

YEBE Project

Youth for Entrepreneurship and Business Ethics



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*Business Survey on Business Ethics,
Compliance and CSR – 04*

(Comparative Report)

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Description:	The survey aims to identify the attention that training programs and other business activities pay to business ethics issues, compliance, Corporate Social Responsibility, leadership and other soft skills

Index

1. Introduction.....	3
1.1. Project summary	3
1.2. Partner list	4
1.3. Survey Overview.....	5
1.4. Survey Data Collection and Analysis Methods	5
2. Reporting comprehensive and comparative results of the “Business Survey on Business Ethics, Compliance and CSR – O4”.....	8
2.1. General and Demographic Sections of the questionnaire.....	8
2.2. Well-being and perceived fairness of young professionals at work.....	15
2.3. Development of young professionals’ competencies	19
2.4. Ethical business conduct.....	27
2.5. Importance of entrepreneurial/business practices	32
2.6. Channels and delivery methods to develop ethical business conduct, entrepreneurial and leadership competencies.....	35
2.7. Summary of Key Results and Recommendations.....	38

1. Introduction

1.1. Project summary

The YEBE project aims to **promote entrepreneurship education and social entrepreneurship among young people**, helping them to:

- a) explore and develop their entrepreneurial initiative**
- b) develop and improve their leadership skills and**
- c) acquire knowledge about business ethics and reflect the ethical dimensions of leadership in business in the context of a “highly competitive Social Market Economy” (Lisbon treaty).**

The project will give thrust to entrepreneurship education in Europe by developing and testing an entirely new innovative program of non-formal entrepreneurship education and training that should be complementary to both university studies, trainee programs and further training activities of young professionals. This program will be based on the concept of “Social Market Economy” and shall promote a cultural change in the attitudes towards a modern concept of business ethics.

The project objectives will be realized through the realization of the following **outputs**:

O1 - Youth Code of Business Ethics, written by the students and the young professionals involved in the project. They will do this by reflecting their personal experience during their internships and/or first years of professional practice and based on important documents of their respective religious traditions.

O2 - Youth Lexicon on Social Market Economy, written by the students and the young professionals involved in the project. They will do this by reflecting their personal experience during their internships and/or first years of professional practice and based on available documents and literature.

O3 - University survey on business ethics and entrepreneurship education, conducted in each participating country, in order to identify the attention that universities training programs and postgraduate courses pay to business ethics issues and entrepreneurial skills in the context of the social market economy.

O4 - Business survey on business ethics, compliance and CSR, conducted in each participating country, in order to identify the attention that training programs and other business activities pay to business ethics issues, compliance, Corporate Social Responsibility, leadership and other soft skills. The research will also enquire about the understanding that executives of the companies have about the concept of Social Market Economy.

O5 - Innovative Training Concept for Youth Entrepreneurship and Business Ethics, which will be based on the university and business surveys results. The “concept” of a non-formal education and formation program, elaborated by the partnership, will be complementary both to academic studies and training or on the job training programs. The program will help students and young people at the beginning of their professional career to develop their entrepreneurial initiative, develop and improve their leadership skills, as well as acquire knowledge about business ethics and reflect the ethical dimensions of leadership in business.

1.2. Partner list

Coordinator	BKU – Bund KatholischerUnternehmer (Germany)
Partner	Center for CorporateCitizenship (Germany)
Partner	UCID – Unione Cristiana Imprenditori e Dirigenti (Italy)
Partner	CONFORM Consulenza Formazione e Management S.C.A.R.L(Italy)
Partner	ÉRME – Üzleti Érték Megőrző Közhasznú Alapítvány (Hungary)
Partner	Virtus Játék Kft (Hungary)
Partner	NapraForgóNonprofitKözhasznúKft (Hungary)
Partner	ZKPS – ZdruzenjekrscanskihposlovnezevSlovenije (Slovenia)
Partner	Socialnaakademija (Slovenia)
Partner	ADIC – Association chrétiennedes dirigeants et cadres (Belgium)

1.3. Survey Overview

The Business Survey on Business Ethics, Compliance and CSR (O4) has been developed to target two different important stakeholder groups in order to explore a wider range of perspectives concerning current business ethics related practices and opinions. Thus, two separate questionnaires have been constructed and distributed among the target groups:

1. The first survey was targeting **Business Executives, Managers and Entrepreneurs** and inquired about their views on business ethics, leadership and competency development with a special attention paid to the perceived situation of young employees in their organizations. (In this report we will refer to this specific questionnaire as **O4-M**)
2. The second survey was targeting **Young Professionals** already working in their early stages of carrier. One part of the target audience have been young people still pursuing their studies and working parallelly in a job, the other part of the target audience have been young people within their first five years of working experience after finishing their studies. Respondents in this survey could report about their own personal organizational experiences concerning business ethics, leadership and competency development. (In this report we will refer to this specific questionnaire as **O4-Y**)

This multi-perspective method of exploring business ethics, leadership and entrepreneurship among the youth have been particularly useful in gaining a richer insight and better understanding of the situation young professionals have during their early work experiences. This way we could investigate the differences between the perspectives and opinions of organizational leaders and their young workforce.

Combining these findings with the research results and intellectual output of the *University survey on business ethics and entrepreneurship education (O3)*, it is possible to gain a complete overview of the critical process of business education and introduction to employment, including a deep understanding of the perspectives of students, young employees and business leaders.

1.4. Survey Data Collection and Analysis Methods

Answers to the above mentioned two surveys (O4-M and O4-Y) were collected electronically in all five participating countries (Belgium, Germany, Hungary, Italy, and Slovenia) by the local partners. The local questionnaires were developed to enable the greatest level of comprehensive and comparative analysis. For this reason, over 90% of all survey questions

are identical in the country specific surveys. Some minor modifications do exist however, which are related to culture and country specific unique contexts. These modifications have been included in agreement with the local cooperating partners to improve comprehension of the survey questions and to support willingness of potential respondents to fill out the questionnaire.

In Belgium, Germany and Hungary the questionnaires were developed and distributed in English language as this created no drawbacks among respondents in these countries and at the same time provided the greatest efficiency and opportunities for comparative analysis of the survey results. In Italy and Slovenia based on the recommendations of local partners local translations have been developed, as this was expected to be the preferred option of the respondents and was necessary to collect a sufficient number of responses.

In all five countries electronic platforms have been used to collect survey responses. In Belgium, Germany, Hungary and Italy we have used the services of Google for data collection due to its user friendly, free and simple infrastructure. In Slovenia a freely available university survey platform was used because of the highly sophisticated features it has offered to us.

The number of collected responses reached the required amount for a detailed, reliable statistical analysis combined for all the five participating countries. We have received for the Survey for Executives, Managers and Entrepreneurs (O4-M) altogether 81 responses, whereas the Young Professional (O4-Y) questionnaire was filled out by 146 young people in the early stages of their career. These numbers include only those respondents who have completed properly all the questions in the surveys. Thanks to the extra features of the Slovenian survey platform we could track in that country all instances of starting the survey. Based on that data we can conclude with high probability that we have made a suboptimal choice in terms of the length of the O4 surveys. Both O4 surveys are significantly longer than the O3 survey, which might require up to 25-30 minutes of careful reading from the respondents. We estimate that because of the length of the surveys we have lost about 1 out of 2 executive and 2 out of 3 young professional potential respondents for our surveys.

The number of responses received differed greatly in the partner countries, for example in Germany we had a high number of executives answering the survey, but very few young professionals answered it. On the contrary in Hungary we had an average number of managerial responses, but an extremely high response rate among young professionals, most of whom have been MA students doing their internships at the same time. The country level data in some cases provides an opportunity for deep country level analysis (eg. O4-Y in Hungary), but in most of the cases the individual country level data and analysis is only

indicative for directions of further research and do not claim to carry the statistical validity of an independent study.

During our analysis of the collected data first we had to completely harmonize the data that have been collected through different platforms. This was successfully achieved to a high degree with some minor exceptions in which differences were intentionally included, or some cases in which local survey development have resulted in slightly different respondent interpretations. We have cleared the database of responses that have not been fully complete and identified and eliminated a few cases of false responses that were possible due to some mistakes in the selection of question types at specific survey development platforms. The statistical analysis of the survey results will be presented in detail in the following chapter.

The language chosen for the comparative report is English as during the complete process of the project this developed into our common working language. During the development of the surveys and the execution of the data collection, analysis and steering committee meetings we have exclusively used the English language as the one that all project members speak and understand. A large majority of our survey respondents have answered the surveys in English, also all the trainings and social media activities created for young professionals were in English. For this reason, we found the English version of the comparative report as the most informative and appropriate and have decided against the local language reports that would have been an extensive burden on our project resources, especially considering their very limited added value to this English language comparative report.

2. Reporting comprehensive and comparative results of the “Business Survey on Business Ethics, Compliance and CSR – O4”

2.1. General and Demographic Sections of the questionnaire

2.1.1. Respondents of the Business Executives, Managers and Entrepreneurs (O4-M) survey

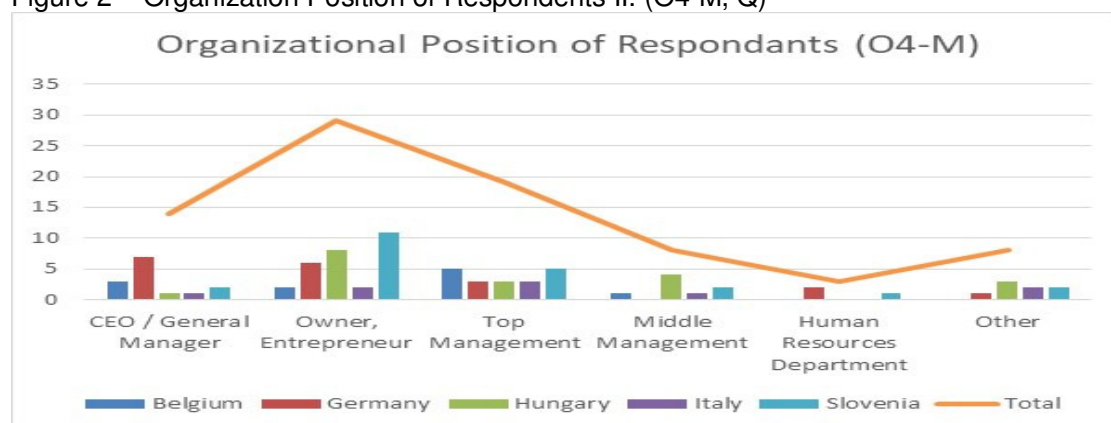
The first questionnaire addressing Business Executives, Managers and Entrepreneurs (O4-M) was filled out by 81 respondents all together. As we can see from the chart below (Figure-1) we have received between 9 and 23 answers from the individual participating countries. Executive and managers from Slovenia have been the most active (23 respondents) whereas we have received the least number of responses from Italy and Belgium (9 and 11 respondents). In terms of the organizational position of our respondents an overwhelming majority is in top decision-making positions. It is important to note that the highest number of responses came from owners/entrepreneurs (29 respondents), but a high number of people were answering from CEO or Top Management positions (14 and 19 respondents) as well.

