Leadership education in Sweden 2010 and its connection to current values - an institutional approach

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Abstract

This study is a comparative study with the purpose of connecting the Swedish leadership education with the current social values. By utilizing a historical as well as a broad theoretical perspective we wish to create a clear understanding of the current market. The study made use of both the quantitative and the qualitative research methodologies through the use of interview. Ten of the most prominent leadership educators in the Swedish business sector were interviewed to gain credible insight as they account for over half of the Swedish leadership education market. Educators were asked questions about the content of their leadership courses, their assessment of social values in the Swedish workplace, connections between the concepts in their leadership courses and Swedish social values, and how these factors influenced their leadership education. The Swedish social values influencing leadership education within the researched companies were stability, justice and equality, participation, and individuality, in congruence with the secondary data collected from extensive research.

The awareness of situational-based leadership was very high and the concept was used frequently. In relation to other discussed concepts such as value based leadership and transformational leadership, situational-based leadership is the dominating concept among leadership topics. The stated current values are also very well suited with situational-based leadership. It was noted however, that situational-based leadership and its supporting models and theories aim to create self-motivated people towards self-actualization at work; and such values were seldom expressed in the secondary data describing social values. The most empowering force behind this situation was the requirements directly made by the customer and requirements carrying values of society. The results were also analyzed within an institutional theory context based on the obvious homogeneity in the results.

We concluded that there was a strong sense of isomorphism and with such strong patterns in behavior we can accurately state that the field of leadership education is an institutional field. Furthermore, the study depicted a gap within Swedish leadership education, between a pervasive focus on institutional maintenance, and a growing need for flexibility and innovation in the modern international marketplace. Business leaders are struggling to balance self-actualization in the business workplace with their own and subordinate Swedish social values. After three decades the Swedish interpretation of situational-based model is still the most prominent and dominant idea.

Keywords

Leadership, leadership education, situational-based leadership, situational-based leadership II, transformational leadership, value-based leadership, values, current values, Swedish values and society development, isomorphism, normative isomorphism, institutional theory, institution
Acknowledgments

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| Introduction |

There is no simple formula, no rigorous science, nor cookbook that leads inexorably to successful leadership. Instead, it is a deeply human process, full of trial and error, victories and defeats, timing and happenstance, intuition and insight. Learning to be a leader is somewhat like learning to be a parent or a lover, your childhood and adolescence provide you with basic values and role models. Books can help you understand what’s going on, but for those who are ready most of the learning takes place during the experiment itself (Bennis & Nanus, 1985, p. 223).

1.1 Historical introduction to the development of leadership

Society, management and conditions of work have experienced a major change during the last century. The conditions of life and work have fundamentally been transformed and therefore also changed the values in society. Leaders coping with the new circumstances must catch up with the current situation, conditions, challenges and value base. There are a lot of scientific ambitions and educational efforts in leadership, which have been growing rapidly for a long time. The situation today, the values in society and the connection between the educations and current values represent the main interest of this thesis. We will start with a short historical review to put it in perspective, assessing its role in the development of society and laying the basis for the problem specification.

The foundation for the development of leadership and leadership education in the Western world can be traced back to the rise and fall of the Roman Empire, the Reformation and the French revolution (Pindur & Rogers 1995). Those events were huge steps in the evolution process towards the modern society based on free contract solutions (Zetterberg et al 1983). The religious equality and working morale (Nordström & Ridderstråle 2000) acquired by most people through the Lutheranism, was later transformed through revolutionary actions into demands for social equality, thus laying the ground for establishment of unions, and the growth of political ideologies and parties. This laid the foundation for ideas and values concerning management and leadership (Wren 2008). The industrial revolution with the steam engine as primus machine changed the whole society, especially the western protestant states, towards factory work outside homes and towards urbanization. It changed businesses into large scale concepts; in a highly rationalistic productivity approach. This was to become the paradigm for the management thinking and the concept of leadership and henceforth education (Kallifatides 2002).

Increasing demand caused shortages of labor and it became critical to organize and divide work effectively, which created a need for the start of management thinking and thus management education. At the time Fredrick Winslow Taylor launched a solution he had developed at work in the American steel industry (Taylor 1911). His rationalistic concept, in part philosophy, in part several techniques, was named scientific management. Its impact on the future within the industry as well as the whole society was to be enormous. Taylor’s strong emphasize on the exception principle of management, the principle of scientific selection (management led) of workers, and
management responsibility of training, created the very foundation for leadership as a profession. This in turn raised the need for leaders and therefore initiated the demand for the education of leaders (Locke 1982). Furthermore it questioned that time's opinion that leaders were born as such, with sufficient leadership traits and abilities (along with being from a proper family).

In the past the prevailing idea has been well expressed in the saying that 'Captains of industry are born, not made'; and the theory has been that if one could get the right man, methods could be safely let to him. In the future it will be appreciated that our leaders must be trained right...
(Taylor 1911, p. 2)

The classical management school stood on a rational and scientific foundation; including two major movements, the scientific management and the administrative school. The primary contribution from the classics included applying scientific principles to management actions, and establishing real know-how as the basis for order and organization. The criticism focused on lack of depth and overgeneralization of the human being into the stereotype of the economic man, though the classics did fit in well with their efficiency receipts for production at the time (Pindur & Rogers 1995).

As a reaction to the classical management school, a behavioral movement grew during the 1920s and 1930s. It focused on the interpersonal processes within organizations and directed interest on the employee as a (valuable human) resource. In short it merely looked at the processes with human (psychological) views instead of technological ones. The subject for the analysis was the people at work, on both individual and group level. The HR movement started to develop in the 1930s and continued during the 1940s, and continues to have major implications in the field of management. The major contributor and the first and most well known was Elton Mayo, and to a degree his colleague Fritz Roethlisberger. They studied the physical environmental aspects of working life at Western Electric, and found the very reasons for the HR movement; the internal dynamics of the informal groups, the social system and code (Anteby & Kurana 2010). Their findings highly contrasted with those of the classics, especially to the ideas of Taylor.

More attention was now to be paid to the worker as an individual and to his cohesion with a group and less to the machines and the tools (Mayo 1939). The human social being at work was detected. Henceforth this would be the typical perspective in management and leadership studies, and influential on the field of leadership education. Leadership was from now on of high importance and the values generally more human and democratic. Thus management started to shift from the classic style of controlling the workers and rationalization of the working process, to unleashing human potential. In Sweden this corresponded to the rapid growth of the personal administrative departments. They made this HR movement to their own cause supported by PA-rådet, encouraging the development of organizations and the development of leaders in this direction (Nilsson 2003). Douglas McGregor’s very famous Theory X and Y (McGregor 1960), based on Maslow’s well known hierarchy of needs (Maslow 1943), built further on this movement and created a reinjection of it and also a “bridge” between the classical school of industrial management (preferably scientific management), and the HR movement. McGregor’s socio-psychological approach, explanation of the motivational aspects in Maslow’s need terms, and conclusions with and within his Theory X and Y were all major developments in the history of management thought. It summed up many topical questions, taking the future in the direction
of the modern humanistic thinking and into the psychological faculty. The management role emphasized the creation of more human conditions in the working place. Since then, the leadership education has become closely affiliated with McGregor (Nilsson 2003) and his approach.

The contemporary management theory is a synergetic product of such roots. Today we are dealing with efforts of integration very much based on von Bertalanffy’s systems approach (Morgan 1986). Since long, we have been in, and passing through the dominating contingency approach and the situational-based leadership. We are now in the field of contemporary management, coping with the ever present concept of change. There is no key for every- or anything in this field; it is a constantly running process, evolving with other developments in society. Yet as Socrates said, management has to be of a constantly differing and changing art (Pindur & Rogers 1995).

1.2 Leadership education — background

The Swedish leadership education which started in earnest in the 1940s, parallel with the HR-wave (Nilsson 2003), has followed the development discussed above and is today a respected field. Most universities in Sweden nowadays have courses at several levels with either a sociological or a business administrative theoretical base. Today it is possible to study the topic at master-level in many universities around the world and there are a lot of doctoral programs.

In the business market, consultancy firms offer many differentiated programs in various pedagogical forms. Most often theories, concepts and techniques are developed from academic faculties within universities and military academies. We have feedback-programs, skill-based programs, conceptual knowledge and awareness programs, personal growth programs, socialization programs, action learning programs and coaching (Dubrin 2010). A clarifying distinction is to be made here between development of the leader and leadership respectively (Day 2000). The former aims to develop the leader him- or herself, developing traits and creating awareness; the latter aims to develop the know how in leadership. It is a matter of course that the two are tied together, yet in this thesis, the focus is on the very content in the concept of leadership (in the education), and not on the leader as a person. We are looking for a general leadership message defined by the content in leadership educations, discussed with a theoretical framework based on the modern theory, with reference to its connections with the current values in society, and analyzed with institutional theory.

The modern historical changes in the field of education in Sweden were investigated by Rosengren (2004) in a study based on IFL’s (Institutet För Företagsledning) programs. The findings pointed out that different epochs in society seem to demand different forms of leadership. Therefore the content and the forms of the leadership educations on the market slowly changes. During the 1970s the democratic values and the economic volatility were influencing the leadership thinking. The leadership education in the programs held by IFL, and the former issues about production, planning and effectiveness were left in the shades. The programs were focusing on democratic and participative leadership and delegation. During the 1980s, attentive management literature, e.g. In search of excellence (Peters &Waterman 1982), and the concept or terms of leadership and the leader, were the trend due to a new thinking modeled on the prospering companies after the 1970s. Group-processes and group-development were popular at
the time (Nilsson 2003) as was the concept of *situational-based leadership* (Blanchard 1990). During the 1990s and at the beginning of the third millennium the approach toward leadership and the content of the programs were directed more towards strategic change management based on visions and values.

In addition, the pedagogical form has been transformed into a more experience based and practical approach fully in line with the introductory quotation (Bennis & Nanus 1985) to this thesis. Additional to this, Dubrin (2010) states that practical experiences are most powerful in developing leadership skills. Another study about leadership education (Sandberg & Sjöstrand 1999) points out that the leadership concept within the educational programs is a part of the common social construction of business management (theory and practice) in the society, and is highly based on interactive informal communication. They defined three such constructions in the leadership education: the business mindset, the personal leadership and the humanistic value base. In a way, this thesis explores the social construction of leadership and leadership education. The bricks are presented in figure 1 and the most interesting brick in this study is the one representing the current (social) values in society; this brick corresponds to the construction concept by Sandberg & Sjöstrand (1999) named *humanistic value base.*

Management is trying to cope and be reactive as well as proactive with society and market movement in order to make companies survive and profitable. The professionalization of the leader follows with this and the field of leadership education is yielding energy from this striving. The business market for these efforts is huge. Today we are facing a highly differentiated and specialized availability and the pedagogical forms seem to be endless. The old and established theories about leadership still influence but newer ones are possibly starting to gain impact hence there is an overall pressure for change in society.
In searching for information about leadership education we encountered a lot of companies with a multitude of ideas and arguments for different leadership concepts, educational efforts and programs. The differences are extensive, yet there is also a sense of a conservative force towards the theoretical picture stated half a century ago from the gurus mentioned above. They are referred to on many company web pages and they seem to influence many attempts for leadership. Following with this, is a lot of signs of the working field as the place for excellence and personal development and as the natural place for competition, all of it in the self-evident business fashion. Moreover, there are many signs of typical Swedish values throughout various presentations and advertising. However, is it possible to clearly define the current situation, in terms of current leadership education? When digging deeper in the current education field is the foundational conservative picture dominating or is the fragmentation the main impression?

1.3 Problem discussion

The literature and theory review has been centered on the purpose of the thesis. The description about the background of the topic shows the contextual frame and discusses the broad picture in a process towards a specification leading to the questions outstanding below. The reciprocal action between society, management and leadership, and leadership education, has been explained and exemplified. But the content provided in leadership educations in Sweden today, and its connection to the current values in society, is unclear at this stage. What is the common picture about leadership education (mixed by the influencing factors depicted above)? Do we have a
narrow spectrum obtained by similar actors acting in similar ways possibly creating an institutional field?

The scientific interest of the leadership education as a topic seems to be weak for some reason, yet we regard the approach and purpose as critical and valuable. The topic has since the beginning of the 1940s mostly been influenced by the American schools and theories. The trend today, in the international academic debate, tends to focus on transformational leadership and value-based leadership (Dubrin 2010). In Sweden we briefly picture a situation in which we have followed the international western development in this field. But today, when we look at the growing business field of leadership education, we find a very fragmented picture, with high specialization containing tools with most different foundations. However, as has been stated with likely connections to a few gurus and concepts.

The question is what the leadership education looks like when described by the largest providers of leadership education on the market and how this picture relies on the current values in the Swedish society, and furthermore the reasons for this and the implications on the leadership field.

