

How do we manage people: the case of Republika Srpska and the Federation of Bosnia & Herzegovina¹

Abstract

Do the ways managers lead and manage people in organisations differ from country to country? Do we have different management practice than managers in other European countries? What personal and professional values are perceived to be most important? This survey was completed by a total of two hundred managers of all levels. The main aim was to find out how management practice in Republika Srpska and the Federation of Bosnia & Herzegovina was different from management practice in more developed countries in Europe. Similar research had already been conducted by the European Management Association (EMA) in five European countries (Germany, Lithuania, Malta, Spain and the UK) and its findings have been used here, with permission, to establish a basis for comparison.

Keywords: management, leadership, countries in transition

Introduction

In 2006, the EMA² conducted a research study across five European countries (Germany, Lithuania, Malta, Spain and UK) as a means of establishing whether there is a shared profile within the European management community. The findings showed significant common ground amongst managers, in particular in relation to their professional values and core management competencies, as well as some differences in management practice.³ The primary aim of this research was to explore the differences in management practice in countries in transition, particularly in Republika Srpska and the Federation of Bosnia & Herzegovina (hereafter referred to as RS/BH), and more developed European countries.

Data collection took place throughout RS/BH in 2007. The research study focused on areas such as the individual values and competencies of managers, leadership issues,

1 The author wishes to thank the European Management Association (www.europeanmanagement.org) for giving him permission to use the methodology and questionnaire it had used in its research study conducted in five European countries. The author also thanks Slobomir P University (www.spu.ba), the Pan-European Centre for Professional Development (www.pecpr.com) and the European Marketing and Management Association – EUMMAS (www.eummas.org) for providing financial and technical support. Thanks are also due to all the managers who took time to respond to the questionnaire.

2 European Management Association www.europeanmanagement.org.

3 The European Manager Research report, www.managers.org.uk.

factors which influence their career development decisions and aspects of the working environment in general.

Methodology

The project used the membership and client databases of local chambers of commerce. It was ensured that respondents were drawn from:

- all levels of managers
- all sectors, including public, private and NGOs
- all sizes of organisation
- all regions across RS/BH.

The questionnaire that the EMA used in its research was partially adapted, with additional questions about leadership and qualifications being added. The questionnaires were distributed to 739 managers via e-mail or personally in hard copy format and were filled in either by the managers or by the interviewers. The results were recorded using a standard template to ensure that the data was recorded in a consistent manner.

Profile of respondents

Table 1 highlights the biographical characteristics of the sample:

Table 1 – Characteristics of sample

Descriptive	% of managers	Descriptive	% of managers
Age		Sector	
20-29	3	Industry/IT	3
30-39	15	Business services	4
40-49	26	Central/local government	4
50-59	44	Construction	7
60-69	10	Education	5
> 70	2	Engineering	3
		Banking/insurance/finance	17
Gender		Health/social care	5
Male	89	Manufacturing	32
Female	11	Sales/marketing/advertising	3
No. of employees in organisation		Utilities	0
1-9	48	Transport	2
10-49	40	Retail	4
50-249	12	Tourism/hospitality/leisure	4

Descriptive	% of managers	Descriptive	% of managers
> 250	0	Other	7
No. of directly reporting employees		Organisation status	
1-3	38	Public sector	5
4-6	29	Private sector	94
7-10	22	NGO	1
11-20	9	Family information	
> 20	2	Married	95
		Children	91

Findings

Values

Personal values

Respondents were asked to select the five personal values (from twelve options) which were most important in their life. The top five selected by RS/BH managers were: happiness (freedom, internal harmony, self esteem); peace (world peace, living in a world without conflict); professional success (professional satisfaction, achievement of important objectives, satisfaction with tasks well done); a comfortable life (family, health, security and prosperity); while the fifth choice was shared between social recognition (feeling recognised and appreciated by family, friends, colleagues and society) and social responsibility (acting and thinking ecologically, awareness of society around you, concern for the future of the world). The least appreciated values, according to this research, were democratic spirit and an exciting life. The emphasis on happiness, peace and a comfortable life may have been influenced by the war and a feeling of ‘still being unsafe’.