Figure 1 – Organizational Position of Respondents (O4-M, Q1)

Q1 - Organizational Position	Belgium	Germany	Hungary	Italy	Slovenia	Total
CEO / General Manager	3	7	1	1	2	14
Owner, Entrepreneur	2	6	8	2	11	29
Top Management	5	3	3	3	5	19
Middle Management	1	0	4	1	2	8
Human Resources Department	0	2	0	0	1	3
Other	0	1	3	2	2	8
All	11	19	19	9	23	81

With the help of the next chart (Figure – 2) we aim to depict graphically the distribution of our respondents in terms of their organizational position. On the X axis we find the different categories of organizational positions and the coloured bars indicated the number of responses received from the individual countries. The orange line represents the total number of responses received for the respective categories from the five countries.

Figure 2 – Organization Position of Respondents II. (O4-M, Q)

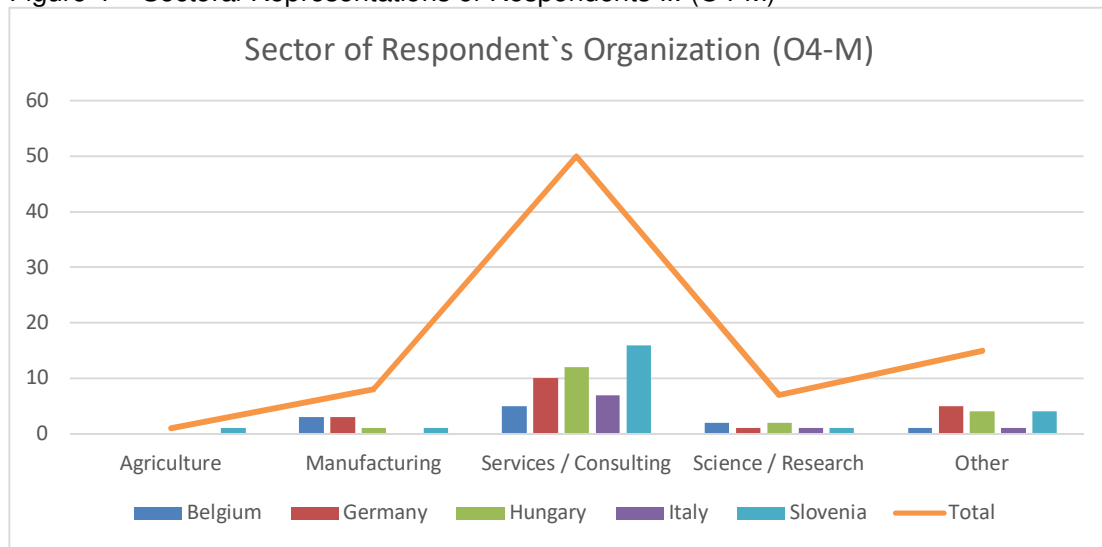


The entrepreneurs and top managers dominating the responses to our questionnaire paint a very interesting picture in terms of the business sectors they work in. The service and consulting industry is the most numerous sector of our respondents (50 out of 81 responses). We had a few responses from the areas of manufacturing and research and only one respondent from agriculture. In the following two charts (Figure 3 and 4) we can see these characteristics of our sample depicted in both a numeric and graphic representation, using the same format that was introduced already for the first two figures.

Figure 3 – Sectoral Representations of Respondents (O4-M)

Q2 - Sector	Belgium	Germany	Hungary	Italy	Slovenia	Total
Agriculture	0	0	0	0	1	1
Manufacturing	3	3	1	0	1	8
Services / Consulting	5	10	12	7	16	50
Science / Research	2	1	2	1	1	7
Other	1	5	4	1	4	15
Total	11	19	19	9	23	81

Figure 4 – Sectoral Representations of Respondents II. (O4-M)



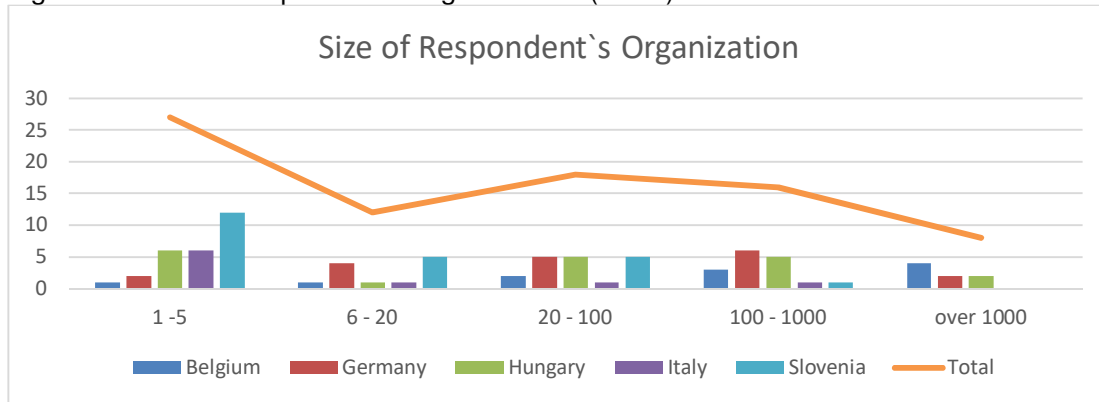
Whereas we had a clear majority of business leaders responding to our survey from the service sector, the distribution of our sample in terms of the organizational size is much more balanced. We have numerous responses from all categories of organizational sizes (Figure – 5). Micro-size organizations are the most numerous, however we have responses from small, middle-size and large organizations as well. We can also recognize a clear difference between the size of typical respondent organizations in the respective countries. In Belgium we tended receive answers from representatives of larger organizations. In Germany and Hungary we had more middle-size organizations participating, but very clearly micro-size organizations have been the dominant respondents from Italy and Slovenia.

Figure 5 - Size of Respondents` Organizations (O4-M)

Q2.2 – Size of Organization	Belgium	Germany	Hungary	Italy	Slovenia	Total
1 -5	1	2	6	6	12	27
6 - 20	1	4	1	1	5	12
20 - 100	2	5	5	1	5	18
100 - 1000	3	6	5	1	1	16
over 1000	4	2	2	0	0	8
Total	11	19	19	9	23	81

As we have shown in previous characteristics of our sample, also in terms of the size of respondents` organizations, we provide our readers with both a numeric depiction above and graphic one below (Figure 6).

Figure 6 – Size of Respondents` Organizations (O4-M)



Besides the organizational position, size and sector related information, we have also asked our respondents about some of their basic demographic information. The opinions on business ethics, entrepreneurship and leadership are in-deed very personal in many ways, that is the reason why we have found it important to understand better the personal background and context of our respondents.

Since of questionnaire was targeting businesses executives and managers, it was not an unexpected result that we had more men than women among our respondents (71% against 29%). This proved to be however a major difference between the participating countries, as Belgium, Germany and Hungary had shown a very strong dominance of male respondents, whereas in Italy and Slovenia we have again seen a similarity in our sample with an almost equal number of man and female respondents as depicted in Figure 7.

Figure 7 – Ratio of Male and Female Respondents (O4-M)

Q15	Belgium	Germany	Hungary	Italy	Slovenia	Total
Male	10	15	13	4	11	53
	91%	83%	72%	57%	52%	71%
Female	1	3	5	3	10	22
	9%	17%	28%	43%	48%	29%

In terms of our managerial respondents age and marital status we have also received important answers that can serve the purpose of better understanding and comparison of perspectives. From the tables below (Figure 8 and Figure 9) we can conclude that our respondents in both Belgium and Germany have been 7 and 4 years over the average respondents' age in the questionnaire whereas the respondents in Hungary and Italy have been both 5 years younger than this average. It is therefore important to notice that due to some local conditions there is significant age-related difference in our sample, that might only partially indicate the general tendencies in the respective countries' managerial population. The family status of our respondents is an interesting addition to the background of the participants in the survey. In Belgium and Slovenia our respondent sample has included people with a much higher number of children, whereas in Italy, Germany and Hungary the reported number of children is significantly lower among the respondents.

Figure 8 – Reported Age and Number of Children among Respondents (O4-M)

Q15 – Age / Children	Belgium	Germany	Hungary	Italy	Slovenia	Average
Age	55	52	43	43	48	48
Number of children	3.0	1.7	1.8	1.5	2.6	2.1

Figure 9 – Family Status of Respondents (O4-M)

Q15-Family Status	Belgium	Germany	Hungary	Italy	Slovenia	Total
Single	0	3	3	1	5	12
	0%	18%	20%	17%	25%	15%
Living with a partner	0	0	3	2	2	7
	0%	0%	20%	33%	10%	9%
Married	8	14	5	3	10	40
	100%	82%	33%	50%	50%	49%
Divorced	0	0	4	0	2	6
	0%	0%	27%	0%	10%	7%
Widowed	0	0	0	0	1	1
	0%	0%	0%	0%	5%	1%
No/Other answer	3	2	4	3	3	15
Total	8	17	15	6	20	81

The chart above (Figure 9) clearly demonstrates that about half of the managers participating in our survey have been living in a marriage, as this was the most common family status in all five countries among the respondents. The second most common family status of the responding managers have been `single`, whereas the country with the most diverse family backgrounds has been Hungary with a relatively high ratio of people also in `single`, `living with a partner` and `divorced` status.