![Figure 2. Model of the problem (Source: Authors construction)](image)

1.4 Why this study?

The well-known concept of UGL (Utveckling Grupp – Ledare) has had more than 80,000 participants since its start (UGL-portalen.se 2010) and the purchase of management consultancy services (not only leadership education) in the public sector is about 15 billion SEK a year (Bergman 2008). Furthermore, the management consultants and leadership educators reported a total turnover in the field of leadership education of over 5 billion SEK in the year 2008 (affarsvarlden.se 2010). Therefore this is an interesting area and yet more interestingly – the critical review about the field as a whole and the effects from the leadership education are very rare. When evaluating management development programs there are often a gap between the organization and the participants in terms of effects. Even when people feel more skilled it is not evident at the organizational level in terms of impact and results (Björk et al 2001). This conclusion and more critical ones are stated by House et al (1997). They refer to ambitious research efforts which points out that there is not often more than a moderate measurable positive
effect from leadership training. And interestingly there are measurable negative effects, and in most cases there is no measuring at all (House & Aditya 1997). Considering this the business moves on, and nevertheless, there are few attempts to define the wholeness of the field as well as connections to society values, which we regard as a good attempt. The leadership education is an interesting window for the study of leadership. The main providers of leadership education and the content in their programs likely carry and mirror the situation in terms of dominating concepts, trends and values, in turn relying on society and its development.

By examining the field of leadership education of today we were able to look at the content of the courses from the largest leadership companies in the Swedish market. We decided to examine the situation and discuss this with the tools and concepts of the modern theory and relate these empirical findings to the current values in society. We decided to explain the content-situation in regards to the influencing factors and furthermore point out the significance from this situation, in terms of leadership and leadership education, and analyzed by institutional theory.

1.5 Main questions for investigation

Which concepts dominate the leadership education in Sweden and how does it/they correspond with the current values in the society?

How can this situation be explained, what factors are influencing and what are the possible interpretations?

The main questions are dealing with five areas, developed into in depth questions in the interview formula (Appendix 1).

- What is the main content in the leadership education?
- How does the main content connect to the current values in society?
- What other factors are influencing on leadership education?
- What leadership theory is referred to?
- What about changes in the field of leadership education?

The answer to the main questions will contribute to a deeper understanding regarding the message and content in the leadership education on the market and also the ongoing leadership in Sweden today. The companies represent a more significant part of the market and the educations are likely influencing the field of leadership as well as being based upon leadership values from the customers. Furthermore it will contribute to the understanding of how values, current values (and how the market defines them), are taken or not taken in consideration in this message. How well they fit with the dominating concepts and besides that point out other influencing factors in developing the educations. Hence, we will learn more about how these educations are developed and delivered, how “Swedish” they are, why they look as they do and how they impact on the current situation in terms of leadership.
2 Method

2.1 Methods

In this study we are searching for quantitative as well as qualitative data. We are looking for a general picture and simultaneously a deeper knowledge about the acquired items. By combining data in a mainly qualitative process, we believe that we can obtain a deep and real understanding about the questions involved and attain a reasonable validity (Holme et al 1986). It is critical for our purpose to be able to quantify some of the information. We want to clarify the situation in order to see if there are any dominating concepts in the market, and how strong this dominance is. It is also of high interest to be able to quantify and classify the statements of the respondent’s about the current values. Furthermore we want to learn more about why the situation is as it appears to be, and that is very much a qualitative issue. This combination of qualitative and quantitative methods is uncommon, but was carefully conducted. The benefits could be high in the sense that it diminishes the weaknesses of only using one type of data (Holme et al 1986, Bryman 1995).

2.2 The quantitative and qualitative method simultaneously — reasons, benefits and weaknesses

To integrate both qualitative and quantitative methods of research is also known as mixed methods research. The most prominent argument against mixed methods research is that qualitative and quantitative methods are separate, mutually-exclusive paradigms. On the other hand there is a growing trend and a softening attitude towards the use of mixed methods research and we believe in the benefit of using the combination of these two methods. By combining them, it will enable us to increase the precision and also to advance the validity of the concluded results. To exemplify the benefit, a questionnaire survey with the intention of collecting quantitative data could be combined with in-depth interviews in order to give a qualitative perspective on the data. Phillips (1981) adds that qualitative and quantitative methods are not competitive but complement each other. He also believes that by combining the two methods, the result will be a more powerful research. Another perspective that Abrahamson (1983) shed light on is the fact that by using different methods, it prevents the research from being bound to a single method. No method is in any way perfect or flawless so by using several different methods, it creates a certain balance and more diversity to the content of the research.

Mathison, 1988; Tashakkori & Teddlie, 1998; addresses the fact that we are able to elaborate on complex aspects when using a mixed method research model rather than if we limit ourselves by using a single methodology. We might even, at some point leave out unreachable perspectives for that very methodology by only applying that. Therefore it is obvious that mixing the two research methods gives a more solid and comprehensive perspective in the results. This topic has been so significant that even a handbook was published on mixed methods by Tashakkori & Teddlie in 2003. Another effort made towards the acceptance of using the mixed methods research model is
Mayring who in 1988 came up with a general model of analytical phases in order to improve the relation of qualitative and quantitative methods.

In this model, the research questions, important concepts and tools of research are being determined qualitatively. Furthermore, the tools may, with the support of quantitative procedures, be applied. This is though depending on the topic of the analysis. Though, the final conclusions need to be developed by qualitative methods.

We considered both the negative aspects of using the mixed methodologies and also the positive encouragement that we found. We have not only realized the benefit but also reached a level of confidence on the fact that it is generally very beneficial to apply the integration of the qualitative and quantitative research methods in our work. This, by collecting data and creating quantitative statistics by using qualitative methods in terms of in-depth interviews.

### 2.3 Ethical aspects and scientific requirements

We have both previously done several academic theses in the role of students. We share a positivistic basic outlook and highly affiliate with the scientific values concerning impartiality, correctness and ethics. Yet we affiliate with the positive values concerning the use of qualitative data as well. We strongly believe in the combination of those methods. The requirements of scientific material stressed by Esaiasson et al (2004) are considered the following:

**Cumulative** Starts on the foundation of a discourse review

We have carefully been searching the scientific field concerning the topic and used various sources. As previously stated it is a jungle of information. Though academic material with a focus on the Swedish leadership education in relation to values in society, is a scarcity. The scientific interest we have in this very field seems to be shared by very few, there is little focus on leadership education as an area for academic efforts. However, we have used the information acquired to develop our problem theoretically and pedagogically, and we have also built up a theoretical frame around the concepts of leadership, while using several established sources as well as late writings (Esaiasson et al 2004), thus connecting to the on-going academic debate.

**Theoretical** Scientific specific language

We have tried to be specific and clear throughout the text and we are very careful with the critical concepts and terms, in order to attain precision and internal validity (Esaiasson et al 2004).

**Empirical and Ethical** Based on observations in a systematic and transparent methodology

From the main questions we were working on, we developed interview questions for the main issues in a semi-structured way. The classification scheme for the answers was created such that there is no need to defend the trustworthiness of a hypothesis (Esaiasson 2004). A hypothesis often drives the result and furthermore it constrains the possibilities to find other interesting and adequate information, therefore it is not of interest when you let a hypothesis direct you. Furthermore we worked systematically with the whole process. During the phase of gathering data we focused on the part with the interview-guide as the only tool, in order to extend the quality, avoiding the risk of transforming the answers into something we thought would better
suit our analysis (or expectations). Furthermore, we used a qualitative selection, although it was not challenging or relying on our own personal expectations. We have chosen the largest companies in order to get the big picture, and we have been careful in describing the whole process, establishing a transparency sufficient for redoing the investigation.

**Independent**   *Free from scientists’ values and expectations*

In our opinion it is not possible to release yourself from your own values. As a matter of fact the values of the researcher are the ones opening up the topic and defining and extending the problem (this must be the case in independent research). The interest from the researcher is valuable and necessary, and at the same time, a problem. We regard it a problem worth addressing. We dealt with the problem in several ways. Firstly, we present ourselves in the beginning, in order to make it possible for the reader to evaluate possible weaknesses hurting the trustworthiness in regards to our backgrounds. Secondly, we try to be very systematic and establish a high transparency in the methodological parts, also pointing out weaknesses in our own view. Thirdly, we try to use several sources and we regard statements from our own exceptions, and when such are used, we are very careful to point that out. Fourthly, in the presentation of the results we use a lot of quotations in order to make it possible for the reader to make another interpretation and we also deliver the raw-material from the interviewing’s in appendix (3). Openness and precision are key issues (Esaiasson 2004). Finally, we work with both standardized and open questions. The standard questions ensure objectivity and reliability while the open questions help to reduce the influence we had on the result.

**Generalize**   *Ambitions of generalization*

We were looking for an ability to generalize about our field and our method was developed in order to make it possible to make a scientific statement about the field as a whole (leadership education held by consultancy firms, and its connection to society values). This does not mean that we are not interested in a deeper understanding about particular data, indeed we are. Though, the ambitions of generalization require in fact a quantitative approach, some scientific selection of a sample out of the population, if not a total investigation is the case (Holme et al 1986). In our solution, we have defined the ten largest companies in the field and together they represent more than half of the market. In our opinion this is a condition good enough for the ambitions of generalization. For example the sample represented more than half of the market, and even though we can’t extend the results scientifically for the whole business field of leadership education, we would say that it is sufficient for the less challenging assumption that a likely picture is present among the other supplying companies. And besides, the information based on the sample representing more than half of the market, is interesting in itself.
## The scientific design and process in brief

| Area of Investigation | The leadership education in Sweden 2010  
Swedish values and the connection |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Discourse</td>
<td>Scientific knowledge in modern leadership theory, historical review, studies about leadership education and values in society</td>
</tr>
<tr>
<td>Problem/Question</td>
<td>The dominating tendencies in the Swedish leadership education 2010, in relation with the current values in society</td>
</tr>
<tr>
<td>Independent Variable</td>
<td>Leadership education</td>
</tr>
<tr>
<td>Factors for Investigation/comparison</td>
<td>The content of programs in the Swedish leadership education 2010 – Connections to current values</td>
</tr>
<tr>
<td>Case/sample</td>
<td>The ten largest suppliers of leadership education in the business field</td>
</tr>
</tbody>
</table>
| Data                 | Interviews with respondents from the companies in the sample selected  
- See appendix 2 |
| Interpretation/Analysis | The empirical findings in relation to the question and the purpose; the overall picture about the leadership education and its connection to current values in an institutional theoretical approach |
2.5 Information gathering

We define leadership education, as education in forms of courses and programs for groups of participants, excluding all efforts of personal mentoring and personal on-the-job-training. This is also a weakness to bear in mind. Many efforts not qualifying in our concept of leadership education represent of course education in leadership, hence leadership development. And the coaching trend seems to be strong. But as it has been stated, a choice has to be made. Besides this, there is a possibility that the companies have different definitions in terms of settling their business areas and in their reporting to authorities and stakeholders. Some of them offer leadership education under the headings of competence development and organizational development (Affärsvärlden 2010), and perhaps yet other headings. Thus, there is a likelihood that some companies on the level qualifying for the sample in this investigation, are not analyzed, since it is not present in the company’s reports under the heading leadership education. We are aware of that and have to accept this uncertainty.

How do you study leadership? How do you study leadership education? The possibilities as well as the weaknesses and uncertainties are many. Several approaches are useful, many sources of information could be relevant, and furthermore – the scientific axioms making up the context are endless (Koontz 1961). Hence, you could take the approach of economic efficiency and try to describe and relate the concept of and impact from leadership to profitability. Though such successful efforts are rare. The perspectives are many. When focusing on education you could direct your attention to the customers, managers taking the programs, employees supervised by the managers taking the programs, stakeholders evaluating the company and the management team. Also there are already several possibilities in defining leadership education. Choices must seriously be elaborated and decisions must be made (Esaiasson 2004).

In this study we have chosen to direct our focus on the main companies of leadership education, in the aim of getting sufficient information in line with the question for the thesis. There are a lot of companies active in the field and we have chosen the largest ones based on Affärsvärldens rating (2010). The rating from this established business magazine is respected and based on annual reports. The companies chosen have a lot of and long experience of customers on the market (the companies and organizations consuming leadership education), and likely a deep understanding about their views on leadership and values at work. Furthermore, it is of huge importance that the authors can address the right person as the respondent, and that all respondents represent a similar level of position.

However, the authors are searching for data to answer the main questions and they have chosen to rely on the largest suppliers in the field of leadership education. This is partly based on the assumption that the larger ones are the ones supplying most educations in leadership in the forms of courses and programs in line with our definition, since this is very personal intensive activities. But the main reason is that this sample, represents the main turnover in the field of leadership education, hence of utmost interest to us. The sample was defined by the consultancy guide and rating (Affärsvärlden 2010), by which the authors outlined the suppliers in terms of turnover within the very field of leadership education (2008). The idea about making a random sample out of the whole population fell because the decline in the market penetration from the companies after the tenth company was obvious and therefore the smallest ones would have brought the risk of misleading, since their impact could have been disproportional. The qualitative approach is thus chosen based on the arguments above (Layder 1993).
2.6 Sample and selection

The following companies below represent the sample for the investigation, derived from the table presented by Affärsvärlden (2010) picturing the whole market in 2008.