Table 2 – Personal values; the top five ranking responses (and percentage of respondents who selected these values)

Value	Rank	%
Friendship (capacity for close relationships, to accompany and feel accompanied, to help without looking for anything in return)		31
Democratic spirit (feeling of equality, treatment with respect)		21
Professional success (professional satisfaction, achievement of important objectives, satisfaction with tasks well done)	(3)	44
Happiness (freedom, internal harmony, self esteem)	(1)	51
Fairness (striking a balance between own values and external pressures, being recognised for convictions and principles relating to human rights)		30

Value	Rank	%
Peace (world peace, living in a world without conflict)	(2)	48
Tolerance (benevolent attitude towards all that is different to oneself, comprehension of the necessity for diversity)		30
Social recognition (feeling recognised and appreciated by family, friends, colleagues and society)	(5)	32
Professional recognition (feeling recognised for successes and being appreciated in a professional capacity)		31
Comfortable life (family, health, security, prosperity)	(4)	33
Exciting life (full of activity in terms both of variety and stimulation)		29
Environmentalism and corporate social responsibility (acting and thinking ecologically, awareness of society around you, concern for the future of the world)	(5)	32

Professional values for managers and employees

Looking at the values which were considered important to management roles, Table 3 shows what managers felt were important to their role compared with what they felt were important for their employees. Professional capacity (competence, efficiency) was identified as the most important value, while creativity (imagination, resourcefulness, audacity) and responsibility (stability, trustworthiness, reliability) are almost equally important for RS/BH managers. Honesty (sincere, truthful) and rationality (reflective, thinker, intellectual) are perceived to be of the same importance regarding both managers and employees. RS/BH managers consider loyalty (spirit of friendship, mutual respect, unbiased) and responsibility the two leading values for employees.

Table 3 – Values considered important by managers for their management role and those that their employees should exemplify

Value	Your management role		Your employees	
	Rank	%	Rank	%
Ambition (high goals, hard work, seeking new challenges)		26		22
Helpfulness (open to helping others, welcoming)		7		9
Professional capacity (competence, efficiency)	(1)	49	(3)	32
Co-operation (team work, generosity, constructive attitude)		24		21
Courage (strength, firmness, valour)		26		22
Creativity (imagination, resourcefulness, audacity)	(2)	41		23

Value	Your management role		Your employees	
	Rank	%	Rank	%
Honesty (sincere, truthful)	(4)	36	(4)	28
Rationality (reflective, thinker, intellectual)	(5)	32	(5)	24
Responsibility (stable, trustworthy, reliable)	(3)	38	(2)	39
Loyalty (spirit of friendship, mutual respect, unbiased)		24	(1)	43
Corporate social responsibility (awareness of external factors affecting the organisation for which you work)		21		21

Culture and philosophy of the company/organisation

Respondents were asked about the extent to which their personal behaviour is affected by the culture and philosophy of the company/organisation within which they work (on a scale where 1 = totally and 5 = not at all). The great majority agreed that their personal behaviour was indeed affected by the culture and philosophy of their organisations, although the majority of managers work in micro and small companies in which organisational culture is strongly emphasised. The percentage of respondents is shown in Table 4.

Table 4 – The extent to which personal behaviour is affected by the culture and philosophy of the organisation in which managers work

Scale value	%
1	39
2	44
3	8
4	3
5	6

Working environment

Working hours

Table 5 shows that managers spend on average 10.2 hours each day working. Time with family amounts, on average, to 4.1 hours every day while travelling takes, on average, 0.8 hours. Rest time amounts to 7.9 hours every day on average, whereas sport and leisure time takes up an average of one hour.

Table 5 – Allocation of time to activities on an average working day

Activity	Hours
Rest time (including sleep)	7.9
Sport/leisure time	1.0
Time with family	4.1
Travel to and from work	0.8
Working time	10.2

Business trips

Tables 6 and 7 show the percentage of respondents taking business trips in and outside the country in a typical year. Most of the trips outside RS/BH (some 70 %) were made to Serbia, Croatia and Montenegro, countries which are not EU members at present.

