethics, integrity and focus on objectives.

In order to establish a close contact with each of the followers and execute the indicated responsibilities, emotional intelligence skills should be well developed. Porter, Angle and Allen [111] argue that emotional intelligence is twice as important as other jobs at all levels. Emotional intelligence includes the right relationship to each other in listening, communicating, giving feedback, cooperating as a team member, negotiating during meetings and resolving conflict, etc. Leaders pay a significant attention on the development of people skills, such as teambuilding, setting an example, facilitating meetings, encouraging innovation, solving problems, making decisions, planning, delegating, observing, coaching, inspiring and motivating. Thus, emotional intelligence considers the following dimensions [114, 115]:

1. Self-awareness is about having profound understanding of one's emotions, strengths, weaknesses, needs and force. People with strong self-awareness are neither too critical nor unrealistically hopeful. Moreover, they are honest first of all with themselves and with others. People with a self-awareness high degree understand of how their feelings affect them, other people and their job effectiveness. Self-awareness refers to a person's understanding of his or her values and goals.

2. Self-regulation is the ability to control or redirect disruptive impulses and moods; the propensity to suspend judgment, in other words thinking before acting. In this sense, self-regulation is about trustworthiness and integrity, openness to change and comfort with ambiguity

3. Motivation is a passion to work for reasons that go beyond money or status, a desire to pursue goals with energy and persistence. It can be described as a strong drive to achieve, optimism, even at the face of failure and organizational commitment

4. Empathy is an ability to understand the emotional framework of other people, skills in treating people based on their emotional reactions. Empathy plays as well an important role nowadays, because there are three reasons for this component

of leadership: the increasing role of teams, globalization extension and the upwarding need to attract and retain talents.

5. Social skills are the ability to manage relationships and build the networks, a proficiency to find common position and develop the rapport. By the way, social skills assist to effectiveness in leading change persuasiveness; building and leading teams. Social skill is the culmination of the other dimensions of emotional intelligence.

When it comes to the task-level, the leader is responsible for identifying vision, purpose, and direction, creating the plan to achieve the task, establishing responsibilities, setting standards and reporting parameters, controlling and maintaining activities, monitoring and maintaining overall performance.

These responsibilities may involve technical skills in terms of business planning skills and conceptual skills, which are analytical reasoning, big picture thinking and long term vision. “Conceptual and technical skills are most important at the top management levels. In fact, when upper-level managers do not have strong conceptual and technical skills, they can jeopardize the whole organization” [116]. That is why, it is critical to understand correctly the distribution of skills and their relationship as well as equally develop them.

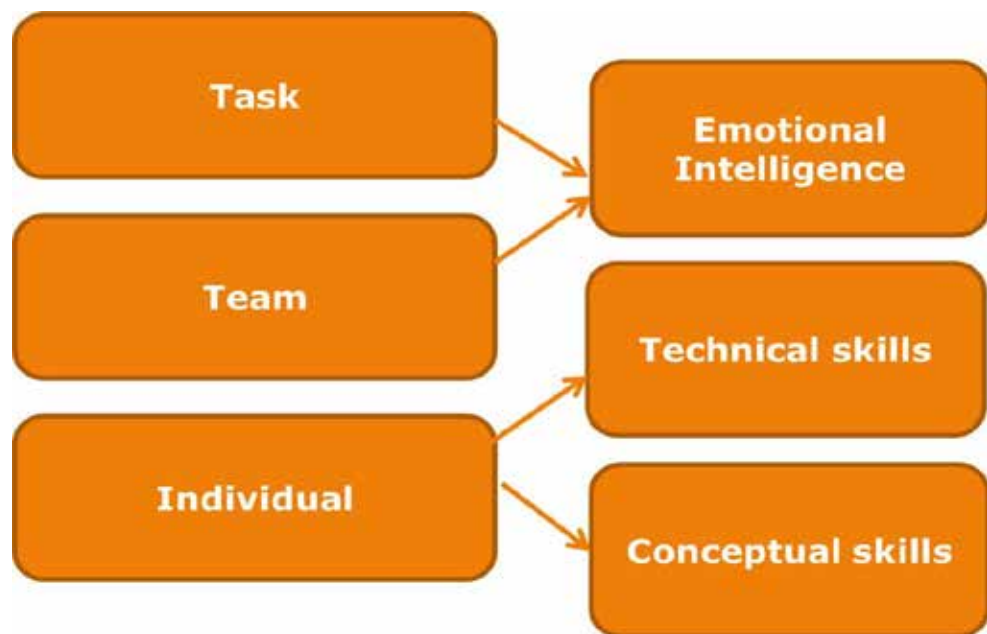


Figure 8 - Action-Centered Leadership and Leadership Skills

Note: the figure is developed by author

To summarize, it is seen from Figure 8, that key components of the skills approach include technical skills, human skills (emotional intelligence) and conceptual skills. All three of these components are vital in the creative and innovative world. If the leader is adept at utilizing these approaches at all three levels (individual, team and task) and can utilize authentic behavior in the process, this leadership style could be very effective in any kind of organization.

2 ANALYSES AND LEADERSHIP SKILLS GAP EXAMINATION

2.1 Leadership styles and cultural values among managers (leaders) and subordinates (followers): a comparative study of four countries of the former Soviet Union, Germany and the US

In the past five years, research on leadership has evolved as a key area of interest among HRD scholars [135, 136]. Within this area, two points of research can be distinguished: 1) the development of leaders and managers and 2) development of their behaviors, attitudes and attributes. The former Soviet Union has received much interest from UK researchers, in the works of recent UK scholars such as Lee et al. [137] on leadership education in the post-communist Central European State; Woodall and Winstanley [138] on the strategy and practice of leadership development; and Lessem [139] on leadership development through cultural diversity. There are a lot of studies on behavioral aspects of management and leadership that are regularly found in HRD research journals, for example, issues of managers acting as facilitators of organizational learning [140], leadership styles of Russian entrepreneurs [141], and managers' abilities to create organizational visions [140].

Studies comparing two or more countries, however, are still infrequent in HRD researches, and this despite repeated calls for the comparative, cross-national research needed to be in line with developing international and multi-cultural environments. Especially lacking is scholarship addressing issues of leadership in post-communist Europe and Asia where countries of the former USSR are facing the drastic challenges of political and economic transformations and the adjustment to a market-driven, competitive world economy. While some single-country research is available in the HRD literature [142], most of the countries that gained independence after the break-up of the Soviet empire remain, from a scholarly perspective, terra incognita.

The leadership and culture interface

Leadership exists in all societies and is essential to the functioning of different institutions and organizations within societies. However, the features as well as characteristics for leaders may differ across cultures [143]. House [144] mentioned that existing theories of leadership are mainly North American in nature, and basically are developed on the hypotheses of individualism to be in contrast to collectivism, centrality of work, rationality rather than ascetics, hedonistic rather than altruistic motivation, and democratic value direction. Cross-cultural psychology as well as management researches demonstrates, many cultures do not share the mentioned assumptions [145]. 'As a result there is a growing awareness of the need for a better understanding of the way the leadership is enacted in various cultures' [146]. Today, the importance of intercultural competence in both global and domestic contexts is well acknowledged. Bennett [147] has developed a framework for conceptualizing dimensions of intercultural competence in his developmental model of intercultural sensitivity (DMIS). The DMIS forms a sequence of viewpoints "orientations toward cultural difference" that include the perspective for increasingly

complicated intercultural experiences. Three ethnocentric orientations, where one's culture is considered to be central to reality (Denial, Defense, Minimization), and another three ethnorelative orientations, where one's culture is experienced in the context of other cultures (Acceptance, Adaptation, Integration) are recognized in the DMIS.

The Intercultural Development Inventory (IDI) was created based on DMIS theoretical framework. The idea of IDI was to measure the orientations toward cultural differences described in the DMIS. The result of this work is a 50-item (with 10 additional demographic items), paper-and-pencil research of intercultural competence, which influences the leadership model development within certain area.

In this connection, Bass [148] argued that there is universality in the transactional/transformational leadership model, and provided supporting confirmation collected in business organizations, education, military, government and independent sectors at several continents. Bass continued the development of the same phenomena conception and relationships observed in a wide range of organizations and cultures, and exceptions were assumed as a consequence of unusual features of these organizations and cultures. Den Hartog et al.[89], in their study in sixty two cultures, discovered that, despite the fact that cross-cultural research highlights different cultural groups to probably have different understanding of what leadership concepts should involve, certain features associated with transformational leadership are generally accepted as contributing to outstanding leadership, and some other leadership features are mainly considered as obstacles to outstanding leadership. Jung et al. [143] speculated that transformational leadership is more effective in collectivist cultures than in individualist cultures, being appreciated by the respect for authority and obedience characteristics of collectivist cultures. Further, Jung et al. [143] assumed that avoidance of ambiguity cultures may involve more transaction-based leadership, whereas low uncertainly avoidance cultures will stand for rather innovative, transformational behavior. Elenkov [145] also argued that, since Russian leadership culture involves high power distance and a strong collective mentality, so that Russian human resources basically are used to an autocratic leadership style, which is also present in the families' institutions. In addition, Elenkov [145] declared that American concepts of leadership that advocate participation in managers' decisions by their subordinates (small power distance) and that presuppose the condense and ability to negotiate with one's boss (high individualism) are unsuited with the large power distance/low individualism of Russian leadership culture.

There are other researchers, Abbott G., Gilbert K. and Rosinski P. [149] that argue that "culture is a group phenomenon". Rosinski has also developed the Cultural Orientation Framework (Cultural Orientation Framework) which is "an integrative framework designed to assess and compare cultures". This COF is a coaching-specific measurement tool that can be used to establish individual and collective COF profiles, while providing the scope for creative new cultural dimensions that reflect unique contexts.

The COF involves a variety of cultural orientations joined into seven categories that are of practical importance to leaders: sense of power and responsibility, time management approaches, definitions of identity and purpose, organizational arrangements, notions of territory and boundaries, communication patterns and mode of thinking.

The COF evaluation goes further than the sole national focus and allows users to examine the other cultural influencers that make up our identities (gender, ethnicity, profession, generation, etc.). It lets users view group cultural profiles in multiple, customizable ways (e.g., team, organization as well as profiles per categories/fields predefined by users, such as division, nationality, management level, merging entities, etc.). Rosinski has developed 17 standard cultural dimensions [149].

The mentioned orientations are reflected in the researches of such scientists as Hofstede, Ardichvili and Kuchinke.

The survey-based study, conducted by Ardichvili and Kuchinke [150], addressed cultural values and leadership styles of some 4,000 managers-leaders and non-managers (non-leaders) in ten business organizations in six countries. Combining the results of a published study [150] of German and US organizations with those obtained in four countries of the former USSR, the authors investigated country-level differences using two widely established frameworks: Hofstede's dimensions of culture and Bass and Avolio's theory of leadership with its essential components of transformational, transactional, as well as laissez-faire leadership behaviors. The study contributed to the international human resource development in areas of the world where such research is to date non-existent and allowed for comparisons between countries that differ very drastically in terms of their economic, cultural, social and political histories.

Hofstede's framework ranks among the most popular and frequently cited theories of culture in international management and international HRD research and teaching. Though not without critics [143], the description of national cultures in terms of masculinity, power distance, individualism, uncertainty avoidance and long-term orientation has been used many times in international comparative research. In the study of Ardichvili and Kuchinke, however, only three dimensions showed appropriate internal reliability while a fourth approached the generally acceptable level. The construct of uncertainty avoidance, the tendency to fend off uncertainty, proved unpredictable and had to be excluded from the analysis, paying more attention on the questions about the factor structure of the given construct. Further, the fact that several dimensions scored outside the theoretical range of 0–100 found by Hofstede suggests the need to re-evaluate the weighted formulae and distribution of the dimensions. For the reliable dimensions, differences between the US and Germany had been reported previously [150] and these differed sharply from Hofstede's original research published in 1984, suggesting that cultural values might not be stable over time and might differ by population within a given country. Far from presenting a homogeneous picture, the four former USSR countries, as might be expected from their history, differed from each other in substantial ways. Georgia ranked lowest with respect to power distance, followed by Russia, Kazakhstan, and

Kyrgyzstan. All four countries ranked substantially lower on this dimension than Germany or the US, indicating a much higher level of egalitarianism and the expectation that positions of social power be distributed equally or, at a minimum, to be within reach of everybody. Low levels of power distance are associated with respect for individual equality and power based on expertise and knowledge rather than on position and influence. Low PDI scores further indicate respect for the individual and the recognition of mutual interdependence. Political power is based on a representation system, accepting that authority be assessed and criticized. In low PDI countries, organizational pyramids have a smaller proportion of supervisory personnel, wage differentials are comparatively small, and manual labor is accorded a similar level of respect to managerial and intellectual work. Countries with historically low levels of this dimension have included Japan, Canada, the Netherlands, and Great Britain [6].

The six countries differed less on the dimension of individualism. While the US routinely ranks highest among the world's nations, this sample showed individualism in four of the remaining five countries to be equal and quite high. Employees in Georgia, who had ranked lowest in power distance, also showed the lowest level of individualism and the highest level of collectivism. High levels on the individualism dimension are associated with an orientation to the self rather than the community, an emphasis on individual initiative and decisions, identity anchored in the individual rather than the collective, and the norms of autonomy, variety, and pleasure as opposed to order, duty, and security. Masculinity, the tendency to behave in gender-stereotypical terms, was very high in the four SU countries, as was the tendency to plan for the long term rather than focus on short-term results. In highly masculine countries, such as many Latin American and Mediterranean nations, achievement, ambition, and possession are valued highly, and there is a greater centrality of work in the lives of individuals along with higher levels of work stress.

As indicated on Figure 9, compared to Germany and the US, the four former SU countries differed primarily by a much lower level of power distance, higher levels of masculinity, and much longer planning horizons.

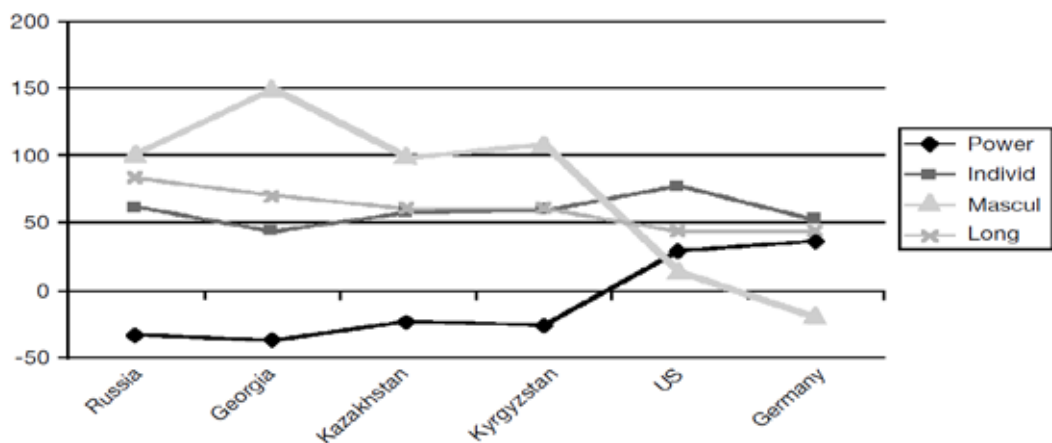


Figure 9 – Culture dimensions by country [150, p. 109]

Concerning leadership styles, the fact that contingent reward was much more highly correlated with transformational than the other transactional styles raises an issue over the validity of the distinction between the two and where the positive reinforcement factor belongs. This issue has previously been developed in previous research with Austrian and German bank employees [151, 152], but no conclusive answer has been advanced to date.

The Ardichvili and Kuchinke study results indicated that two dimensions – contingent reward and inspirational motivation – produced the highest scores in all four countries of the former USSR. This demonstrates that in these countries there is no obvious preference for one of two leadership styles - transactional or transformational. Thus, elements of the mentioned styles are being used.

2.2 Factors, influencing the development of leadership in Kazakhstan: Globalization, Education System, Strategy “Kazakhstan – 2050”

In order to examine the existing leadership skills of student youth in Kazakhstan, it is critical to understand the factors that influence the development of leadership in Kazakhstan. One of these factors are globalization, state development strategy and education system.

To grow the successful leaders, it is critical for them to correspond to the high level standards set by globalization processes, development strategy ‘Kazakhstan – 2050’ that is why, they must learn to be multiskilled and constantly develop the acquired skills and knowledge.

Importance of globalization

As Steger argues [153], globalization has been variously used in both popular and academic literature to describe process, condition, system, force and an age. The term globalization implies a social state demonstrated by tight global political, economic, cultural and environmental interconnections and flow that make the currently existing borders and boundaries insignificant. Whereas, the term globalization means the set of social processes that appears to transform a present social condition of weakening nationality into one of globality.

As Dess, Lumpkin and Eisner [154] discuss, the defining attribute of the global economy is not the flow of goods rather than the flow of capital, people and information worldwide. Considering globalization, time and space are no longer a barrier to making deals anywhere in the world. Internet connections permit immediate transactions, and the market watchers function on a 24/7 basis. The result of new technologies’ development and globalization processes such as online business or creation of country unions, for instance, Customs Union, Great 8 and others is that youth is well computer educated, can use different information technologies, such as software programs and applications and thus communicate worldwide and as a result acquire necessary skills to become potential leaders in the country.

Along with the increasing speed of transactions and global sourcing of all forms of resources and information, managers must address the demand to think

globally and act locally. They have to move resources and information rapidly around the world to meet local needs. Today, leaders must be more literate in the ways of foreign customers, commerce, and competition than ever before.

Like it or not, Kazakhstan has to be or is being brought into the global grid. As markets become more open – as evidenced by free trade agreements between nations – more foreign firms are likely to enter domestic markets. This increases the amount of competition. Further, since firms are operating in global markets, competitive moves in a domestic economy may negatively impact the firm in another segment markets in order to maintain their competitiveness in areas where they already operate. Clearly, globalization requires that organizations increase their ability to learn and collaborate and to manage diversity, complexity and ambiguity [155].

How Globalization Affects Kazakhstan's Development?

According to Yermekbayeva and Tastulekova [155], global economic turmoil and its consequences increase competitiveness among job markets and enhance new requirements to both potential workers and employees skills. After independence from Soviet Union in 1991, Kazakhstan rapidly opened its doors to the world, differently from its neighboring countries - Uzbekistan and Tajikistan. In twenty first century, owing to its rich natural resources and high world price of oil Kazakhstan has enjoyed the benefits of globalization. Present time Kazakhstan is a leading country in Central Asia, which dynamically develops a “bridge” between Asia and Europe.

However, globalization was not always beneficial to Kazakhstan. Considering the recent devaluation in Kazakhstan and at the same time being highly dependent on world economy, Kazakhstan's economy becomes more vulnerable on wild fluctuations. Kazakhstan also put an effort to avoid the possibility of ‘Dutch disease’ as a state with rich in highly valued natural resources such as petroleum.

Globalization has mainly its impact on the following areas:

- *National Culture*. After the collapse of the Soviet Union, the wide openness to globalization was possible in Kazakhstan owing to its multi-nationalities. Globalization is losing borders through more communication and sharing ideas. Kazakhstan people are accustomed to this concept since many nationalities have been living here together for long time. If there were only one nationality in Kazakhstan, this would limit globalization processes. Sometimes, the globalization might cause the clash of values, but if to learn how to keep the line, there is more chance of not losing the national identities.

- *Economy*. The globalization has the direct impact of international business to the economy of Kazakhstan and in that it is a part of evolution, because a closed country would be unable to use the chance to evolve. The globalization brings advanced standards to Kazakhstan. Thus, the economy of the country is under development since it tries to meet the new standards.

- *Human Development*. As indicated earlier, globalization is not absolutely positive, especially in the context of development problem. Entrance of international companies in Kazakhstan market has “two sides of one coin”. The international

companies are stimulating the country economy in general, but they bring their own specialists that come and do not develop the local personnel. Thus, there is still an influence of international market on the quality of the local content in Kazakhstan, which is limited. So, as a result, both professional and personal skills of local people are not well developed. That is why, international companies in Kazakhstan should pay more attention on improving knowledge and skills of local people [156].

- *Environment/Health*. Environmental issue is ‘the Achilles’ heel’ of globalization in Kazakhstan. It is necessary for citizens of Kazakhstan to have many factories of the raw materials for economic development. However, it causes serious environment and health problems. There is a number of factories let the dust be released in the air. It has the negative effect not only on environment but also people’s health and longevity of Kazakhstan population [157].

- *Strategy of Kazakhstani Government on Globalization*. According to Rustemov, former chairman of the Committee on International Affairs: “The present situation in the world should be taken as a possibility to provide more sustainability of the country. Modern challenges and contribution of Kazakhstan is to provide stability and security...Having not big, in fact, economy, and comparatively not large human resources we cannot allow such luxury to think of the influence on the global tendencies. But we have to think how to lead the policy of Kazakhstan correctly for ensuring its flexibility, ability to avoid sharp angels of the process of globalization using correctly its geographical economic and geopolitical opportunities” [156, p 84].