2.1.2. Respondents of the Young Professional (O4-Y) Survey

The second questionnaire addressing Young Professionals (O4-Y) was filled out by 146 respondents all together. As we can see from the charts below (Figure 10 and Figure 11) the number of responses received from the individual countries has differed greatly. Whereas from Belgium, Germany, Italy and Slovenia we have around or slightly more than 10 answers, the respondents in Hungary have been particularly active (99 answers). We understand that this is the consequence of a uniquely Hungarian condition, that is the high number of business students already in employment during their master studies. For this reason, we have paid careful attention in our analysis to the differences between our general and Hungarian sample. In all cases in which the Hungarian sample is making a significant difference in terms of the results we are going to note this to our readers. For example in terms of the difference in qualification among our young professional respondents we can conclude that a significant part of our respondents is a young professional pursuing their MA degrees (47%),

an important but much smaller part of the sample are young people in jobs while studying for their BA degrees (30%), another significant number of respondents have already received an MA degree (23%). It can be clearly seen from the charts below (Figure 10 and Figure 11) that this composition of our five-country sample is created out of two very different and typical respondent profiles in the respective countries. The Belgian, German and Italian young professional respondents have finished their MA studies and started their business career like that, in Hungary and Slovenia however most of our respondents are still studying for their MA degrees while at the same time are also working in professional jobs. We have not investigated more in details the reasons for this difference but assume that the unique development of the business sector and business education in post-socialistic countries could have had a significant influence on this key background factor.

Figure 10 – Qualification of Respondents (O4-Y)

Young Professionals- Qualification	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Completed MA degree or higher	8	6	5	12	3	34
Completed BA degree	0	0	56	2	10	68
Completed high school or ongoing process of studies at a University / College	3	0	38	1	2	44
Total	11	6	99	15	15	146

Figure 11 – Qualification Percentage (%) of Respondents (O4-Y)

Young Professionals- Qualification (%)	Belgium	Germany	Hungary	Italy	Slovenia	Total
Completed MA degree or higher	73%	100%	5%	80%	20%	23%
Completed BA degree	0%	0%	57%	13%	67%	47%
Completed high school or ongoing process of studies at a University / College	27%	0%	38%	7%	13%	30%

Our Young Professional survey respondents provided us with information on their sectoral and functional affiliations as well (Figure 12, Figure 13 and Figure 14). It is quite remarkable to notice that similarly to our management sample (O4-M) an overwhelming majority of our respondent have indicated to work for the services and consulting sector (53%).

Figure 12 – Sector of Respondents (O4-Y)

Q2 - Sector	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Agriculture	1	0	7	0	0	8
Manufacturing	2	0	8	0	1	11
Services / Consulting	7	4	47	12	8	78
Science / Research	0	2	13	3	0	18
Other	1	0	24	0	6	31
All Sectors	11	6	99	15	15	146

Figure 13 – Sector of Respondents in % (O4-Y)

Q2 - Sector (%)	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Agriculture	9%	0%	7%	0%	0%	5%
Manufacturing	18%	0%	8%	0%	7%	8%
Services / Consulting	64%	67%	47%	80%	53%	53%
Science / Research	0%	33%	13%	20%	0%	12%
Other	9%	0%	24%	0%	40%	21%

The number of survey participants from the agricultural and manufacturing sectors is very low (5% and 8%), however we have a slightly higher (12%) portion of respondents working for the science/research sector and also a significant number of people have indicated that they are working for an `other` sector. In terms of the departmental functions of our respondents we can conclude that a majority of young professionals who answered us work for the marketing, logistics, finance or legal departments (57%).

Figure 14 – Functional Area of Respondents in % (O4-Y)

Q3 Functional Area (%)	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Marketing or Logistics related	0%	33%	41%	7%	20%	32%
Finance or Legal related	27%	17%	29%	20%	7%	25%
Manufacturing or Production related	9%	0%	7%	0%	0%	5%
Technology Development or Science related	0%	0%	16%	20%	20%	15%
Other	64%	50%	6%	53%	53%	22%

We found it also important to look at the size of the employing organizations (Figure 15 and Figure 16) as this is potentially an important differentiator of young professionals` experiences and a possible comparison to our managerial sample (O4-M) as well.

Figure 15 – Size of Employing Organization of Respondents (O4-Y)

Q2 - Size of Employing Organization	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
1 -5	1	1	16	3	4	25
6 - 20	0	0	16	6	5	27
20 - 100	2	1	27	3	5	38
100 - 1000	1	3	19	2	1	26
over 1000	7	1	21	1	0	30
All Sectors	11	6	99	15	15	146

Figure 16 – Size of Employing Organization of Respondents (O4-Y)

Q2 - Size of Employing Organization (%)	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
1 -5	9%	17%	16%	20%	27%	17%
6 - 20	0%	0%	16%	40%	33%	18%
20 - 100	18%	17%	27%	20%	33%	26%
100 - 1000	9%	50%	19%	13%	7%	18%
over 1000	64%	17%	21%	7%	0%	21%

Based on the chart above (Figure 15 and Figure 16) we can conclude that young professionals responding to our survey come from a great variety of different companies in terms of their size. We have the most respondents from mid-size corporations with 20-100 employees, which is a key difference compared to our managerial survey (O4 – M) in which the most respondents were entrepreneurs and worked for firms employing up to 5 people. It is also very important to note that the large Hungarian sample does not differ significantly from the five-country sample, the distribution of respondents is very similar in this sub-sample as well.

Th next two characteristics of our young professional survey are related to the amount of experience collected so far. We found this an important information when evaluating the responses of young people. In the charts below (Figure 17 and Figure 18) we have depicted the time young professionals

have already spent at their current employer and the number of previous employer organizations they had so far.

Figure 17– Time Spent at Employing Organization of Respondents (O4-Y)

Q1 - Time at Organization (%)	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
0 - 12 months	27%	33%	69%	13%	53%	57%
12 - 24 months	0%	17%	21%	27%	7%	18%
24 - 36 months	9%	17%	3%	27%	13%	8%
36 - 48 months	9%	33%	3%	13%	13%	7%
over 48 months	55%	0%	4%	20%	13%	10%

Figure 18 – Previous Employment Experiences of Respondents (O4-Y)

Q2.4-Previous Employment (%)	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
1	55%	33%	59%	47%	47%	55%
2	27%	17%	21%	13%	33%	22%
3	9%	0%	16%	13%	0%	13%
4	0%	17%	3%	7%	7%	4%
5 or more	9%	33%	1%	20%	13%	6%

As we can see above, a very large part of our respondents (57%) are working less than 12 months with their current employer. Although this is not unusual at all with young professionals today, we must be conscious with their evaluations based on this relatively short experience in their jobs. Also in terms of other organizational experiences, the majority of people in our sample (55%) only had 1 or less employers before this one, thus we can conclude that the basis of their comparative evaluation is similarly heavily limited.

The final two demographic variables that we have received information about is related to the gender and family status of our respondents. This data is both important to understand the personal background of our respondents and the potential differences between the country samples.

Figure 19 – Male/Female Ratio of Respondents (O4-Y)

Q14 - Male/Female	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Male	5	3	39	6	5	58
	45%	50%	39%	50%	36%	41%
Female	6	3	60	6	9	84
	55%	50%	61%	50%	64%	59%
Total	11	6	99	12	14	142

As we can see from the charts Figure 19 and Figure 20, there is a close to equal number of males and females in our sample in Belgium, Germany, Italy. However young women are overrepresented in both our Hungarian and Slovenian samples. The reason for this is very likely connected to the Hungarian and Slovenian local situation in which young professionals are studying for their university degrees. Since we have reached many of these respondents through their university courses, we assume to have had a larger number of female students in these surveys.

Concerning the family status of our respondents we can conclude that majority of our respondents are single (47%) or living with a partner (30%). Among our respondents the ratio of married young

professionals is very low (6%), with the exception of the Belgian sample that has reached a more experienced group of young professionals. The large Hungarian sample is making also a difference (together with the Slovenian sample) in the category of respondents `living with parents`. The around 20% of respondents in these category are significant in these two countries, however we do not have anybody in this family situation from Belgium, Germany and Italy.

Figure 20 – Family Status of Respondents (O4-Y)

Q14 - Family Status	Belgium	Germany	Hungary	Italy	Slovenia	All Countries
Living with parents	0	0	20	0	3	23
	0%	0%	20%	0%	23%	16%
Single	1	3	53	4	5	66
	9%	50%	54%	31%	38%	47%
Living with a partner	5	3	24	7	3	42
	45%	50%	24%	54%	23%	30%
Married	5	0	1	2	1	9
	45%	0%	1%	15%	8%	6%
Divorced	0	0	0	0	1	1
	0%	0%	0%	0%	8%	1%

2.2. Well-being and perceived fairness of young professionals at work

Due to our two-survey methodology for the O4 intellectual output we have the possibility to look at the perceived fairness and well-being of young professional from two angels. Based on the data available in the charts below (Figure 21, 22 and 23) we will be able to analyse how managers perceive young professionals in their organization whereas the charts following (Figure 24, 25 and 26) will demonstrate what young professionals themselves report on these topics.