The authors have chosen the ten largest firms in the educational field in terms of turnover in leadership education in 2008 (Affärsvärlden 2010).

The ten companies below represent a total turnover of close to 1 billion SEK (total market = 1.6 Billion SEK) in the Swedish market 2008, in the field of leadership education (Affärsvärlden 2010).

The ten largest leadership educational providers in terms of Swedish turnover 2008 (largest first):

- M-gruppen
- Mercuri International
- IFL
- Wenell Management
- MiL Institute
- Gällöfsta
- Celemi
- SIPU
- IHM
- Intermezzon

The amount of ten was chosen after analyzing the population. After the tenth company it was a decline in the turnover in the field and the ten largest represented more than half of the total turnover. In the quantitative perspective we regarded this amount and condition sufficient. Furthermore in qualitative terms, when conducting interviews, the experience (Esaiasson et al 2004) shows that an amount of ten could be regarded sufficient. Of more importance than the amount is that the interviews are well-prepared and that the selection of respondents has been conducted carefully (Esaiasson et al 2004).

The companies were informed by a letter (Appendix 2) about the thesis and that they belonged to the sample. Furthermore that their belonging to the sample would be stated but the answers as well as the name of the interviewed persons would be held confidential. In this way we followed the four main ethical requirements on scientific research (Esaiasson et al 2004).

2.7 Interviewing

The authors gathered information with the technique of semi-structured interviews. This technique was chosen because we wanted to secure the minimum of specific information needed and at the same time keep it possible for the dialogue to be extended when suitable for our purpose (Merriam 1994). The possible interaction is the main difference and advantage in comparison with the questionnaire (Esaiasson et al 2004). We used questions about the content of their education programs and tried to define the areas in focus, as well as their thinking around it.
(Repstad 1993). The guide was constructed thematically and dynamically in order to secure information needed as well as the flow in the dialogue (Kvale 1997). Interviewing is a suitable technique (Hubertsson & Johansson 1995), especially since we were mostly looking for qualitative data. Our questions were furthermore not suited for a quantitative questionnaire; it was very natural to choose the interview method. The interviews were conducted by phone and the average time for every interview targeted our assumption of approximately one hour. A scheme for documentation during the interviews was developed in order to secure the quantitative data. Yet, the openness and readiness for the unexpected were still present. We didn’t tape the interviews, instead we were writing fast and careful. Immediately after every single interview the material was processed and printed out. This took about two hours per interview.

Before the interviewing, a letter (Appendix 2) was posted by e-mail to the companies selected. When sending out the letter to the selected companies we immediately received several answers which stated a positive attitude and interest for our thesis, but a scarcity of time. Because of that we were careful in being flexible and fast in settling the opportunities for the phone-interviews, we had to take the coming summer-holiday season under consideration as well. The letter contained short information about the authors and the topic, but the questions were not presented. We wanted to avoid answers too well-prepared and confront the respondents with a similar light pre-connection as in a meeting with a new customer. We assumed that while our sample represented the largest companies within the field with their basic performance in leadership education, and when asking for senior consultants, there would be no problem at all for them to grasp the scope fast and to deliver professional and initiated answers. This assumption appeared to be true.

It was critical to reach persons holding a particular position within these companies, and also, these particular positions were to be held by all respondents (Esaiasson et al 2004). The positions decided were senior consultants within leadership education, business managers responsible for leadership education or a leadership educational responsible, if present. After a short dialogue by e-mail or by phone a person holding such a position could be defined, contact established and an interview settled. The average respondent was a 50-year male with almost 20 years in the field of leadership education and with a university degree at the master level.

The questions asked centered on our problem discussion and had their core in our main questions. Therefore we verified our foundational discussion and developed a broad empirical picture about the field. The interview-formula is presented in appendix (1).

A question of particular importance for our main questions was the one asking for the current values in Sweden. In that question the respondent was asked to mention the three values first coming to his (or her) mind when thinking about current values in Sweden and based on his (or her) experience from the customers and the participants in the leadership education supplied. Those data were classified by a scheme (Chapter 4, Values) and matched with the indicative values, operationalized from the defined current values in Sweden in cooperation with Martin Sande at Preera (2010-06-03), one of the main authors of the Swedish value-investigation Sweden 2009+ (Preera 2010).
2.8 Reliability and validity

Concerning the two major concepts within scientific method, reliability and validity (internal validity), we would regard the model trustworthy. The validity is about the terms and the operationalization, i.e. if we don’t have any systematic bias in our measuring. In other words – are we really investigating the things we are into (Esaiasson et al 2004)? We have secured the term validity concerning the definition of current values, by mirroring it towards the main source in a discussion with the main author about their scientific method and technique of investigation. The respondents were also asked to extend the description in detail about their concepts in the education, in order to secure that the mentioned concept was congruent with our definition. Our face validity is in our opinion sufficient; the methodological process has been gone through a very critical and time-consuming phase.

The reliability, the trustworthiness in terms of absence from unsystematic or random measuring failures, was dealt with by the standardization of questions and with a careful and precise technique in the phase of gathering and interpretation of data (Holme et al 1986). The reliability was more difficult to anticipate since it is sort of a function of the researchers, especially when it comes to the qualitative parts. There was furthermore a risk that some respondents held a very special position and furthermore were answering with a sales-persons perspective. This would have complicated and adventured the validity, especially if the reduction was of great extent or if smaller suppliers answered while the big ones fell away. If this appeared to be the case (extensive reduction) a complementary study of the reduction would have been conducted (Rosengren & Arvidsson 1992).

2.9 Reduction

We reached an answering frequency of 90 %, only one company wasn’t able to catch up with us (Celemi), thus the reduction was 10 %. This answering frequency is a very good and useful one, levels over 70 % is not that common and somewhere around that level we often regard it sufficient or even high when it comes to the quantitative approach (Esaiasson et al 2004). The internal reduction, respondents not answering particular questions, was furthermore low. We furthermore noticed that the information collected appeared to be very similar among the respondents, thus we didn’t find any reason to extend the search for collecting more qualitative data. Because of this we didn’t find reasons for dealing especially with the reduction.

2.10 Interpretation and analysis

The information was rewritten after the collection and when the final interview was conducted the whole material was put together, organized and summarized. The analysis was conducted in steps relying on the main questions.

1) The content in the leadership education – a description of the main content and concepts in the leadership education.
2) The current values in Sweden as they have been defined – the companies’ opinion of the current values and their opinion about the connection between them and the leadership education offered on the market.

3) The current values in Sweden in relation to the dominating concept in the main content.

4) Explanation of the situation based on the influencing factors ranked by the companies – an analysis based on institutional theory.

5) Conclusions in regards to the main questions.

2.11 Comments on the literature review, the sources and the material

The sources were chosen by searching efforts of the main concepts on the internet as well as in libraries, electronically (HBR, BTH Library site, BTH Arkiv Ex) and physical ones, and in some cases we were aware of the book or article from the beginning and it was kept in our own facility. In the internet searching phase for sources, we were using concepts like transformational leadership, value-based leadership, diversity leadership, situational-based leadership, leadership in Sweden, leadership development, social values, values in Sweden, leadership education, and management as well – instead of the term leadership. The concepts were developed and chosen from our earlier studies (Dubrin 2010).

Most sources represent well-known theorists and scientists, in some cases, very well known and they relate to extensive research in most cases, and of course all the sources are listed making it possible for an opponent to review by herself. We rely heavily on the established names in the different concepts and respected sources, and combine them with others, in general supporting them, following the critical principals about tendency, reliability, time and independence (Thurén 1997). As a function of the extensive material and in line with the ambition making it possible for the reader to create a deeper understanding of the work and thinking, the sources sometimes go back long in time, covering for the risk that we create a too narrow picture.

We have also been careful to consider sources from Sweden as well and sources connecting to Sweden or Scandinavia, as a counterweight to the American dominance in the sources and referred research, of special interest with our topic. The theories and models in use are presented and extended to the sufficient level for this thesis in chapter 3 (Contemporary Leadership Theory) and 4 (Values). We make good use of Wheelan’s The handbook for group research and practice (2005), and her Creating effective team (2009) with the IMGD-model, and Schutz’ FIRO: A three-dimensional theory of interpersonal behavior (1958, 1994). Dubrin (2010) is representing a brief and research based framework from which we seek a lot of confirmation. The work of Garg et al (2003) and O’Toole (1996) are regarded highly valuable for the discussion about value-based leadership. In terms of transformational leadership, the main sources are Dubrin (2010), Bass (1985), Burns (1978), and Garg et al (2003); none of them need a deeper presentation or explanation in our opinion; they are extensively referred to (Vaill 2001). The situational-based leadership (II) is of utmost interest in this thesis and we rely very much on Blanchard (1969, 1982, 1990) and his theory and model is extended in the next chapter. When it comes to values we have relied on sources such as Hofstede (2010) and his research of values and cultural dimensions worldwide, on Berggren and Trädgård (2006), Lyttkens (1989) and Zetterberg et al.
(1983), together representing a framework for a deep discussion about values and explanation efforts in how values are born, rooted and reproduced within a society and in Sweden. Furthermore, we base our definition of current values in the Swedish society on the investigation Sverige 2009+ (Preera 2010). See further, chapter 4.

Institutional theory as the analytical tool was brought in first during the development of the chapter dealing with values and it was fully confirmed while considering the result. The strength of the similarities between the respondents was obvious and we decided to dig into the institutional theory for possible explanations and a deeper academic discussion. DiMaggio & Powell (1991) mean that it isn’t competition and striving for increased productivity which creates structures or change. Instead organizational structures and change are functions of another process, a process of homogenization, and the process of homogenization springs from the development of organizational fields (DiMaggio & Powell 1983). This homogenization process is called isomorphism and it can be competition based or institutional. When it comes to the institutional one there is an underlying assumption that actors compete about legitimacy. The institutional isomorphism is therefore an adequate tool to understand organizations and their actions as well as their environment (DiMaggio & Powell 1983). Normative isomorphism is based on the professional forces due to shared network and values, which develops into a professional standard or praxis on the field. The socialization process is powerful and most of the individuals entering the field share educational background. Thus; institutions develop themselves through the process of isomorphism and the institution will generate stability and reproduce stability by individual rational action towards and based on values of homogeneity (Koelbe 1995), and not on revenue or profit in the first place.
3 Contemporary Leadership theory

3.1 Introduction

In this chapter we discuss three concepts of leadership which we have defined as the ones dominating in the contemporary and modern theory of leadership (Dubrin 2010, Yukl 1999, Wheelan 2009). Furthermore we want to present and discuss the leadership education in the context of the contemporary theory, which is why we present the situation and the concepts which appear in our literature review. The concepts which are to be presented and discussed are transformational leadership, value-based leadership, and situational-based leadership. The situational-based leadership is very obvious in the development of the modern field of management theory and within leadership education (Hansson & Nyström 2008). The other two are appearing with a growing tendency in respected sources (Dubrin 2010, Yukl 1999) and they have likely started to influence the leadership education.

3.2 Transformational leadership

Transformational leadership is a concept based on the research of Burns (1978) and Bass (1985). It is very much about the influence in terms of the transformation of others and performance into something new. It is closely related to charismatic leadership and the leader is regarded very prominent. Transformational leadership has been gaining increasing attention, for being one of few concepts which has been empirically supported with good effects on effectiveness, satisfaction and cohesion.

Transformational leadership is a concept generally involving visionary leadership and above all charismatic leadership, as well as transformational leadership per se (Dubrin 2010). The transformational aspect occurs when the level of motivation and morality raises or strives to raise (transformation of others). Being on and striving for the same level is regarded transactional according to Burns (1978), who first introduced the concept. Burns is a political scientist who has written extensively on political leadership and made big points about charisma, thus encouraging the concept of transformational leadership (Vaill 2001). And no doubt the American Presidents have been good objectives (or pupils), from Roosevelt to Obama (Whyte 2008).

According to Bass (1985), who connected the definition (Burns 1978) in more specific to the impact on others, it is all about the natural ability of influencing others. He developed four interrelated dimensions; charisma, inspiration, individualized consideration and intellectual stimulation (Bass 1985). Charisma and charismatic leadership has in contrast a strong base in the academic field and is historically based on Max Webers (1947) theories, and is now incorporated into the concept of transformational leadership. Holmberg and Hyllman (2008) make a conclusion in this direction supporting Yukl (1999); the differences between charismatic and transformational leadership is so small that it is almost impossible to distinct them from each other. Holmberg & Hyllman (2008) point out the prominent role of the leader as very obvious for the transformational (and charismatic leader). Transformational leaders are one of few examples of concepts that have been empirical evidenced in terms of impact on performance and
satisfaction (Dubrin 2010), hence effectiveness (Garg et al 2003, Howell & Frost 1989). In addition – transformational leadership is held for being applicable in most organizational settings and structures. Arnold et al (2001) also strongly support the concept pointing out evidence based on research among MBA-students in Canada, that transformational leadership shows positive effects on trust, commitment and team efficacy. A Norwegian study at the university of Bergen (Hetland & Sandal 2003), emphasize the superiority of the concept based on the increasing number of studies, and argues based on their research for the suitability to the Norwegian context as well. In the American context, the late Peter F Drucker, expressed very much the essence of the transformational leader in his awarded - *What makes an executive effective* (2004).