Globalization: Change in Cultures

Globalization and change are two interdependent terms. As discussed above, the globalization is not a single event, but a continuous process. Further, ‘globalization’ is used in general as a shorthand way of describing the spread and connectedness of production, further development and changes in communication and technologies across the world. That spread has included the linking of economic and cultural activity.

Globalization involves the distribution of practices, ideas as well as technologies. It can be considered as something more than internationalization and universalization. It isn’t just modernization or westernization. Giddens [158] has described globalization as ‘the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa’. This includes a change in understanding geography and experience locality. Despite the indicated above opportunity it brings also considerable risks linked to technological, political, economical change. Thus, globalization has powerful economic, political, cultural and social dimensions.

Change has been studied and researched for many years. Change is a constant process. Technology, civilizations and creative thought will maintain the accelerating drive onwards. It could be discussed that a condition of continuous change has become a regular practice [159].

With consequent changes happening in all spheres of human life, considering external (national, economic, technological, etc.) and internal (self-satisfaction,

preferences, skills development, etc.) factors, today people find the tendency to new approaches to organizing both the personal and organizational workspace [159]. Thus, the change has the consequent implications for re-skilling, educating and motivating people in new procedures, processes and organizational structures.

Some researchers have increasingly argued that the result of such complex processes of globalization in terms of cultural flow is not only the replication worldwide of dominant cultures, but also the creation of new, reproduced cultural forms that sometimes differ across space and time. Hannerz [160] suggests using the term 'creolization' to symbolize the process of Western cultures being transformed and reconceptualized outside the Western world. Indeed, more than two decades ago, researchers started understanding the process of cultures' mix. Thus, Massey [161] argued that a 'global sense of place' is now needed to understand the cultures that infuse any one community. Drawing on the example of Kilburn High Street in London, she discusses that place is full of cultural values and practices that have multiple geographies. Consequently, a progressive sense of place involves recognizing how 'cultural imports' such as the kebab house and the branch of the Middle Eastern bank are experienced differently depending on the influence of 'race', gender and other forms of positionality. This is not to say that there are not important forms of globally present cultures. As the McDonald's example suggests, the 'golden arches' and fast-food culture that emerged in the United States is now at home throughout the world and accepted by consumers from London to Beijing, Moscow to Manilla. They are accepted as hegemonic forms. Nevertheless, as Massey's work [161] reminds us, we should explore both the globality of such cultures and the experience of them by different people in different places. This discussion highlights quite clearly, the fact that globalization has had important effects on the geographies of cultures and cultural practices. Indisputably, there are forms of everywhere, homogeneous and hegemonic cultural forms that encompasses daily life today. Nevertheless, there are also significant forms of reproduction, interconnection and time-space conditional occurrences of these cultures and associated cultural practices.

In this case, Kazakhstan can be considered as one of those countries that has undergone western communication, fashion cultures, living standards, etc. Globalization has a certain effect on culture and people living in this country. In order to become successfully competitive on international and local markets, companies must correspond to international standards. People must possess such skills as critical thinking, negotiating, bilingualism and other skills, which would make their (people's) job performance more effective and efficient. Though, Kazakhstan is the country that respects its history and follows set rules and standards since ancient and soviet times, that is why some cultural issues, for instance hospitality, have remained and at the moment are not to be changed.

Moreover, in the context of globalization processes, the informational revolution has a great impact on all spheres of life in Kazakhstan. As Gabitov et al. [162] argue, there is a serious danger of losing national sovereignty and national 'I', individual essence and unrepeated traditional cultural values. The tendency of

universalization is not profitable for national features of Kazakhstan. So, the accepted Western and globalization models should be transformed. It is critical to mention, that any culture processes have the sign of stability and innovation. The stable sign of a culture is a cultural tradition. Through this cultural tradition human experience is gained and passed through generation to generation. Each new generation relies on the experience and heritage left by ancestors and made its significance more valuable [163].

In a society where tradition is highly valued in developing of the culture initial conditions are revitalized. Even in case of new changes they happen according to the main rules of tradition, there is no absolutely 'pure' culture. Therefore it is important to understand that it is impossible to preserve the culture in absolute purity without impact of other cultures. The main value and power is in its changeability, openness to innovations, in saving its viability in real life [1].

Comments on Strategy "Kazakhstan-2050"

According to Kurmangaliyev and Dyusibayeva [165], the Strategy "Kazakhstan-2030" was aimed at modernization, capable of solving the internal problems of the Republic of Kazakhstan, the Strategy "Kazakhstan-2050" is already a document testifying to the fact that Kazakhstan has moved to a new level of development. Kazakhstan's deepened integration into the world market, recognition of Kazakhstan as a leader in Central Asia region as well as the world acknowledgement and international authority set Kazakhstan more complex and responsible objectives. Thus, the new direction of development proposed by President corresponds to these challenges.

At the meeting with representatives of the diplomatic corps accredited in Astana, the President noted that "Strategy 2050" responds to a completely different nature of challenges and threats than those that were at the end of the last century. It will be implemented on the basis of innovative, economic and social development of the country and the principles of the society. This is the main essence of the new policy of Kazakhstan until the middle of the 21st century.

It is critical to mention about a synchronization of the Strategy "Kazakhstan-2050" with the international society. The UN has developed a global forecast of civilizations' development till 2050; the forecast report 2050 is published by the World Food Organization. The same time period of strategic planning was set by Chinese People's Republic.

However, the really ambitious part of the President's message is dedicated to social issues. Kazakhstani President, Nazarbayev, has set an objective to make a breakthrough to an absolutely new level to Kazakhstani people, consisting of more than 130 ethnic nations that differ by culture, religion and even the language of communication.

Nazarbayev in the Strategy -2050 has a clear understanding of characteristics people of the Republic of Kazakhstan: it is a society of educated and free people who speak three languages. They are the citizens of the world. They travel. They are open to new knowledge. They are hard-working. They are the patriots of their country.

Moreover, analyzing previous addresses and other speeches of the President of the Republic of Kazakhstan, one can conclude that the leader of the nation is moving forward gradually and steadily.

According to Nazarbayev's Message in December, 2012, "Building the Future Together", President suggests that the personal credo of each Kazakhstan citizen should be the education during a whole life. It is critical to mention, that such view is traditional for people who lived for centuries and now living on the territory of Kazakhstan. There are many different opinions and theories in contemporary cultural studies and stories about the fate of the ancient and medieval civilizations of Kazakhstan, but almost all of them agree on the following: the ancestors of modern Kazakhstan, thanks to its geographical location on the Eurasian continent, had cosmopolitanism that helped them to take all the best from the outside, but at the same time piously keeping their own traditions.

"...I am convinced that Kazakhstan in 2050 is a society of universal labor. This is a state with a strong economy, where everything is done for the human. There is the best education and health care system. There is a peace and tranquility. Citizens are free and equal, and the government is fair..." [1].

In this context, it is important to highlight the role of intelligence in shaping the next generation of citizens of the Republic of Kazakhstan. According to Strategy 2050, this time Kazakhstan should be a society of progressive ideals. The intelligence should provide the basis for modern views of society. There should be the so-called "today heroes" that would lead Kazakhstani youth. Thus, the leader of the nation highlighted the role of scientific and creative intelligence, its duty to educate, to lead the younger generations by example. In this context, the concept of "science popularization" has a new understanding that incorporates both educational and pedagogical function.

It is known that a new TV channel "Bilim", an educational television, has been created in Kazakhstan. It is designed for a broad audience of pupils, students, teachers, parents and spectators of all ages and social status. This TV provides an access to relevant knowledge.

This is a great event for Kazakhstan science promoters. Nevertheless, there is a gap in the education sector of Kazakhstan. Despite the extensive global market of research and popular literature, the Kazakhstan segment of the domestic popular science magazines is not developed yet.

It indicates the need for Kazakh popular science magazine creation, where besides works on promoting the Kazakhstan science, the modern values such as patriotism, the pursuit of knowledge, morality, ethics and etc. will be instilled.

Moreover, the President of the Republic of Kazakhstan, Nazarbayev has highlighted the importance of development of domestic scientific and informational sphere during the meeting with scientists of Kazakhstan. At the same time, there is a high importance of significant improving the quality of Kazakhstan scientific journals as well as expanding their frame in the world of science. It was recommended to the Ministry of Information and Communications and the Ministry of Education and Science to create the scientific magazines for adolescents, young adults and young

professionals. Such issues should help in educating young people and teaching them the culture of research. It is also important to develop the website of Kazakhstan science.

Thus, the leader of the nation believes that in order to implement the Strategy “Kazakhstan 2050”, Kazakhstan people should follow the century values such as diligence, hardworking and dedication.

Education System of Kazakhstan

There has been a significant expansion of the higher education sector over the last decade, including increased numbers of newly-established private universities. There are now 148 universities in Kazakhstan, with around 600,000 students enrolled in training. Despite this increase in the number of institutions of higher education, the number of university students in Kazakhstan declined between 2005 and 2010 by around 25 percent.

According to World Bank report [166], in 2009, Kazakhstan ranked first on the UNESCO EFA Development Index by achieving universal primary education (99 percent), adult literacy (99.6 percent), gender parity (99.3 percent), and a close to 100 percent progression rate to grade 5. Public expenditures on education have been on the rise (3.9 percent of GDP in 2011), though still lower than average OECD benchmarks of 6-7 percent. For the first time, Kazakhstan participated in the Program for International Student Assessment (PISA) in 2009 (Figure 9). However, the results of PISA were disappointing, pointing to the unfinished agenda of raising student learning achievement beyond basic literacy and numeracy.

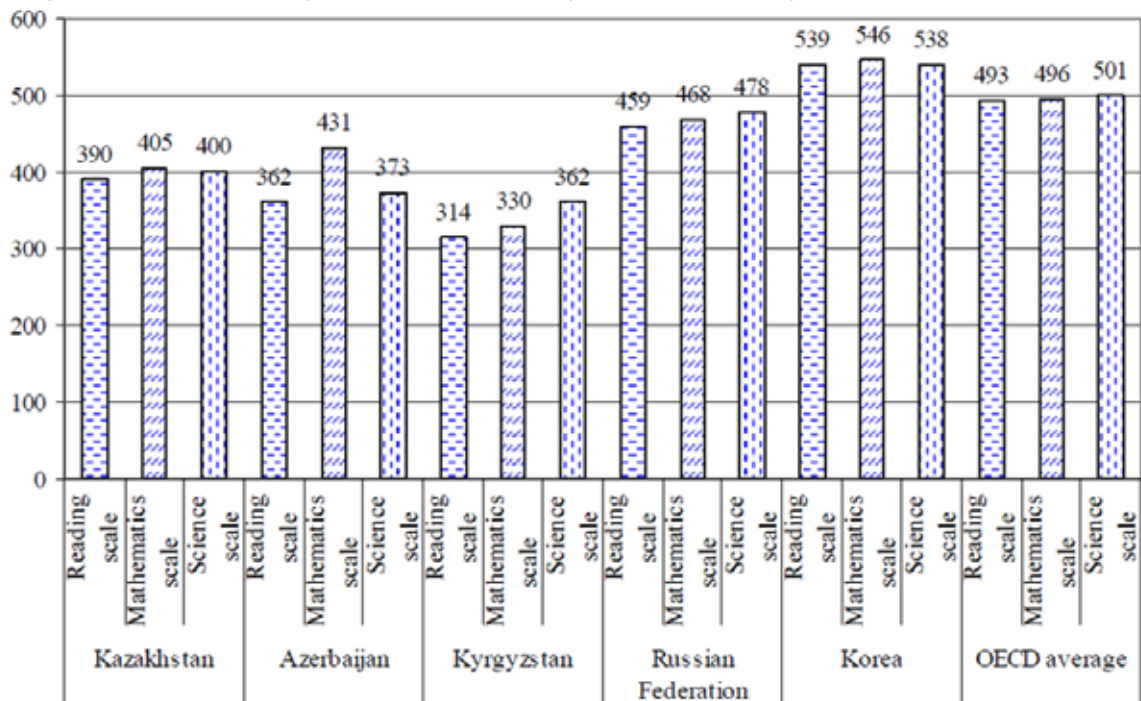


Figure 10 - Literacy of Kazakhstan people in 2012 [166]

In recent years Kazakhstan shifted its focus to post basic education. One of the priorities is modernization of technical and vocational education (TVE) which has not received due attention for some years. The TVE development priorities are reflected

in the newly-introduced State Program on Accelerated Industrial and Innovational Development for 2010-2014 with one of the key objectives to establish a competitive and productive workforce in the priority sectors. Introduction of the unified centralized National University Entrance Test in 2004 along with the launch of a new per-capita financing approach in higher education helped to improve access and transparency [167].

For the next 10 years, Kazakhstan is embarking on further major reforms across all education levels. As delineated in the State Program on Education Development for 2011-2020, the Government plans to achieve universal pre-school education by 2020, complete the transition to a 12-year model along with introduction of the per capita financing scheme and Board of Trustees at the secondary level. In 2010, Kazakhstan joined the Bologna process: a stepping-stone towards establishing a three-level degree system of higher education in accordance with international standards.

However, improving quality of training and increasing funding at all levels, including that of higher and postgraduate education are among the remaining challenges, together with further systemic reforms. Despite the programs involved into development of Kazakhstan education system, the skills acquired by young generation are not as developed as the employers prefer to see in graduates. It means that leadership skills, including human, technical and conceptual skills are not taught and nurtured among the youth, meaning that Kazakhstan people are not fully equipped with the necessary work and even leadership skills [168].

The Role of Education In Shaping And Molding Youth

Before discussing the key problems Kazakhstan youth facing today, it is critical to identify the portrait of the present young person.

According to the investigation, organized by the Gorshenin Institute [168], Kazakhstan youth can be pictured as the following: these are the people who are interested in the Government development, believe in success and have their own views on life and work values. Youth are proud to be citizens of Kazakhstan; they are interested in what is happening on political arena. However, they understand that Kazakhstan still needs more development – there are problems with corruption, steady economic development, and alcoholism and drug addiction. Kazakhstan Youth believe that authorities can hear them if they participate in debates with politicians, in meetings and elections.

Youth believe in Success. They understand it as self-realization, career development, financial independence, love and friendship, marriage and independence. According to the views of Kazakhstan young people, in order to reach these, they should possess self-confidence, financial and moral supports, good health condition and good relationships.

The values that the youth have today correspond mainly to the society perception of values [168]. Thus youth are against drugs, homosexuals, prostitution, suicides and trade with people. As for the work values, high salary, career

development, good team and work according to their specialization are of great importance for the youth of Kazakhstan.

When it comes to finding financial sources, the majority prefers the help of parents and receiving monthly scholarships. Few of Kazakhstan youth are working. The key reasons for working are mainly support of family members and paying for education.

The researcher has demonstrated the key portrait of youth today. Understanding this portrait is critical, because the problems identified further in the research thesis come from the knowledge of youth.

Comparison of youth from Ukraine, Russia, Poland and Kazakhstan

As results of Gorshenin Institute research indicate [168], the majority of student youth from Ukraine, Russia, Poland and Kazakhstan are proud of being citizens (Figure 11) of their country. However, the highest level of patriotism is observed among Kazakh and Russian youth. Further, there is a high level of interest in societal and political life in all countries where the investigation has been held. Youth actively participates in the political processes to be “heard” by government power. Primarily, young people are interested in debates with politicians, participation in demonstrations, meetings and other street protests, voting process as well as membership in political parties.

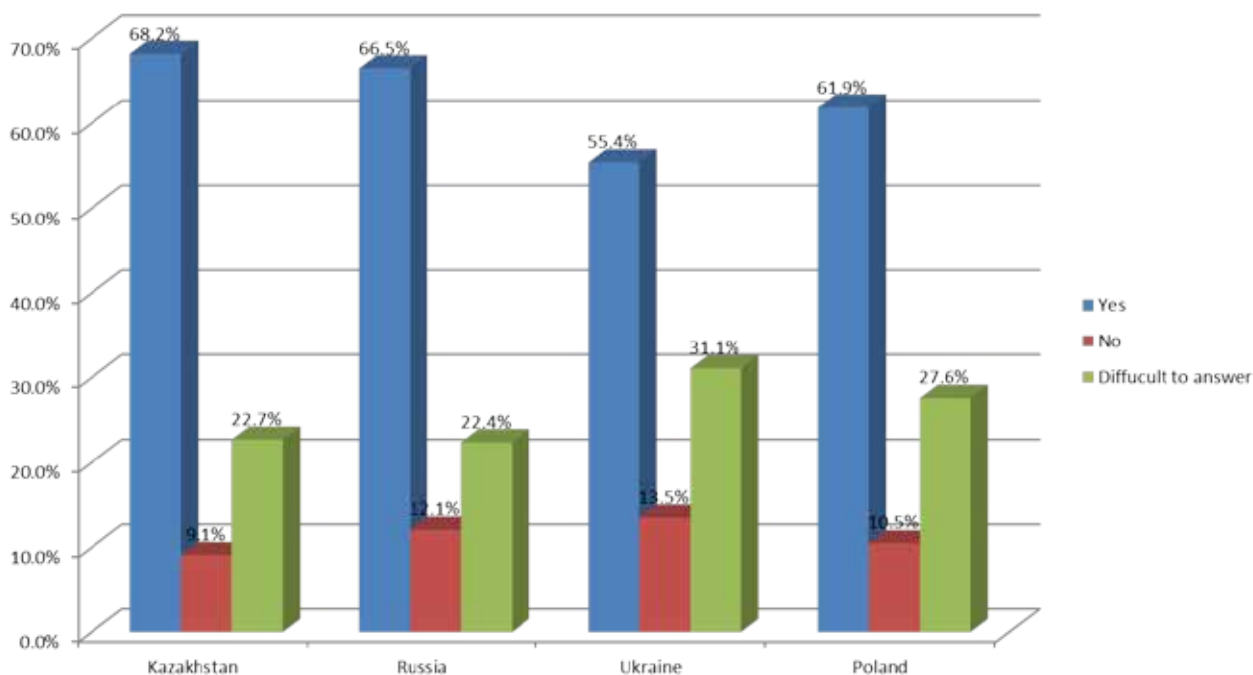


Figure 11 - Student youth are proud to be the citizens of their countries, 2012 [168]

As students of these countries think, one of the most sensitive problems of Ukraine, Russia, Poland and Kazakhstan is corruption. According to this investigation, the topicality of the problems varies in dependence from social and economic situation and specifics of political situation in the country. Thus, the half of

the Ukraine and Poland respondents, 51,3% and 49,7% correspondently, indicate their governments' problem is the political instability. Young Ukraine, Russia and Poland representatives indicate the social security and poverty as a problem for their countries, whereas Kazakhstan respondents consider the ecological situation (21,1%) to be critical. Poland students indicate the youth policy is not well developed, Russian students think alcoholism and drug addiction are the "hot" problems of their government, whereas Ukraine respondents believe HIV extension to be the critical problem.

Self-realization, career opportunities, financial welfare as well as friendship and love are the basic indicators of life success for the students of four countries. Herewith, financial welfare is more critical for Russian (54,4%) and Kazakhstan (53,2%) students. Independence, freedom and stability are the key success indicators for Poland youth. Present youth consider themselves as the main resource for achieving the result. Wherein, the student youth accept the assistance of the adults and the State. Also, reliable connections are important for the youth of investigated countries.

The basic moral compasses are common for students from Ukraine, Poland, Russia and Kazakhstan. Thus, the majority of respondents are absolutely against drugs, people trade and abortions. Wherein, Kazakhstan students criticize alcohol and sex relationships before wedding, whereas Poland students do not accept the treason.