Figure 21 – Perception of fair treatment of young professional by management (O4-M)

Perception of YP fair treatment at work by young professionals	Not true, and this bothers me a lot	Not true, and this bothers me	Not true, and this bothers me a little	TRUE	Total
Young professionals in my organization receive the appropriate acknowledgment and compliments for their efforts and performance at work.	3	4	15	59	81
Young professionals in my organization have a good chance for promotion based on their efforts and performance at work	4	8	17	52	81
Young professionals in my organization receive a fair compensation based on their efforts and performance at work	4	8	19	49	80

Figure 22 – Perception of fair treatment of young professional by management (%) (O4-M)

Perception of YP fair treatment at work by managers	Young professionals in my organization receive the appropriate acknowledgment and compliments for their efforts and performance at work.	Young professionals in my organization have a good chance for promotion based on their efforts and performance at work	Young professionals in my organization receive a fair compensation based on their efforts and performance at work	Total
Belgium	3.4	3.4	3.6	3.5
Germany	3.7	3.6	3.7	3.7
Hungary	3.7	3.3	3.3	3.5
Italy	3.6	3.6	3.2	3.4
Slovenia	3.6	3.4	3.2	3.4
Average	3.6	3.4	3.4	3.5

In Figure 22 we provide our readers with the detailed data from the individual countries and averages (on a scale of 0 to 4) of managerial perception of fair treatment of young professionals. The most important conclusion we can draw is that in all countries managers find the treatment of young professionals generally fair, we find the highest value for Germany (3,7) and the lowest value for Italy and Slovenia (3,4). When looking at the specific dimensions we can find that in terms of acknowledgment of young professionals there seems to be an indication of minor problems in Belgium (3,4), in terms of performance-based promotion in Hungary (3,3) and in terms of fair compensation minor issues are indicated for Italy, Slovenia and Hungary as well (3,2 - 3,3).

In the next chart (Figure 23) we can see the data for the perceived well-being of young professionals, which is a theme theoretically strongly connected to fair treatment.

Figure 23 – Perception of well-being of young professional by management (O4-M)

Perception of YP well-being by managers	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	Total	Average
Young professionals in my organization seemed cheerful and in good spirits	0	0	6	17	41	16	80	3.8
Young professionals in my organization seemed calm and relaxed	0	2	13	24	32	10	81	3.4
Young professionals in my organization seemed active and vigorous	0	2	10	14	40	15	81	3.7

What can be concluded from these results that on a scale of 0 – 5 five well-being of young professionals is perceived by managers as generally good, most of the time demonstrating the indicative behaviours, however it is not reported as excellent and it is also clear that the weakest element in the eyes of managers seems to be calmed and relaxed behaviour of young people.

As indicated earlier the most important analysis appears to be not the absolute but the comparative results between managers and young professionals' perspectives. In the chart below (Figure 24 and Figure 25) we can see that although the highest amount of young professional respondents find it true that they are treated fairly, the majority of the respondents do not agree with these statements. On a scale of 0-4 the answers average around 3, indicating that the unfair treatment of young professionals is only slightly irritating to them. A stronger stance of irritation is expressed by young professionals concerning their compensation (2,79 only) and in terms of the country specific data we can clearly see that the young professionals in Belgium and Italy (2,67 and 2,69) are most bothered by unfair treatment, whereas the respondents in Germany and Slovenia (both 3,22) have reported the most favourable answers on these topics.

Figure 24 – Perception of fair treatment by young professionals (O4-Y)

Perception of fair treatment by young professionals	Not true, and this bothers me a lot	Not true, and this bothers me	Not true, and this bothers me a little	TRUE	Total
Young professionals in my organization receive the appropriate acknowledgment and compliments for their efforts and performance at work.	11	27	49	57	144
Young professionals in my organization have a good chance for promotion based on their efforts and performance at work	11	27	49	57	144
Young professionals in my organization receive a fair compensation based on their efforts and performance at work	21	34	47	43	145

Figure 25 – Perception of fair treatment by young professionals in % (O4-Y)

Perception of fair treatment by young professionals	I receive the appropriate acknowledgment and compliments for their efforts and performance at work.	I have a good chance for promotion based on their efforts and performance at work	I receive a fair compensation based on their efforts and performance at work	Overall
Belgium	2.82	2.82	2.36	2.67
Germany	3.33	3.33	3.00	3.22
Hungary	3.09	3.09	2.76	2.98
Italy	2.73	2.73	2.60	2.69
Slovenia	3.20	3.20	3.27	3.22
Average	3.06	3.06	2.77	2.96
	3.04	3.04	2.79	2.96

Just like in case of the management survey data next we depict answers related to well-being perceived by young professionals in Figure 26. From the result below we see that reported result are around 3 (on a scale of 0 – 5) which indicate that young professionals find themselves more than half of the time in these states. Similarly to managers young professionals also report that they feel less often calm and relaxed (2,8), however from this more detailed subjective dataset we can also learn that 'waking up feeling fresh and rested' is the weakest dimension of their well-being (2,4).

Figure 26 – Perception of well-being by young professionals (O4-Y)

Perception of well-being by young professionals	At no time	Some of the time	Less than half of the time	More than half of the time	Most of the time	All of the time	Total	Average
I have felt cheerful and in good spirits	4	9	17	44	52	19	145	3.3
I have felt calm and relaxed	8	13	31	47	36	7	142	2.8
I have felt active and vigorous	3	11	27	47	38	16	142	3.1
I woke up feeling fresh and rested	14	27	37	35	25	7	145	2.4
My daily life has been filled with things that interest me	8	9	27	35	45	21	145	3.1

The comparison of young professionals' self-reported perception of fair treatment and well-being with the perception of the same by management can indicate to managers in organizations those fields in which they have to pay particular attention to not being falsely lead by their subjective interpretations (Figure 27).

Figure 27 – Comparison of Managerial (O4-M) and Youth (O4-Y) perceptions on fairness and well being.

Statements	Managers Perceptions	Young Professionals Perceptions	Difference
Young professionals in my organization receive the appropriate acknowledgment and compliments for their efforts and performance at work.	3.6	3.0	-0.6
Young professionals in my organization have a good chance for promotion based on their efforts and performance at work	3.4	3.0	-0.4
Young professionals in my organization receive a fair compensation based on their efforts and performance at work	3.4	2.8	-0.6
Young professionals in my organization seemed cheerful and in good spirits	3.8	3.3	-0.5
Young professionals in my organization seemed calm and relaxed	3.4	2.8	-0.7
Young professionals in my organization seemed active and vigorous	3.7	3.1	-0.6

As you can see from the chart above, we can clearly identify a general and strong tendency of managers perceiving the treatment of young professionals more favourably than the youth self-reports. This critical gap is between 0,4 and 0,7 as depicted in Figure 27, which indicates that this major differences in perception hold for both fair-treatment and well-being. There is no dimension that is significantly outstanding from this pattern, however it is interesting to note, that some lack of `calm and relaxed` state in young professional is reported by managers and this is exactly the dimension in which we find the greatest difference and lowest values reported by young professionals.

2.3. Development of young professionals' competencies

Concerning the competency development of young professionals in business our dual-survey methodology offers multiple possible takes on the topic. We will introduce with the help of the following tables (Figure 28, 29 and 30) our readers to results on how important managers find these competencies, how much competency-gap they recognize with young professionals (based on O4-M survey) and how much young professionals experience an opportunity to develop these competencies in their jobs (based on O4-Y survey). The first table (Figure 28) shows how important managers (five-country sample) find the 20 skills/competencies in the development of young professionals.

Figure 28 – Importance of Skills and Competencies According to Managers (O4-M)

Importance of Skills /Competencies	1 = not important at all	2 = low level	3 = average level	4 = significant	5 = very important	Average
evaluating opportunities – the ability to analyze the context, identify and seize opportunities to create value	0	5	16	25	35	4.11
ethical and sustainable thinking – the ability to assess the consequences and impact of business initiatives on the market, society and the environment, as well as the long-term sustainability of set objectives	0	5	11	38	27	4.07
mobilizing resources – the ability to collect and manage material, immaterial and digital resources to transform ideas into action	0	9	12	38	20	3.87
planning and management – the ability to apply project management principles to set priorities, organize and manage activities, as well as draw up a business plan based on a business model	1	5	24	30	21	3.80
applying economic and financial know-how – the ability to draft a budget for economic activity, identify and find public and private funding sources, understand the logic of taxation	5	11	26	25	13	3.38
applying technical skills and know-how – the ability to continuously seek for, acquire and apply IT-related and job-relevant technical skills and know-how	3	10	18	27	22	3.69
creative thinking – the ability to develop ideas that create value by identifying and solving problems by experimenting with innovative approaches	0	4	19	26	32	4.06
demonstrating self-awareness and self-efficacy – the ability to identify both personal and group strengths and weaknesses, believing in one's ability to improve	0	4	22	32	23	3.91

being motivated and persistent - the ability to be focused and determined to achieve one’s objectives and vision, take efforts beyond the written job description and work under pressure or in adverse situations without giving up	0	3	13	29	36	4.21
mobilizing others - the ability to inspire, encourage and engage relevant stakeholders, demonstrating effective communication, leadership and negotiating skills	0	4	23	35	19	3.85
taking initiative - the ability to start value creation processes independently, accepting challenges and working to achieve targets	0	3	19	30	29	4.05
dealing with uncertainties, ambiguities, and risks - ability to make decisions, demonstrating readiness and flexibility in uncertain scenarios, characterized by partial information and/or risky results	1	5	20	33	22	3.86
working with others – the ability to create a group and collaborate with others to develop ideas and turn them into action, to resolve conflicts and to network	0	3	14	25	39	4.23
conforming to regulations – the ability to obtain necessary information on laws, regulations, corporate principles, policies and apply them appropriately to the job	2	7	25	26	20	3.69
building competence and credibility – the ability to keep professional skills up-to-date and only accepting work that can be accomplished on a professional standard	0	4	20	33	24	3.95
demonstrating a commitment to organizational goals – the ability to represent the organization’s vision, mission, and value statements and take courageous, consistent and appropriate actions in order to achieve them	2	5	21	26	27	3.88
building good collegial relationships – the ability to act with respect, discretion and integrity towards colleagues and engaging in fair cooperation with them	0	4	12	35	30	4.12
customer orientation – the ability to handle customers honestly and always seek an equitable treatment of all customers	2	1	11	21	46	4.33
community awareness – the ability to recognize the social and economic influence of one’s work on the community and placing community benefit over personal gain	1	9	22	31	17	3.68
leading responsibly -the ability to use authority for the good of all stakeholders, without favoritism, that can be revered by followers as a role model	1	8	22	29	21	3.75

For an easier overview of the information available in this table we have highlighted the most important information with colours of green and orange. For each competence we have indicated the most frequent answer of managers with green background. All of the competencies had the greatest number of answers in the significant or very important category, thus we have found also important to look for possible differentiation in the average of the answers provided by our 81 managers in the sample. Based on the averages we could identify more significant differences between the managerial ideas on the importance of competencies.