Today we discuss transformational leadership more often (DuBrin 2010). Since 2003 the new model for leadership training in the Swedish defense is based on transformational leadership (Larsson et al 2005), named “Developing leadership” (UL, Utvecklande Ledarskap). The nurture of change and project work on temporary basis and the importance and recognition of the indirect leadership, influencing without direct contact or formal authority, has increased the importance as well as the difficulty of leadership, in this direction. In complicated military settings it is held critical that the leader is capable of leading by example and to transform the crew into (whatever) action and mind needed, without doubting his position as a leader. However – the transformational aspects are critical and part of the foundation in UL (Larsson et al 2005). Yet there is an adaption in the Swedish model towards Swedish values and culture. Hence the impact from charisma is downplayed according to the project manager of UL (Larsson 2010-07-20). This is not an unproblematic aspect according to the theoreticians which connect the concept almost fully to charisma (Yukl 1999, Holmberg & Hyllman 2008).

### 3.3 Value-based leadership

Value based leadership is a concept based on the research of O’Toole (1996). It is very much about the influence in terms of connecting to the true inner values of people and to show respect to integrity. It is naturally but not necessary related to democratic leadership and the leader is regarded very follower centered. Value based leadership has been gaining increasing attention, as the one concept connecting to stability and true nature of people, in a world under constant pressure for change. When the development of society is moving fast, the established values could be something to stick to. A likely explanation for the increasing interest in value-based leadership, according to Garg et al (2003) based on their research in the Indian software industry.

Value-based leadership is an extension of the theory of charismatic leadership (House & Aditya 1997). Based on O’Toole (1996), we state the following characteristics for value-based leadership; *integrity, vision, trust, listening, respect for followers, clear thinking and inclusion*. They take action which are derived from the real needs of the followers and they satisfy their authentic needs; “authentic leader” in Dubrin-terms (2010). The value-based leadership, the moral leadership, “emerges from and always returns to, the fundamental wants and needs, aspirations and values, of the followers. It is a kind of leadership that can produce social change…”(Garg et al 2003). The most important thing is to address the true needs of the followers and the moral fundamental principle – being respectful. However, value-based leadership can’t be situational or contingent (O’Toole 1996).
The post modern society has changed the role for the concept of leadership into something that aims to cope with the uncertainty and with ethical aspects (Holmberg & Hyllman 2008). “Leadership is… …nothing else than a person’s ability to diminish the uncertainty of others” (Lyttkens, 1989, p 275). Holmberg and Hyllman (2008) found a classification around the concept by an investigation of articles, into control systems with built-in social values and into the more general ethical approach to enterprises. Dubrin (2010) does not give value-based leadership much attention yet he is focusing on those ethical aspects and the social responsibility; as value-perspective. The connection with the values of the members seems in general weak and the sense is that the values are decided and “managed” from the organization, and not sprung from the members. The company decides a value-base fitting the external market and then internally tries to manage, recruit and develop competence corresponding to it; those values are more often advertised on the company’s web pages. The connection is though more obvious in non-profit-organizations and Holmberg & Hyllman (2008) uses them as the only true example in which the connection between the values of the organization and its leadership is highly congruent or coming from the members; though instead they call it – idea-based leadership.

Typical traits for this organization are democratic values, interactive leadership and commitment to the ideology (Holmberg & Hyllman 2008). However, value-based leadership is generally regarded enhanced when the environment is uncertain and fast moving. The more complex the situation is the more suitable the value-based leadership will be (House & Aditya 1997). Dubrin (2010) is instead pointing out transformational leadership as the winning concept in uncertain situations. Actually, the importance of value-based leadership in order to transform situations is highlighted above the pure concept of transformational leadership. The latter must be coupled with value-based leadership in order to be effective; “the effectiveness of transformational leadership exists only so long as it is also values-based” (Garg et al 2003).

In a Danish case study (Pedersen & Thendtorff 2004), the authors are arguing for value-based leadership, based on their findings, as the concept for public organizations within whole Scandinavia. It is regarded the way to meet increasing customer demands without turning into too much market-orientation in line with the idea (and values) of non-profit.

Van Gigch (2003) has presented an attempt to an overall guidance for the modern leadership; emphasizing the project mode, the on-going-approach, the intervening (not managing), the sharing and the principle of self-organization; nothing new in our opinion. Though of particular interest is his emphasizing on cultural values and emotional aspects; value-based leadership, as the core. This standpoint actualizes the discussion and the knowledge about the current values in society, though without a close connection to current values in society it shouldn’t be possible to address the true concept of value based leadership (in the democracy state, to be added).

A true value-base for the leadership is based on the values of its members, or at least not conflicting with the values carried by the average member. Of course we can find bad examples in democratic states in which the values strongly differ between the levels in these companies. They are sometimes very conflicting and pressuring, and ordered from the management level. Though in a democratic society and in a democratic work place, the average values carried by the members are likely to be the ones involving and creating the base for the leadership. And the average values in most democratic societies, aren’t conflicting for the average person, instead they are more like a function of each other (Storey 2004). This standpoint furthermore increases the interest about the leadership education and the very overall guidance from it. Does it connect with this discussion and does it rely on the Swedish values of 2010?
3.4 Situational-based leadership

Situational-based leadership is a concept initially based on the research by Fiedler (1967), Hersey & Blanchard (1969) and Tannenbaum & Schmidt (1973). It is very much about the adaption of the optimal leadership style (consideration vs. structure) in regards to different situational forces in the situation to cope with, and in which the group maturity is regarded the most important force (and a goal in itself). Situational-based leadership has been very impacting for long, with many affiliates, and is still a concept presented in many discussions in leadership. Blanchard developed the concept further (1982) and created *situational-based leadership II* in 1985 (The Ken Blanchard companies 2010), in which the focus was to optimally match the leadership style to the capabilities of the group members, with respect to the given tasks, and raise those capabilities. The basics for effective leadership were regarded as managing the relationship between the leader and the subordinates in those given tasks. See figure 4, below.

The quotation “leadership is not something you do to people. It is something you do *with* them” (DuBrin 2010, p. 4, see Blanchard), express a philosophy towards relationships, a personal oriented approach. However, Blanchard is known for his contingency theory – the circle model of group maturity, tasks and the adaptive leadership. The situational-based leadership II and Blanchard’s concept has been very influential, at least 3 million managers have been trained in it world-wide (Dubrin 2010) and it has even been very impacting on the Swedish field of leadership education (Nyström & Hansson 2008). It relies on the established theories about consideration vs. structure (Fiedler 1967) and its core about developing individuals by the proper leadership style connects very well to the group-development theory of FIRO; fundamental interpersonal relationship orientation (Schutz 1958). In the FIRO-model, the group is regarded developing capability through three main stages of interpersonal relationship development. Each of the stages is benefitting from different leadership styles, in order to develop further on to the last stage; *openness* or *affinity* (Schutz 1958). In the last stage, the matured group reaches the optimal level of capability; interpersonal conflicts are solved. Those theories explained together the phases of the group development and the maturity in solving collective tasks, and furthermore addressed the proper leadership style and role for increasing group maturity, and hence efficiency.

The nurture of change and project work on temporary basis and the importance and recognition of the indirect leadership, influencing without direct contact or formal authority, has increased the importance as well as the difficulty of leadership. The situations are in general complex and difficult to predict. In the military education, the concept of UGL, with its historical and scientific roots in the American LMDC and Schutz’s FIRO-theory, has been slightly transformed into Wheelan’s (2005) researched model and a new concept - UCL (2008). UCL (Utbildning av chefer och medarbetare i ledarskap) is based on her IMGD-theory (Integrated Model of Group Development). We must keep in mind that the situational-based leadership and group development has been the main concept in the former course, henceforth educating more than 80 000 people in Sweden (UGL-portalen.se 2010). Thus it can be assumed that situational-based leadership (II) has a high awareness and legitimacy in Sweden, as suggested by Nyström and Hansson (2008). The core of the old UGL, the purpose and the pedagogical form, furthermore survives with UCL. The new thing is that the process model of group development (IMGD) has been extended with two phases, and particular with a termination, relying on the modern situation with temporary project groups (Wheelan 2005). Furthermore the focus has shifted in favor of the group or the system, away from the personalities and traits of the members. Otherwise there is a high congruence with the earlier work of Schutz (1958) and Blanchard (1990).
Figure 3. SL II. Teaching others. (Source: The Ken Blanchard Companies 2000).
4 Values

In this chapter we want to bring forward the values of society, as secondary data in our thesis mainly based on the investigation Sweden 2009+ (Preera 2010). The values pointed out are regarded as common in the whole society and not connected to a special market, group or item such as leadership educators or pupils. Furthermore we discuss the value base and likely explanations for the situation described. We continue with the important discussion about the connection between the values and leadership education and lastly we derive an operational definition of current values.

4.1 Definition

Values could be defined as individual’s judgments about what is important. The common stock of values unites culture and society, and affects attitudes and behavior, establishing tradition and on the macro level – establishing the national consciousness (Lyttkens 1989). Values differ between cultures and are aligned with belief systems such as religious faith (Schein 1991). Because of their traditional societal roots, their connection to the childhood (Berggren & Trädgårdh 2006) and their connection to the identity understanding are not regarded as easy or fast changeable (Santrock 2007).

When we use the concept “current values”, we mean the social values (obvious at work) carried by individuals in the society as a whole today. The connection to the work place is important since we study the leadership education for managers at work. Existential, philosophical and religious beliefs and related values are not included in the definition. Furthermore, based on this, we develop a more narrow operational definition of “current values” in position 4.4, in order to make it useful and distinct for our investigation.

4.2 About values

The stages in the development of society in combination with the basic (essential) and developing needs of human beings have created three foundational types of social values (Zetterberg et al 1983). Supporting or provision values, in order to survive and make a living in the agricultural society. Production values, economical growth as a natural base for all actors within the industrialized society. Reproduction or “inner-world-values”, typical for the modern welfare state, in which quality of life in terms of self-fulfillment and individual experiences, are growing. The development of society as it has been described briefly is often referred to as modernization. Modernization has been defined by Maine in terms of freedom or allowance (Waters 1994). More specifically – freely negotiated contracts determine the faith of life, not predetermined status (at birth). Hence, the reformation and the revolutions in France and in America could be regarded as huge steps in the direction to modernity. The values of individualism and freedom in those steps were strong, and those values have been impacting the western society since then, growing further in line with the economical growth and the improved conditions of life (Zetterberg et al 1983).
The German sociologist – Ferdinand Tönnies, outlined a famous typology – Gemeinschaft and Gesellschaft (Allardt 1988). He pointed out that values about production and efficiency were a direct function of the industrialization, replacing the old ones relying on family and relatives aiming for the need of pure survival.

In Sweden the development of society into the “Gesellschaft” went fast as in many other European industrialized countries as soon as the industrialization process reached a critical mass (Zetterberg et al 1983). Yet in Sweden another form of contract showed up in the “Gesellschaft” at the time after WW2, some sort of “guaranteed contracts”. The contract-solution in the free society was in Sweden, and afterwards in many western European states, complemented with a “guarantee” or a generous risk-insurance. It stated that eventually bad consequences in the agreements would be soiled for by another part, preferably the state; the welfare state (Zetterberg et al 1983), by the social insurance system. The welfare state has been developed within two major concepts; the aid-concept and the basic-concept. In the aid-concept, the need is to be secured by the freely contracts, sometimes with support from families, and in special situations, with aid from the society.

In the basic-concept, the need is not just a need of unfulfilled goods and services at a moment, it (the fulfillment) is in general also a human legal right, regardless of needs. In America, the aid-concept is dominating, while in Sweden and in most Western European countries nowadays, the basic-concept dominates. In America the values about freedom and self-made-man has been growing likely because of the not intervening support from society, in terms of the welfare-concept, giving aid to people in need and not on a general basis as a citizen right for everyone. In Sweden, a highly developed welfare-state with a typical characteristic towards the basic-concept, the collectivity and the solidarity and the feeling of the main responsibility lying on the state, has been factors highly socializing and hence contributing to values (Zetterberg et al 1983); interestingly; towards individualization!

Mitchell has investigated the development stages of human beings from their childhood in the relation to needs, based on the research of Maslow (Zetterberg et al 1983). Mitchell stated that there are two ways of self-development, one is inner-directed and the other is outer-directed. Zetterberg et al (1983) connect these two ways with the values connected to the three societies mentioned above (agrarian, industrialized and the modern welfare state). The outer-directed man relies on values of production while the inner-centered man relies on inner-world-values (of reproduction). The former strives for needs such as security and recognition (from outside herself) and the latter for development and self-fulfillment (from inside herself).