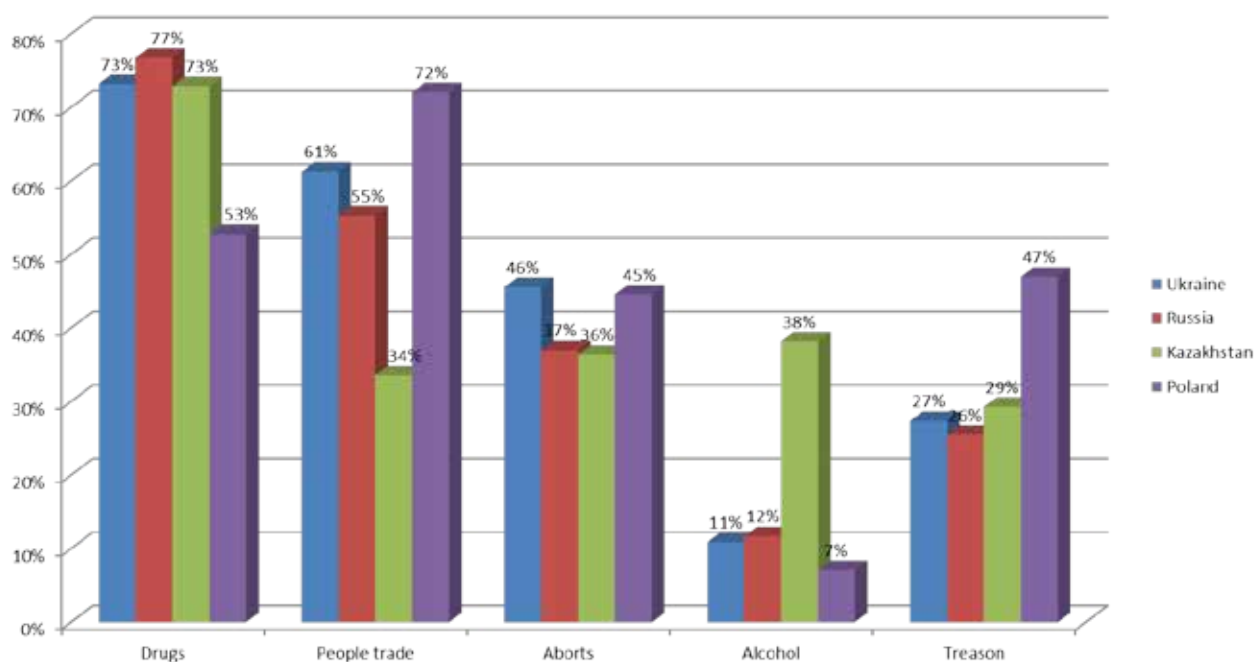


Figure 12- What is not acceptable for you? [168]

Further, the investigation demonstrates (Figure 13) that the basic source of income is the help of parents. Besides, 60% of Ukraine and Kazakhstan respondents receive scholarships. As for work, in Kazakhstan, the motivation to work includes the wish to help family and pay for education, whereas in other countries it is the entertainment.

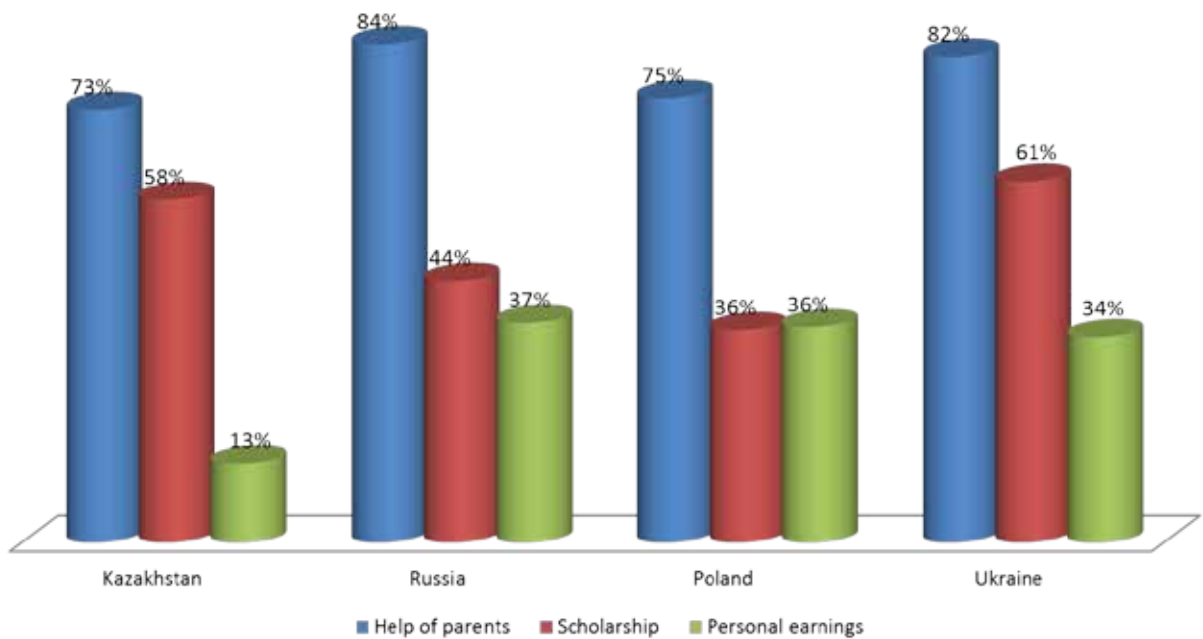


Figure 13 - What are the income sources per month? [168]

Cultural and Psychic Distance between Kazakhstan and Russia

Cultural distance has received a great deal of attention in the international business literature. There are a lot of researchers such as Barkema et al.[169]; Kogut and Singh [170]; Li and Guisinger [171]; Morosini et al.[172] who explored this issue. It has been identified as a key factor in explaining foreign market attractiveness, expansion patterns, the degree of adaptation of strategies, modes of entry and organizational performance [173]. Most of this research is based on Hofstede's dimensions of national culture and has adopted Kogut and Singh's [170] index of cultural distance.

As for the "psychic distance" concept it can be traced back to research conducted by Beckerman [174] and Linnemann [175]. Vahlne and Wiedersheim-Paul in 1973 [176] as cited by Vahlne and Nordstrom [177] have described psychic distance concept as a "factors preventing or disturbing the flow of information between potential or actual suppliers and customers." These factors are associated with country-based diversities and dissimilarities and thus can be grouped into four areas:

1. Linguistic differences and translation difficulty.
2. Cultural Factors – societal norms, level of individualism or collectivism, values and customs.
3. Economic Situation – existing trading links, infrastructure, local conditions, competition and investor confidence.
4. Political and Legal System – government stability and risk of instability, import tariffs, legal protection and taxation levels.

As Sousa and Bradley [178] discuss there is a large number of studies that use both concepts of “psychic distance” and “cultural distance” interchangeably with no obvious distinction between them. Managers relate to psychic and cultural distance to bypass the complexities of evaluating international markets, however, Sousa and Bradley argue that due to poor understanding of distinction between these terms managers are usually confusing them. By focusing on psychic and cultural distance separately, Sousa and Bradley show that the two concepts capture different phenomena. Psychic distance highlights the manager’s individual perception of the differences between the home and the host country. Moreover, it is an interpretation of reality that is highly subjective. Whereas, cultural distance refers to the degree to which cultural values in one country are different from those in another country and is measured at the cultural level.

Following the concept developed by Sousa and Bradley: “the greater the cultural distance between home and the foreign market, the greater is the psychic distance”, the researcher can conclude that Russia, being the Kazakhstan’s neighbor has the short “cultural distance”. This conclusion is supported by the results of Gorshenin’s international investigation results in 2011 [168]. Based on these results, the Russian cultural characteristics are similar to some extent to Kazakhstan’s cultural features.

Changes in Education System In Kazakhstan

As Morch [179] argues, in present educational world, the relation between youth development and education is discussed in many different scientific contexts and from various perspectives.

In current society, the period of youth is changing from being a transition to a highly valued period in its own right. In this way, youth life functions as a fragmented contextualization of modern development. This change questions the traditional educational perspective and underlines the new challenge of developing general competence for modern life. In this situation, conversely, young people should not learn to be adults but to be youth [180].

The construction of youth life is closely connected to the process of individualization in educational systems. Therefore the interaction between youth development and educational systems is of high importance to study, not only in the way educational systems influence youth development but also in the way youth development demands changes in educational planning, contexts and methods [180]. Though some basic similarities exist, the educational systems in different societies show very clear variations. They have less to do with the level of knowledge and technology than with the way education is socially distributed. Differences exist in relation to that human that profits from education: who has access to knowledge, to education and to employment, and how the educational system has been built.

The importance of educational processes and differences in the implementation of education stems from the fact that in ‘education societies’ education is important both as a tool for employment and for a more general life perspective. Education is the ticket to the ‘heart of qualified occupation’ [181]. As such, education is a value

distributed according to social class differences and social privileges as well as a serious political issue in all societies. Education, however, may be organized in ways referring to quite different youth life, adult life and societal perspectives.

As Morch [179] argues, the education is the priority direction and main indicator of country's development. Receiving the highest education has always been one of the important steps in the person's life, especially in terms of the severe competition on the labor market.

The highest education in Kazakhstan in terms of the education level, means the highest level of the professional education in 3-level system (after high school or vocational education) and thus includes the complex of the systematic knowledge, the allow students to work under theoretical tasks only [182] .

However, Kazakhstan has officially joined to Boulogne declaration in March 2010 and became the 47-th member of European Higher Education Area. Kazakhstan Universities had signed the Great Charter of Universities. In this way, universities had been transformed to the three-level education system: bachelor-master-PhD.

Citizens of Kazakhstan have an opportunity to receive a first higher education for free of charge on competitive basis, in other words, receiving the public scholarship. In Table 7, the dynamics of providing public scholarship in Kazakhstan is illustrated.

Table 7 - Dynamics of providing public scholarships

Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
No. of public scholarships	25 710	31 210	32 490	33 190	33 490	34 840	35 425

Source: the table is developed on the base of the materials of Statistics Digest of the Republic of Kazakhstan. – 2012 [182]

However, this is not the only way to receive a free education: there are scholarships, provided by mayor of the regions, rectors of the universities, partners of the universities and private grants.

Further, the basic indicators of the higher education system are presented in Table 8.

Table 8 - Basic indicators of higher education system

Indicators	2007/2008	2008/2009	2009/2010	2010/2011
Total number of universities	140	144	145	148
Number of students	717 053	633 814	610 264	620 442
Students, received public scholarship	125 179	118 629	141 852	140 533
percent	17,5%	18,7%	23,2%	22,6%

Table 8 Continuation

Students, studying on Kazakh language	334 998	301 815	303 720	319 940
percent	47,0%	47,6%	49,8%	51,5%
Number of full time students	377 989	330 970	318 712	329 408
percent	53,0%	52,0%	52,2%	53,1%
Number of part time students	339 064	302 844	291 552	285 311
percent	47,0%	48,0 %	47,8%	45,9%

Source: the table is developed on the base of the materials of Statistics Digest of the Republic of Kazakhstan. – 2012 [182]

It is also important to consider the forms of equity of universities. There are state and private universities (Table 9).

Table 9 - State and Private Universities in Kazakhstan

Years	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Total number of Universities	170	182	173	175	176	176	176	140	144	145	148
State University	47	60	62	63	68	68	69	57	55	55	56
Private University	123	122	111	112	108	108	107	83	89	90	92

Source: the table is developed on the base of the materials of Statistics Digest of the Republic of Kazakhstan. – 2012 [182]

It is seen from the tables that the number of universities is increasing yearly, approximately by 3 universities. Moreover, the number of private universities has significantly decreased in 2010 from 2000. However, it exceeds the number of State universities. It is also important to mention that the number of young people that continue their education in universities has significantly decreased from 2007. The reason for that is the decline of birth in the mid 90's.

Thus, we can say that Kazakhstan is on the way to improving the situation on education market, by reducing small private universities and accrediting the state universities. But still there are a lot of issues to be revised by both State Bodies and Universities to improve the quality of the education provided to young population. There is a need for development of necessary skills that would help graduates to find the job and be further successful.

The curriculum standards are an important tool the Ministry of Education of Kazakhstan can use to shape national identity. It represents what the government of Kazakhstan wants their younger generations to know and to think about certain subjects. The main purpose of Kazakhstan's education system is, not unlike any other state, to educate its citizens to either continue education in an institute or university, or to enter the workforce. Kazakhstan inherited an education system from

the Soviet Union, which was strong in math and sciences. In an effort to diversify its economy from being too dependent on energy exports, Kazakhstan restructured its education system to be on a level with developed states [183].

Kazakhstan university graduates

In order to understand the changes that happen in education system for the last twelve years, it is important to consider not only the number of existing education organizations on the Kazakhstani market, but the number of graduates that constitute one part of the labor market (Figure 14).

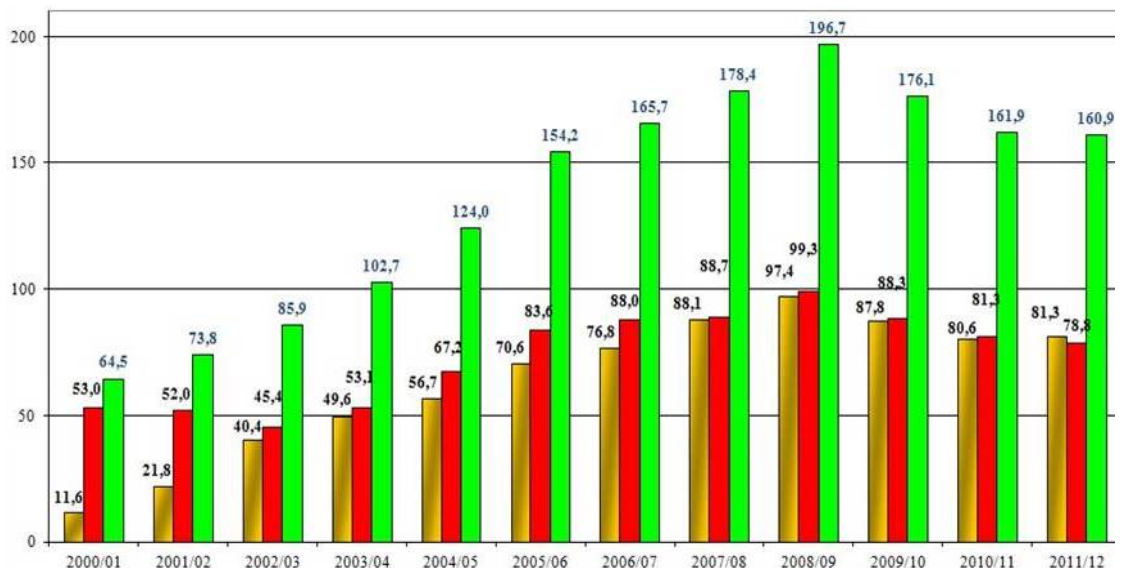


Figure 14 - Education organizations' graduates for the period 2000-2012(in thousands)

Note: the figure is developed on the base of the materials of Statistics Digest of the Republic of Kazakhstan. – 2012 [182]

From the Figure 14, it is seen that the number of graduates from private education organizations lies in the range from 11,6 thousand people (in 2000-2001 study year) up to 81,3 thousand people (in 2011-2012 study year). The number of graduates has been increased in seven times. In 2011-2012 the number of graduates from private universities is higher than from state university for the first time from year 2000.

The graduation from state universities has been increased as well from 53 thousand people up to 78,8 people or in 1,5 times.

Thus, the total number of graduates from universities has been increased from 64,5 thousand people (in 2000-2001) up to 160,9 thousand people (in 2011-2012) or in 2,5 times thanks to private universities. For 12 years the graduation from all education organizations of Kazakhstan has constituted 1 644,8 thousand people.

The diagram also demonstrates that in 2011-2012 year there is a general reduction of the graduates' number. This situation could be explained by financial crises that happened four years ago from year 2012. This time period there was an increase in tuition fee in universities. In other words, the number of university

applicants in private universities four years ago was less and thus it reflected on the number of graduates. The same situation was with state universities, considering the financial crisis situation, the expenditures on education were decreased and thus the number of applied students has been decreased as well.

Consequently, it can be concluded, that the number of graduates is influenced mainly by affordability of parents rather than market requirements and demand on graduates.

2.3 Quantitative Data Collection – Introduction to Phase 1

This chapter begins by explaining the survey instrument that was used to provide insights into research questions 1 and 2. Subsequently, there is a discussion of how the survey was implemented and the results of the first phase of empirical data collection (Phase 1) are laid out. Finally, conclusions from this phase are drawn and the implications for the second phase of empirical study are described.

The research questions are the following:

Specific Question 1:

How do student youth, including leaders and non leaders assess their leadership skills?

Specific Question 2:

What are the personal values of student youth in Kazakhstan that influence the leadership skills development?

Based on the specific questions the Hypotheses were developed in the following way:

H: There is a value-based leadership skills gap of student-youth in Kazakhstan;

Under this hypothesis the researcher assumes the following:

Ho: Leadership skills of students who are leaders are the same as leadership skills of students

H1: Leadership skills of students who are leaders are better developed than leadership skills of students

Design of the Survey regarding Leadership Skills Development of Youth

In the first phase of the empirical research, data on personal values and organizational sustainability strategy was collected, using a two-part survey. The researcher used existing methodology on identifying leadership skills and was translated to English. However, it was implemented in Russian only. The survey was administered paper-based.

In order to avoid influencing participants in their responses with regard to leadership skills choices, the topic of values was addressed in the second part of the questionnaire. In this way, “priming” of values was avoided. As discussed in the theoretical section, values affect choices and behavior. The activation of values, which occurs when an individual is made aware of a value [184], can influence subsequent behaviors. This is especially likely if certain conditions are present, for example if the value is central to an individual’s self-concept [185].

The use of self-completion questionnaire in leadership research is pervasive [180]. Questionnaire instruments like the Leader Behavior Description Questionnaire used by Rozhkov, Russian researcher [186] to measure the leadership orientation of the youth and recommended by Kazakhstan psychologists. As discussed above, the cultural distance [183] between Russian and Kazakhstan cultures are short, the questionnaires, developed by Russian researcher are also adapted to the local (Kazakhstan) culture content. Moreover, they were widely used because their known psychometric qualities (reliability and validity) have meant that researcher was able to use them with the awareness of the advantages and limitations of doing so.

Using questionnaires offers several advantages: they are invariably relatively cheap and quick to administer. A questionnaire is a flexible instrument that can be used to collect data on leadership development among youth. Respondents tend to be familiar with the instrument, so they do not require familiarization to use it. It can be administered to quite large samples.

The general type of questionnaire used in the given research is called a Likert-scale item. Likert-scale items are most often used to investigate how respondents rate a series of statements by having them circle or otherwise mark numbered categories (for instance, 1 2 3 4 5). Likert-scale items are useful for gathering respondents' feelings, opinions, attitudes, etc. [187]. Typically, the numbered categories are on continuums like the following: very serious to not at all serious, very important to very unimportant, strongly like to strongly dislike, or strongly agree to strongly disagree. The coding of this questionnaire type is unlikely to be time-consuming and the risks associated with coding inconsistencies are reduced [187].

The Likert scale Questionnaire contains large numbers of statements from 1 to 48. The respondents were asked to assess the statements listed in the questionnaire according to the range from 4 to 1, where:

- 4 means if respondent completely agrees with the statement;
- 3 means if the respondent rather agrees than disagrees with the statement;
- 2 means if the respondent has difficulty to answer the question;
- 1 means if the respondent rather disagrees than agrees with the statement;
- 0 means if the respondent completely disagrees with the statement.

The Likert scale statements were made as shown in the following:

1. I am not getting lost and do not give up in difficult situations.
2. My actions are directed on the achievement of the understandable for me goal.
3. I know how to overcome challenges.
4. I like to search and try something new.
5. I can easily persuade my friends.
6. I know how involve my friends into common business.
7. It is not difficult for me to achieve others' good job.
8. People that got acquainted to me have a good attitude towards me.
9. I can distribute my forces in studying and working.

10. I know what I want from my life.
11. I can plan well my time and work.
12. I am easily getting involved into new business.
13. I can easily establish normal relations with acquainted people.
14. I try to motivate friends, while organizing them.
15. No one person is a guess for me.
16. I think it is important for people to be friendly when I am organizing them.
17. If I have bad mood I try not to show to surrounding people.
18. The goal achievement is important for me.
19. I regularly assess my work and my success.
20. I am ready to risk to experience something new.
21. The first impression I make is usually good.
22. I achieve good results whatever I do.
23. I feel well the mood of my friends.
24. I can up the mood of my friends.
25. I can make myself to do the morning exercises even if I don't want to do this.
26. I put goals and achieve these goals.
27. There is no such problem that I can't solve.
28. In making decision I consider different options.
29. I can make any person to make to do what I think is right.
30. I can find the right people for organization of any business.
31. In relations with people I achieve mutual understanding.
32. I try to be understandable by others.
33. If I face challenges I don't give up.
34. I never have feeling of uncertainty in myself.
35. I try to solve the problems step by step.
36. I never act as others do.
37. There is no such person that would not like my charm.
38. In doing some business I consider the opinion of friends.
39. I find solutions easily in difficult situations.
40. I believe that friends doing a common business must trust each other.
41. No one will never spoil my mood.
42. I know how to get the power among people.
43. In solving the problems I use the experience of others.
44. I am not interested to do a routine business.
45. My friends accept my ideas.
46. I can control the work of my friends.
47. I can find a common language with people.
48. I can easily join people in doing any business.

Sampling Strategy and Size of Sample

The sample size in quantitative research should be large enough to evaluate the tendencies that are present in Kazakhstan nowadays in terms of leadership skills development of youth [188].

Under the quantitative research, the researcher used the questionnaire distributed among students of universities.

The key criteria for the selection of respondents in this research are those in the age range from 18 to 24 years old. The key reasons were the following:

1. It is a time for youth to have continuing education and conceptual building.
2. Youth want to be employed and need to identify their job preferences and work skills.
3. It is a period to be aware of their personalities, what they stand for, their key beliefs and values.