Table 6 – Percentage of respondents taking business trips within RS/BH

Within RS/BH	1-9 trips	10+ trips
1-2 days	41	43
3-6 days	19	7
1-2 weeks	2	-
More than 2 weeks	2	-

Table 7 – Percentage of respondents taking business trips outside RS/BH (EU countries and ex-Yugoslav republics)

Outside RS/BH	1-9 trips	10+ trips
1-2 days	28	17
3-6 days	16	3
1-2 weeks	2	-
More than 2 weeks	-	2

Activities which make up the working day

Respondents were asked to indicate the amount of time allocated to a series of work-related activities during a working day; Table 8 shows the results. The majority of time was spent on telephoning and sending emails (61 % spent between 1 and 3 hours on this activity). Apart from that, the main activities that consume plenty of time are working on own projects (41 % spent 1-3 hours); meetings (39 % spent 30-60 min and the same percentage 1-3 hours); meetings with management, committees and boards (27 % spent 1-3 hours); meeting with clients/suppliers/external parties (29 % spent 1-3

hours); planning (39 % spent 1-3 hours); and administration (31 % spent 1-3 hours). RS/BH managers spend least time on formal qualifications as well as on informal training, the latter largely connected with IT and foreign language courses.

Table 8 – Allocation of time to activities in a working day (by percentage of respondents)

	0-30 minutes	30-60 minutes	1-3 hours	3-6 hours
Work on own projects	12	33	41	14
Administration	19	39	31	11
Telephone/e-mail	14	21	61	4
Meetings with colleagues	14	39	39	8
Meetings with management/committees/boards	38	29	27	6
Meetings with clients/suppliers/external parties	31	37	29	3
Formal qualifications	91	2	4	3
Informal training	63	9	27	1
Planning/thinking ahead	28	30	39	3

Management competencies

Respondents were asked to identify the management competencies they considered most important: from a list of twelve options, respondents were asked to select their top five. The most important management competence was applying judgment and decision-making capability, while the second most selected competence was building relationships. Table 9 shows the percentage of respondents selecting each of the five most widely-selected competencies.

Table 9 – The percentage of respondents selecting each of the five leading competencies

Competency	%
Applying judgment and decision-making capability	88
Personal integrity	71
Development of subordinates/team members	
Awareness and continuing development of own professional and personal capabilities	
Taking advantage of diversity of experience and strengths amongst colleagues	58
Applying communications skills	

Competency	%
Building relationships	73
Managing oneself	
Knowledge of the company/organisation	
Influence on others	63
Attracting management talent	
Identification with the organisation/company	

Leadership

Respondents were asked to select the five statements on workplace coaching with which they agreed the most. That objectives and norms should be defined beforehand was clearly identified as the most important statement. The two other statements to score highly were: compensation must be based on performance; and feedback is essential. The level of agreement on statements in relation to workplace coaching is shown in Table 10.

Table 10 – Agreement with workplace coaching statement

Workplace coaching statement	%
Coaching should be available to all employees regardless of seniority	58
Coaching is an opportunity to monitor the individual	62
Subordinates should be involved in defining objectives	55
Objectives and norms should be defined beforehand	91
Feedback is essential	83
Leaders must have training before they start to coach someone	59
Awards should be individualised	60
Compensation must be based on performance	89
Working conditions have a greater influence on motivation than the nature of the job itself	58
I agree with the proverb ‘give him an inch and he will take a mile’	73

Professional career

Qualifications

Respondents were asked to indicate the highest educational level they possess (Table 11) and their own area of specialism (Table 12). According to the research, most respondents had post-secondary education in economics and management, mostly at associate degree level. This is understandable when we take into consideration that 57 %

of managers are aged 40 or over and that schools offering that type and level of education were quite popular in ex-Yugoslavia as well as in post-war RS/BH. This will change in the future since associate degrees no longer exist in the new Law on Education.