We have been moving away from coercive performance in order to survive, to a freely chosen performance in order to sustain conditions of life. And to freely choose performance without big risks, in order to develop ourselves (being inner-directed) and to enjoy life. From “must” to “want” in Nordström & Ridderstråle’s words (2000). They simply mean that we are no longer fighting for survival, instead we are now searching for the meaning of life and most often without the work or the work-place as a value in that process, just a tool. In Sweden you still see signs of the sustaining values with regards to the industrialized society. The welfare institutions and the legislation are still signaling guarantees for bad performance and there is a common sense that the state should do something in cases of crisis, people themselves have rights more than obligations (Zetterberg et al 1983). Hence in Sweden we see more and more signs of the inner-world values; people are more individualistic and focused on their own self-actualization (Zetterberg et al 1983), but not at work (Berggren & Trädgård 2006).
Thus, values are a function of the history of society, the level and model of welfare in society, and the nature of human beings and their needs. Values can be seen as judgments from individuals about what’s important, strongly influencing their behavior. We have simply gone from “must” to “want” (Nordström & Ridderstråle 2000) and of course there is a transformation of values in that process, and most likely there is a force holding on to “want”. In Sweden we have a high developed welfare-state with a guaranteed and general social insurance system (the basic-concept); laying the foundation for many values regarding life.

4.3 Values and the connection to leadership education

Values create attitudes which can be regarded as a state of alert for reactions and action taking in different settings and situations (Hofstede & Hofstede 2010). Together with conditions such as risks and resources they strongly affect performance and decision making. The values guide us in life at work and in private. A leader is also a function of his or her values with their belonging to society, mainly transferred to him or her while growing up (Schein 1991). When we decide about leadership education these values guide us and when we take part in leadership education these values influence our perception from it (Moxnes 1984). Hence the current values in society influence the leadership and the leadership education (Storey 2004). The suppliers of leadership education are also representing the current values; carried by their consultants, and those consultants also have to establish confidence with the customer; assumingly by showing proof of shared values. This connection is even more likely in terms of value-based leadership in which it is of particular importance to connect to the values stated by the customer and carried by the members (Holmberg & Hyllman 2008). It is important that it feels good. Hence the leadership education has likely a strong and natural connection to current values in society, influencing the content, the form and the message, thus establishing some institutional field.

4.4 Current values in Sweden

In the World Values Study, a gigantic survey which has been conducted annually for the last twenty years, Sweden takes a clear position, in terms of emancipative values; self-actualization and individual autonomy (Berggren & Trädgårdh 2006). The Swedish citizen strives to be unbounded from family, friends, and organizations and from the church. The state (the welfare state) has replaced those institutions with an individual connected insurance system, thus creating a connection with the state instead. The safety net is connected to the individual level, a fact likely contributing to looser bounds in families. The Swedes want to be left in alone, belong to a social something but without constraining bounds… an asocial sociability (Berggren & Trädgårdh 2006).

A remarkably individualistic society in which one at the same time is so dependent of the state (Berggren & Trädgårhd 2006, p. 28)
A study in the end of the 1980s among entrepreneurs in eleven countries showed that for Swedish entrepreneurs the willingness in taking their own decisions on their own behalves was the dominant drive, and not profit or something else (Berggren & Trädgårdh 2006). Lyttkens (1989) argues in his final report from the study Värdeförskjutningar i det svenska samhället (Transformation of values in the Swedish society) for a good portion of conceited independence in the Swedish mind, based on a very high and general welfare and on the experience of being rich at times abroad in the 1960s to the 1980s. Naturally Swedish people regarded themselves as superior, the high standard confirmed this feeling, and the reasons were explained as a trait in the Swedish mind and mentality; according to the Swedes themselves and the national self consciousness (Lyttkens 1989).

The management consultancy company Preera has done an extensive study (Sverige 2009+) mapping the values in Sweden (Preera 2010). The summary of the results which are regarded very homogenous and conservative by the researchers and with the likely effect of constraining development can be stated as following (our own review and translation):

- Honesty, justice and responsibility at work and in private.
- Individuality within teamwork at work.
- Democracy in society as a whole and at work.
- Humor and joy at work.
- Stability in life and at work.
- Participation and recognition highly valued at work.
- Strong family values in the private sphere.

In a discussion with Martin Sande at Preera (2010-06-03), one of the main authors of the study, he confirmed the results as very much the same even in the most recent study Sverige 2010+. In that study it was also possible to see a slightly decreasing level of ranked values for items such as innovation, creativity and new thinking, low ranked already in 2009+. Furthermore, Sande emphasized the Swedish mental distance to work and work place and the strong connection to the state; the state individualism (Berggren & Trädgård 2006). In Sande’s interpretation of the studies, the work place is not regarded as a natural force for development and the connection to personal self-actualization is very low. Rather the work place seems to be more of a necessary tool in reaching self-actualization in other areas of life. Of particular interest for this study are Sande’s and Preera’s findings that this picture is highly true even on the management level (Sande 2010-06-03).

The inner-world values of individuality and team, recognition, humor and joy, are corresponding to the research conducted by Andersson et al (1997), an extensive study with 8000 youths in Sweden, born in the 1970s. Boëthius et al (1994) point out the same result and show a growing tendency towards values of enjoyment in the younger generation. Furthermore the studies showed high political support for the areas of education, care and medical care, as well as high interest in equality and a tendency for feminist values, corresponding to the overall political debate and the
general public opinion since long. Hofstede’s (2010) recent research (2008) about national and organizational dimensions (five) of culture around the world, confirms the Swedish values in the studies above, especially when it comes to international comparisons regarding individuality and feminist values.

4.5 Operational definition of current values — secondary data

We have defined the current values in the Swedish society to be mainly connected to the following indicative values:

<table>
<thead>
<tr>
<th>Indicative value</th>
<th>Valuing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stability</strong></td>
<td><em>maintenance of the current situation, accomplishments and organization, and low risk taking</em></td>
</tr>
<tr>
<td><strong>Justice and equality</strong></td>
<td><em>positions and tasks allocated in formal predetermined, communicated and ethical ways</em></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td><em>involvement in development discussions and decisions, belonging to a group</em></td>
</tr>
<tr>
<td><strong>Individuality</strong></td>
<td><em>being personally seen by the leader, individual feedback and career plan, possibility to influence and control the own working situation and future, regardless of the group belonging</em></td>
</tr>
</tbody>
</table>

The chosen indicators and the definitions of valuing factors were secured in cooperation with Sande at Preera (2010-06-03), who regarded them as being translated and operationalized fully correct and in line with the methodical parts and hence the investigation in the study Sweden 2009+.
5 Institutional theory

5.1 Introduction

Institutional theory has a system oriented perspective in which actors and institutions are seen as a part of the society as a whole. While every actor is dependent on its environmental actors every actor wants to prove that their values and actions are in line with the common rules, sense and values, within the institution and society, hence establishing legitimacy (Carpenter & Feroz 2001). Institutional theory aims to explain how actors develop similarity and homogeneity within the same institutional field (Scott 1987), and this developing process is called isomorphism (Meyer 1979).

If perfect competition was a reality, decisions and outcomes would always be effective, thus institutions wouldn’t be necessary and would not exist within the system approach. Neo-classical economical theory can’t stand alone and therefore it is complemented with institutional theory, trying to explain what the microeconomics can’t explain (Czarniawska 1990, 1993). Institutions and institutional theory gives the necessary context to society and economy, analyzing it with a perspective broader than economic rationality (Czarniawska 1990, 1993). Phenomenon regarded in relation to societal institutional conditions shift focus to classical sociological theory, and the roots of the concept of institution and institutional theory, with its base in structural functionalism. Within the structural functionalism society is viewed like an organism, as a system in which the parts interact with each other. In this interaction the system is continuously rebuilt and the system (society) increases its power over the actors who actually have given rise to it in the beginning (Ritzer 1992). When pursuing their own interest the actors are pursuing the interest of the system as a whole. The values and norms of a system are internalized by the socialization process into the actors striving for legitimacy, hence creating a collective consciousness and maintaining the current situation, society or institution (Parson 1951). Berger & Luckmann (1967) state in their very respected The social construction of reality, that society is a human product, that society is an objective reality, yet that man is a social product. Thus, people are the social products of the very society they create themselves. Berger & Luckmann (1967) regard people as prone to developing habitualized patterns of acting and interacting, in order to be rational and in order to make decisions easier. The process of habitualization in their minds is the basis for development of institutions; institutions are in turn regarded the reciprocal process of typification.

Within the institutional theory society is viewed as a social system of pattern-maintenance (Parsons 1966, 1971), norms of maintenance active within an institutional context and based on functions which aim to sustain social order. Following this, actors (human beings) are more seen as passive participants constrained by the forces in the system (Ritzer 1992). Society is socially constructed by its members and hence institutions are socially constructed containing functions, values and regulations; contributing to social order and maintenance. The norms are reproduced and sustain the structure, making it self-regulated (Zucker 1991). Human activity follows the norms defining the correctness and the rationality of actions; actors are maximizing their own interest in terms of the conditions of incentives. Human actions are in this way also bounded within the frame of the institutional field (March & Olsen 1989). In line with rational-choice-theory and exchange-theory (Homans 1974), human beings act rational in every situation and
institutions are rational phenomena socially constructed by rational individuals (Koelble 1995). Thus, institutions generate stability and reproduce stability by individual rational homogeny actions within the institution. In order to act rational they act similarly and thus contribute to the institution itself. While actors are dependent on other actors in the environment within the institutional field, in order to act rational, they want to show that their actions and values are congruent with the environment, and hence create legitimacy. Individuals try to define and follow the rules of the institution (March & Olsen 1989). In this way, institutional theory explains why institutional fields develop conformity (Scott 1987). Hence, sociological institutional theory is suitable to discuss phenomenon of institutions and the more modern institutional theory (DiMaggio & Powell 1991) are especially suited to analyze the aspects of stability and maintenance.

5.2 The concept of institution

According to several theorists – established patterns of action in a sense of being taken for granted, are a basic part of most definitions (Berger & Luckmann 1967). Furthermore, the connection to meaning or to ideas or values, is another part often present (Scott 1995), and those meanings or values are regarded as collectively shared. Besides this there is also an aspect concerning different types of rules and norms and the possibilities to control, and here theorists discusses both formal and informal systems (and norms).

In short the discussion can be summarized by stating that institutions consist of rules, meanings and patterns of action (Blomquist 1996), and the connection between those creates an institution. Thus, institutions are well and deep established pattern of actions relying on values and rules. The patterns of action need an on-going reproduction otherwise they tend to lose its status as taken for granted (Jepperson 1991). The on-going reproduction is soiled for by actors trying to act rational in order to raise legitimacy, hence connecting to current order while interacting with the institution. Making use of similar or the same consultants, hiring similar people and connecting to similar market and sharing network are good examples on the reproduction process (Reger & Huff 1993) in segments in the business environment.

5.3 DiMaggio & Powell on institutional theory and isomorphism

DiMaggio & Powell (1991) represent the new institutional theory in which the concept of rationality is denied. They mean that it isn’t competition and striving for increased efficiency which structures or change structures. Instead organizational structures and change are functions of a process of homogenization, regardless of effectiveness, and the process of homogenization springs from the structuring of organizational fields (DiMaggio & Powell 1983).

DiMaggio & Powell (1983, 1991) mean that organizational fields can be stressed as lifelong sentences. Initially we have many diversified forms and procedures and when the field matures there is a strong pressure towards homogenization; all actors are starting to behave and act similarly. With an organizational field the authors mean the area as a whole containing the interaction concerning something; a product or a market or a standard; suppliers, buyers, users,
agents, competitors, employees, consultants etc (DiMaggio & Powell 1983). The idea of a field means both connectedness and structural equivalence and structuring process is seen as being built by four developing aspects. Firstly; an increased interaction between the actors in the field, secondly; a beginning of an establishment of a common shared structure for the interaction, thirdly; increased flow of information and fourthly, a mutual awareness about the field (DiMaggio & Powell 1991).

When this is the case power emerges and the different actors are starting to develop similarities. This homogenization process is called isomorphism and it can be competition based or institutional. When it comes to the institutional one there is an underlying assumption that actors compete about legitimacy and hence the institutional isomorphism is an adequate tool to understand modern organizational life (DiMaggio & Powell 1983).

According to DiMaggio & Powell (1983) there are three types or mechanisms involved in the institutional isomorphism. Coercive isomorphism is based on law and regulations and strong competitive forces; accounting is a good example. Mimetic isomorphism is based on insecurity and the marketing strategy of benchmarking. Normative isomorphism is based on the professional forces due to shared network and values, which develops into a professional standard or praxis on the field. The socialization process is powerful and most of the individuals entering the field share educational background.

“such mechanisms create a pool of almost interchangeable individuals who occupy similar positions across a range of organizations and possess a similarity of orientation and disposition that may override variation and control that might otherwise shape organizational behavior” (DiMaggio & Powell 193; 182)

Thus; institutions develop themselves through the process of isomorphism. Then the higher level of normative isomorphism is reached the institution will generate stability and reproduce stability by individual rational action towards and based on values of homogeneity (Koelbe 1995).
6 Results

6.1 Main content in leadership education in 2010

7 out of 9 respondents have a prime focus on situational-based leadership when shaping the content of their leadership courses. While the internal reduction was two answers, all of the answering respondents (7/7) mentioned situational based leadership. In six of the cases they furthermore stated that it was a very dominating concept and in four of them that it was the only one. Value-based leadership and transformational leadership were mentioned as the main content or part of the main content three times respectively.