The sampling strategy and size are summarized in the Figure 15 below:

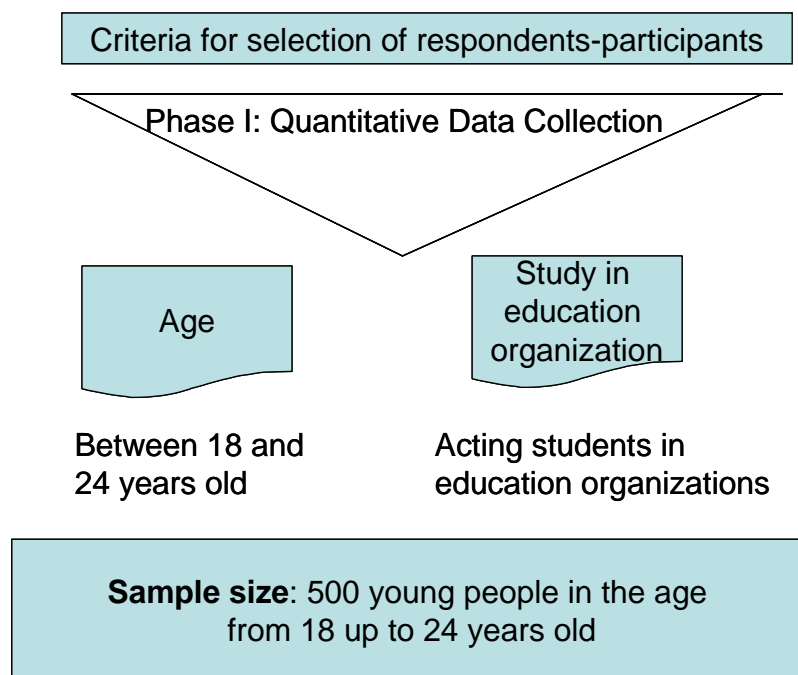


Figure 15 -Phase I: Sampling strategy

Note: the figure is developed by author

Pilot testing and limitations

The researcher has conducted the pilot research and collected opinions from the pilot group about perception of the statements. The respondents commented on the questionnaire that there were no any difficulties to understand the issue and the statements were clear enough for understanding. Thus, it can be argued that the indicated methodology is applicable to Kazakhstani society. Therefore, the researcher has distributed questionnaires among 300 students and graduates where they were supposed to value the statements according to provided scale. The answers of the respondents must be candor. However, the methodology assumes the false answers. Thus, having analyzed the answers, 35,2% of the respondents have been excluded since their answers are considered to be untrue. These statements were divided into

sections according to leadership skills (self-management, sense of purpose, ability to solve problems, influencing others, knowledge of rules and organizational work, organizational skills and ability to work in team) and mixed in purpose in order to diminish the false answers.

Presentation of data collected

As discussed above, the quantitative analysis is based on Rozhkov’s methodology of assessing leadership skills. Among leadership skills, the following skills were identified:

- self management skills;
- sense of purpose;
- ability to solve problems;
- creativity;
- influencing others;
- knowledge of organizational work rules;
- organizational skills;
- ability to work in teams

The questionnaire is divided into blocks according to indicated leadership skills. Thus, the self management skills include the following questions:

1. I am not getting lost and do not give up in difficult situations.
2. I can distribute my forces in studying and working.
3. If I have bad mood I try not to show to surrounding people.
4. I can make myself to do the morning exercises even if I don’t want to do this.
5. If I face challenges I don’t give up.
6. No one will never spoil my mood.

The responses on the mentioned questions are presented in percentage of respondents agreed according to the scale in the Table 10 below:

Table 10 - Answers of respondents on the questions related to self-management skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
I am not getting lost and do not give up in difficult situations	35%	32%	20%	13%	17%	25%	36%	32%
I can distribute my forces in studying and working	24%	31%	28%	17%	19%	23%	33%	25%
If I have bad mood I try not to show it to surrounding people	18%	13%	34%	35%	3%	9%	42%	46%

Table 10 Continuation

I can make myself to do the morning exercises even if I don't want to do this	29 %	20%	27%	24%	10%	12%	42%	36%
If I face challenges I don't give up	17 %	16%	29%	38%	1%	2%	44%	53%
No one will never spoil my mood	23 %	20%	28%	29%	14%	20%	28%	38%

Note: the table is developed by author

The sense of purpose skills contain such questions as:

- my actions are directed on the achievement of the understandable for me goal;
- I know what I want from my life;
- the goal achievement is important for me;
- I put goals and achieve these goals;
- I never have feeling of uncertainty in myself;
- I know how to get the power among people.

The answers of respondents are presented below in the Table 11:

Table 11- Answers of respondents on the questions related to sense of purpose skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
My actions are directed on the achievement of the understandable for me goal	4%	12%	32%	52%	0%	0%	27%	73%
I know what I want from my life	7%	16%	18%	59%	0%	5%	28%	67%
The goal achievement is important for me	5%	17%	39%	39%	0%	11%	35%	54%
I put goals and achieve these goals	0%	18%	54%	28%	0%	13%	44%	43%
I never have feeling of uncertainty in myself	12%	29%	37%	22%	2%	17%	40%	41%
I know how to get the power among people	22%	16%	33%	29%	7%	20%	29%	44%

Note: the table is developed by author

Regarding ability to solve problems, the questionnaire includes questions such as:

1. I know how to overcome challenges.
2. I can plan well my time and work.
3. I regularly assess my work and my success.
4. There is no such problem that I can't solve.
5. I try to solve the problems step by step.
6. In solving the problems I use the experience of others.

Table 12 indicates the responses related to ability to solve problems skills according to Rozhkov's likert-scale questionnaire.

Table 12 - Answers of respondents on the questions related to ability to solve problems skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
I know how to overcome challenges	21%	32%	21%	26%	0%	12%	45%	43%
I can plan well my time and work	0%	30%	31%	39%	0%	0%	51%	49%
I regularly assess my work and my success	17%	27%	32%	24%	17%	21%	37%	25%
There is no such problem that I can't solve	31%	47%	7%	15%	23%	42%	14%	21%
I try to solve the problems step by step	21%	25%	31%	23%	17%	27%	28%	28%
In solving the problems I use the experience of others	32%	37%	17%	14%	29%	38%	29%	12%

Note: the table is developed by author

As for creativity, according to Rozhkov's methodology, there are other 6 questions:

1. I like to search and try something new.
2. I am easily getting involved into new business.
3. I am ready to risk to experience something new.
4. In making decision I consider different options.
5. I never act as others do.
6. I am not interested to do a routine business.

According to Table 13 the answers were distributed in the following way:

Table 13 - Answers of respondents on the questions related to creativity skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
I like to search and try something new	0%	23%	21%	56%	0%	0%	11%	89%
I am easily getting involved into new business	10%	17%	35%	38%	0%	0%	36%	64%
I am ready to risk to experience something new	13%	14%	36%	37%	7%	10%	34%	49%
In making decision I consider different options	0%	20%	42%	38%	0%	0%	18%	82%
I never act as others do	29%	40%	13%	18%	23%	31%	15%	31%
I am not interested to do a routine business	27%	12%	37%	24%	18%	20%	28%	34%

Note: the table is developed by author

The next block of the leadership skills researched is the “influencing others”. Under this block the following questions were developed and asked:

1. I can easily persuade my friends
2. I can easily establish normal relations with acquainted people
3. The first impression I make is usually good
4. I can make any person to make to do what I think is right
5. There is no such person that would not like my charm
6. My friends accept my ideas

The answers for this block are presented in Table 14 below:

Table 14 - Answers of respondents on the questions related to influencing skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
I can easily persuade my friends	0%	7%	29%	64%	0%	0%	25%	75%
I can easily establish normal relations with acquainted people	5%	15%	36%	44%	0%	0%	28%	72%
The first impression I make is usually good	0%	%	33%	67%	0%	0%	22%	78%
I can make any person to make to do what I think is right	25%	32%	24%	19%	0%	39%	67%	28%
There is no such person that would not like my charm	11%	27%	41%	21%	0%	21%	42%	37%
My friends accept my ideas	0%	0%	73%	27%	0%	0%	83%	17%

Note: the table is developed by author

The knowledge of organizational work rules includes the next questions:

1. I know how involve my friends into common business
2. I try to motivate friends, while organizing them
3. I achieve good results whatever I do
4. I can find the right people for organization of any business
5. In doing some business I consider the opinion of friends
6. I can control the work of my friends

The answers of the respondents are indicated in Table 15:

Table 15 - Answers of respondents on the questions related to knowledge of organizational work rules skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
I know how involve my friends into common business	0%	15%	63%	22%	0%	0%	18%	82%
I try to motivate friends, while organizing them	0%	4%	66%	30%	0%	0%	64%	36%
I achieve good results whatever I do	9%	26%	49%	14%	0%	5%	79%	16%
I can find the right people for organization of any business	23%	36%	35%	6%	0%	17%	76%	8%
In doing some business I consider the opinion of friends	0%	6%	35%	59%	0%	32%	51%	17%
I can control the work of my friends	19%	27%	41%	13%	0%	0%	73%	27%

Note: the table is developed by author

Regarding organizational skills, there are the following questions investigated:

1. It is not difficult for me to achieve the others' good job
2. No one person is a guess for me
3. I feel well the mood of my friends
4. In relations with people I achieve mutual understanding
5. I find solutions easily in difficult situations
6. I can find a common language with people

The distribution of responses of students and students who are leaders are presented in the table 16 below.

Table 16 - Answers of respondents on the questions related to knowledge of organizational skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
It is not difficult for me to achieve the others' good job	18%	33%	49%	0%	3%	11%	65%	21%
No one person is a guess for me	29%	48%	23%	0%	16%	15%	53%	16%
I feel well the mood of my friends	0%	19%	64%	14%	0%	9%	64%	27%
In relations with people I achieve mutual understanding	0%	18%	47%	35%	0%	0%	59%	41%
I find solutions easily in difficult situations	24%	36%	13%	27%	0%	15%	68%	17%
I can find a common language with people	0%	18%	40%	42%	0%	0%	28%	72%

Note: the table is developed by author

The last leadership skills block includes ability to work in teams which is identified through the following 6 questions:

1. People that got acquainted to me have a good attitude towards me
2. I think it is important for people to be friendly when I am organizing them
3. I can up the mood of my friends
4. I try to be understandable by others
5. I believe that friends doing a common business must trust each other
6. I can easily join people in doing any business

The Table 17 presents the responses collected from students and students-leaders.

Table 17 Answers of respondents on the questions related to knowledge of work in team skills

Statements	Students				Students –leaders			
	1	2	3	4	1	2	3	4
People that got acquainted to me have a good attitude towards me	21%	32%	34%	13%	3%	11%	52%	34%
I think it is important for people to be friendly when I am organizing them	13%	19%	47%	21%	0%	0%	17%	83%
I can up the mood of my friends	10%	30%	46%	14%	0%	17%	56%	27%
I try to be understandable by others	0%	3%	24%	73%	0%	0%	7%	93%
I believe that friends doing a common business must trust each other	0%	0%	75%	25%	0%	0%	10%	90%
I can easily join people in doing any business	19%	42%	27%	12%	4%	14%	79%	3%

Note: the table is developed by author

*Leadership skills and values of Kazakhstan: Leaders and Non-Leaders:
Analysis of Survey Results and Discussion on of the Phase 1 Data*

The researcher has identified the current state of leadership skills development of Kazakhstani youth from teachers' and employers' point of view. The author has discovered the common understanding that today young people, both students and graduates, are not enough prepared to be employed based on the present knowledge they possess.

In order to get the objective picture, the researcher has provided likert-scale questionnaire to young people. The questions have been developed by a well-known Russian professor, Rozhkov [186]. The researcher has conducted the pilot research and collected opinions from the pilot group about perception of the statements. The respondents commented on the questionnaire that there were no any difficulties to understand the issue and the statements were clear enough for understanding. Thus, it

can be argued that the indicated methodology is applicable to Kazakhstani society. Therefore, the researcher has distributed questionnaires among 300 students and graduates where they were supposed to value the statements according to provided scale. The answers of the respondents must be candor. However, the methodology assumes the false answers. Thus, having analyzed the answers, 35,2% of the respondents have been excluded since their answers are considered to be untrue. These statements were divided into sections according to leadership skills (self-management, sense of purpose, ability to solve problems, influencing others, knowledge of rules and organizational work, organizational skills and ability to work in team) and mixed in purpose in order to diminish the false answers.

The idea of this test was to find out how youth assess themselves as leaders. From Figure 15, it is seen that the worst of all developed leadership skills is “self-management” and “knowledge of organizational work rules”. Nevertheless, the respondents understand well what they want, as the result of the “Sense of purpose” is the highest among indicated leadership skills.

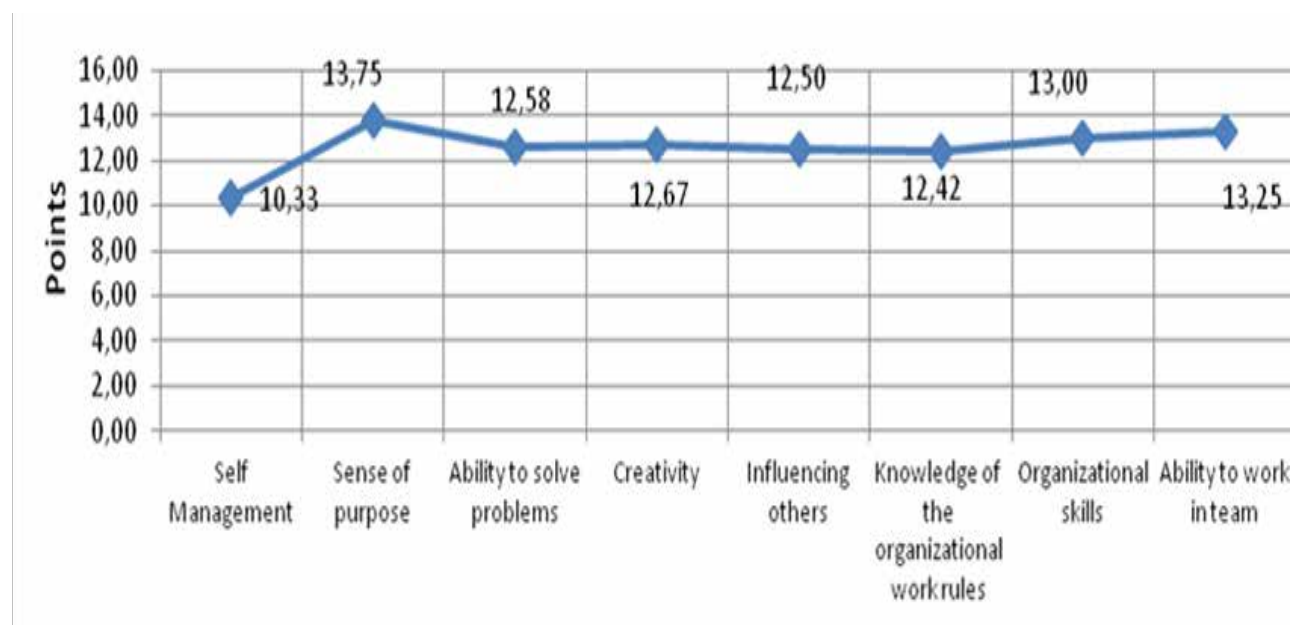


Figure 15 - Leadership skills development

Note: the figure is developed by author

If compared with students-leaders, only 12,5% of the respondents were not consequent and logical in their answers, thus their responses are considered as untrue and are not taken into account during analysis process. Thus, the results show that young leaders have the same challenging areas (Figure 16): “knowledge of organizational work rules” and “ability to solve problems”. The reason for this linear equality could be the common background, culture and values as well as conditions in which the young people have been grown up. Parents’ and society’s values had an impact on their understanding of how the problems to be solved and rules of effective organization and youth’s ability to make decisions.

In general, it is seen from the Figure 16, that these students assess themselves on several positions higher, especially in terms of the “influencing others” skill and “creativity” skill.

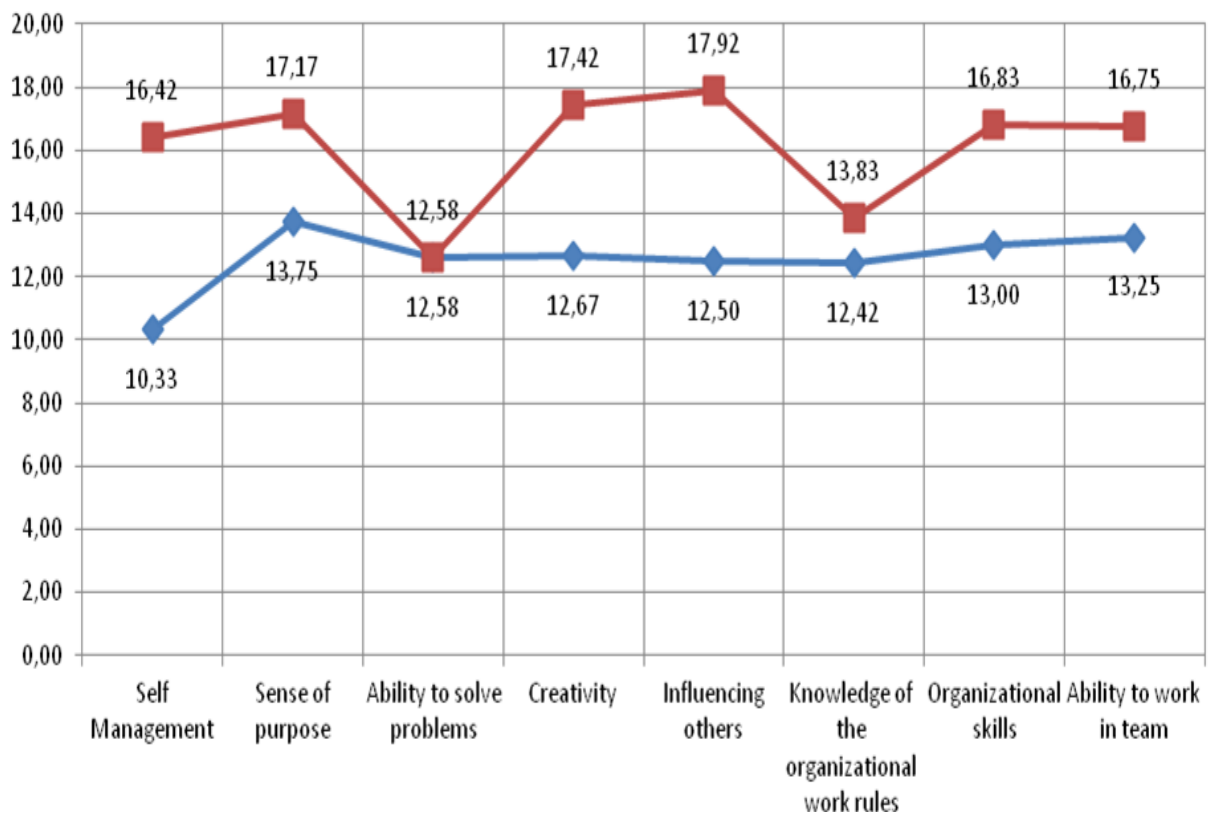


Figure 16 - Comparison of leadership skills development between students and students-leaders

Note: the figure is developed by author

In order to understand, if there is a real leadership skills gap the researcher has tested the indicated above in this Chapter Hypotheses:

Ho: Leadership skills of students who are leaders are the same as leadership skills of students

H1: Leadership skills of students who are leaders are better developed than leadership skills of students

According to Table 18, it is seen that p-value at “Ability to solve the problems” skills and “Knowledge of organizational work rules” skills is more than $\alpha=0.05$. Thus we can conclude that there is no significant difference between these parts of leadership skills and we do not reject the Null Hypothesis: “Leadership skills of students who are leaders are the same as leadership skills of students”. Whereas, in other parts of leadership skills p-value is less than $\alpha=0.05$, meaning that there is a significant difference between leadership skills of students-leaders and students. As a result the Null Hypothesis is rejected. Thus, leadership skills of students who are leaders are better developed than leadership skills of students.

Table 18 - Test of leadership skills of students and students who are leaders

Skills	Students		Students-leaders		p-value
	Mean	St.D	Mean	St.D	
Self-management	10,333	3,2004	16,4167	2,059868	0,000027
Sense of purpose	13,75	2,5628	17,1667	1,34371	0,00082
Ability to solve problems	12,583	1,9752	12,5833	1,891134	1
Creativity	12,667	3,1431	17,4167	1,037492	0,00023
Influence	12,5	3,5548	17,9167	1,037492	0,00022
Knowledge of organizational work rules	12,417	4,4202	13,8333	2,995367	0,37571
organizational skills	13	3,6927	16,8333	2,303379	0,0071
Work in team	13,25	4,6734	16,75	1,42156	0,02775

Note: the table is developed by author

Based on the findings, the researcher can assume that leadership skills of students who are leaders are better than the leadership skills of students, meaning that there is a place for students for development. However, the real leadership skills gap is in such skills as “Ability to solve the problems” and “Knowledge of organization work rules”.