Table 11 – The percentage of respondents selecting the highest educational level

Educational level	%
Secondary education	12
Associate degree	47
Bachelor degree	38
Master degree	3
Doctorate	0

Table 12 – Area of specialism by respondents

Area of specialism	%
Economics and management	61
Law	9
Technical education	14
Other	16

Number of years worked with present company/organisation

More than one-half of the respondents (58 %) had worked for up to ten years with their present company. Table 13 shows the number of years that respondents reported they had worked with their present company/organisation.

Table 13 – Percentage of respondents and their number of years with present company/organisation

Number of years	%
< 5	21
5 to 10	37
10 to 20	22
20 to 30	13
> 30	7

Number of companies worked for during career

Table 14 shows the number of companies that respondents had worked for during their careers. The majority of managers (87 %) had worked in between one and five companies. This can mean that RS/BH managers are either very loyal to their companies and/or satisfied with their jobs, or otherwise that the labour market does not allow a high degree of fluctuation.

Table 14 – Percentage of respondents and the number of companies they have worked for in their career

Number of companies	%
< 3	34
3 to 5	53
5 to 10	13
10 to 20	0
> 20	0

Satisfaction with professional career as a whole

Respondents were asked to rate their level of satisfaction with their professional career as a whole (on a scale on which 1 = totally dissatisfied and 5 = completely satisfied). Forty five per cent of managers are totally, or almost totally, satisfied with their career. In contrast, 33 % are totally or almost totally dissatisfied with their career. The response is shown in Table 15.

Table 15 – Percentage of respondents and their satisfaction with their career

Scale value	%
1	21
2	12
3	22
4	26
5	19

Career management

Respondents were asked to select one statement which best described the extent to which they have managed their career development. Thirty six per cent stated that they had been responsible for their own career management and development in the majority of instances, whereas 16 % stated that they had managed their professional career at every point in time. Table 16 shows the responses.

Table 16 – The percentage of respondents selecting each career management option

Career management description	%
My professional career has been based exclusively on chance events	19
My professional career has evolved in accordance with organisational requirements	8
I have only managed my professional career to a certain extent	21
In the majority of instances I have been responsible for my own career management and development	36
I have managed my professional career at every point in time	16

Factors which have influenced professional career development

Respondents were asked to indicate the extent to which a range of factors have had an impact on their professional career. Table 17 shows that 89 % of managers felt that professional and personal capabilities had the greatest influence on the development of their professional career, followed by management results achieved, individual personality, academic study and acquisition of experience.

Table 17 – Factors which have had an impact on respondents' professional careers

Factor	%
Knowledge of languages	27
Geographic mobility	8
Academic study	78
Chance	49
Acquisition of experience	76
Professional and personal capabilities	89
Individual personality	82
Team work	31
Company structure	64
Management results achieved	86
Personal relationships	38
Family relationships	21

Conclusions

It was said at the beginning of this article that similar research had been conducted in 2006 by the EMA across five European countries. The research study to which this article refers tried to establish whether there is a shared profile within the European management community: by comparing the data from the two research studies, it is possible to see what managers in developed countries do differently.

Values

Personal values

There is a difference between countries with regard to the values that managers consider to be most important in their personal life. Happiness was the value most frequently selected by respondents from the UK, Malta and Spain. This same value was also most frequently selected by respondents from RS/BH. Respondents from these former countries also emphasised the importance of Friendship, whereas in RS/BH Happiness was followed by Peace and Professional success.

In contrast, Happiness and Friendship were less frequently selected by respondents from Germany and Lithuania. In contrast, respondents from Germany placed particular emphasis on the importance of Environmentalism and Corporate social responsibility. This may be influenced by cultural differences in the personal values held by managers in the different countries.

Professional values

Professional capacity (e.g. competence, efficiency) and Honesty (sincere, truthful) were chosen by managers from all six countries as two of the five most important values for managers. Creativity (imagination, resourcefulness, audacity) and Responsibility (stable, trustworthy, reliable) were indicated as two of the five most important values by managers from the UK, Germany, Lithuania, Spain and RS/BH. In comparison to other countries, only managers in Malta and RS/BH identified Rationality (inflective, thinker, intellectual) as one of the five most important values for managers.