The three most important competencies according to managers are:

1. Customer orientation – 4,33
2. Working with others – 4,23
3. Being motivated and persistent – 4,21

The four least important competencies according to managers are:

1. Applying economic and financial know-how – 3,38
2. Applying technical skills and know-how – 3,69
3. Conforming to regulations – 3,69
4. Community awareness – 3,68

Based on these results we can conclude that it is mainly soft skills that managers see as particularly important to develop for young professionals and somewhat surprisingly the hardest competencies received the lowest scores of importance relatively. Concerning competencies related to ethics is very important for us to note that managers consider conforming to regulations and community awareness among the least important competencies to develop, which might indicate that not all of them can be considered excellent role models for youth in their early stages of career development.

In the next table (Figure 29) we are going to show the perceived competency gap as managers see this about young professionals.

Figure 29 – Young Professionals Competency Gaps According to (O4-M)

Skills /Competency Gaps	1 = no gap at all	2 = low level gap	3 = average level gap	4 = signifi- cant gap	5 = very large gap	Gap Average
evaluating opportunities – the ability to analyze the context, identify and seize opportunities to create value	4	19	37	15	5	2.98
ethical and sustainable thinking – the ability to assess the consequences and impact of business initiatives on the market, society and the environment, as well as the long-term sustainability of set objectives	7	19	40	9	6	2.85
mobilizing resources – the ability to collect and manage material, immaterial and digital resources to transform ideas into action	5	21	32	17	6	2.98
planning and management – the ability to apply project management principles to set priorities, organize and manage activities, as well as draw up a business plan based on a business model	5	22	31	18	5	2.95
applying economic and financial know-how – the ability to draft a budget for economic activity, identify and find public and private funding sources, understand the logic of taxation	12	17	34	9	9	2.83
applying technical skills and know-how – the ability to continuously seek for, acquire and apply IT-related and job-relevant technical skills and know-how	10	27	27	11	6	2.70

creative thinking – the ability to develop ideas that create value by identifying and solving problems by experimenting with innovative approaches	11	23	24	14	8	2.81
demonstrating self-awareness and self-efficacy – the ability to identify both personal and group strengths and weaknesses, believing in one’s ability to improve	6	26	34	11	4	2.77
being motivated and persistent - the ability to be focused and determined to achieve one’s objectives and vision, take efforts beyond the written job description and work under pressure or in adverse situations without giving up	9	25	30	13	4	2.73
mobilizing others - the ability to inspire, encourage and engage relevant stakeholders, demonstrating effective communication, leadership and negotiating skills	7	26	27	15	6	2.84
taking initiative - the ability to start value creation processes independently, accepting challenges and working to achieve targets	6	25	31	14	5	2.84
dealing with uncertainties, ambiguities, and risks - ability to make decisions, demonstrating readiness and flexibility in uncertain scenarios, characterized by partial information and/or risky results	4	26	28	14	8	2.95
working with others – the ability to create a group and collaborate with others to develop ideas and turn them into action, to resolve conflicts and to network	10	30	20	14	6	2.70
conforming to regulations – the ability to obtain necessary information on laws, regulations, corporate principles, policies and apply them appropriately to the job	14	26	20	14	6	2.65
building competence and credibility – the ability to keep professional skills up-to-date and only accepting work that can be accomplished on a professional standard	7	28	24	18	4	2.80
demonstrating a commitment to organizational goals – the ability to represent the organization’s vision, mission, and value statements and take courageous, consistent and appropriate actions in order to achieve them	9	25	28	14	4	2.74
building good collegial relationships – the ability to act with respect, discretion and integrity towards colleagues and engaging in fair cooperation with them	16	27	20	10	8	2.59
customer orientation – the ability to handle customers honestly and always seek an equitable treatment of all customers	19	24	17	12	9	2.60
community awareness – the ability to recognize the social and economic influence of one’s work on the community and placing community benefit over personal gain	10	24	25	17	4	2.76
leading responsibly - the ability to use authority for the good of all stakeholders, without favoritism, that can be revered by followers as a role model	11	24	25	17	3	2.71

The results in the chart indicate that overall managers have a favourable view of young professionals, none of the listed 20 competencies was indicated as a major, important competency gap for the youth, as we can see highlighted with green background all the competencies received as the most frequent answer 'average competency gap' or 'low competency gap'. Even on the level of the calculated averages we do not find a very large difference between any of the competencies.

The competency gaps reported as highest were:

1. Evaluating opportunities – 2,98
2. Mobilizing resources – 2,98
3. Dealing with uncertainties, ambiguities, and risks – 2,95

The competency gaps reported as lowest were:

1. Building good collegial relationships – 2,59
2. Customer orientation – 2,6
3. Conforming to regulations – 2,65

Based on the result above we can draw an important conclusion: the competencies most important in the eyes of management are not among those which show a significant need for development among young professionals. In general managers see only an average competency gap and the ones that need to be developed most are of secondary importance to them only.

As the final source of our analysis related to the competency development of young professionals we are showing based on the O4-Y survey (Figure 30) how the youth sees their own opportunities for development.

Figure 30 – Opportunities to Develop Competencies in Jobs (O4-Y)

Skill/Competency Development Opportunity	1 = not at all	2 = some -what	3 = average	4 = significant	5 = very much	Average
evaluating opportunities – the ability to analyze the context, identify and seize opportunities to create value	10	13	35	59	27	3.56
ethical and sustainable thinking – the ability to assess the consequences and impact of business initiatives on the market, society and the environment, as well as the long-term sustainability of set objectives	7	30	35	48	24	3.36
mobilizing resources – the ability to collect and manage material, immaterial and digital resources to transform ideas into action	12	22	37	56	17	3.31
planning and management – the ability to apply project management principles to set priorities, organize and manage activities, as well as draw up a business plan based on a business model	11	19	32	51	32	3.51
applying economic and financial know-how – the ability to draft a budget for economic activity, identify and find public and private funding sources, understand the logic of taxation	20	24	42	32	24	3.11
applying technical skills and know-how – the ability to continuously seek for, acquire and apply IT-related and job-relevant technical skills and know-how	13	30	45	48	10	3.08

creative thinking – the ability to develop ideas that create value by identifying and solving problems by experimenting with innovative approaches	10	18	28	51	37	3.60
demonstrating self-awareness and self-efficacy – the ability to identify both personal and group strengths and weaknesses, believing in one’s ability to improve	6	21	30	55	33	3.61
being motivated and persistent- the ability to be focused and determined to achieve one’s objectives and vision, take efforts beyond the written job description and work under pressure or in adverse situations without giving up	2	19	33	53	38	3.73
mobilizing others - the ability to inspire, encourage and engage relevant stakeholders, demonstrating effective communication, leadership and negotiating skills	8	20	39	54	20	3.41
taking initiative - the ability to start value creation processes independently, accepting challenges and working to achieve targets	9	20	43	58	14	3.33
dealing with uncertainties, ambiguities, and risks - ability to make decisions, demonstrating readiness and flexibility in uncertain scenarios, characterized by partial information and/or risky results	9	26	41	41	26	3.34
working with others – the ability to create a group and collaborate with others to develop ideas and turn them into action, to resolve conflicts and to network	5	12	29	51	45	3.84
conforming to regulations – the ability to obtain necessary information on laws, regulations, corporate principles, policies and apply them appropriately to the job	7	22	41	50	24	3.43
building competence and credibility – the ability to keep professional skills up-to-date and only accepting work that can be accomplished on a professional standard	5	19	39	50	31	3.58
demonstrating a commitment to organizational goals – the ability to represent the organization’s vision, mission, and value statements and take courageous, consistent and appropriate actions in order to achieve them	8	20	40	47	29	3.48
building good collegial relationships– the ability to act with respect, discretion and integrity towards colleagues and engaging in fair cooperation with them	1	16	33	38	57	3.92
customer orientation – the ability to handle customers honestly and always seek an equitable treatment of all customers	6	15	40	41	44	3.70
community awareness – the ability to recognize the social and economic influence of one’s work on the community and placing community benefit over personal gain	8	24	41	51	21	3.37
leading responsibly - the ability to use authority for the good of all stakeholders, without favoritism, that can be revered by followers as a role model	13	20	37	50	25	3.37

Based on Figure 30 we can conclude that young professionals have a very positive perspective about their competency development opportunities in their jobs. They practically see a significant opportunity to develop all 20 competencies asked about in the survey.

The most opportunities for competency development they have reported related to:

1. Building good collegial relationships – 3,92
2. Working with others – 3,84
3. Being motivated and persistent – 3,73

The least opportunities for competency development they have reported related to:

1. Applying technical skills and know-how – 3,08
2. Applying economic and financial know-how – 3,11
3. Mobilizing resources – 3,31

As we can see from data above young professional see a particularly good opportunity in their jobs to develop soft skills. There is a significant overlap here with the competencies that managers find for them important. Interestingly the competencies managers do not find important are mostly also the ones that youth has the least opportunity to develop.

Finally in the last table of the chapter (Figure 31) we are presenting the most important figures from the three charts explained before in order to provide a focused comparison between managerial and youth perspective on competency development.