Further, the researcher further wanted to clarify the values of student youth, including leaders and non-leaders believe in (Figure 17).

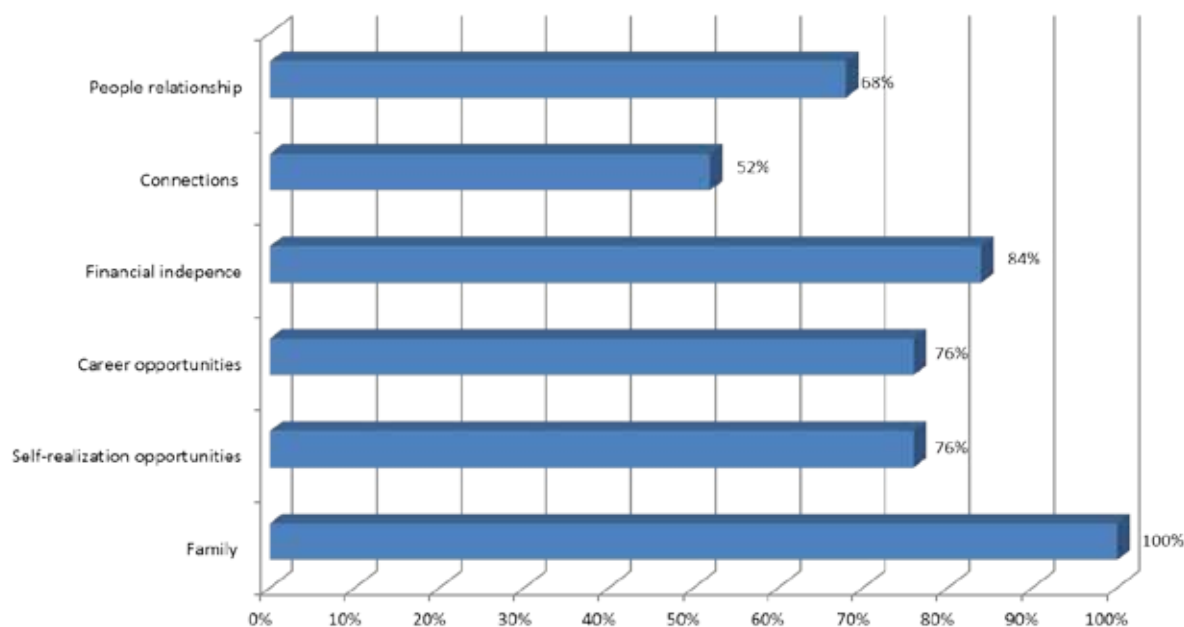


Figure 17 - Values of Kazakhstan youth's leaders

Note: the figure is developed by author

It was critical for the author to find out what today young leaders value most. As the results demonstrate the family (100% of respondents) (Figure 17) and financial independence (84%) are in the priority. It may mean that cultural values are well developed in Kazakhstan and family issues are most important even for those who are career oriented. Moreover, the researcher interprets the results in such a way that leadership should have a background in the form of family values. In other words, the leadership should be value-based.

2.4 Qualitative Data Collection – Introduction to Phase 2

In the second phase of data collection the primary aim is to answer Research Questions 3 and 4, which focus on the factors that influence the development of leadership skills of student youth.

The research questions for the Phase 2 are the following:

Specific Question 3:

How education sector, particularly teachers influence the development of values and leadership skills of student youth in Kazakhstan?

Specific Question 4:

What is a role of business in the development of leadership skills of student youth in Kazakhstan?

Selection Criteria of Respondents

Under the qualitative research, two types of interviewing were used in this study: in-depth interviews and key-informant interviews.

For in-depth interview in this study, the respondents were teachers of universities. They were chosen according to the following criteria:

1. Work experience as teachers not less than 2 years, so they can provide sufficient reliable information on students' behavior
2. Work experience on advising students

The next type of respondents is the representatives of employers, particularly, recruiters that were chosen on the only criterion:

- Presence of the company on the market, at least 5 years.

The other criteria such as field of activity, financial indicators and corporate culture are not considered by researcher, because the area of interest is the development of youth in Kazakhstan and needed the employers' assessment and evaluation in terms of the stated problem of research.

As for the key informant interview, the respondents include young people, who are actually leaders in students' organizations (councils).

The key criteria for selection process of this type of the respondents would be their acting role of leaders of students' organizations. The researcher understands that these leaders are under youth age, determined in the Chapter 1 of the given research thesis.

Sampling Strategy and Size

Sampling in qualitative research was done from rich descriptive data sources such as participant observations, in-depth interviewing and key informant interviewing [189]. The identification of samples depends on what research questions one is trying to answer. This means that the researcher makes a selection of the sample based on the population that will yield the most information about the topic under investigation [189]. It should also be noted that the sample size in qualitative research is of no significance, as it does not seek frequency, estimates, or representation, but is usually small because the focus is on the richness and manageable size and the right spread to give more information on the phenomenon as in this research [190].

Thus, 100 representatives of employers (recruiters), 100 university teachers and 50 leaders of student organizations in universities were interviewed using in-depth interviews and key-informant interviews.

Survey Questions

The survey questions include the questions designed for in-depth interviews, key informant interviews and Likert-type questionnaires. In-depth interviews and semi structured key informant interviews are designed as open –ended questions that give the researcher an opportunity to listen to respondents and thus getting more information on the research topic.

In-Depth and Key Informant Interviews: The Use of Open-ended questions

Twenty two open-ended questions were designed as instruments for this research. The choice of open-ended questions was to allow respondents to give their perspective and ideas on issues in the questions and to give a guide to the flow of information intended for extraction. The intention of the discussion was to establish whether the questions touched on the aspects that affected respondents from a leadership perspective. Moreover, this type of question allows participants to respond in any way they choose. The length of interviews once the scene setting was complete depended on respondents and varied from 20 to 40 minutes.

The example for open-ended questions is:

1. What is your current marital status?

A: [Participants provide answers in their own words]

The use of open-ended questions allowed the respondents to give responses according to their interpretation of the world around them. This allowed deep exploration of respondents' points of view, feelings, and perspectives [57]. The choice, by default, compels respondents not to use "Yes" or "No" answers, which do not give the context of what is being enquired about. If this were allowed, it would contradict the very essence of this research, which seeks to get a view of the interpretation of their environment from the respondents. While the method is rich in context, the establishment of a rapport and trust during scene setting is important so as to avoid creating uneasiness on the part of the respondents [191]. This is supported by Fontana and Frey [190, 191], who argue: "The goal of unstructured interviewing

understands it is paramount to establish rapport with respondents; that is, the researcher must be able to take the role of the respondents and attempt to see the situation from their viewpoint rather than superimpose his or her academia and preconceptions on them.”

In-Depth Interview Questions

The first two questions were designed to identify the work experience of the teacher. The next three questions were about understanding of Youth and their problems on the labor market. With a help of the last three questions, the researcher wanted to identify the level of motivation of teachers to work in education system in Kazakhstan Universities.

1. How long are you with university?
2. What are your responsibilities besides teaching?
3. From your perspective, what are the main characteristics of Youth?
4. What are the main problems youth facing today?
5. Do you know the requirements of the employer towards the graduates in terms of knowledge, experience and skills required at the labor market?
6. I would like to know your opinion about working in the education system in Kazakhstan
7. Are you satisfied with working conditions (class equipment, work place, library opportunities, salary, technology developed)? Please give a reason for the answer.
8. After all, do you feel motivated to work with students and doing Research and Development projects in university?

As for the research question for employers, particularly for company recruiters, the questions for discussion were the following:

1. Please tell me about the methods the company uses to search people for the vacancies?
2. Do you work with students and graduates? In what form (visiting job fairs? providing scholarships? providing internships?)
3. What are your requirements as a company for potential employees regarding necessary skills (for example leadership skills) to work in your company?
4. What can you tell about the level of skills the graduates obtained during their study in universities?
5. Do you train newcomers, particularly young specialists?
6. Do you agree with the idea, that education system in Kazakhstan should be revised in terms of preparing skillful people? Please, justify your answer

Key Respondent Interview Questions

The questions in this type of Interview were also designed in the open-ended questions format; however, these questions are semi-structured, meaning that the other questions could be asked in case if this is necessary.

The aim is to find out if the students’ leaders understand the issues the Youth facing nowadays, to what extend these leaders understand a value-based leadership

and how they see the development of leadership skills of Youth in Kazakhstan. So the questions are:

1. How did you become a leader of the student organization?
2. Why did you want to become a leader?
3. What skills have helped you in overcoming the challenges and in becoming a leader?
4. Can you define the Kazakhstan Leadership Skills?
5. What and how you understand the concept of the Value-Based Leadership?
6. Do you know what skills and knowledge the youth needs today to become future leaders?
7. In your opinion, what are the leadership skills and how they should be developed in Kazakhstan?
8. What do you value the most (people, opportunities in career, relationships, etc.)? Please give a reason for your answer.

Pilot testing of the Questions – Interview Questions

The important element to the interview preparation is the implementation of a pilot test. This pilot test was to ensure the clarity of the questions asked, and that the interviewees understood the questions. The interviews were held in Russian version.

The term 'pilot studies' refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. Pilot studies are a crucial element of a good study design [192].

Turner [193] agreed that the pilot testing assists the research in determining if there are flaws, limitations, or other weaknesses within the interview design and will allow researcher to make necessary revisions prior to the implementation of the study. It is critical that pilot testing is be conducted with participants that have similar interests as those that will participate in the implemented study.

As proposed in Low and Or [194] the researcher established rapport quickly by calling the respondents by name and being personal as well as friendly, listening carefully, showing a genuine interest in the respondents' views. Besides, flexibility was adopted by implementing the questions items in a way that the interviewees found it comfortable.

The researcher has conducted five pilot interviews with teachers in order to find out if the respondents understand the logic of the questions asked. The interviewees were asked the following questions:

1. How long are you with university?
2. What are your responsibilities besides teaching?
3. From your perspective, what are the main characteristics of Youth?
4. What are the main problems youth facing today?
5. Do you know the requirements of the employer towards the graduates in terms of knowledge, experience and skills required at the labor market?

6. I would like to know your opinion about working in the education system in Kazakhstan

7. Are you satisfied with working conditions (class equipment, work place, library opportunities, salary, technology developed)? Please give a reason for the answer.

8. After all, do you feel motivated to work with students and doing Research and Development projects in university?

The candidates understood the questions, however they found question No.4 difficult to answer. In the answers for this question, the researcher wanted to hear more about values system of the Youth, whereas the respondents were mainly discussing the criminality and drug addiction of the youth. That is why, the researcher has decided to change the question from: “What are the main problems youth facing today?” to: “What do you think about value-based system of today youth?” So, after the question has been changed, the respondents could provide a sufficient answer for this question, discussing positives and draw backs of the values youth has today.

As for the key informant interviewees, the researcher tried to understand if the respondents can provide reasonable answers. The questions asked did not seem difficult to the pilot testing candidates. However, the last question has been changed from “What do you value the most (people, opportunities in career, relationships, etc.)? Please give a reason for your answer” to the other one “Please visualize and describe the “Kazakhstan Leader” in terms of skills and values”. The reason for changing the question was that the researcher would like to understand the image of the ideal Kazakhstan leader and what respondents think important to become such leader.

Key Limitations & Overcoming Them

Certain limitations must be noted when assessing the validity of the study. Firstly, it is time consuming to interview the selected people. At first the researcher asked their permission to be interviewed and objectives of the research, then appointed time for the interview. Each interview lasted from 20 to 40 minutes. In order to interview respondents, the researcher had to plan at least 3 interviews per day, because the interviewees could be located in different districts of Almaty. Moreover, the author found the work with university documents too time consuming, as all necessary information was mainly paper-based and the researcher had a difficulty to find the necessary one.

Secondly, not all chosen respondents according to criteria agreed to be interviewed. The main reasons given were mainly as the “lack of time”, “having many other things to be done”. However, researcher assumes that there are the problems in the fear to be published and their true opinion can influence their job. As Muratbekova and Besseyre des Horts [92] suggest this is the problem of “Kazakh people being initiative”.

The last limitation for this research is that investigation was mainly done in Almaty region. It was not enough to study only Almaty students, even though

Almaty is considered to be diversified and a lot of young people come to Almaty to study from different regions [194]. However, the researcher could not reach the students living in other regions, like Western or North Kazakhstan regions due to the distance problems and cost constraints: the researcher would have to use the train or air transport to go to these places and find the accommodation. Moreover, the researcher would need transport for interviewing people.

To overcome these key limitations, the researcher has decided to work not only with paper-based documents, but search the key information on the web-sites of the universities.

The second problem was solved in the following way: the researcher found it very important to talk with potential respondents by telephone before meeting them, explaining in a friendly manner the advantages of the research, the confidentiality of the respondent's names and the places of their work and thus convincing them to meet and at least try to discuss the prepared questions for the interview.

The last problem to overcome, the researcher tried to use telephone and e-mail based interviews, understanding that they are not as effective as face to face ones, because the raised questions in interviews are the sensitive for the number of respondents.

2.5 Youth through the Eyes of Respondents' Groups: Analysis of Survey Results and Discussion on of the Phase 2 Data

The researcher in Findings and Analysis Chapter has found out the relationship between education system, Kazakhstani youth's attitude towards skills advancement and employers' views on further development, perspectives and potential of young people in future career life. Moreover, it was critical for the researcher to estimate and examine the values of Kazakhstani youth, because future leadership of Kazakhstan is dependent on today's values of Kazakhstan's young people.

Thus, before describing the interaction between education system of Kazakhstan, young generation and business, the researcher, first of all, has disclosed some historical aspects of education system, present situation and integral elements of education culture of Kazakhstan.

Educational System of Kazakhstan

As it was discussed in Chapter 1 of the given research thesis, the education system has been changed. The approaches used in Soviet Union are not applicable any more in Kazakhstan. Now there is a three level education system: bachelor-master-PhD. Since Kazakhstan is a developing country, the education system is developing as well. Thus it can be argued that education in Kazakhstan still needs to be revised to make it applicable to the employment, economy and market needs as much as possible. As Low [31] argued, if there is no understanding in learning values for nation, the universities cannot adequately market themselves and effectively prepare future qualified specialists in the context of globalization and high competition on the labor market in Kazakhstan.

The researcher has provided in-depth interviews with the following audience: teachers, employers and youth's leaders and distributed the likert-scale questionnaires among students and graduates as well as students-leaders. In order to be objective in the judgments and to identify the leadership skills gap, the author has compared and analyzed the results. The received research results will help all interested parties to improve the leadership skills advancement of Kazakhstan; assist in upgrading the competency-based skills and further develop special training programs to strengthen the mentioned skills of Kazakhstani youth

Teachers Understanding of Youth

The researcher has conducted in-depth interviews with teachers in Almaty. The sampling size of the respondents consisted of 100 people. The main reasons for the sampling size are the following:

- Location criterion: Almaty is considered to be the student city. According to the National Agency of Statistics (2013), the majority of youth, particularly, students and graduates are located in Almaty: more than 200 000 of young people live in the biggest city of the Republic of Kazakhstan. Thus, Almaty as well as Astana is the one which is the most prospective regions in developing leadership skills.

- Besides location criterion, the respondents were chosen according to the subject they teach. In order to be more objective, it was decided to consider the business and social sciences, because teachers of these disciplines could provide the reasonable answers, understanding the specifics of the research project.

Before defining a subject of the teachers, the researcher has conducted the pilot test. The investigator has interviewed teachers of business, social, engineering, medical and humanitarian sciences and found out that teachers of business and social sciences better comprehended the nature of the questions and could provide more full answers rather than teachers of other specializations. Moreover, the researcher has excluded incorrect questions and defined the optimal number of the questions in conducting the in-depth interview. Thus, the researcher has interviewed 100 teachers working in state and private universities, teaching business and social sciences.

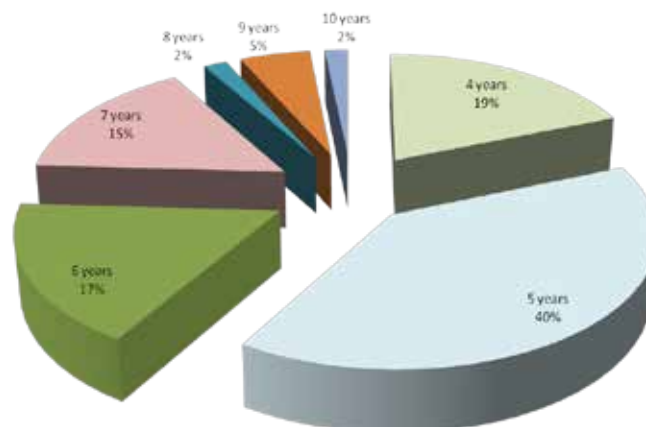


Figure 18- Length of work in universities

Note: the figure is developed by author

Thus the figure 18 demonstrates the experience of teaching through the working period in universities. It was critical for the researcher to find out the work experience in education system, particularly length of work, because this criterion has an impact on reliability of teachers' answers in regards to understanding student youth's development, including values issues and leadership aspects. As the results of investigation suggest, the mean length of work in universities was 4, 17 years. According to Figure 18 the majority of respondents were connected with universities mainly for five years. Moreover, there are teachers that worked in education system more than 5 years and it constitutes 41% of all respondents. It means that teachers are experienced professionals in working with young people and know their problems from within.

Another issue researched was the characteristics of Youth from teachers' point of view. The findings advocate that young people today are money oriented, open to new things, open to new things, technology oriented and communicative as well as passionate (Figure 19).

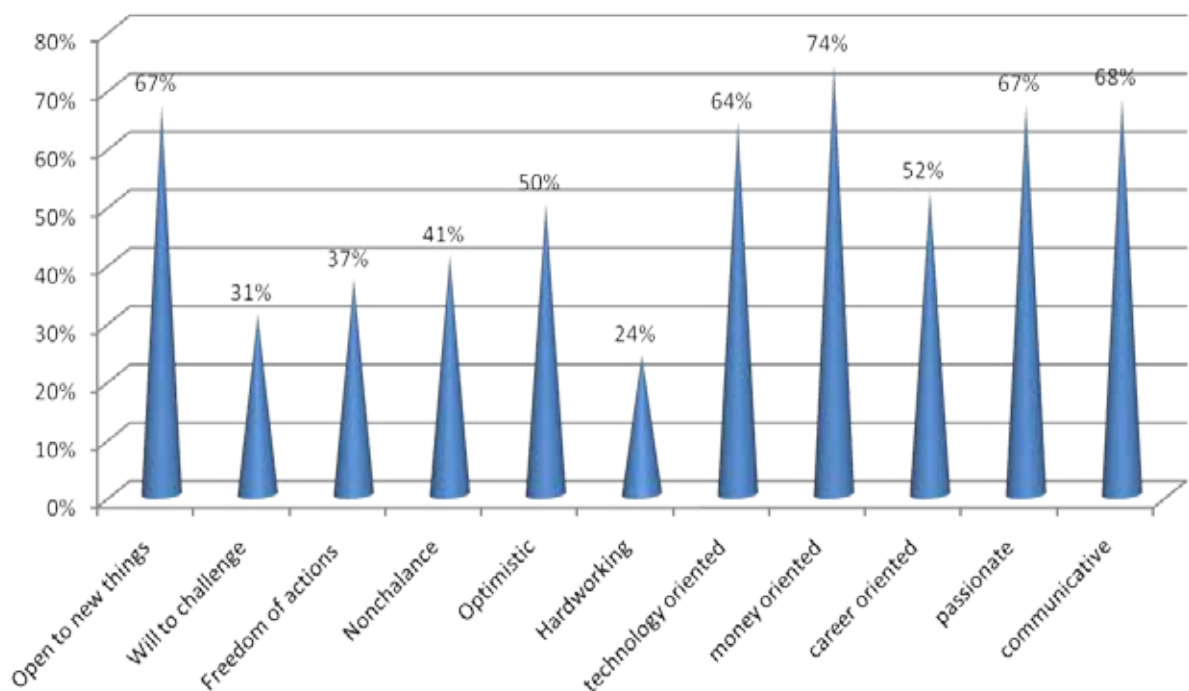


Figure 19 - Characteristics of Youth

Note: the figure is developed by author

These characteristics are true for the generation Y born in the period between 1983 and 2003 [195]. It means that these people are easily trained; however, according to research results they were not as hardworking as Generation X people. In other words, young generation could have a problem of the quality task execution and deep understanding of the issue and problem resolution.

As for the problems the youth faces today, the teachers have indicated the following issues (Figure 20): unemployment, shortage of life experience, practical knowledge shortage, weak financial, economical and legislative literacy and housing problems.