On the other side, the most appreciated values for employees in all six countries were: Professional capacity (e.g. competence, efficiency) and Responsibility (stable, trustworthy, reliable). Outside RS/BH, Co-operation (team work, generosity, constructive attitude) scored highly in all five countries. On the other side, Honesty (sincere, truthful) scored highly in all countries other than Lithuania. Loyalty (spirit of friendship, mutual respect, unbiased) was considered a significantly more important value for employees than for managers in RS/BH.

This shows that the values managers expect of themselves they also expect of their employees: for example, professional capacity, responsibility and honesty.

Culture and philosophy of the company/organisation

In all countries, the majority of respondents felt that their personal behaviour was affected by the culture and philosophy of the company/organisation within which they worked. In RS/BH, 83 % of managers felt that they were, totally or almost totally,

affected by the culture and philosophy of the company/organisation; the same figure in Germany was 75 % while it was 39 % in Lithuania, 90 % in Malta, 45 % in the UK and over 40 % in Spain.

Working environment

Working hours

The research studies show that the allocation of time is similar between the countries. In Germany, respondents spend the most time at work on average (10.7 hours), followed by RS/BH (10.2), Malta (9.9), Spain (9.6), UK (9.1) and Lithuania (9.0).

Business trips

Four countries are included in the findings of the EMA research, since data from Germany was not available. This research study shows that business trips within respondents' own countries were most likely to be of between 1-2 days. In the UK, 48 % of respondents take 1-9 trips, and 35 % take ten or more business trips, of 1-2 days. In Lithuania 26 %, and in Spain 37 %, of respondents take ten or more trips of 1-2 days. In RS/BH, 41 % of respondents take 1-9 business trips of 1-2 days and 43 % take more than ten business trips of the same duration. Table 17 shows the percentage of respondents from the UK, Malta, Lithuania and Spain taking business trips within their own country.

Table 18 – Percentage of respondents from UK, Lithuania, Malta and Spain taking business trips within their own country⁴

Within own country (but away from home)	UK		Lithuania		Malta		Spain	
	1-9 trips	10+ trips	1-9 trips	10+ trips	1-9 trips	10+ trips	1-9 trips	10+ trips
1-2 days	48 %	35 %	23 %	26 %	20 %	5 %	41 %	37 %
3-6 days	33 %	7 %	14 %	0 %	13 %	1 %	36 %	4 %
1-2 weeks	9 %	0 %	7 %	0 %	3 %	0 %	7 %	1 %
More than 2 weeks	2 %	0 %	12 %	2 %	2 %	0 %	2 %	2 %

A very small number of respondents, according to the EMA research study, made more than ten business trips of 1-2 days per year to the EU and the rest of the world. The highest score was in Spain (8 %) followed by the UK (5 %). In RS/BH, the figure is higher because the response includes business trips to Serbia, Croatia and Montenegro – countries that are not EU members but ones whose economies are closely connected to the economy of RS/BH. Table 19 shows the percentage of respondents taking business trips to the EU.

4 The European Manager Research report *ibid.* p. 11.

Table 19 – Percentage of respondents from UK, Lithuania, Malta and Spain taking business trips to the EU⁵

To the European Union	UK		Lithuania		Malta		Spain	
	1-9 trips	10+ trips	1-9 trips	10+ trips	1-9 trips	10+ trips	1-9 trips	10+ trips
1-2 days	37 %	5 %	21 %	0 %	38 %	1 %	28 %	8 %
3-6 days	25 %	2 %	31 %	1 %	57 %	1 %	33 %	5 %
1-2 weeks	6 %	0 %	14 %	5 %	14 %	1 %	7 %	0 %
More than 2 weeks	1 %	0 %	7 %	0 %	4 %	0 %	0 %	0 %

Activities which make up the working day

According to the EMA report, the work activity to which most time is allocated is Work on own projects (40 % of respondents allocate 1-3 hours while 19 % allocate 3-6 hours). Other activities which take up a large proportion of time are telephone/e-mail (46 % of respondents spend 1-3 hours and 5 % 3-6 hours); meetings with colleagues (44 % allocate 1-3 hours and 3 % 3-6 hours); and administration (38 % allocate 1-3 hours and 6 % 3-6 hours). Work on continuing professional development accounts for the lowest proportion of time in the working day (5 % allocated 0-30 minutes to work on formal qualifications while 64 % allocated 0-30 minutes on informal training). Table 20 shows the allocation of time to activities in a working day in five European countries.