Figure 31 – Comparison of Managerial and Youth Perspectives on Competency Development (O4-M and O4-Y)

Skill/Competency Development Opportunity	Competency Importance (Management)	Managerial Perception of Competency Gaps	Young Professionals Opportunities for Competency Development
evaluating opportunities – the ability to analyze the context, identify and seize opportunities to create value	4.11	2.98	3.56
ethical and sustainable thinking – the ability to assess the consequences and impact of business initiatives on the market, society and the environment, as well as the long-term sustainability of set objectives	4.07	2.85	3.36
mobilizing resources – the ability to collect and manage material, immaterial and digital resources to transform ideas into action	3.87	2.98	3.31
planning and management – the ability to apply project management principles to set priorities, organize and manage activities, as well as draw up a business plan based on a business model	3.80	2.95	3.51
applying economic and financial know-how – the ability to draft a budget for economic activity, identify and find public and private funding sources, understand the logic of taxation	3.38	2.83	3.11
applying technical skills and know-how – the ability to continuously seek for, acquire and apply IT-related and job-relevant technical skills and know-how	3.69	2.70	3.08
creative thinking – the ability to develop ideas that create value by identifying and solving problems by experimenting with innovative approaches	4.06	2.81	3.60

demonstrating self-awareness and self-efficacy – the ability to identify both personal and group strengths and weaknesses, believing in one’s ability to improve	3.91	2.77	3.61
being motivated and persistent- the ability to be focused and determined to achieve one’s objectives and vision, take efforts beyond the written job description and work under pressure or in adverse situations without giving up	4.21	2.73	3.73
mobilizing others - the ability to inspire, encourage and engage relevant stakeholders, demonstrating effective communication, leadership and negotiating skills	3.85	2.84	3.41
taking initiative - the ability to start value creation processes independently, accepting challenges and working to achieve targets	4.05	2.84	3.33
dealing with uncertainties, ambiguities, and risks - ability to make decisions, demonstrating readiness and flexibility in uncertain scenarios, characterized by partial information and/or risky results	3.86	2.95	3.34
working with others – the ability to create a group and collaborate with others to develop ideas and turn them into action, to resolve conflicts and to network	4.23	2.70	3.84
conforming to regulations – the ability to obtain necessary information on laws, regulations, corporate principles, policies and apply them appropriately to the job	3.69	2.65	3.43
building competence and credibility – the ability to keep professional skills up-to-date and only accepting work that can be accomplished on a professional standard	3.95	2.80	3.58
demonstrating a commitment to organizational goals – the ability to represent the organization’s vision, mission, and value statements and take courageous, consistent and appropriate actions in order to achieve them	3.88	2.74	3.48
building good collegial relationships– the ability to act with respect, discretion and integrity towards colleagues and engaging in fair cooperation with them	4.12	2.59	3.92
customer orientation – the ability to handle customers honestly and always seek an equitable treatment of all customers	4.33	2.60	3.70
community awareness – the ability to recognize the social and economic influence of one’s work on the community and placing community benefit over personal gain	3.68	2.76	3.37
leading responsibly - the ability to use authority for the good of all stakeholders, without favoritism, that can be revered by followers as a role model	3.75	2.71	3.37

As a final conclusion, based on the chart above (Figure 31) we would like to highlight that managers give in our sample more importance to soft skills and young professionals seem to have more opportunities to develop these. In general managers do not see large competency gaps in youth and our young respondents reported significant opportunities to develop these.

2.4. Ethical business conduct

The parts of our two O4 surveys related to the ethical business conduct of young professionals has followed a logic very similar to our inquiry on competency development. We have attempted to explore six general areas of ethics and have done the with four questions asked from our respondents on it. The areas have been the following:

- laws and regulations applicable at work
- professional skills
- employer/company
- colleagues
- customers
- community
- leadership.

Our two-survey methodology just like in the case of researching competency development, provided us a chance to look into not just how important management find these areas of ethical business conduct, but we could also explore how young professionals themselves see their own conduct related to these.

In this subchapter we are going to present our readers with the results of both questionnaires (O4-M and O4-Y) and also provide a comparative analysis between these results.

In Figure 32 below first we are showing the result from our management questionnaire (O4-M) presenting in detail how important managers think these ethical areas of conduct are in the development of young professionals.

Figure 32 – Importance of ethical business conduct components according to managers (O4-M)

7. Components of ethical business conduct	1 = not important at all	2 = low level	3 = average level	4 = significant	5 = very important	Average
Obtaining information about laws and regulations applicable to the job in a timely manner	3	3	17	32	26	3.93
Conforming to the laws and regulations applicable to the job	4	2	12	23	40	4.15
Obeying the principles and rules defined by the organization	1	4	11	32	33	4.14
Reporting a breach of laws, rules or ethics using established procedures and/or seeking the advice of the ethics committee when confronting ethically challenging situations and decisions in a job	5	7	8	34	27	3.88
Working toward keeping professional skills up-to-date	1	0	9	40	31	4.23
Only using methods and techniques qualified to use without causing any potential harm or damage to stakeholders	2	6	11	34	28	3.99
Describing skills and competencies accurately to others	2	6	22	32	19	3.74
Upholding the professional standards and ethical principles of a job in own actions and those of others	2	4	9	31	35	4.15
Representing and demonstrating the organization’s vision, mission and value statements in actions	3	5	12	31	30	3.99

YEBE Project, *Business Survey on Business Ethics, Compliance and CSR – O4 (Comparative Report)*

Taking courageous, consistent and appropriate actions to achieve the organization’s mission and strategic goals	2	7	9	36	27	3.98
Protecting the property and reputation of the organization	2	1	10	17	51	4.41
Keeping management appropriately informed about important aspects and issues concerning a job	1	6	13	36	25	3.96
Acting with respect, discretion and integrity toward management, professional peers and others at work	0	3	10	25	43	4.33
Engaging in fair cooperation with colleagues and giving the appropriate credit to the work of others	0	4	11	29	37	4.22
Aiming for a respectful, honest and constructive conflict resolution with colleagues	0	5	12	23	41	4.23
Acting quickly and decisively when colleagues are not treated fairly in their relationships with management, other colleagues or customers	0	8	12	29	32	4.05
Following a customer-centered approach in my work	0	3	8	21	49	4.43
Upholding statements and actions that are honest toward customers	0	1	10	30	40	4.35
Seeking an equitable treatment of all customers regardless of socio-economic status or other personal preferences	2	0	13	27	39	4.25
Aiming for a respectful, honest and constructive negotiation and conflict resolution with customers	0	3	8	29	41	4.33
Placing community benefit over personal gain	1	5	19	35	21	3.86
Initiating and promoting within the organization the discussion of controversial issues affecting community	2	8	19	39	13	3.65
Devoting personally time and encouraging management and colleagues to develop solutions that serve the needs of the community	4	7	24	30	16	3.58
Promoting the social and economic health of the community	5	7	19	36	14	3.58
Striving to be a role model for ethical behavior	3	3	15	27	33	4.04
Using authority for the good of all stakeholders, without favoritism	6	6	12	28	29	3.84
Thoughtfully considering decisions when making a promise on behalf of the organization to a person or a group of people.	0	4	16	29	32	4.10
Initiating and encouraging discussion of the ethical aspects of organizational conduct and management	3	8	19	31	20	3.70

The table above contains the answers to the 28 components of ethical conduct, belonging to seven different topics. Managers had to indicate the importance on a component on a scale of 1-5, and Figure 32 above shows the number of responses we have received for each possible answer and also the average of these values. It can be concluded, as highlighted in the chart above, the highest regarding components of ethical conduct in the eyes of management are ‘protecting the property and reputation of the organization’ (4,41) and a

customer-centred and honest approach towards customers (4,43 and 4,35). On the other hand, the least important components of ethical conduct are all to be found in the category of responsibility towards the community (3,58;3,58 and 3,65). This very clear tendency indicates the importance of a category level comparison of answers received from our respondents, which we provide in Figure 33.

Figure 33 – Importance of ethical conduct categories according to managers (O4-M)

Categories of Ethical Business Conduct	Importance According to Managers
Customers	4.34
Colleagues	4.21
Employer / Organization	4.08
Professional Competence	4.03
Regulations	4.02
Leadership	3.92
Community Responsibility	3.67
<i>Average</i>	4.04

It is very clear from the table above that managers from the five investigated countries considers all these categories important parts of ethical conduct, however ethical conduct towards customers and colleagues is indicated as most important (4,31 and 4,21) and ethical conduct related to leadership and community responsibility (3,92 and 3,67) is less important to them.

As next we are providing our readers an insight to the self-evaluation of young professionals of their own ethical conduct along the lines of the same categories and components (Figure 34).

Figure 34 – Young professionals self-evaluation of own ethical conduct (O4-Y)

7. Components of ethical business conduct	1 = not important at all	2 = low level	3 = avg level	4 = significant	5 = very important	Avg
Obtaining information about laws and regulations applicable to the job in a timely manner	8	26	45	35	30	3.37
Conforming to the laws and regulations applicable to the job	7	10	45	37	47	3.73
Obeying the principles and rules defined by the organization	4	17	30	44	50	3.82
Reporting a breach of laws, rules or ethics using established procedures and/or seeking the advice of the ethics committee when confronting ethically challenging situations and decisions in a job	15	23	49	33	26	3.22
Working toward keeping professional skills up-to-date	1	6	28	53	56	4.09
Only using methods and techniques qualified to use without causing any potential harm or damage to stakeholders	2	15	50	40	37	3.66
Describing skills and competencies accurately to others	3	17	37	55	32	3.67
Upholding the professional standards and ethical principles of a job in own actions and those of others	1	9	37	59	37	3.85