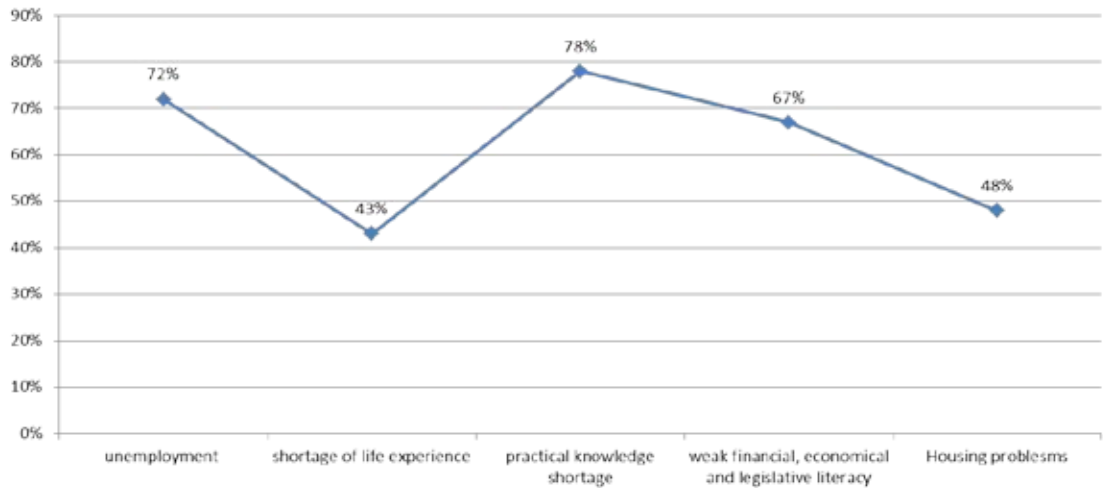


Figure 20 - Problems of Kazakhstani youth

Note: the figure is developed by author

In this case, the researcher understands that in regard to the problems identified, unemployment is a consequence of such problems as practical knowledge and life experience shortage. According to Diagram 5.1, the biggest problem was the deficit of practical knowledge, meaning that youth did not possess necessary skills of critical thinking or analytical skills, communication, negotiation and conflict management skills as well as time management, in other words personal effectiveness skills.

The lack of these skills indicates that young people need more attention from teachers in terms of providing them with practical knowledge to gain personal as well as professional effectiveness.

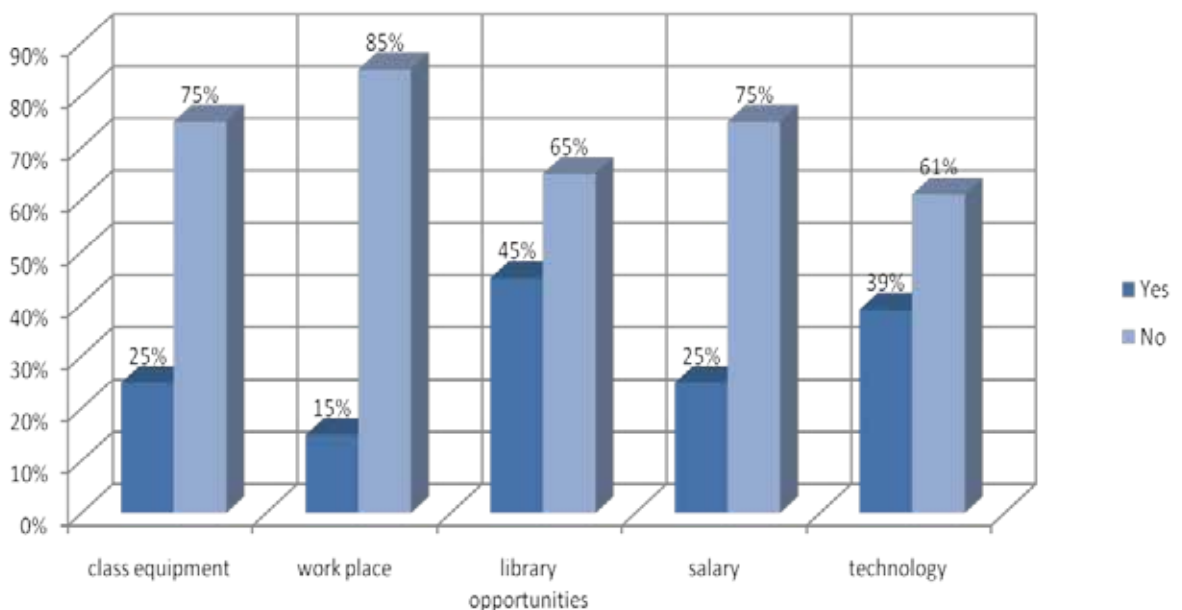


Figure 21 - Satisfaction with working conditions

Note: the figure is developed by author

This may mean that teachers were not so motivated to work with students on developing additionally required skills besides teaching their disciplines. Moreover, as the following Figure 21 demonstrates, teachers were not satisfied with working conditions, particularly working place, class equipment as well as salary offered. It means that teachers prefer to teach in several universities, being freelancer that does not claim the separate well-equipped working place and decent wage than being part of one university corporate culture and thus feeling obligation to teach the required by labor market knowledge and skills.

Nevertheless, teachers were motivated to work in education system and they were more motivated to do research projects than working with young people (Figure 22). It means that teachers are still interested in joining one university, but dissatisfaction with current working conditions does not let them to work at one place.

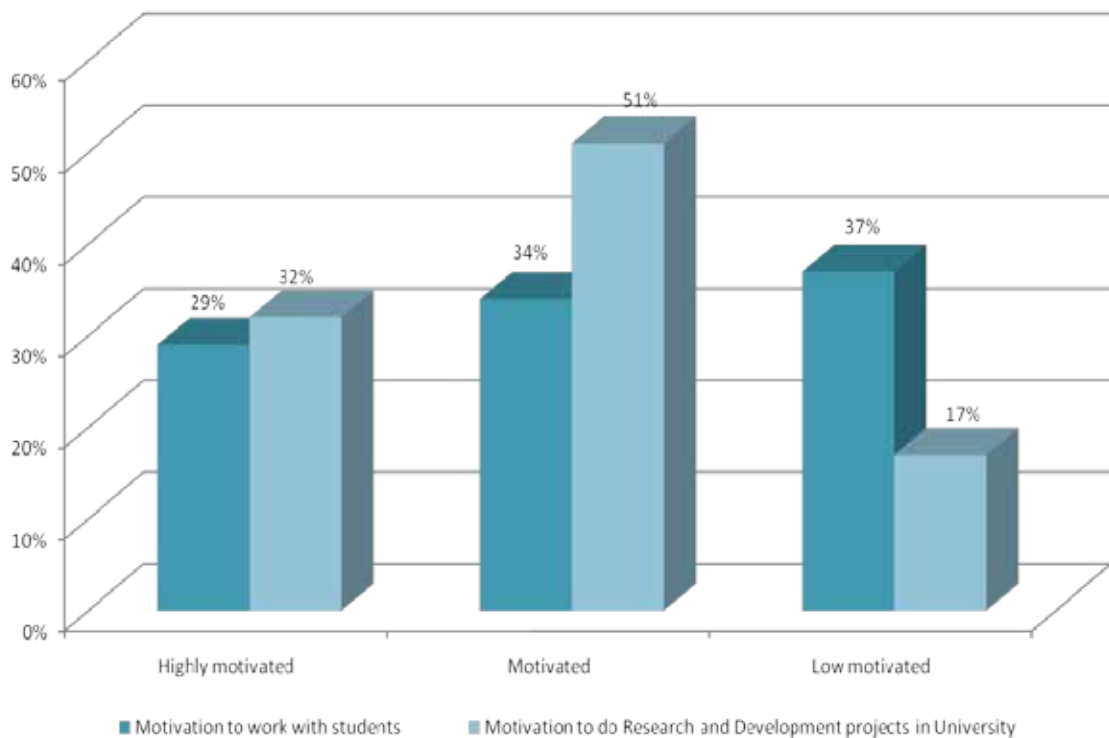


Figure 22 - Motivation to work in the university

Note: the figure is developed by author

To sum up, in order to get qualified graduates, the society must take responsibility to build a strong education system in Kazakhstan. The following are the weak position the education system suffers from:

1. The style of teaching used in the number of Universities in Kazakhstan is according to the Soviet style, referring mainly to the audio style: when teacher is providing a lot of theoretical material to students and students must write down what was said by a professor. There is no support material, like Power Point Presentations or handout materials. This makes the study process complex and demotivates

students to continue studying. However, this situation cannot be considered as not all universities have the same problem, mainly it is the problem of the State Universities.

2. Universities do not motivate teachers to stay with the university and be part of its culture. While, a strong organization culture, according to Hofstede [184] should be “maintained not only in the minds of its members but also in the minds of its other stakeholders...” Moreover, strong culture causes positive emotions. In other words, in regard to a university culture, the researcher understands it as a positive and favorable working environment in respect of teaching and research activities; with necessary motivation conditions, including both tangible (financial) and intangible (values and rules). As a result, such “healthy” environment ensures the quality of education process, including motivated highly qualified personnel and reputation of a strong university that provides “higher quality” of education. Thus, universities do know how to retain teacher staff. As a result teachers may work at different universities, teaching part-time.

3. Because the teacher staff is not retained, teachers do not motivate students to study.

4. Another reason for development is the low equipped classes in universities, where the students usually study and have lectures. Thus, the study process is not interesting for both students and lecturer.

5. The library opportunities in universities also need to be developed. Some universities do not update the books to students due to high prices of the good literature. The electronic library is available in most of the universities, however there is a limited access to international well-known databases. Thus, the universities narrow the students’ development in terms of developing critical thinking, analytical skills and writing skills.

Interaction of Employers with Kazakhstani Youth

In order to get the understanding of how employers cooperate with young people, the researcher has organized the in-depth interview with employers, particularly, HR representatives, who are responsible for recruiting the staff. The sampling size has been defined in the amount of 100 employers in Almaty district. However, the researcher could interview only 57 employers. The other chosen respondents could not provide the answer due to different reasons, such as:

1. Shortage of time to meet for interview.
2. Heavy bureaucracy procedures, in terms of getting information from the company representatives.
3. Reluctance to participate in the investigation.

As for the rest respondents, the researcher has received enough material for investigation and analysis.

As it is seen from Figure 23, all respondents used the “promotion from within” recruiting tool. Most of them (87%) applied to private employment agencies to find the right candidate for an open vacancy. Only half (47%) of respondents recognized the “direct recruitment from colleges and universities” and “job fairs and career conferences”.

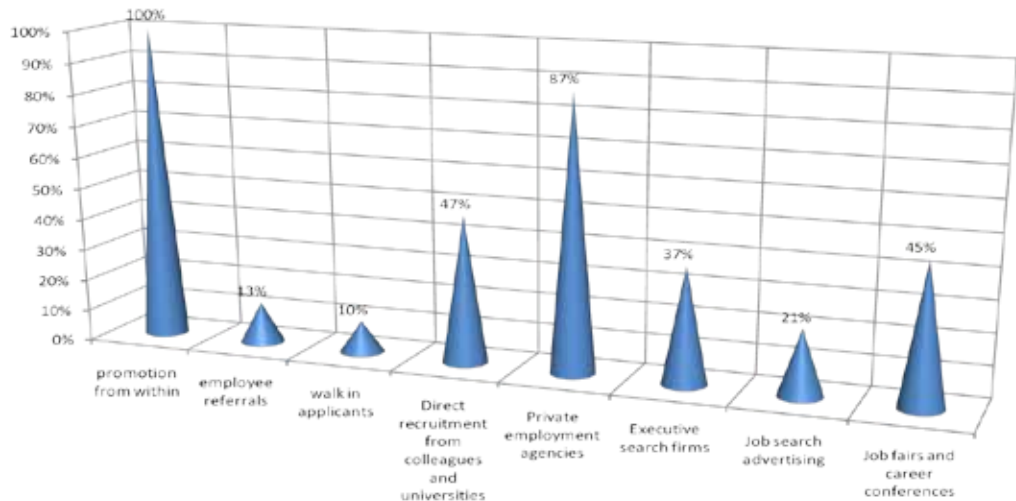


Figure 23 - Popular Recruiting Methods

Note: the figure is developed by author

It was very critical for the researcher to understand if the employer tries to work with students and graduates. According to results, 100% of respondents provided a positive answer: all of them work with young generation. As for the form of interaction with students and graduates, the researcher has found out different answers (Figure 24):

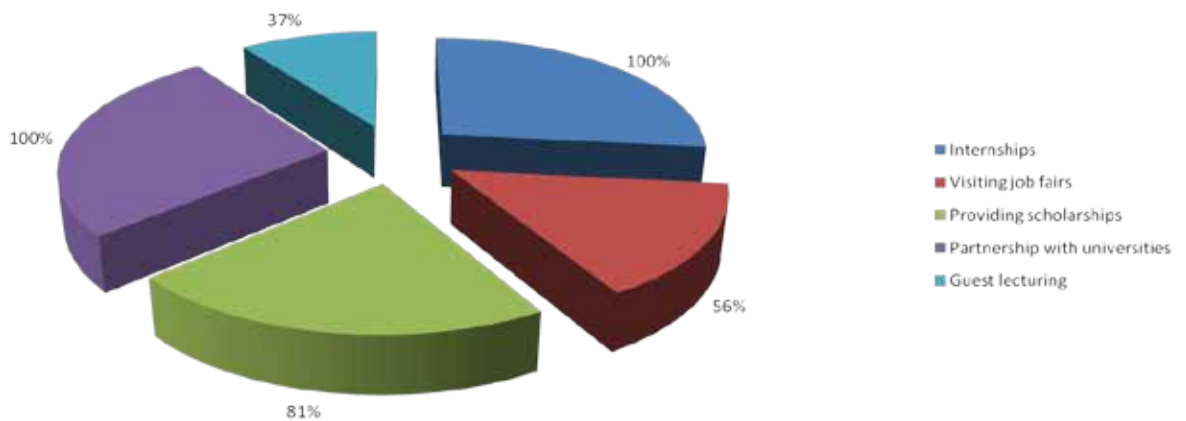


Figure 24 - Interaction form with young people

Note: the figure is developed by author

All of the employers provide internships and have partnerships with universities, particularly, participating in different events of university and providing

some sponsorship in different ways. However, guest lecturing is not as popular as visiting job fairs. The researcher assumes that guest lecturing needs more involvement in young people's lives comparing to job fairs and is less effective in finding talent people.

According to results of in-depth interview, the majority of respondents, 78%, advocated that these young talent people must possess "practical", so-called "background" competences, that will let them further develop professional as well as personal skills, such as critical thinking, analytical, time management, conflict management, negotiations and presentation skills. The rest 22% of interviewees considered these skills to be not obligatory because anyways the "newcomers" will be provided with required professional skills.

All interviewed employers agreed that today graduates lack the essential skills which need to be developed in order to meet necessary requirements of the employer, in terms of job effectiveness and efficiency.

Nevertheless, despite the opinion of the majority that young people must be prepared and skilled at the entry level, 63% of the respondents - employers provided adaptation course of the business and some trainings on improvement of the indicated skills. 37% of the interviewees have had another understanding of this issue. According to their opinion, the first on job year is critical for newcomers, when young people can polish their competences and identify the problematic zones for further development. Moreover, the respondents believed that the first year is a time of contacts' establishment and right positioning among colleagues. That is why the employers did not pay a lot of attention on training of newcomers during the first on job year.

As for the last interview question, the respondents preferred to be "realistic" and tried to avoid the term "to revise the education system". The interviewees agreed that they are not satisfied with present level of skills development among young generation and that it is a problem of the university involvement in the development of the necessary knowledge and competences that further would form the leadership skills. According to employers' opinion, the colleges and universities should pay more attention to curriculum and provide these skills as separate and obligatory courses for students.

To summarize, the employers were working with young Kazakhstanis in the different forms, however, their desired demands during selection process are stringent enough, so that the majority of the graduates did not meet the set requirements of employers.

Insights of Youth Leaders about Youth and Their Opportunities

For better understanding, the researcher interviewed 50 leaders-students. All of them were leaders of the student organizations. Thus, for the first two questions "How did you become a leader of the student organization?" and "Why did you want become a leader?" the researcher has identified common responses from these leaders and found out identical answers such as desire, wish, intention, aim, etc. to develop certain skills. The most popular answers are presented below, in Figure 25.

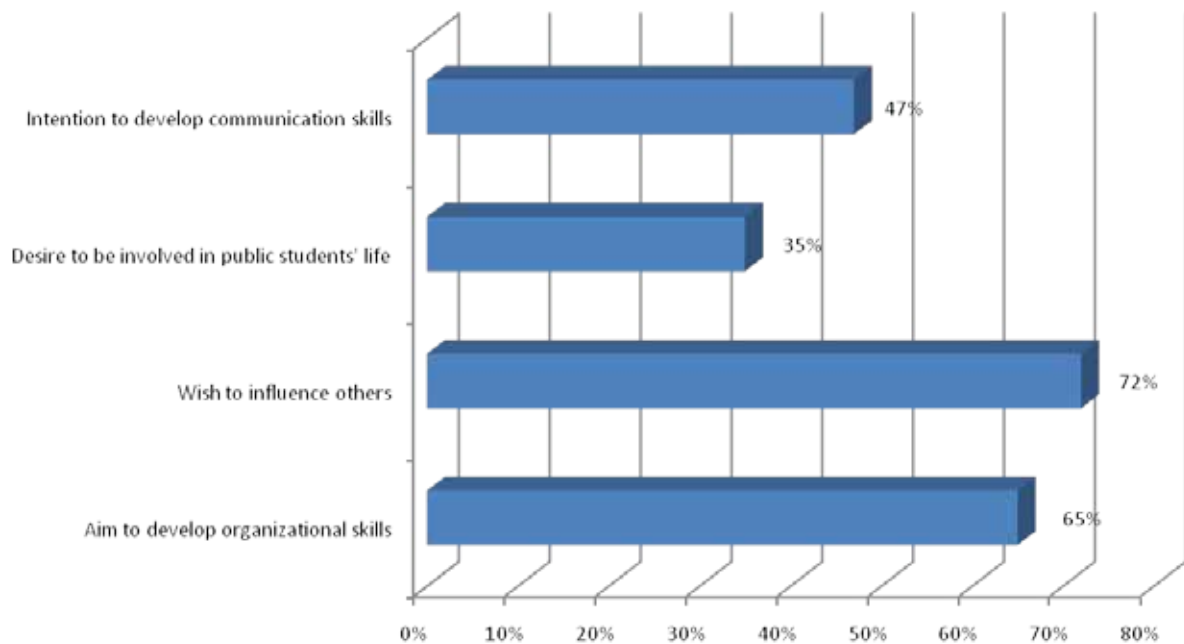


Figure 25 - Popular reasons to become a leader

Note: the figure is developed by author

According to Figure 25, the most popular answers are a “wish to influence other” (72% of respondents’ frequency of mention) and an aim to develop organizational skills (65% of respondents). Thus, the author can assume that the main reason for becoming leaders is the improvement of personal effectiveness skills, which will have an impact on professional skills development.

The following question was about skills that helped young leaders overcome difficulties and challenges. Thus, the most acknowledged skills are:

- ability to find common ground with people;
- time management opportunities;
- persuasion abilities;
- patience;
- ability to take responsibility;
- passion for the end goal.

Further, being part of Kazakhstan culture, the respondents were supposed to define Kazakhstan Leadership Skills. The majority of interviewees (68%) identified leadership skills as mutual respect, inspiration and leading things to its end. The rest respondents (32%) identified leadership in Kazakhstan mainly as authoritative style, using different names for the present Kazakhstan leaders as “old wolves” and “high achievers” that use strong subordination, full obedience and fear based on “old school” skills like imposing full devotion to work.

As for the questions regarding concept of Value-Based leadership, required skills to become future leaders and how to acquire these competences, the researcher has got common responses from key interviewees. Leaders - students did not hear before about value-based leadership, however, they understand it as a leadership style that will unite both employers and employees, make them team and make their work

more efficient. Nevertheless, the respondents clearly realize that in order to become future leaders they must possess:

- strong set of values;
- strong character and charisma;
- good influencing skills;
- self confidence;
- skills of conflict management;
- knowledge in the sphere of economy, finance, psychology, etc.

Answering the question “how these skills should be developed in Kazakhstan”, the majority of respondents, 77%, indicate changes in the schools’ program, in other words incorporation of leadership skills courses. The other respondents, 23%, offered different alternatives, including special partnership programs between the Ministry of Labor and Social Defense and University, amendments to legislation of the Republic of Kazakhstan regarding education processes, etc. In a nutshell, the respondents indicate mainly the external forces that can help Kazakhstani youth develop the indicated skills and no one of them mentioned about personal involvement in the development of their leadership skills.

2.6 Integrating Theory and Empirical Results

In this chapter, the elements of the study are brought together. The theoretical and empirical evidence will be integrated to come to conclusions regarding the research questions that have guided this study. First, the key points and results of the quantitative study are highlighted. Then, the results of qualitative study are discussed.

Summary of Key Results - Quantitative Survey (Phase 1)

Specific question 1:

How do student youth, including leaders and non leaders assess their leadership skills?