9/9 respondents make some use of the concept of situational based leadership in their education and furthermore it was ranked on an obvious first place due to the respondents judgments about its presence and influence.

The respondents generally described a brief and flexible content depending on the very situation for the customer and above all the specific requirements from the customer. However, it was obvious that the situational-based concept of leadership was highly present at almost every company and the vast majority of the respondents mentioned it as the base or thread in their courses and in their deeper thinking. Two respondents presented a general concept without typical signs from particular concepts of leadership, in which they were mixing general leadership issues (communication and conflict solving for instance) with industrial and business know-how. Value-based leadership is there but in an immature position, it is mentioned from some of the respondents as something interesting though still in the shadow as a concept, and when it comes to transformational leadership, only one of the respondents described their content with that perspective as the core; two others described it as present and yet another mentioned it as something to deny and neglect because it does not fit in with the Swedish value base. The diversity aspects are present in the minds of some of the respondents together with a belief in a growing interest, yet in 2010, the implementation of theoretical diversity aspects in the leadership education seems to be very weak.

Furthermore, it was obvious without specific questions in that matter that the content and the pedagogical form in general is very much of a practice on a more technical rather than theoretical level, and that the focus is growing in the direction of personal development and personal leadership… back to the leader and away from leadership as a subject.

*Every individual is unique and thus differing from others… ...and every person has a personal platform… the theory is only half of the truth… reflection is critical, to find my own way of thinking and acting*

The suppliers of leadership education are trying to develop the practical skills as a leader in a strong connection with the situation for the company and on the leaders’ daily basis, using practical authentic examples from the reality and not fictive cases. The concept of coaching and
mentoring leaders is likely relying on this development and the trend towards coaching is very obvious at every company according to the respondents.

*We don’t use that much of nice theories, instead we focus on the daily leadership*

*It is much about this coaching thing… it is coming more and more… it is a leadership style as well as a method for hands-on-development of leaders*

*Action-reflecting learning is all we do*

All the companies are supplying education for the private as well as the public sector, and generally they don’t see any differences when it comes to leadership. Though some of the respondents argued that the public sector is more interesting and demanding because of it’s multi-professional complexity, the political management structure and the long-term and non-profit perspective. While in the private sector some of the respondents mentioned a growing tendency in getting away fast and cheap, moving away from the long-term and deeper perspectives. Yet, the leadership was regarded the very same from all respondents, with the very same challenges.

*There are no differences at all*

*They (public authorities) don’t allow bad times influence in the same way as in private sector where everything is about profit and money in the short term*

6.2 The leadership theory in reference

6 out of 9 respondents state that they primarily use Hersey and Blanchard among concepts in their education material and as the theoretical base.

*It builds on the same thinking as situational leadership with a focus on Blanchard and his perspective about competence*
Because of the presence from situational-based leadership there is a general theoretical base in that area with its very belonging to Hersey & Blanchard’s research (1969) and above all to Blanchard’s situational-based leadership II, created in 1985 (The Ken Blanchard companies 2000). Most of the respondents mentioned this and they furthermore in general seem to affiliate with Maslow (1943), Herzberg (1966) and Wheelan (2005, 2009), trying to build the full understanding and model for the proper leadership. What drives human beings (Maslow 1943), how do you really motivate people at work (Herzberg 1966), how do they develop in a group setting (Wheelan 2005, 2009). What leadership should be addressed in order to create highest efficiency in different situations in which the maturity differ, and how to develop maturity and ability within the group by a leadership-style (Blanchard 1969, 1982, 1990). This is how it goes in the mind of most of our respondents connecting to the situational-based leadership (II).

*We use our own theoretical model, based on Blanchard… different leadership styles and the maturity of the members in the working group*

*Herzberg and Maslow… situational based leadership lies at the bottom… there is a development from this which we are into*

The respondent represents the belief in transformational leadership referred to Bass (1985), Burns (1978) and Yukl (1999), but in the Swedish model we have moved away from the charismatic aspects and we have tried to develop an adaption to the Scandinavian culture at work. With a lesser focus on the leader as the prominent one; a smoother more participative changing style (Larsson et al 2005).

*We highly believe in Scandinavian connections and adaption*

Most of the respondents argued furthermore here for the personal platform, the maturity and self-awareness as an individual, as the base, not the theory. With the personal base and a know how about company performance (technical skills) it is possible to add techniques and methods to develop healthy and useful attitudes as a leader… the techniques and methods are or should be connected to empirical theories, yet the theories per see aren’t of interest for the audience, the lecturing parts are rare.

*You have to be yourself… if you only have techniques or whatever methods you will fail… you have to develop it within yourself, first… …an experience based personal maturity… …leadership is no technique, it is an attitude, a readiness for influential action*

Depending on the specific customer and the specific participant the theories in the background could differ as well as the tools handed over, though there is a common sense, use and awareness in terms of the established theoreticians above. Yet there is a strong, very strong tendency,
according to several respondents, that the supplier adapts the program in a match with their own expert skills (or lacks) and personal beliefs, an increasing likelihood with increased competition.

*Whatever asked for, one says yes to the customer and whatever asked for, one acts with the same concepts*

Thus consultants active in the area of personality testing and selection use the same psychological concepts and knowledge base, also a method in developing and education of leaders, when there is a business possibility.

Myers Briggs Type Indicator (MBTI) is for instance mentioned by several respondents. MBTI is a concept for personality testing often used in selection of people and in self-awareness developing programs. It is based on Jung’s theories about psychological types and his classification scheme from 1921 (Myers & Myers 1980). This was regarded a problematic aspect from several respondents and some of them were furthermore skeptical towards the practical and light quick-fix-tendency growing with the competition, opening up for opportunistic but misplaced concepts without any empirical and even theoretical base.

*There is a lot of bullshit in the field of management… and the dealing with the theories from consultancy companies… many people are experimenting with absolute useless items without empirical devise at the bottom*

### 6.3 The main content and the current values in society

*Man is more equal today*

7 out of 9 respondents state that Individuality and Participation are the most affecting values within the Swedish workplace today. Stability, Justice and equality are also there but not that obvious (3/9).

The current values in society are according to the respondents when analyzing the customers and participants in their educations very much about two values:

Participation

Individuality

Supported by two others:

Stability
Justice and equality

In addition:

Responsibility

Values like customer focus and change were only expressed by one of the respondents respectively. Two of the respondents described a pressure towards a new value basis brought in by the younger generation and by the increasing diversification. The younger people at work represent a higher valuing of joy at work and they have in general a more relaxed attitude towards managers, rules and requirements (distancing to power), according to the two respondents for whom this movement was obvious. These statements correspond fully with the research in the field (Andersson et al 1997, Boëthius et al 1994, Preera 2010); the new younger generation has started to influence the workplace and the values of work in this direction.

Respect for the individual and her abilities and wants

It is not about blaming others, it is about own responsibility and taking consequences

All members of the crew want to be involved and be participating

All of the respondents regard their own content in the leadership education as highly connecting to those values, and they state in general that they are building the educational programs on these values as well as their sale-presentations and pre-studies. In the education, they are working with those values; creating the leader perspective and understanding of participation, individuality, stability, justice (and responsibility).

When we made a program we always connect it to the specific company and its company culture

There should always be a strong connection with the business to lead… the conditions of work and working process and methods

The dynamics of a group in the sessions creates the value integration

Company values… that’s what we do
The respondents furthermore believe that the whole market of suppliers affiliates with these values; the differences are obvious when it comes to the tools and the educational form, but the understanding of values is shared. Some companies are more willing to pick up trends and to act opportunistic and many have developed models of coaching, sometimes without a strong knowledge base, yet the values at the bottom seem to be the same.

*One works much with coaching of leaders, instead of coping with difficult co-workers*

Two respondents expressed this critical view about values and leadership in Sweden:

*In Sweden we comment on values but we don’t follow them… …The way of working creates the values, it is not the values which create the way of working*

*It is just nice modern talking this value-thing, a new form of “corporate bullshit”… you don’t follow it… business reality rules over ideal… you are never better than your latest quarterly report, that is the only true valuing today… and it is not very Swedish*

### 6.4 Other influencing factors

6 out of 9 respondents state that the customer requirements are the key element of the developed courses.

The respondents rank the following possible influencing factors as follows:

**Top rank**
- Specific requirements from the customer (1)

**Very high rank generally**
- Society development (2)
- Current values in the Swedish society (3)

**Middle rank**
- Attentive management theory (4)

**Very low rank generally**
- Institutions in the management field - the military defense (5)
Customer needs

The wants of the participants

Our own capability

The requirements from the customer

Two things were mentioned by almost all the respondents as in general being the most influencing factors on the education, content and form. Both of them belong to the highest ranked factors above - specific requirements from the customer. The first was the defined needs stated by the customer at the contract level and the second was the participants outspoken needs and wants at the time for the start of the education, as well as the feedback delivered afterwards. The former one was almost only and strongly about planning and practicalities as well as financial issues. Several respondents described a picture in which the customer had been acting more and more questioning about logistic details. Long time courses, travels and hotel-staying, was earlier the average concept, but is nowadays very questioned and less popular. The absence from the company and actually above all from the family, and the costs for travelling and hotel, puts pressure towards shorter split courses in the local area.

The model with the weekly processes at some specific place which have been preferred from consultants in the first place and the participants in the second, is no longer the model

There is something like a trend towards shortening… towards quick-fix… financial and practical issues impact towards short-run-thinking

Furthermore, the customer is judged as more demanding towards its participants according to half of the respondents. Leadership education is not any longer looked at as something funny or some kind of fringe benefit without critical evaluation. The concept is more demanding for the participant in terms of proven results and at the same time the time available is shortened and the process speeded up.
The respondents furthermore depicted a sale-situation in which the adaption to the customer is very high. They are trying to fully understand and fully adapt. The own concepts from the companies are connected to licences, methods and forms; pedagogical tools. In addition the providers are very familiar with them and know about the effects. This seem to be the very sale on the margin (in addition to social relations, reputation and personal impact), though they are not easily changed and sometimes expensive. Some of the respondents told about working with situational-based leadership and the knowledge and thoughts around it, without carrying the licensed rights, instead they stood on other strengths and expert skills; such as personality testing and/or own experience. And perhaps above all as two respondents emphasized – they share the values with the customers and are careful in showing that.

Society development and current values scored high too, yet no one of the respondents extended that in an open question, instead all the focus was directed towards specific requirements from the customer; likely carrying society development and current values.

In general they argued for being aware of the attentive theory, following it for keeping up and to find possibilities of business development, yet the influence in the current content was stated as weak. Though Wheelan’s (2005, 2009) theories about group development seemed to have been somewhat incorporated.

The institutions in the educational field, by us defined as the military defence and the universities, were regarded of very low interest. At best, one of them, the military defence, gained a middle rank (two times).

6.5 Changes in the field

The whole field of management was from several respondents regarded as rather static for a long time. Generally they see some changes according to the pedagogical forms and the attitudes, and some changes according to the development of society.

The requirements from the customer towards the educational supplier and above all towards the participant for whom they pay have increased a lot according to almost all respondents. The expectations of effects have risen and are now very obvious, perhaps too obvious and sometimes not reasonable. In order to mature as a leader you must have the time to reflect and mature. The suppliers are no magicians, as one respondent put it. Today the content is most often developed in a pre-study or at least in deep discussions with the management team at the customer. Earlier the content was most often decided directly based on wishes from the participants in the beginning of the course, only or mainly. And at the time the contract was already settled. This is no longer the case.
The programs have been shorter and shorter (in some cases cut down to half of the original) and at the same time more demanding, creating pressure on the content in the more practical and technical direction… into immediate usefulness, or at least expected usefulness.

*Everything moves faster today. One is expected to benefit from it on Monday… the patience was a lot more before*

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What about the whole and the long term?

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*You are never better than your proven result*

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The majority of the respondents state that we have shifted from the course perspective towards the process perspective. It is more and more a continuous learning and growing and the place has shifted from the class-room to the very job-environment; on-the-job-training.

Another thing depicted as a change is leadership at distance, the indirect leadership. The reasons for this is according to several respondents; the technical development (cell-phone, cord-less internet, e-mail) and the globalization, as well as the functional (not geographical) matrix organization, coming more and more with the increased specialization.

In the future to come the respondents see that the changes described above will increase. They also believe in a higher professionalization of the leader. The position is more demanding and complex and requires more skills and the costs for bad leadership will become increasingly disastrous in the growing competition and changing environment. There is a consensus among the respondents that the connection to the company performance and the connection to the daily practical basis for the leader will increase, and that the pedagogical form of individual coaching and the focus on the leader will increase.