Table 20 – Allocation of time to activities in a working day of managers in five European countries (by percentage of respondents)⁶

	0-30 minutes	30-60 minutes	1-3 hours	3-6 hours
Work on own projects	14	27	40	19
Administration	22	35	38	6
Telephone/e-mail	10	39	46	5
Meetings with colleagues	14	39	44	3
Meetings with management/ committees/ boards	37	38	23	2
Meetings with clients/suppliers/external parties	29	36	30	5
Formal qualifications	75	16	8	1
Informal training	64	27	8	1

5 The European Manager Research report *ibid.* p. 11.

6 The European Manager Research report *ibid.* p. 12.

	0-30 minutes	30-60 minutes	1-3 hours	3-6 hours
Planning/thinking ahead	34	46	16	4

In RS/BH, it was already indicated above (see Table 7) that the majority of time was spent on telephoning and sending e-mails (61 %), followed by working on projects (41 %), meetings (with colleagues, 39 %; with management/committees/boards, 27 %; with clients/suppliers/external parties, 29 %), planning (39 %) and administration (31 %). These findings were fairly consistent across all the six countries. One significant exception and difference was that respondents from Germany reported spending the majority of their time on 'planning and co-ordination'.

Management competencies

Applying judgment and decision-making capability was emphasised as the most important management competence in all the countries. On average, this was selected by over 70 % of respondents across the five countries whereas, in RS/BH, 88 % of respondents identified it as the most important. It was also the only competence which was a top five choice for respondents in all the countries, being the top choice in the UK, Lithuania, Malta, Spain and RS/BH and the second choice in Germany. Personal integrity was the second most selected competence in four of the countries. In RS/BH, Personal integrity was in third position. The other two competences to score highly in the EMA research were Development of subordinates and Awareness and continuing development of own professional and personal capabilities, whereas in RS/BH it was both Building relationships and Influence on others.

Leadership

There is no comparable data for Leadership since the EMA research study did not include it on the questionnaire as a separate question. However, the findings show that two statements (out of the ten) that demonstrate an autocratic style of leadership, which is mainly characterised by a centralised authority and low participation, scored highly. They were: Leading is an opportunity to monitor the individual (62 %); and I agree with the proverb 'give him an inch and he will take a mile'. In contrast, three statements that scored even higher demonstrate a democratic style of leadership, which is mainly characterised by involvement, high participation and feedback. They were: Objectives and norms should be defined beforehand (91 %); Compensation must be based on performance (89 %); and Feedback is essential (83 %).

Professional career

Qualifications

Management qualifications were most frequently found in the UK (74 %) and Germany (73 %). Lithuania is in last place with only 33 % of managers holding management qualifications but, at the same time, it was the country with the highest proportion of respondents holding a university degree (97 %), followed by Spain (77 %). In comparison, 61 % of respondents in RS/BH held management qualifications and 88 % of them

held a university degree, mostly at the Associate (47 %) and Bachelor (38 %) degree levels.

Number of years worked with present company/organisation

Across all the five countries, between 25 % and 35 % of respondents had been with their present company for fewer than five years. In RS/BH, that percentage is lower, at 21 %. The rate of turnover in management positions appears to be similar for all six countries.

Number of companies worked for during career

In RS/BH, 87 % of respondents had worked for a maximum of five employers whereas in Germany nearly 96 % of respondents had worked for up to six employers. For the other four countries, the figure was: Lithuania (95 %), Spain (85 %), Malta (78 %) and the UK (71 %).