Representing and demonstrating the organization's vision, mission and value statements in actions	2	11	38	49	45	3.86
Taking courageous, consistent and appropriate actions to achieve the organization's mission and strategic goals	2	18	35	51	40	3.75
Protecting the property and reputation of the organization	2	6	35	43	58	4.03
Keeping management appropriately informed about important aspects and issues concerning a job	1	9	37	57	41	3.88
Acting with respect, discretion and integrity toward management, professional peers and others at work	0	8	24	55	59	4.13
Engaging in fair cooperation with colleagues and giving the appropriate credit to the work of others	0	7	32	48	57	4.08
Aiming for a respectful, honest and constructive conflict resolution with colleagues	1	6	22	47	69	4.22
Acting quickly and decisively when colleagues are not treated fairly in their relationships with management, other colleagues or customers	3	10	41	62	29	3.72
Following a customer-centered approach in my work	3	8	33	49	51	3.95
Upholding statements and actions that are honest toward customers	5	5	30	53	51	3.97
Seeking an equitable treatment of all customers regardless of socio-economic status or other personal preferences	2	13	34	51	46	3.86
Aiming for a respectful, honest and constructive negotiation and conflict resolution with customers	2	6	30	48	60	4.08
Placing community benefit over personal gain	4	12	40	61	28	3.67
Initiating and promoting within the organization the discussion of controversial issues affecting community	7	19	47	48	25	3.45
Devoting personally time and encouraging management and colleagues to develop solutions that serve the needs of the community	8	18	42	57	19	3.42
Promoting the social and economic health of the community	4	15	49	58	20	3.51
Striving to be a role model for ethical behavior	5	9	49	48	33	3.66
Using authority for the good of all stakeholders, without favoritism	8	17	49	44	27	3.45
Thoughtfully considering decisions when making a promise on behalf of the organization to a person or a group of people.	5	11	32	63	35	3.77
Initiating and encouraging discussion of the ethical aspects of organizational conduct and management	7	16	42	54	27	3.53

As Figure 34 demonstrates young professionals have a generally favourable view on their own ethical conduct by claiming that most of these ethical components significantly get demonstrated in their course of actions. At the same time their answers also indicate some significant differences in their answers. In the table below the highest and lowest scores are indicated for individual components. Young professionals report the lowest ethical standards followed for laws and regulations (3,37 and 3,22) and concerning community needs (3,42). The highest level of ethical behaviour is reported in relation to colleagues (4,22; 4,13; 4,08), professional skills (4,09) and customers (4,08). Similarly to our managerial sample we also

find it in this case very informative to compare the categories of self-reported ethical behaviour of young professionals (Figure 35).

Figure 35 – Self-reported ethical behaviour of young professionals (O4-Y)

Categories of Ethical Business Conduct	Importance According to Managers
Colleagues	4,13
Professional Competence	4,09
Customers	3,95
Employer / Organization	3,86
Community Responsibility	3,67
Leadership	3,66
Regulations	3,37
<i>Average</i>	3,82

As we can see in the chart above (Figure 35) young professionals report that they follow high, above average ethical standards concerning their colleagues (4,13), professional competence (4,09) and customers (3,95). The least strong ethical behaviour among the youth we see reported concerning regulations (3,37), leadership (3,66) and community responsibility (3,67).

Concerning opportunities for development we find it particularly important to compare the answers received from managers with the answers received from young professionals. The chart below contains this comparison, including an added chart with difference between managerial importance indicated to ethical category and self-reported behaviour of the youth (Figure 36).

Figure 36 – Comparison of ethical conduct categories between managerial importance and young professional self-reported conduct (O4-M and O4-Y)

Categories of Ethical Business Conduct	Importance According to Managers	Self-reported ethical conduct of Young Professionals	Difference
Customers	4.34	3.95	-0.39
Colleagues	4.21	4.13	-0.08
Employer / Organization	4.08	3.86	-0.22
Professional Competence	4.03	4.09	0.06
Regulations	4.02	3.37	-0.65
Leadership	3.92	3.66	-0.26
Community Responsibility	3.67	3.67	0
<i>Average</i>	4.04	3.82	-0.22

Our chart (Figure 36) clearly demonstrates the great overlap between what ethical components, topics managers find important and where young professionals also report high standards followed. This includes mainly customers and colleagues and interestingly professional competence is regarded even higher among youth than management.

The situation concerning least important ethical themes is also similar, we find a lot of similarities as both managers and youth report community responsibility and leadership on the lower end of the spectrum. A particularly strong difference we find in our two-questionnaire sample related to the importance of laws and regulations. Although management finds this carrying a significant importance (4,02), young professionals report much lower standards followed in this area (3,37).

2.5. Importance of entrepreneurial/business practices

The following chapter of our comparative analysis aims more directly to better understand what corporate practices managers and young professionals find important in their organization. We have an opportunity to carry out multiple comparative analysis due two our two-questionnaire sample. We can compare the importance of these practices to their actual application in business and also the perspectives of managers and youth concerning these questions. Firstly in Figure 37 we present our readers with the results concerning the importance of corporate practices reported by managers.

Figure 37 – Importance of Corporate Practices to Managers (O4-M)

Importance of Corporate Practices to Managers	1 = not important	2 = slightly important	3 = sufficiently important	4 = quite important	5 = very important	Average
Improving relations with customers	0	2	5	19	55	4.57
Improving relations between colleagues	0	1	10	29	40	4.35
Improving relations with suppliers	2	3	21	25	30	3.96
Improving relations with local community	2	9	24	21	25	3.72
Improving social health of local community	6	14	18	22	21	3.47
Improving economic health of local community	5	12	26	18	20	3.44
Attaining desired profitability	2	5	11	29	33	4.08
Improving image / reputation of enterprise/organization	0	3	7	28	43	4.37
Gaining national and international visibility	5	4	12	30	30	3.94
Complying with laws and regulations	1	1	12	14	53	4.44

Based on our results about the importance of ethical conduct it is not surprising any more that in the eyes of managers improving relations with customers (4,57) and colleagues (4,37) is highly important whereas practices related to improving relations with the local community are considered as the least important (3,44; 3,47 and 3,72). It is however very important to recognize here that managerial respondents have indicated a very high importance to practices complying with laws and regulations (4,44) as well, which is somewhat stronger than the ethical importance they connect with this field, as presented in our earlier analysis (Chapter 2.4).

In our next chart we present the results of the actual attention paid to these practices according to our managerial respondents (Figure 38). We have highlighted like before the practices with the most attention with green and the practices with the least amount of attention with orange. We can see from these results that the practices that management find important usually also receive high attention in practice, like in the case of improving customer relations (4,28) or complying with laws and regulations (4,27). Very similarly to these practices that managers do not find very important also do not get very high attention as it is the case with improving relations with the local community (3,11; 3,15 and 3,28). An interesting outcome of this part of our survey is that managers find practices improving relations among colleagues very important (4,35) and still these practices do not get the proper attention paid to them in practice (3,89) as reflected in our chart below (Figure 38).

Figure 38 – Attention Paid to Corporate Practices According to Management (O4-M)

10. Attention paid to corporate practices	1 = no attention /importance	2 = little attention /importance	3 = sufficient attention /importance	4 = a lot of attention /importance	5 = maximum attention /importance	Average
Improving relations with customers	1	4	11	20	45	4.28
Improving relations between colleagues	0	8	20	26	27	3.89
Improving relations with suppliers	2	10	26	25	17	3.56
Improving relations with local community	4	15	30	18	14	3.28
Improving social health of local community	7	16	26	22	10	3.15
Improving economic health of local community	9	13	31	16	12	3.11
Attaining desired profitability	2	3	12	28	36	4.15
Improving image / reputation of enterprise/ organization	0	2	10	25	44	4.37
Gaining national and international visibility	5	6	13	27	30	3.88
Complying with laws and regulations	1	2	15	19	44	4.27

Our two-questionnaire sample provides an opportunity to look at the importance and attention given to these business practices also from the perspective of young professionals. In the next two charts (Figure 39 and Figure 40) we will provide our readers with these results.

Figure 39 - Importance of Corporate Practices to Young Professionals (O4-Y)

Importance of Corporate Practices According to Young Professionals	1 = not important	2 = slightly important	3 = sufficiently important	4 = quite important	5 = very important	Average
Improving relations with customers	2	6	19	36	79	4.30
Improving relations between colleagues	0	6	7	44	88	4.48
Improving relations with suppliers	4	7	34	54	47	3.91
Improving relations with local community	0	13	27	57	47	3.96
Improving social health of local community	1	12	35	54	43	3.87
Improving economic health of local community	1	12	29	64	39	3.88
Attaining desired profitability	1	9	33	56	47	3.95
Improving image / reputation of enterprise/organization	0	6	27	56	55	4.11
Gaining national and international visibility	3	9	28	54	50	3.97
Complying with laws and regulations	2	6	15	56	66	4.23

As we can see in the chart above (Figure 39) young professionals see the importance of corporate practices very similarly to managerial respondents. The practices seen with the highest importance are improving relations with colleagues (4,48), customers (4,30) and

complying with laws and regulations (4,23). The lowest importance is reported by the youth, just like in the case of management, related to corporate practices improving relations with local communities.

In the next chart (Figure 40) of our chapter we look at how young professionals perceive the attention paid in their organization to the same business practices analysed and discussed above.

Figure 40 – Attention Paid to Corporate Practices According to Young Professionals (O4-Y)

10. Attention paid to corporate practices according to young professionals	1 = no attention /importance	2 = little attention /importance	3 = sufficient attention /importance	4 = a lot of attention /importance	5 = maximum attention /importance	Average
Improving relations with customers	7	10	20	50	57	3.97
Improving relations between colleagues	8	14	39	54	30	3.58
Improving relations with suppliers	11	16	31	57	29	3.53
Improving relations with local community	17	17	47	40	25	3.27
Improving social health of local community	15	19	52	38	20	3.20
Improving economic health of local community	13	28	40	43	21	3.21
Attaining desired profitability	8	8	35	38	57	3.88
Improving image/ reputation of enterprise /organization	7	8	26	45	60	3.98
Gaining national and international visibility	7	13	32	38	56	3.84
Complying with laws and regulations	3	6	38	35	63	4.03

The results based on the responses of our young professionals indicate that they see very similar tendencies in organizational practices to what managers have reported. A lot of attention is paid in their organizations to complying with regulations (4,03) and improving relations with customers (3,97), although not as high as their importance would suggest. On the other hand, the practices which carry less importance, like improving relations with local community (3,20; 3,21 and 3,27) also receive less (just sufficient) attention in their organizations. Interestingly the corporate practice that is very important to young professionals, that is improving relations between colleagues (4,48), is receiving far less attention (3,58) in their organizations than what they would expect.