*You always hear about change*

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*The requirements on managers rise and the resources invested in defining and developing them decline*

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Moreover, some of them believe in a development into even smaller educational moments with specific areas in focus, thus developing the education into small specific supplies with particular pieces of actual interest, perhaps half-day-courses with different pieces, used when needed and at times when fitting the agenda. Though education is not the only issue. One respondent stated that we must make it reasonable and attractive not to say possible to act as a leader, the requirements are already too difficult and heavy to bear and the whole organizational structure and
management system is in need for a transformation. The constrains are too many and the responsibilities mismatches with the area of maneuvering.

*We must get rid of that thing with flat organizations*

*You are responsible for impossible missions and in addition you lack of sufficient authority to tie necessary resources to you*

One of the respondents took a critical position towards the managers holding them for not willing to take challenges or to cope with risk, pointing out that the real challenge is to find and develop leaders who really want and dare to act as ones, not investing in people who first and foremost are looking for comfort and stability.

*Managers tend to attend leadership courses they already master*
7 Analysis

7.1 The content in leadership education — situational-based leadership

Situational-based leadership (II) was clearly the foundation and the dominant ingredient in almost all of the educations referred to by the respondents. Examples of transformational and value-based leadership were few and on the margin, except in one case – one respondent from one company was fully into the transformational approach in their leadership education. Yet, the values were regarded critical by most of the respondents, by some they were stated as absolute foundational. But as a concept, the dominance from situational-based leadership was overwhelmingly. The area has been very static since the 1980s, as some of the respondents declared.

The differentiation in combination with the conservative aspect described in the problem discussion was furthermore highly present and explained. The differentiation is huge when it comes to smaller educational directed efforts as well as and above all in the pedagogical forms and methods. Today there is a focus on the leader, his or her personal leadership in connection with the practical issues in terms of the leadership on a daily basis for the very individual. The theoretical parts have diminished in favour of a much more practical orientation.

We have gone from lecturing and discussing in classrooms to directly coaching one person in his or her office, with various tools. But the theoretical foundation is clear and conservative in the sense that it is still prominently building on Blanchard (1990) and his situational-based leadership (II). Coupled with this, most of the respondents stated that they complemented and deepened the concept with contributions and confirmations from other long established theoreticians; Maslow (1943) and the hierarchy of needs, Herzberg (1966) and the hygiene-factor-theory and the theory of FIRO (Schutz 1958), Wheelan (2005, 2009) and the IMGD-model was known by most of the respondents and some of them had slightly strengthen and modernized their concept in terms of the group-developing-parts in relation to her research; which furthermore could be regarded very similar with Schutz’s findings and model (1958).

Thus, the content could be defined and it was defined with a very obvious advantage for the situational-based leadership.

7.2 Current values in Sweden and leadership education 2010

The respondents showed proof of a high awareness about the current values in Sweden. They plotted in all four indicative values we had in our operational definition; stability, justice and equality, individuality and participation, in turn relying on extensive research and directly based on the study Sweden 2009+ conducted by Preera (Chapter 4, Values). Individuality and participation were emphasized; also fully congruent with the definition (Chapter 4, Values). They added responsibility as well, with a slightly congruence with justice and equality, in the sense that they meant leading by ethical and juridical example. Yet also at least one meant responsibility in taking actions and matching the requirements; simply doing a proper work, being reliable.
Two of the respondents saw some pressure for a change in the field; the younger generation has brought something new in terms of values. There was a tendency towards more power distance and towards a more overall relaxed attitude, an obvious expression of the inner-direction and the inner-world-values (Zetterberg et al. 1983). The younger people valued joy at work and were even more independent and at the same time highly valuing team-work, an interesting contradiction and an interesting tendency of the development, which shall be returned to.

“All of the respondents regard their own content in the leadership education as highly connecting to those values. They generally state that they are building the educational programs on these values and that they are working with those values; creating the leader perspective and understanding of participation, individuality, stability, justice (and responsibility)” (Chapter 6, Result, p. 43).

In general the process for this connection between the leadership education and the values was depicted as following from the respondents:

Firstly, the discussions between the supplier of leadership education and the customer at the selling stage were described as very much value-oriented (who are you, how do you think, what do you believe in and rely on), and when trust and relationship are established through this recognition, it is as has been stated very much about practical issues, not content in itself. Secondly, the company adapts the program towards the customer’s values, changing or emphasizing the content in this direction, creating parts and the language especially for this purpose.

“They are trying to fully understand and fully adapt (...) they share the values with the customer and are careful in showing that” (Chapter 6, Result, p. 45)

The situational-based leadership with its relationship-orientation, democratic approach and with its similarities with the group-development-thinking (Schutz 1958), is connected to values such as participation and individuality. The companies choose and develop methods, cases and lecturing parts in the programs building on involvement and cooperation, individual development of the leader and personal leadership for developing subordinates. Furthermore they try to emphasize the values in the very message throughout the program. Thirdly, sometimes the suppliers conduct tests and exams relying on ideas of strengthening the values as they have been collected from the customer (in general participation, individuality and responsibility) and expressed in the program. Sometimes the results from this are brought back to the customer as an evaluation.

Thus, the companies offering the leadership education in Sweden 2010 are fully aware of the current values in Sweden and furthermore they state that they are constructing the education on these values in this way. In addition, they focus the work within the education on these values, hence empowering leaders with a deeper understanding and tools to develop performance from a value-base mainly consisting of participation, individuality, stability, justice and responsibility.
7.3 Current values in Sweden and situational or value-based leadership

We can now settle a picture in which it can be stated that the situational-based leadership stands model and in which there is a deep awareness about and connection to the current values in society.

What about situational-based leadership and those values, do they cope? What about value-based leadership? Couldn’t such a massive outspoken connection to values be discussed in the approach of value-based leadership instead?

The situational-based leadership, as has been stated, is a theory and a model based on a personal orientated task-direction with a focus on the relationships between the factors involved. Hence very adaptive with the group-development theories, as also has been stated. This foundation in the theory is connected to values, values about participation (involvement and cooperation), individuality (developing and supporting individuals), openness (communication and trust), and values about self-direction towards the highest level of performance (performance and self-actualization). The model strives to address the proper leadership style balancing the classical variables of task- and personal orientation optimally, in order to develop individuals and groups to great performance and task-fulfillment (Blanchard 1990). O’Toole (1996) stated that value-based leadership cannot be situational, hence situational-based leadership cannot be value-based, if O’Toole was right. Yet, there are of course values involved in all social settings and the values involved in the situational-based model of leadership, are at the bottom very similar with the current values in the Swedish society, with an exception according to the elitist value concerning the goal of reaching highest level of performance (and self-actualization at work). Almost nothing in our research and description of the Swedish values show signs in that direction. The Swedish values about responsibility translated into proper work are the closest we come with this study.

Building the base for leadership education and for leadership, on those values, visible in the communication and in the process of involvement, would be most useful and not conflicting with the concept itself. Furthermore, the situational-based leadership (II) can be used to strengthen the values by the way of working and developing individuals and groups, since the way of working, the processes and the extensive feedback involved, are impacting on the values, as pointed out from one of the respondents.

The dynamics of a group in the sessions creates the value integration

Thus, the situational-based leadership copes with the mentioned values (also stated from all the respondents), especially with the Swedish perhaps most typical value about individuality. The process is very much about helping individuals become self-directed, likely a natural thing for a Swede (Chapter 4, Values). There is though a remaining question for the elitist value considering expressions like “highest level of performance” (The Ken Blanchard companies 2000). Perhaps this natural inclusion with the Swedish values, regardless of the remaining question, is the main reason for its strong position and long dominance today? But we don’t reach the very point – a self-motivation for self-actualization at work, in this way and based on those (Swedish) values, obvious in Preera’s reports (2009, 2010), in which self-actualization at work is not present even on the management level (as a value).
Value-based leadership as a concept doesn’t seem matured in the Swedish field of leadership education. Several of the respondents argue strongly for the value connection and argue well in line with the researched current values in Sweden (Chapter 4, Values). But as a concept none of the respondents affiliate with it to an extent in which they have conceptualized it in their product portfolio. Another likely explanation is that the customers are not expressing sufficient interest. The characteristics of value-based leadership are very much in congruence with the Swedish values and furthermore the attention for it has increased likely because of a rising pressure for change in society, and an increased need for ethical and moral performance (Holmberg & Hyllman 2008). Value-based leadership is connecting to the true nature of people and their deep values (O’Toole 1996), hence (here) connecting to stability and safety and not change, thus well-suited for the Swedish national consciousness (Lyttkens 1989). Furthermore it is based on the respect of people as individuals, another critical aspect fitting the Swedish mentality. In addition, the public (non-profit) sector in Sweden is still a large one in an international comparison, and in non-profit-organizations the conditions are particularly well-suited for the concept of value-based leadership; renamed idea-based leadership (Holmberg & Hyllman 2008).

Though, the concept of value-based leadership is not implemented in the leadership educations and even though the Swedish values strongly correlates with the conceptual idea and even though the respondents strongly argue for the value-connection, there is no typical trend towards such development and implementation today, yet as it had been stated, very mature conditions and a deep respect about values from the respondents.

7.4 The explanation — influence from customers and values — analysis by institutional theory

We have shown a connection between the leadership educations and the specific requirements from the customer and with the Swedish values in general, generally connected to a smooth interpretation of situational-based leadership. Specific requirements from the customer are ranked the highest of the six influencing factors we defined and examined. The respondents usually don’t push for anything particular in their selling, instead they take a very listening and adaptive approach. Hence the impact from the customer is the dominating force in designing the leadership education. Thus and not surprisingly, the power of change belongs to the customer. The customer seems not to wish any change, though she herself is part of the institution and they (all) carry the very same values and share the understanding of the institution.

We have found that the field of leadership education is an integration between strong values and very homogeny actors who have established an institutional field.

The high ranks concerning the influence from the society development and current values in society are mainly a function of the direct influence from the customers, following with their requirements. The leadership methods used in the companies of the customers, their values and their coping with the competition and society development, is transformed into requirements directed towards the suppliers of leadership education. The requirements are very much concerning situational-based leadership and values, and actually and above all – about practical issues.
Likely explanations for this high congruence between society and organizations and for this dominance in terms of situational-based leadership and value-connection, towards typical Swedish values, are firstly; there is a high reciprocity between these institutions in an open and democratic society like Sweden (Storey 2004), which has been discussed and depicted briefly in the introduction to this thesis (Chapter 1, Introduction). The customers represent the Swedish values in their requirements. Secondly; values changes slowly and most reluctantly especially for adult people and a generation of leaders socialized in the same context (Hofstede 2010), hence developing and bearing similar values (Guth and Tagiori 1965). If we assume that the average leader in Sweden was born in the 1960s (between 40 – 50 years old today), they have as a collective been growing up with a maximized welfare state and with an industry peaking and with the moral sense; why change – we are already superior (Lyttkens 1989), with a shared will of sustaining conditions of life. The universal reluctance towards change (Carnall 1990) is in addition very present in the Swedish mindset (Preera 2010). Furthermore – they had in average “finished” their education around 1990 (Nordström & Ridderstråle 2000), it is in general on the master level and in addition, their leadership training later at work has most likely been very influenced by the situational-based leadership; in dominance since the middle of the 1980s (Hansson & Nyström 2000). The same goes for the consultants at the companies which are offering leadership education (they have in average about 20 years of experience and are in average 50 years old holding a master degree).

Furthermore it is a fact that managers select managers, that managers choose leadership education, decide about consultancy efforts and are responsible for priorities in the performance overall. It is also a fact that consultants recruit other consultants from similar firms and consultants who have high legitimacy with the customers on the market, as well as managers employ those consultants. The shared values as above, a socialization as a leader into the situational-based leadership, and the tendency to choose similar values as their own ones. Perhaps with a preference towards avoiding risk in decision making, as a respondent stated. There is good reason to believe that this earns as a good explanation for the stable situation in terms of dominant leadership concept and current values. The whole field could very much be regarded an institution based on the process of normative isomorphism. It seems to strive for maintenance! Moreover, evaluations tend to confirm the high quality in the education delivered and hence confirm the high quality in the decision making around it. There is low critical review, and the effects are rarely evaluated (House & Aditya 1997). The transformation of leaders’ values is furthermore regarded as a particularly slow process which is shown in many research efforts (Guth and Tagiori 1965). Thirdly; the values in themselves are a likely part of the explanation. Remember that stability, maintenance of the current situation, was expressed by the respondents and that values concerning change, creativity and innovation were very low ranked in Sverige 2009+ (Preera 2010). Hence, Sweden is especially well suited for the institutional isomorphism (Zucker). The high and since long stable homogeneity confirms the institution in our interpretation.
7.5 What about transformational leadership?

The transformational leadership (Bass 1985) is recognized from many of the respondents, yet only one of them has fully gone into it and based their education on this concept. One respondent takes distance from the concept because it is not connected to the Swedish values according to him. Yet the company working with it has based their understanding, interpretation and working model on a Swedish adaption. The company has noticed a fast rising interest and they also regard it fully in line with the Swedish values (after modification).