According to findings, the leadership skills were identified by Russian professor, Rozhkov M. These are self-management, sense of purpose, ability to solve problems, creativity, influencing others, knowledge of organizational work issues, Organizational skills and ability to work in team. Thus, student youth, including leaders and non-leaders has a high level of sense of purpose, but at the same time they do not know how to use their skills in regards to self-management and decision-making or ability to solve the problem. However, if to compare students leaders and non-leaders, leaders are more creative, better organized and more efficient in working in teams. Nevertheless, student leaders have the same problem as non-leaders in solving the problems. This comes from the environment youth has been grown up and values believed in by their parents and themselves.

Specific Question 2:

What are the personal values of student youth in Kazakhstan that influence the leadership skills development?

As discussed in Chapter 3, values play a significant role in leadership skills development. The survey has confirmed the given assumption. The researcher has found out the values important for present Kazakhstani student youth. These are people relationship, connections, financial independence, career opportunity, self-realization opportunities and family. In this regard, family is the most significant value (100% of respondents identified this value) and only then financial independence (84% of respondents think this value is important). Considering “father leadership approach”, existing in Kazakhstan [130], paternalism and collectivistic approach, the survey confirms that family orientation is the vital value in Kazakhstan and thus the decision-making process and problem solution are under dependence on opinion of different people, including family members and peers.

Summary of the results from the Qualitative Survey

As stated above in Chapter 1, the Hypothesis for the factors that influence the development of student youth’s leadership skills is the following:

H: There are factors and system preconditions that influence the value-based leadership skills gap which are government involvement, education sector development, business interest, globalization as well as readiness of student youth to further develop and to improve the set skills.

The researcher has conducted the qualitative research and gave the answers to specific questions, in order to prove or reject the indicated above hypothesis.

Specific Question 3:

How education sector, particularly teachers influence the development of values and leadership skills of student youth in Kazakhstan?

Education sector is represented by teachers that have a high influence on students [128]. According to survey results, teachers poorly participate in the development of leadership skills of youth due to low motivation to work within one university culture and cultivate in students certain leadership values and skills. Mainly, teachers are motivated to work within education sector and do more research, rather communicating to students. The reasons of demotivation are mainly dissatisfaction with working conditions and salary of teachers.

Specific Question 4:

What is a role of business in the development of leadership skills of student youth in Kazakhstan?

According to research results, business is not interested in developing leadership skills of students during the study process. Business poorly participates in activities, devoted to the development of leadership skills of student youth. Mainly, business prefers to hire people with certain work-experience that already have the basic of competency-based skills and could be further developed during work practice in the form of leadership skills. However, there are some interactions with education organizations in the form of providing internships for students, participating in job fairs, providing scholarships, etc.

Reasons that Influenced the Emergence of the Problem: Education system, Motivation of youth and State of Kazakhstan Youth Leadership Skills

According to research results, the author has analyzed the situation of the leadership skills development in Kazakhstan.

At present, the Kazakhstan economic sectors face the problem of qualified personnel scarcity. It is paradoxical, the reason for the shortage of skilled professionals is not a lack of human resources or institutions engaged in the training of these specialists, on the contrary, the country has a high rate of unemployment and redundancy of educational institutions. Percentage of the number of educational institutions per the total population of the country is one of the highest in the world, and much higher than in European countries [154]. As the research demonstrated, a major reason for the shortage of skilled professionals is a low average level of graduates in the educational institutions of Kazakhstan, moreover there are external factors that influence insufficiency of skilled young generation (Figure 26)



Figure 26– Reasons for shortage of skilled professionals

Source: the figure is developed by author based on materials of Zhatkanbayeva A., Zhatkanbayeva J., Zhatkanbayev E. The impact of globalization on “brain drain” in developing countries.// Procedia – Socaila dn Behavioral Sciences, Vol.47. - C. 1490-1494 [197]

There are a lot of reasons of the low level of education in the Republic of Kazakhstan, but one of the main factors influencing the education sector were mistakes made at the dawn of the educational system in independent Kazakhstan. In Soviet times higher education was available only in public universities [196], where students were accepted according to the state order, and only a small part of all students had the opportunity to study in universities. After obtaining the independence and the introduction of a market economy, the commerce has been involved in all aspects of Kazakhstani society, including the education sector. The population has got an opportunity to pursue higher education on a fee basis, without passing difficult exams. The accumulated pent-up demand, along with the current high demand for higher education was expressed in a large number of people willing to pay for their education. This demand has spurred an education market to increasing of proposals in the form of a quick opening of the number of private universities with an extensive branch network. It is logical that the opening of universities in a hurry had a negative impact on the quality of education in these universities. However, the

professors and teaching staff in the new universities were hired from already existing state universities, thereby worsening the situation in the state universities. As a result, the mentioned above factors had a strong impact on the unsatisfactory average level of education [186].

Parents' Duty

Over the years, the demand for higher education did not decline. In contrast, the population has acquired a strong stereotype and culture that children must receive higher education. It was considered as one of the main parental obligations. All of these factors stimulated the opening of new universities and the expansion of existing ones. But over the time, the growing number of enrolled students has stopped. This happened due to the fact that the enrolled students at the pick of high demand started graduating. Thus, the number of students has got a certain constancy because the number of freshmen was equal to the number of graduating students. However, despite the fact that the demand has been determined, the supply market continued expansion by inertia and this has led to increase of competition among universities. In this situation, the majority of private universities has been in a disadvantage position, comparing to state universities as they had a lack of technical equipment as well as the teaching staff. The only way in this competition was the tuition fee decline and thus occupation of a certain niche. Moreover, the reduced tuition fee being accompanied with the reduced number of students has limited universities' opportunities to capital investments to improve the education quality, including the development of the leadership skills and the majority of universities had covered mainly current expenses without investing in the quality development of university. In addition, each of the universities has faced the conflict of different parties' interests: according to the rules, the students with poor performance must be expelled from the university on the one hand, but on the other hand, the expulsion of the student means income loss, that is equal to the tuition fee per person. In this situation, the majority of institutions often set the priority of getting the profit, thereby reducing their requirements for the students. Thus, in an effort to attract more new students, universities minimized their entrance requirements. As a result, all of these factors have led to increase of the graduates with low level of professional and personal skills that further formulate the leadership skills.

Quality of Higher Education Provided in Kazakhstan

A special attention should be paid to the problem of the low status of higher education. All these years, there was a high percentage of high school graduates entering colleges and universities. This has led to an increase in the total number of people with higher education. Thus, higher education has lost its elitism and become an integral common feature for most job seekers. In a situation where a diploma on the one hand was a common feature for most job seekers, and on the other hand, does not guarantee the availability of the necessary knowledge, the value of the diploma has declined and employers had to look for additional criteria to select new employees over time in an evolutionary way. The dominant criterion was the

presence of the applicant's job experience as this experience gives some certain guarantees on the availability of the necessary knowledge and skills. As a result, the applicants who have diplomas from universities, but do not have any experience and did not find a job of their interest are forced to move to a niche traditionally occupied by the graduates of the secondary education, thereby further reducing the status of higher education. In consequence, it has become customary that employers hiring applicants for positions of lower and middle levels unjustifiably require a diploma of a higher education. The result is a vicious circle, on the one hand by reducing the status of higher education necessarily requiring a college education even for the jobs of lower and middle levels. This means that if the applicant does not have the higher education, his/her chances of employment even for middle and lower level are greatly reduced. It is logical that this fact encourages the applicant to receive a higher education at any cost. On the other hand, the fact that all future applicants en masse will receive a higher education, contributes to further reduction of the higher education status and the like so a vicious circle of education is closed. It is critical to mention that on the background of a general distrust of employers for universities diplomas, which are the locomotive of the entire education system, diplomas of the secondary education are even in a more disadvantageous position.

Drawback of the Academic Program

It is critical to mention as well about the problem of the academic program in universities that does not provide the knowledge and skills required by the market, particularly, employers. This is partly formed by the low mobility of educational institutions that do not have time to implement all the innovations in their curriculum program required by the today's employer.

All of this cannot but affect the low motivation of the student to take an active and high-quality mastering of the academic program. More specifically, it could be mentioned that during the study, the average student does not feel the "stick" in the form of rigid requirements for knowledge and development of the skills that affect the personal and professional effectiveness, however, there is no any "carrot", as the good mastering of the curriculum does not provide any advantages in future employment. This is associated with several factors: first of all, there is no really close alignment of the academic program and real knowledge and skills required for potential job. Secondly, it is the low status of higher education, which cannot significantly influence the choice of the employer. All of this influences the real attitude towards learning process. In other words, studying is rather more formality that does not require real efforts to study.

At the end, today the Kazakhstani society has following situation – there is a number of graduates in the country, but a very few number of truly qualified graduates. A signal example is the situation with the accountants in the labor market. There is a shortage of qualified accountants, but at the same time there are plenty of applicants (job seekers) with degrees of accountants. In reality, the employer considers more valuable such personnel that has studied and passed one month

accounting course and worked for half a year as an assistant accountant rather than a newly graduate student who 4 years majored in accounting and auditing.

Reasons of the Problems

It is critical to mention, that the Ministry of Education is carrying out a work on a periodic basis to remedy the situation. Particularly, there is a reduced number of higher education institutions and their branches, the requirements for getting the planned accreditations by universities and specialized secondary schools were tightened, a number of reforms have affected the learning process, relationships between teachers and students, the forms of checking the students' knowledge as well as the requirements for teachers [167]. However, despite all these attempts, Kazakhstan did not get the final result in the form of well-trained personnel, which would satisfy the domestic needs of the labor market, both from the perspective of quantity and quality.

And the main reason for the negative result is a conflict of interests. Until today, there were attempts to solve the problem only within education sphere. In other words, the same people were responsible both for the quality of mastering the curriculum as well as for quality control. It is logical that no one wants to deal with self-flagellation. It comes from the bottom, when universities carry out complex inspections every teacher tries to help his group successfully pass the exam, because in case of failure to pass this examination, the university management will punish the leader (teacher) of the group. Thus, there could be such cases when the teacher lets students know in advance a future test or gives them the opportunity to use the crib, etc. In its turn, the university management does not prevent teachers to help students, as it is interested in successful passing exams by students, because the results of exam will influence the rating of university in the list of the Ministry of Education. Moreover, the Ministry of Education does not recognize its work as unsatisfactory and holds to a stand of the stability in the education sphere [167].

Special attention should be paid to the conflict of interest arising in financial matters. As mentioned above, the universities often do not want to lose money that student pays for tuition and use all forces to avoid expulsion of the student even despite his/her bad performance.

Thus, considering the results of quantitative and qualitative research, the second hypothesis is proved. Thus, we can conclude that there are factors and system preconditions that influence the value-based leadership skills gap which are government involvement, education sector development, business interest, globalization as well as readiness of student youth to further develop and to improve the set skills.

3 ENHANCEMENT OF VALUE-BASED LEADERSHIP SKILLS DEVELOPMENT OF STUDENT YOUTH IN KAZAKHSTAN

In this chapter the researcher demonstrates the role of factors that influence the development of leadership skills of youth in Kazakhstan. The researcher highlights the importance of education sector as well as the government role in building the leadership skills of youth in Kazakhstan. Assuming the long-established pattern of education interaction with youth, the researcher suggests considering first the Kazakhstan leadership model to become a basis for leadership skills development of Kazakhstan youth.

3.1 Factors influencing Kazakhstani Youth Development

Regarding the factors that influence youth of Kazakhstan, it is important to mention about the speech of the President of the Republic of Kazakhstan Nursultan Nazarbayev [9] addressed to students during the meeting at the Al-Farabi Kazakh National University: "... we need erudite people, who are able to compete on the international level".

According to Nazarbayev [1], erudite specialists are the specialists who know not only all aspects of their specializations or fields of their knowledge, but also the practical or foundation skills, which enable young people to analyze processes/situations from different perspective. Only such specialists are able to open and lead new directions and attract and create talent pool of youth.

Due to globalization, education system of Kazakhstan is constantly developing and allows Kazakhstan universities to cooperate with world level international schools and thus Kazakhstani youth to experience the best practices and get the required skills [197].

Moreover, the president's ideas constituted the basis for youth policy development in Kazakhstan. The general blueprint for national development was articulated by the President Nazarbaev in his landmark address to the nation, "Kazakhstan – 2050," in which he clearly indicated an awareness of the enormous pressures of globalization, including its possible benefits and pitfalls. Consistently, however, globalization was portrayed as an imperative to which the country was forced to adapt. Accordingly, in this and subsequent speeches Nazarbayev proudly stressed the thoroughly modern attributes of Kazakhstan's younger generation: "The cultural norms of the twenty-first century, its educational standards and information skills – all of this is embodied in the youth of Kazakhstan, which already knows not two, but three or four languages besides unqualified knowledge of the native language. This is a youth which is integrated into world cultural space." [1]

Globalization Influence on Kazakhstan Culture and National Identity

Moreover, it is critical to mention about influence of globalization processes on national culture as well as national identity. According to Hofstede [6], global culture is the combination of national cultures. The values that distinguished countries from each other could be grouped statistically into four clusters. These four groups became

the Hofstede dimensions of national culture: Power Distance, Individualism versus Collectivism, Masculinity versus Femininity and Uncertainty Avoidance. The country scores on the Hofstede dimensions are relative. These relative scores have been proven to be quite stable over decades. The forces that cause cultures to shift tend to be global or continent-wide. This means that they affect many countries at the same time, so that if their cultures shift, they shift together, and their relative positions remain the same.

In this way, the issues of national culture, its significance and their interrelationship are directly connected with the process of globalization. Today, the idea of national culture with general humankind ideals is recognized worldwide and becomes world culture. It means that today's civilizational, informative, and post-industrial society is changed in the context of globalization process [198]. Any country's national identity is a part of world culture space, which is based on the interrelations between cultures with peculiar values. Thus, the national idea that unites all nations in Kazakhstan is one of the most discussible issues and requires further activities in educating "creative" leaders, motivating of the young generation directed on effective results and creating favorable conditions for their successful development.

From this position, Kazakh culture is a mix of cultures of the number of nationalities that live on the territory of Kazakhstan and formed the national peculiarities in terms of people's behavior, way of life, history, traditional system, language, mentality and beliefs [198].

According to Turumbetova, Tayeva and Grebenshikova [199] large-scale transformations have influence on attitudes towards culture and values. Nowadays it becomes very important to pay more attention to education of young generation in the spirit of respect for the Kazakh language and the Kazakh culture, for history of Kazakhstan as spiritual basis of the native land. In this way, as Alzhanova, Aitmagambetova and Yermekbayeva [191] have argued, the issue of the content of the value sense in Kazakhstan, in the context of Benett's adaptation period to the new social situation, is under development.

3.2 Leadership Development in Kazakhstan

Leadership theories are constantly changing in accordance with globalization processes. Globalization sets the high requirements to leaders to possess specific and unique skills. As it was discussed in Chapter 3, due to globalization there is a common understanding of leadership among different scientists and different cultures. Leadership is usually defined as motivation, inspiring, leading by an example, exerting influence.

Among a big number of leadership theories, Action –Centered Leadership model is the most appropriate for Kazakhstan culture due to its historical background, people mentality and simplicity of this theory.

This model demonstrates leadership perception by Kazakhstan leaders through task-, team- and individual orientation. As it was explained in Chapter 3, Kazakhstan leaders are task and team oriented rather than individual oriented because historically

Kazakh people were developing and growing in collectivistic culture [198], even before Soviet Union period and during this time (Soviet), task management and strict execution of task were deeply inculcated. As a result, there is a low attention given to the individual development within a team and thus, there is a tendency of low investment in young generation of Kazakhstan.

If Kazakhstan leaders continue managing tasks through executing authority and tight control of employees, in other words, practicing Theory X of McGregor Theories, today Kazakhstani youth applies the same role-model for the future youth and it can become indefinite process.

Thus, considering “Father leadership approach” [130], it is critical for today leaders to start changing the attitude towards leadership position in Kazakhstan and develop and claim Kazakhstan value-based leadership.

Kazakhstan Value-Based Leadership

The author suggests the gradual transformation of leadership approach from position-based to person-based leadership. This type of leadership considers the charismatic leadership, which should be based on such values as human, cultural, leadership and country. This alteration process includes the competency based skills development during study years of Kazakhstani youth for improving professionalism. When person “taps”/ “connects” values with received skills, the leader is becoming more team and individual oriented according to John Adair’s model as discussed in Chapter 3.

These values are the foundation for further development and highly potential Kazakhstani leaders. Without these mentioned values, the followers will not know what their leader stands for, what makes the meaning for their leader. As it was earlier argued, Kazakhstan values are formed from human, nation and country values, such as openmindedness, responsibility, honesty, seniority, learning, respect, family, etc. values.

As Low and Vondrova [200] define, learning is the process of acquiring knowledge, skills, attitudes and values, through study, experience, or teaching, that causes a change of behavior that is persistent, measurable, and specified or allows an individual to formulate a new mental construct, or revise a prior mental construct (conceptual knowledge such as attitudes or values). It is a process that depends on experience and leads to long-term changes in behavior potential. Behavior potential describes the possible behavior of an individual (not actual behavior) in a given situation in order to achieve a goal. But potential is not enough; if individual learning is not periodically reinforced, it becomes shallower and shallower, and eventually is lost in that individual. It is important to understand the characteristics of learners who want or need to learn something new. One characteristic of learning that is worth exploring is the youth’s motivation for undergoing the process of learning.

As a result, Kazakhstan youth will succeed if the leadership skills to be obtained are based on the above values and thus, we are changing the approach from task and team focusing toward individual development approach and consequently finding balance between three components of action-centered leadership approach.

Leadership skills gap: Education system, Business Involvement, Motivation of youth and State of Kazakhstan Youth Leadership Skills.

According to research results, the author is arguing that government, being represented by the education system regarding development of leadership skills of Kazakhstani youth is to be revised. The education system does not guarantee the level of skills acquired by young people at the graduation stage. Moreover, business poorly cooperates with education system of Kazakhstan and much less involved in the student life than it should be to attract the talented and skillful candidates and creating a pool of future leaders. Nevertheless, this is not only government's and business's responsibility but society's values and mentality for developing leadership skills of youth. The issue is about readiness and motivation to become a true value-based leader.

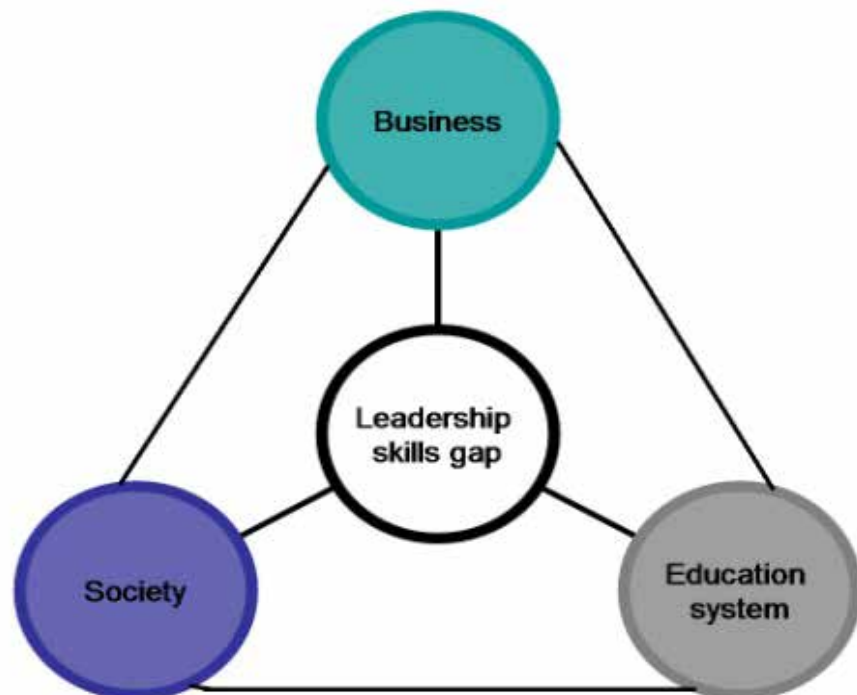


Figure 27: Leadership Skills Gap
Note: the figure is developed by author

As a result, there is a leadership skills gap (Figure 27), where education system does not prepare skillful potential leaders as well as does not cooperate with businesses to upgrade the existing level of teaching knowledge and skills. Moreover, business is not involved in the development of Kazakhstani youth and the majority of young people are not prepared to enter the Kazakhstani business organizational culture.

3.3 A Proposed Model for the Leadership Skills Development

As it is seen form Figure 28, key Kazakhstan leadership skills are to be centered on value-based leadership. In other words, skills should be centered on

values. Fundamental Kazakh values had been formed from nomadic times [200]. They are seniority, respect, learning, diversity, achievement and family.

Thus, discussing value-based leadership, the researcher means the “inner leadership”, based on the principal values that were developed in Kazakhstan from ancient times. At all levels of John Adair’s Model, the leader should remember that all choices made in personal and professional lives come from his/her values and believes.