2.6. Channels and delivery methods to develop ethical business conduct, entrepreneurial and leadership competencies

In this final subchapter of reporting results of our managerial (O4-M) and young professional (O4-Y) surveys on developing ethical business conduct, entrepreneurship and leadership competencies we are going to investigate how our respondents evaluate the opportunities and application of the various different delivery methods.

In the presentation of results below (Figure 41 to Figure 44) we concentrate our analysis on the comparative dimension of respondents' evaluations. Firstly, in Figure 41 we look at how managers evaluate the different delivery methods for ethical business conduct in terms of their efficiency and the amount of opportunities provided in their organizations.

Figure 41 – Efficiency and Opportunities Provided for Ethical Business Conduct Development by Delivery Methods According to Managers (O4-M)

Methods for Ethical Business Conduct According to Managers	Perceived Effectivity	Opportunities Offered	Difference
On the job learning with managerial supervision	3.75	3.73	-0.02
On the job learning with mentor support	3.85	3.12	-0.73
On the job learning with the support of a personal coach	3.27	2.43	-0.84
Have a corporate leader/entrepreneur as role model	3.86	3.58	-0.28
Internal workshops, seminars or training on topic	3.52	3.35	-0.17
External workshops, seminars or training on topic	3.26	2.84	-0.42
Organized institutional programs (University etc.)	2.80	2.31	-0.49
Books	2.95	2.70	-0.25
Lectures	3.10	2.80	-0.30
Webinars	2.91	2.64	-0.27

The results above show (Figure 41) that managers perceive leader as role model (3,86), mentoring (3,85) and on the job learning (3,75) as the most effective methods to develop ethical business conduct. External, internal workshops (3,26 and 3,52), coaching (3,27) are seen as moderately effective, whereas organized (eg. University) programs (2,8), webinars (2,91) and books (2,95) are perceived as the least effective methods.

The opportunities offered by organizations mostly overlap with the perception of effectivity, as we can see in the case of on the job learning and leaders as role models. The largest gap we could find related to mentoring and coaching, as for these two methods the opportunities provided are below what their perceived level of effectivity would suggest.

As next we look at how the same delivery methods are evaluated according to young professionals. The results presented in Figure 42 show us that young professionals find mentoring (4,06), a managerial role model (3,9) and internal workshops (3,84) effective for developing competencies in ethical business conduct. At the same time their responses also clearly indicated that they find books, lectures and webinars (3,23; 3,31; and 3,16) the least effective for the same purpose.

In terms of the opportunities provided to them to develop ethical business conduct they report on the job learning with managerial supervision (3,42), corporate leader as role model (3,4) and internal workshops (3,27). Young professionals would find mentoring very effective for this purpose but the opportunities provided for this are limited (3,25), similarly to the opportunities they have to develop with the help of a coach (2,84).

It is an important finding of our research that both managerial and young professional respondents see mentoring as a very efficient method and perceive the opportunities provided in the organization for mentoring and also coaching areas that could be significantly improved.

Figure 42 – Efficiency and Opportunities Provided for Ethical Business Conduct Development by Delivery Methods According to Young Professionals (O4-Y)

Methods for Ethical Business Conduct According to Young Professionals	Perceived Effectivity	Opportunities Offered	Difference
On the job learning with managerial supervision	3.57	3.42	-0.14
On the job learning with mentor support	4.06	3.25	-0.81
On the job learning with the support of a personal coach	3.80	2.84	-0.96
Have a corporate leader/entrepreneur as role model	3.90	3.40	-0.50
Internal workshops, seminars or training on topic	3.84	3.27	-0.57
External workshops, seminars or training on topic	3.65	3.12	-0.52
Organized institutional programs (University etc.)	3.46	2.85	-0.61
Books	3.23	2.70	-0.54
Lectures	3.31	2.87	-0.44
Webinars	3.16	2.71	-0.45

The above presented approach will be applied next to the same delivery methods concerning the development of leadership and entrepreneurship competencies. Similarly to development of ethical business conduct in the next two charts (Figure 43 and Figure 44) we are going to show how our managerial and young professional respondents have evaluated these methods in terms of their efficiency and the amount of opportunities provided for these in their organizations. First we look at the efficiency and opportunities evaluated by managers (Figure 43).

Figure 43 – Efficiency and Opportunities Provided for Entrepreneurship and Leadership Competence Development by Delivery Methods According to Managers (O4-M)

Methods for Entrepreneurial and Leadership Competence Development According to Managers	Perceived Effectivity	Opportunities Offered	Difference
On the job learning with managerial supervision	3.89	3.44	-0.44
On the job learning with mentor support	3.75	3.01	-0.74
On the job learning with the support of a personal coach	3.30	2.33	-0.96
Have a corporate leader/entrepreneur as role model	3.84	3.35	-0.49
Internal workshops, seminars or training on topic	3.46	3.25	-0.22
External workshops, seminars or training on topic	3.01	2.59	-0.42
Organized institutional programs (University etc.)	2.49	2.16	-0.33
Books	2.95	2.77	-0.18
Lectures	2.99	2.75	-0.23
Webinars	2.74	2.59	-0.15

Our survey results suggest that managers see managerial supervision (3,89), manager as role model (3,84) and mentoring (3,75) as effective methods to develop these competencies. Coaching (3,30) and internal workshops (3,46) are seen bit less effective whereas organized institutional programs (2,49) and webinars are perceived as the least effective for this purpose. In terms of opportunities provided, we see these develop almost completely along the lines of

perceived effectivity. It is again concerning the methods of mentoring and coaching that we can find a very significant difference between their perceived effectivity and the opportunities provided to develop entrepreneurial and leadership competencies this way.

Finally, we look at the same methods from the perspective of young professionals. Again, we look at their evaluation of the methods effectivity and opportunities provided to use these to develop their entrepreneurial and leadership competencies. Result of our survey are presented in Figure 44.

Figure 44 – Efficiency and Opportunities Provided for Entrepreneurship and Leadership Competence Development by Delivery Methods According to Young Professionals (O4-Y)

Effectivity and Opportunities for Methods of Developing Entrepreneurship and Leadership Competencies According to Young Professionals	Perceived Effectivity	Opportunities Offered	Difference
On the job learning with managerial supervision	3.60	3.26	-0.34
On the job learning with mentor support	3.93	3.21	-0.72
On the job learning with the support of a personal coach	3.84	2.92	-0.92
Have a corporate leader/entrepreneur as role model	3.91	3.29	-0.62
Internal workshops, seminars or training on topic	3.65	3.05	-0.60
External workshops, seminars or training on topic	3.66	2.84	-0.83
Organized institutional programs (University etc.)	3.26	2.63	-0.63
Books	3.09	2.52	-0.57
Lectures	3.20	2.62	-0.58
Webinars	3.09	2.65	-0.44

The results provided by our survey show a very similar situation here to what we have explained in earlier analysis as well. Generally young professionals also perceive that the opportunities they are provided with to develop entrepreneurial and leadership skills are also the most effective ones. Young professionals find mentoring (3,93), managerial role model (3,91) and internal workshops (3,65) the most effective and they are also provided significant opportunities to develop using these methods. For young professionals we can recognize coaching, external workshops and mentoring as methods with less opportunities provided than what could be ideal based on these methods` perceived effectivity in building entrepreneurial and leadership competencies.

2.7. Summary of Key Results and Recommendations

In this final chapter of the O4 Comparative Report based on our two surveys (O4-M and O4-Y conducted in 4 countries) we present to our readers the most important findings of our analysis and the key recommendations based on these results:

- Both Managerial respondents and Young Professionals have reported a generally high level of well-being and fair treatment at the workplace.
At the same time, we could still identify some areas of potential improvement. We have found the weakest dimension of well-being being “calm and relaxed” among the youth and “waking up fresh and relaxed” It is possible that many young people working currently in good spirits and high intensity do not pay significant attention to rest and regeneration and might be in the risk of burn-out.
We have also found significant differences in perceptions of fair treatment at the workplace across different countries, as both in Belgium and Italy we had slightly lower scores reported.

Our recommendation is to focus in the development of young professionals on the methods and techniques of regeneration. In Belgium and Italy we recommend to investigate and better understand the awareness of management on the importance of the fairness dimension in managing young people.

- Based on our surveys' results we can conclude that managers perceive young professionals generally competent in their jobs and young people also report a good level of opportunities to develop their skills and competencies in their jobs.
Managers have clearly indicated soft competencies as the most important in the development of young professionals (customer orientation, working with others, being motivated and persistent). Accordingly, young people are provided with the most opportunities for development in these areas, and this seems to work well for them, as managers reported low levels of competency gaps in these fields.
It is also an important result of our survey that technical, economic and financial skills and know-hows are considered among the least important by management and young professionals perceived the least amount of opportunities to develop these competencies in their jobs. Compliance with regulations is also among the least important competencies according to management.

Our recommendation is to increase the number of university courses and classes on compliance and conforming with laws and regulations. The opportunities to develop these are much higher at university level than at corporations in which managers consider these among the least important areas.

Due to the low level of importance given to the development of technical, economic and financial skills in corporations we recommend the development of training solutions (eg. via postgraduate university courses/classes) that ensure that young people can maintain their competence level in these areas.

- Our survey results concerning ethical conduct show a very clear priority given to behaving ethically towards customers and colleagues by both managers and young professionals. The least important areas according to both target groups are leadership and community responsibility. Young professionals also report a low level of ethical conduct concerning regulations.

Our recommendation is to increase the ratio of classes dedicated to leadership and community responsibility of businesses in university and other business ethics programs. Corporate training and development programs should also be developed to go beyond responsibilities towards managers and colleagues and concentrate on regulatory compliance, ethics of leadership and community responsibility.

- Managers and Young Professionals participating in our survey have sent a clear signal concerning their preferences towards on-the-job development methods, like coaching, mentoring and having a managerial role model. Internal workshops and trainings are also more preferred than external, university or web-based learning methods.

Our recommendation is to cooperate with companies in the development of internal coaching, mentoring and training programs that target the development of leadership competencies and ethical business conduct.