Satisfaction with professional career as a whole

In Malta, 81 % of managers were satisfied with their career while in Germany, over 80 % of managers were satisfied with their professional career up to the point of complete satisfaction, expressed by 40 %. Ten per cent were either dissatisfied or completely dissatisfied. In the UK, 67 % of managers felt satisfied with their professional career as a whole, very similar to the positions in Lithuania and Spain (about 65 % in each case). In RS/BH, 45 % of managers are totally, or almost totally, satisfied which makes them the least satisfied managers.

Career management

In RS/BH, 36 % of managers stated that they had been responsible for their own career management and development in the majority of instances while 16 % stated that they had managed their professional careers at every point in time. That number is similar in the UK and Germany, whereas in Lithuania, Malta and Spain it scores more highly. The extent to which managers in the six countries managed their own careers is outlined in Table 21.

Table 21 – The percentage of respondents selecting each career management option⁷

Option	RS/ BH	UK	Ger- many	Lithu- ania	Malta	Spain
My professional career has been based exclusively on chance events	19	7	5	5	3	4
My professional career has evolved in accordance with organisational requirements	8	11	20	17	23	11

7 Ibid. p. 17.

Option	RS/ BH	UK	Ger- many	Lithu- ania	Malta	Spain
I have only managed my professional career to a certain extent	21	27	24	16	15	23
In the majority of instances I have been responsible for my own career management and development	36	49	35	57	45	50
I have managed my professional career at every point in time	16	6	16	5	14	11

Factors which have influenced professional career development

The collated results from all five European countries show that the top five factors which have influenced professional career development were:

- personal and professional capabilities (94 %)
- acquisition of experience (92 %)
- individual personality (87 %)
- teamwork (83 %)
- academic study (81 %).

In RS/BH, Professional & personal capabilities (89 %) had the greatest influence on the development of the professional careers of managers in that country, followed by Management results achieved (86 %), Individual personality (82 %), Academic study (78 %) and Acquisition of experience (76 %).

Geographic mobility was of greatest importance for respondents in the UK (66 %) and Germany (69 %) and of least importance for respondents in Malta (36 %) and RS/BH (8 %). Academic study was important for respondents in all the countries, but was most significant for respondents in Spain (89 %) and Lithuania (88 %), and least significant in Germany (69 %). Chance was regarded as most significant for respondents in Germany (91 %) and Spain (88 %), but was much less significant for respondents in RS/BH (49 %), Lithuania (48 %) and Malta (55 %). Management results achieved was regarded as having a positive, or slightly positive, impact for between 82 % and 86 % of respondents in all countries except Germany, where the figure was only 26 %. The impact of personal and family relationships was fairly consistent across all the countries, again except in Germany, where the impact of personal relationships was recorded by 25 %, and of family relationships by 15 %, of respondents. These figures were significantly lower. In RS/BH, they amounted to 38 % and 21 % respectively.

The findings show that many of the characteristics, values and priorities are shared by managers in all six countries, despite the cultural and other differences. We can see from this comparison that RS/BH managers differ from their European colleagues mostly in the following two areas:

1. satisfaction with professional career as a whole
2. qualifications.

What we do not see, and what cannot be compared in the research studies, is the level of managers' satisfaction with personal income, the working environment, economic and political conditions, the lack of resources (financial, material and human) and the state of competition in the labour market in their countries. These elements influence the way that managers manage and leaders lead to such an extent that we would most likely get different results in different situations from the same managers.

Some 61 % of RS/BH managers have a degree in management, but this level of education is not sufficient. Furthermore, only 3 % of managers stated that they had a masters degree whereas 47 % of all managers had an Associate degree (two-year post-secondary education). This cannot be a satisfactory situation. In comparison, in Malta 47 % had a postgraduate qualification, while in Lithuania 97 % had a university degree and 30 % a postgraduate one. In the UK, over one-half of respondents had taken a postgraduate degree whereas in Germany this amounted to 25 %.

Finally, the leadership style in RS/BH is a mixture of autocratic and democratic styles. Respondents do understand the basic leadership and motivational principles and values, but they wish, from time to time, to show who the real boss is.

References

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www.europeanmanagement.org European Management Association.