Figure 28 - Kazakhstan Leadership Values

Note: the figure is developed by author

Kazakhstan Leadership skills training

In order to provide the sufficient training of the necessary leadership skills, particularly, intellectual intelligence, technical and conceptual skills for the youth, they should be trained according to the indicated above values and Kazakhstani Leadership skills.

Moreover, Low and Vondrova [200] advocated that “learning technologies are becoming social, collaborative, and virtual”, meaning that despite a number of virtual learning programs, people still want to learn from people. It is of great importance to enhance and master the knowledge and skills of young people, involving new e-technologies into the education process. Thus, the youth will get the competitive advantage, considering the intense competition on the Kazakhstan labor market. Transition, fast-growing economies in developing nations like Kazakhstan need more and better trained young professionals. Kazakhstan has a relatively small but well-

educated population [198]. The economy in Kazakhstan is one of the fastest growing in the world. Further, under the leadership of President Nazarbayev, Kazakhstan is developing a national economic strategy to diversify from dependence on oil and gas (source). In addition, Kazakhstan is on the way to the global presence, including membership in the World Trade Organization (WTO), OSCE membership. As a result of the foregoing, more young people must be educated, trained and developed. Particularly, Kazakhstan, continuing high growth and economic development depends on the quality of the work force, young business leaders, and visionary entrepreneurs. In turn, the quality of the work force depends on the quality of higher education in general and business education in particular [199]. Hence, there exists a vital need for more training and development.

Moreover, the lack of leadership skills and training can be very costly. In the context of the costs of running a successful business, training is inexpensive, and brings benefits. A recent report by the Association to Advance Collegiate Schools of Business in 2005 strongly links leadership skills education to business success. As Low, Ang and Robertson discussed [201], the skills and knowledge era has moved from the tangible assets to intangible assets. Knowledge, skills, experience and person's performance ability are the driving forces for the organization's and thus the nation's growth and success.

Thus, in the national context, the development of skills to be learnt is of great importance as Kazakhstan is strongly motivated in achieving the strategic goal of National Vision by 2050 and in developing new era leaders who possess strong values and beliefs. However, being value-based leader is not enough to be successful, it is important for the country to grow up the caring leaders, who will lead the organizations and nation tomorrow.

3.4 A Key to Problem Solution

First of all, it is significant to consider the problem from different positions rather than being limited by education institution problems, in other words, to search a complex solution. This problem is connected with the interests of different participants of the labor market. Thus, it is important to define whose interests are in priority. For this, it is necessary to draw a clear gradation of the interests of the labor market participants.

To date, all the interests, mentioned below in the Figure 29 are not closely related to each other. For example, educational institutions in their work do not fully consider the interests of employers and focus more on the demand of the population and attracting students. As a result, there is an overbalance of such specializations as economical and legal. Considering the fact, that there is a certain demand from population for a formal education and receiving diploma, part of these institutions follow the demand and provide an opportunity to study without any efforts. At the end, the graduate receives diploma, which meets requirements of the applicants and education institutions, but does not consider the interests of the State and employers.

Thus, according to Figure 29, the researcher considers the following gradation:

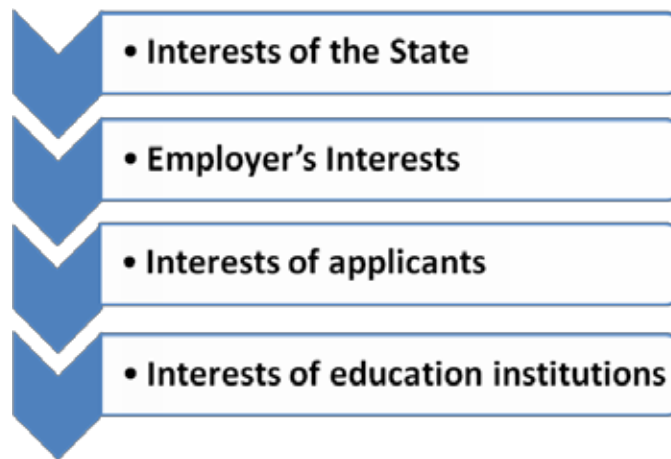


Figure 29- Gradation of interests of different parties

Note: the figure is developed by author

It is critical to consider that in this aspect, the interests of the State and employers match, meaning that they require applicants to possess not only formal diplomas, but real applied (practical) knowledge and skills. In this context, the labor market requires a player who will be a link between the interests of all participants in the labor market and will primarily represent the interests of employers. This player can have different alternatives of the work, depending on the empowerment that will be at its disposal. One of the directions of this body work can become the conduction of the independent and objective knowledge tests of the potential candidates followed by issuing certificates that confirm the real knowledge and leadership skills level. In this regard, this practice could become an additional motivation, a so-called “carrot”, as he/she will be able to demonstrate a good knowledge and background skills level using the received certificate and prove employer that he/she is a perspective applicant.

Up to date, the employers are tired of formal diplomas. That is why they introduced the practice of examining the potential candidates at the entrance level and organizing corporate universities that retrain newcomers according to the required skills that will help them at work and to be further developed within an organization thereby obtaining leadership skills. However, only large organizations can afford such practice, the rest employers are coping with the current situation.

Government Involvement

Due to significant changes in the Republic of Kazakhstan since gaining independence, each period, the Kazakhstan government is amending legislation to overcome the lack of professional specialists and further leadership skills gap. At the moment the government is interested in stability of society and thus in support of a middle class. Nevertheless, to improve the situation, it is not enough for the government to be focused mainly on the development of vocational education.

The researcher is offering to review the similar situation, when the governments of different countries were interested as well in the development of potential leaders and thus improve the professionalism of young people, despite the fact if they are to be leaders or not. The need to improve the workplace skills level

has been recognized in highly successful economies such as Germany, Sweden, U.K., USA, Canada, etc. All their governments have initiated improvements in their education and training systems to increase the competitiveness of their people. These intentions involved the ameliorated training opportunities for adults, encouragement of life-long learning, establishment of required skills and competency standards as well as attempts to break down the division between vocational and general education to develop an integrated set of options for young people [190].

Another convincing model could become the example of Australia. As Burns [202] discusses, due to economy's increase and effects of technology innovations, the Australia government and business have agreed with considerable changes in legislation regarding education processes, and introduced gradually different reports in 1990's. These reports were aimed at modifying the competencies of young specialists. Thus the competency-based approach was the "government's response" [202] to changed economic and technological environments and intended the facilitation of the cohesive training system to be adapted to industry's needs and allow flexible training arrangements.

The researcher suggests to adopt the best practice and to reform the training market, which is mainly directed to the working specialists, rather than graduates [202].

In this way, the researcher proposes the development of the National Competency Standards, which would include the following skills of young people:

- collecting, analyzing and organizing information;
- communicating ideas and information;
- planning and organizing activities;
- working with others and in teams;
- using mathematical/statistical ideas and techniques;
- problem solution;
- decision making.

These standards are to be delivered according to employers' needs and to help young generation develop both multi skilling and vertical skilling. The researcher suggests the competency trainings to be conducted additionally by education organizations besides obligatory courses and include these trainings in the curriculum list.

Additionally, training providers, interested in educating graduates should be certified through the National Framework for Recognition of Training. Moreover, the national competency standards are to be set and controlled by both government and industry.

Employers' Interests

As it was previously discussed in the findings, employers do not actively participate in Kazakhstani youth's life and their professional skills development. Though employers cooperate with universities in different ways, such as providing internships for students, participating in job fairs, providing some scholarships and other activities. However, the researcher suggests this form of participation is not

enough to get better results in youth's readiness to work, particularly, the development of essential skills to meet employers' requirements.

Employer is a key player in the changing training system and is the one who should closely cooperate with the government bodies, such as Ministry of Labor and Social Protection of Population of the Republic of Kazakhstan and Ministry of Education, providing them with updates in professionals' needs and skills requirements. In this way, the government can control the current employment situation and direct population to the required specializations, overstepping the populations' rumors.

Further, employer should closely cooperate with educational organizations, submitting information on changes in the labor forces needs and people's requirements. Moreover, this cooperation enables the employer to find and select the potential future employees. Moreover, it is critical for the employer to consider different forms of cooperation starting from sponsoring, inviting to internships, guest lecturing, participating in job markets, etc.

If training providers and educational organizations clearly understand the needs and requirements of the industry, there will be more parties that will win from such cooperation, including:

- graduate;
- education organization/training provider;
- employer;
- government.

Independent Test Center

As discussed in Chapter 2, there is a real problem of preparing young skillful specialists. The reasons for this could be the following issues:

- Teachers are not motivated to interact and work with students and graduates;
- Employers are required already skilled specialists, that is why they mainly cooperate with recruiting agencies rather than with universities.

As a result students and graduates have had received poor leadership skills, such as low self-management, knowledge of the organizational work rules and ability to solve problems.

Thus, one of the areas of work would be conducting an independent and objective knowledge test of candidates followed by the issuance of certificates confirming youths' actual level of knowledge. Due to this practice, the motivation of the student could become a "carrot" as the young person will know that if there is a good knowledge and skills received, he/she will be able to provide documentary evidence to the employer that he/she is a prospective applicant. However, this check should not be mandatory, but to be conducted on a voluntary basis, as a mandatory form will inevitably lead to negative results. The main objective of this audit is to be the documentary confirmation of applicant's good knowledge.

Moreover, at present the majority of employers do not consider formal diplomas, they have introduced the practice of the potential applicants testing. In this regard, they (employers) are expanding their HR staff and creating the mini or

corporate universities that besides selecting candidates, retrain already recruited people in accordance with knowledge which they will really need in the work. The example could be the Corporate University of “Samruk-Kazyna”. However, only large companies can afford such practices. The smaller companies have to accept the existing graduates with knowledge they possess. This approach may lead to less effectiveness of the new employee.

Another example of the test center could become the Test of English as Foreign Language Center. Such centers exist all over the world and provide reliable information on English language knowledge. If the applicant provides the results of the test, the employer understands the veracity of the results and it does not matter to the employer where the applicant has graduated from: Kazakhstan, Germany, Canada, etc.

The most important is that this player (test center) should be independent from all other participants of the market, as in case of any dependence, there could be the interest conflicts.

Leadership School

As indicated in Chapter 2, young people, both leaders and non-leaders, would like to have the power and influence other people as well as further develop their organizational skills. Moreover, being money and career oriented, youth is ready to get more knowledge and skills to meet employers’ requirements. However, due to low communication with both university and employer, the young people have to develop these skills during job experience. This slows down the process of acquiring leadership skills and career development.

Thus, for leadership skills development, the researcher is offering another alternative of creation of a leadership school in the form of non-government organization (NGO).

Vision of Leadership School. Leadership School is the project aimed on implementation of Kazakhstan talented people career support. Aim of the Leadership School is the creation of the opportunities for career development of Kazakhstan talented people with high potential via conducting the following courses: leadership, critical thinking abilities to set priorities, self-motivation and knowledge management, business orientation, etc.

Applicability. Leaders are able to change values and priorities and achieve amazing results. Creation of such school is aimed at formation of “leadership pool” among youth and talent pool to cover Kazakhstani management positions according to new work permit procedures.

Training base of Leadership School:

- Formation of leader’s value system.
- Modern applied learning methods.
- Knowledge and skills, required for leaders in the modern business environment.
- Program of partner internship.
- Learning by doing in the real business environment.

- Introduction to healthy life style and principles of socially responsible behaviour.

Format of leadership school project implementation suggests:

- High quality of competitive selection (including essay, interview and assessment).

- Training aimed at developing personal and professional qualities on the following topics: team work, goal setting, creative and critical thinking, time management, conflict management, design and writing projects, PR, Public speaking, negotiation skills, etc.

- Learning program, including theoretical and practical courses as well as short-term events. It is based on modern learning methods: discussions in small groups, case studies, work in groups, role plays.

Also the Format assumes:

- Following the results, listeners will pass an exam in the form of organization and conducting socially important initiatives or project defenses.

- Successful graduates of Leadership School will receive certificates.

- Further recommendations from School on self-development and help in career planning and promotions within the organization.

Constructive NGO project components:

1. Leadership School for Kazakhstan young talented graduates.

2. Career opportunity Society is the society for Kazakhstani talented people's career development.

3. Intellectual network is the interactive web-site of information exchange.

4. HR-Excellence school (certification of HR specialists).

5. Assessment centre.

6. Academy on personal excellence (training, development and coaching).

7. Laboratory on business initiatives promotion (Business opportunity Lab).

It includes business projects development and further fundraising to implement the project. Leadership school specialists assist in fundraising. Thus, Leadership school supports young people in creating and developing Kazakhstan small business.

As it was discussed above, the Leadership School will help both employees and Kazakhstani youth to advance the existing knowledge and skills and transform young generation from people with specific knowledge into perspective potential employees with universal professional skills, certain sense of purpose, values and characteristics.

The aims of the leadership school correspond to the main objective of the development of high professionals in Kazakhstan, which is fulfilling the gap of well developed leadership skills. The basic idea of leadership school is that it focuses mainly on practical universal skills development, such as communication, negotiation, analytical, critical thinking and other skills rather than providing theoretical background in certain areas. Graduates from this school are to be characterized with strong business skills, they will create a professional society in Kazakhstan and thus, fulfill the leadership skills gap and will be able to realize the set

by President of Kazakhstan Strategy “Kazakhstan-2050”. These young people will be more confident and in consistence with labor requirement.

Leadership Skills Development of Kazakhstani Youth

Mentioned in Chapter 2, competency based skills are intended mainly for the advance of professionalism and task-orientation according to John Adair’s theory rather than leadership skills. The competency based skills are the integral part of leadership skills components: emotional intelligence, technical and conceptual.

In order to develop prospective leaders, the interested parties (graduates, businesses and government) should consider the involvement in the value-based leadership. This type of leadership implies foundation in the form of behavioral and attitude values, which consist of human, nation and country values, such as seniority, respect, learning, achievement, family and diversity. Leaders that follow values philosophy are team and individual oriented people. That is why, it is important for Kazakhstan to further develop all three Adair’s areas in balance, because at present, Kazakhstan people are more task-oriented due to historical aspects, present Government tendencies and low involvement in team and individual development.

CONCLUSION

For the past 20 years leadership is the topic of management development programs because many leadership theories have been proven to inspire people to achieve the goals. It is important not only to recognize a challenge for leadership but also take first step in awareness that leadership is a demanding and vital vocation. Moreover, leadership developers should use a systemic approach in order to address the current leadership crisis.

In this way, the researcher has highlighted basic issues, raised in PhD:

1. Leadership in Kazakhstan is a separate area for development.

Due to historical aspects of Kazakhstan's development as the independent country and high influence of the Soviet Union's approach to leadership, Kazakhstan citizens are still collectivistic in nature and follow the set unwritten rules such as "initiative is punishable", "teacher is always right" and other rules. This reflects the limitation in responsibility, creativity and learning. Nevertheless, according to government's policy and promotion of an active State development, the young generation has a high sense of purpose and requires an involvement of different interested parties simultaneously (education organizations, employers, society, government) to teach the leadership values. Moreover, this research has demonstrated the most common style of Kazakhstan leadership according to Adair's model is the task - orientation and result achievement. However, due to globalization processes besides task performance, it is critical today to play in team and pay attention to individuals as well. In this way, at the moment the government has set goal to develop highly qualified national human resources. Nevertheless, it is not enough to be an expert in the certain field. The present conditions of world development require young specialists to be leaders as well or at least possess certain leadership skills.

2. Transformation of values and skills of student youth in Kazakhstan

As discussed in Chapter 2, young people have more or less clear vision on the development of their skills. However, it is difficult for them to realize their vision due to poor interaction between employers and education organizations, teachers' demotivation and their poor readiness to assist young people, labour market changes, and society's involvement in teaching values. Thus, in the context of the changes on the Kazakhstani and world market, young people should develop both competency-based and leadership skills. Moreover, the complexity nature of today's organization and changes in external environments require leadership efficiency and mastery. It is important to recognize that present leadership coincides not only with task performance but also with other leadership capabilities as building relationships, fostering trust and goodwill. The successful leader in twenty one century is the one who has to develop not only knowledge, skills and abilities but also willingness to lead and partner with others to achieve the set goals. That is why, the researcher suggests young generation to pay more attention on values and skills obtained during study years. Moreover, it is recommended to review the learning process and transform current study practice into more efficient obtaining knowledge and skills in accordance with present requirements for future leaders.

3. Development of learning culture in Kazakhstan

In the Address by the President of the Republic of Kazakhstan, Nursultan Nazarbayev, to the people of Kazakhstan “Strategy “Kazakhstan-2050” new political course of the “Established State’ dated 14.12.2012 has been determined and announced. Nazarbayev has highlighted the task of an independent state - savings achieved for the years of independence; continue the sustainable development in 21st century. One of the primary state goals is creating a modern and efficient system of education. President has also emphasized the necessity to change the mentality of Kazakhstani society. That is why it is important for Kazakhstan to develop not only competency-based skills, but to create learning environment and culture. The learning culture should be built on the basis of the existing Kazakhstan values. Moreover, present conditions of globalization era do not allow young generation to stand behind the international requirements. The researcher suggests that learning is an integral part of leadership development in Kazakhstan, because in case of constant changes it is critical for the young generation to possess “learning values”. These values would assist in fulfilling the leadership skills gap of youth in Kazakhstan.

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АНКЕТА

Дорогой друг!

Данное анкетирование проводится с целью исследования развития лидерских навыков у студентов. Своим участием в анкетировании вы внесете свою лепту в развитие лидерства в Казахстане. Анкетирование анонимное.

Заранее вам благодарны!

Инструкция:

Если ты полностью согласен с приведенным утверждением, то в клеточку с соответствующим номером поставь цифру «4»; если скорее согласен, чем не согласен – цифру «3»; если трудно сказать – «2»; скорее не согласен, чем согласен – «1»; полностью не согласен – «0».

Карточка ответов

А	Б	В	Г	Д	Е	Ж	З
1	2	3	4	5	6	7	8
9	0	1	2	3	4	5	6
7	8	9	0	1	2	3	4
5	6	7	8	9	0	1	2
3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8

1. *Не теряюсь и не сдаюсь в трудных ситуациях.*
2. *Мои действия направлены на достижение понятной мне цели.*
3. *Я знаю, как преодолевать трудности.*
4. *Люблю искать и пробовать новое.*
5. *Я легко могу убедить в чем-то моих товарищей.*
6. *Я знаю, как вовлечь моих товарищей в общее дело.*
7. *Мне не трудно добиться того, чтобы все хорошо работали.*

8. *Все знакомые относятся ко мне хорошо.*
9. *Я умею распределять свои силы в учебе и труде.*
10. *Я могу четко ответить на вопрос, чего хочу от жизни.*
11. *Я хорошо планирую свое время и работу.*
12. *Я легко увлекаюсь новым делом.*
13. *Мне легко установить нормальные отношения с товарищами.*
14. *Организуя товарищей, стараюсь заинтересовать их.*
15. *Ни один человек не является для меня загадкой.*
16. *Считаю важным, чтобы те, кого я организую, были дружными.*
17. *Если у меня плохое настроение, я могу не показывать это окружающим.*
18. *Для меня важно достижение цели.*
19. *Я регулярно оцениваю свою работу и свои успехи.*
20. *Я готов рисковать, чтобы испытать новое.*
21. *Первое впечатление, которое я произвожу, обычно хорошее.*
22. *У меня всегда все получается.*
23. *Хорошо чувствую настроение своих товарищей.*
24. *Я умею поднимать настроение в группе моих товарищей.*
25. *Я могу заставить себя утром делать зарядку, даже если мне этого не хочется.*
26. *Я обычно достигаю того, к чему стремлюсь.*
27. *Не существует проблемы, которую я не могу решить.*
28. *Принимая решения, перебираю различные варианты.*
29. *Я умею заставить любого человека делать то, что считаю нужным.*
30. *Умею правильно подобрать людей для организации какого-либо дела.*
31. *В отношениях с людьми я достигаю взаимопонимания.*
32. *Стремлюсь к тому, чтобы меня понимали.*
33. *Если в работе у меня встречаются трудности, то я не опускаю руки.*
34. *Я никогда не испытываю чувства неуверенности в себе.*
35. *Я стремлюсь решать все проблемы поэтапно, не сразу.*
36. *Я никогда не поступал так, как другие.*
37. *Нет человека, который устоял бы перед моим обаянием.*
38. *При организации дел я учитываю мнение товарищей.*
39. *Я нахожу выход в сложных ситуациях.*
40. *Считаю, что товарищи, делая общее дело, должны доверять друг другу.*
41. *Никто и никогда не испортит мне настроение.*
42. *Я представляю, как завоевать авторитет среди людей.*
43. *Решая проблемы, использую опыт других.*
44. *Мне неинтересно заниматься однообразным, рутинным делом.*
45. *Мои идеи охотно воспринимаются моими товарищами.*
46. *Я умею контролировать работу моих товарищей.*
47. *Умею находить общий язык с людьми.*
48. *Мне легко удастся сплотить моих товарищей вокруг какого-либо дела.*