This is an interesting outbreak from the dominance in the field and transformational leadership is regarded connected to values and well-working with value-based leadership. This is something we have depicted as very adequate in the Swedish society with its current values. Actually the effectiveness of transformational leadership is strongly connected to the fact that it is also value based (Garg et al 2003). Hetland & Sandal (2003) have shown it’s suitability and effectiveness in the Scandinavian context and in the Swedish military defense, the concept UL; Utvecklande Ledarskap (Developing Leadership), based on the Swedish interpretation and adaption (Larsson et al 2005), has taken place as the new concept and leadership model for the Swedish military defense. Though of very low interest among the respondents in general, with one exception.

7.6 Conclusions

The main content in the leadership education is without competition situational-based leadership in accordance with Blanchard’s situational-based leadership II (Blanchard 1990). All respondents were aware or into it and most of them fully into it. About half of them were only working with situational-based leadership.

The understanding of the current values in Sweden is well shared and the respondents express high awareness and congruence with the values researched at the national level; participation, individuality, justice and equality and stability (Preera 2010). They emphasized individuality and participation and added responsibility.

The connection between the leadership education and the current values in Sweden is strong. All of the respondents argued for this as the basis in their performance, in detail pointing out the process for this integration.
The match between situational-based leadership (II) and the current values in Sweden (stated directly by the respondents) is furthermore unproblematic, not to say directly positive correlated. Especially if we correlate responsibility to performance. But if we emphasize the goal of self-motivation towards self-actualization at work (a major issue for the involved theoreticians (Schutz, Blanchard, Maslow, Herzberg), we could depict the situation otherwise. Though self-actualization at work is not a typical Swedish sign, not even for managers (Preera 2010, Sande 2010). There is reason to believe that we have downplayed the real challenges with situational-based leadership and combined it with values (Swedish values not congruent with the real challenge of self-actualization at work), to an extent where we have implemented just a maintenance of values and order under the heading of situational-based leadership. And as has been stated, at the bottom the congruence between Swedish values and situational-based leadership is very high. But if this is the case – are we really into situational-based leadership at all?

The major influencing factor on the content (and form) in the leadership education is the customer requirements, in turn representing the influence from society development and the current values in the Swedish society; the other influencing factors which were regarded highly influential by the respondents.

We have defined the leadership education and its actors as an institutional field, striving as a system to survive as it is by rational similar actions towards increased homogeneity, confirming each other and the whole – by a strong process of normative isomorphism. In which the actors benefit from strengthening the field as it is and dislike pressure for change and are furthermore reviewing the field by themselves. The homogeneity is high thus the pressure for continuous homogeneity is strong.
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Leadership education in Sweden 2010 and its connection to current values - an institutional approach

Appendix 1 - Interview formula

Questions

Personal information about the interviewee

Position

Age

Sex

Level of education

Years of experience within leadership education

What is the main content of the average leadership education supplied?

Can you briefly describe the content in the leadership courses you offer?

Are there any dominating concepts?

If dominating concepts are defined - how obvious are they?
What leadership theory is referred to?

Can you extend a little bit further and more specifically define the concepts mentioned?

What research, theory or model do you rely on regarding these concepts?

Do you work with the following concepts of leadership in your courses?

Transformational leadership (yes/no)
Value-based leadership (yes/no)
Situational-based leadership (yes/no)
Diversity leadership (yes/no)

Can you rank them in relation to their input in your courses?

Transformational leadership (1, 2, 3, 4, 0)
Value-based leadership (1, 2, 3, 4, 0)
Situational-based leadership (1, 2, 3, 4, 0)
Diversity leadership (1, 2, 3, 4, 0)

How about influencing factors?

What is the most influencing factors in the creation of these courses?

Can you rank the following possible influencers?

Society development (1, 2, 3, 4, 5, 6, 0)
Attentive management theory (1, 2, 3, 4, 5, 6, 0)
Current values in the Swedish society (1, 2, 3, 4, 5, 6, 0)
Institutions in the management field - the military defence (1, 2, 3, 4, 5, 6, 0)
Institutions in the management field – the universities (1, 2, 3, 4, 5, 6, 0)
Specific requirements from the customer (1, 2, 3, 4, 5, 6, 0)

Are you pushing for some concepts or contents?

If so, what are you pushing for and why?

How does the main content connect to the current values in society in the suppliers opinion?

How would you describe the values in the Swedish working field today, the three values/areas/items coming to your mind, based on your experience from customers in those programs?

What do you think about the connections between the values mentioned and the content of your programs mentioned?
What do you think about the connections between the values mentioned and the content in leadership education at the market as a whole?

*What about changes in the field?*

How would you describe the changes in the education the last ten years?

What do you think about the changes in the education for the forthcoming ten years?
Leadership education in Sweden 2010 and its connection to current values - an institutional approach

Appendix 2 - Letter to interview respondents

Dear Sir

We are two students, Peter Östling and Nima Torkaman, studying at BTH School of Management on the MBA-program. We are conducting our master thesis on the topic of leadership, in which we are investigating how the leadership education in Sweden 2010 actually looks like, in a discussion with the modern attentive theory in the management field, and how this picture relates to current values in society. Our population or sample is defined by the ten largest suppliers of leadership education in the business field and your company is one of them.

The participation is fully voluntarily and the name and the answer will be held confidential, and there will be no connections to your company name or brand. The result in terms of the final thesis will be handed to you and it will also be available at the BTH School of Management.

We would like to get in contact with and hence interview (phone) a senior consultant, business manager or a responsible for the leadership education at your company, a person especially suitable to discuss questions at depth about the content of the leadership education you deliver. We estimate the time for the interview to about 1 hour and we want to conduct it within the next two weeks, we can call you to settle a time or if possible to hold the interview directly.

We would most appreciate your participation and your time.

Peter & Nima
Stockholm in the beginning of June, 2010
Leadership education in Sweden 2010 and its connection to current values - an institutional approach

Appendix 3 — Authors free discussion

We concluded that in an institutional field where actors have similar actions, values, attitudes and backgrounds these factors act as forces for isomorphism. The social and business connections between the actors tie the field together and we found a very common belief in and use of situational-based leadership. This is partly because of the reliance on the current values and as a result making changes in thoughts and actions less interesting. The socialization process in situational-based leadership for the last thirty years seems to now give birth to a lot of new children (managers or managers’ trainee) with the same genes. The whole field is maintaining, as such there is a feeling of status quo in terms of dominating concept and furthermore the values have been very stable for a long time. Stability is also a value in itself. The field reinforces itself in this maintenance since the involved actors share the same value base which is at the center in the whole process (figure 4). The institutional field and force is powerful and whereas the innovational forces evoke less power.

We have a situation in which the leadership education has been shown to be in close connection with the current values, strongly rooted and connected to values such as individuality, participation, stability, justice and responsibility. The latter in an understanding as ethical and juridical prone as well as in some orientation valuing fulfillment of obligations; doing a proper day’s work. We furthermore have a situation in which the dominating concept has been holding that position for some 30 years, coping well with the current values during the time and overall with stability. The effects from this (and other) leadership educations have been stated as unclear and the efforts to evaluate are further rare, yet the business goes on confirming the field in itself and attracting newcomers looking for legitimacy, mirroring themselves into the institution.

Members of society are in many ways and thoughts connecting to the industrial phase which increased welfare conditions in big steps (Andersson et al 1997). Maintaining and protecting values have since long been natural. Securing the known situation is furthermore psychologically a norm since we tend to be more afraid for the unknown. Do we have to take actions to secure it, don’t the Swedish value themselves safely and secure the maintenance? It is important to note that the Swedish reluctance towards change is larger than in most other countries (Preera 2010),
and is a culture well suited to rise patterns of stability and institutional fields (Zucker 1991). It is reasonable to believe that investment in leadership education is caused by expectations of actions, faster decision making, innovation and change; a difference or perhaps even a movement? We didn’t find much of such deliveries in our investigation and referring to the current values, it makes sense that we simply do not seem to value such things. As a result with some expectations, the field of leadership education seems to be going in the opposite direction. This is remarkable to us in a situation when the whole society and not just the business sector seem to be competing with increased global competitors as a consequence of globalization, global technical advancements and the financial crisis.

Nordström & Ridderstråle (2000) suggest that the leader should create chaos instead of maintenance and order. In order to survive then, companies must, challenge themselves and strive for real innovation. The need for forward thinking, for real innovations and change in order to compete and secure the welfare-conditions and the Swedish model (or is it in fact that model which constitutes the foundational problem, as Zetterberg et al (1983) suggested?) in the future, is on the daily debate agenda concerning most areas of society, above all the business sector. The leadership education however seems to be very much the same thus striving backwards, and people are highly distanced towards work and work places. Employees within the management level as well seem to be disconnected (Preera 2010).

The core in the field can be stated to belong to the management level at the customers (the payers). Thus the management level and the leaders actually strive backwards, connecting to the “safe” knowledge and the “stable” situation from before trying to be comfortable with their own abilities and know-how, as one of the respondents suggest. Management decides about management training and leadership education, using suppliers’ reflection? The critical energy of innovation is needed but it seemed to be blocked by the leaders who are in fact being paid to deliver it. The respondents describe a situation in which the customer has been more demanding and knowledgeable as they now will not accept long and expensive programs. They require some effects from the participants. A few respondents regard this as natural and good, yet most of them describe this situation as a serious problem. They mean that the requirements no longer match the capabilities of the leaders or the possible contribution from a leadership education. They see a situation in which the tendency of getting away fast and cheap with little educational efforts, is growing. A reduction in the emphasis of the quality of leadership education seems to be taking hold of the general mentality of leadership training. In turn this is exacerbating a situation in which the opportunistic hands-on-solutions will benefit and in which we move even further away from the intellectual level, the critical and mature thinking and the wholeness of the company.

The younger generation with slightly different values is starting to increase their impact at the work place and in the research about values. Two respondents clearly pointed this out and explained that this was to be a new and problematic challenge in the sense that the values are conflicting between young and old and the leader will have to deal with both types of individuals simultaneously. Furthermore there seems to be a consensus about the new value’s smooth entrance into the field and they are not looked upon as the base for the new solution from the older generation. The younger generation brings with them much of the values defined as the current values in this investigation, yet they represent something else as well deeper inner-world-values. They want to have fun at work they are even more independent and power distanced than their older colleagues. At the same time they seem to value the participative parts and the belonging even more, to have nice working colleagues. Furthermore they are more feministic and open minded in regards to diversity for instance. Not unlikely, the increasing smooth force on
values in this direction will complicate the situation even more for the leader and the challenges for the leadership education in the future. This is important to note especially as there seems to be a contemporary movement in the opposite direction from the customers; expressing more demanding and action-oriented values (likely as a function of the competition).

So how do you lead? How do you design leadership education for a leader superior to Swedish subordinates? There is much argument for the adaption to the Swedish culture and mindset though it is not easily done, given that we talk about leadership and given that we want something to occur, accomplishments of tasks to be suggested.

A Swede could not be attracted as a typical follower (Dubrin 2010), he or she could by nature be described as unwilling to accept commands and direction. The Swede is an independent person, very obvious at work (Preera 2010). She or he wants to be left alone and her sociability is high mainly on her own behalf (Berggren & Trädgårdh 2006). The importance of belonging to a group and participate must not be coupled with boundaries. The individuality is foundational and she requires from the leader to handle her individualistic, as someone special with an awareness of her loose bounds. Towards the leader the distance is large and as a result positions, formal authorities and hierarchical levels do not impress on her. The Swede wants to be left alone and she allows others to be left alone as she is respectful. She is valuing law, order and ethical aspects such as equality and she expects that from others as well. As long as we follow rules and legislations there could be no problem. The foundational issue is to keep situations stable and to not do anything wrong in regards to the order and ethical aspects. It is a matter of course that this value base in an individual rise a particular complexity for the leader, especially as many of the values are directly confronting the values constituting the dynamics in whatever competitive business landscape (Best 2009). And in addition, the values concerning equality and power distance are like to increase with the younger generation (Nordström & Ridderstråle 2000) and furthermore they bring with them the expectations of having fun and to have fun colleagues, without any bounds. Perhaps it is high time to question the foundational beliefs and the Swedish values and try to decide and develop new essential values (Nordström & Ridderstråle 2010).

The future of leadership education is uncertain. Will there be even stronger maintenance or an outbreak into something new? Continued maintenance of the situation encouraging the current values would likely in relative terms diminish the competitive and innovative ability in a fast moving business environment. Respondents mentioned increasing requirements from customers towards the participants, requirements of action and effects. They also expressed inconvenience about this and the customers decreasing generosity when it comes to fees and time available for the educational efforts. This could be a sign that something is happening, that the institutional field is veering, that values are changing towards more action orientation and innovation, and in a more demanding sense. This could be signs of a tendency towards the more demanding aspects in the situational-based leadership; to reach the highest level of performance; actually what it is all about (Blanchard 1990). Furthermore, these signs could be signs of growing interest for transformational leadership, though not based on values in opposite of change. There is though instead a certain risk stated by several of the respondents, that the opportunists gain from the veering and uncertainty and that we see a development towards smaller and cheaper practical quick-fixes on the market, boosted by the requirements from the customers and the uncertainty. It is important to note that the interest of the research in the field is already very low today. Most of the respondents seem to be just briefly aware of the modern and attentive theory. The influence from the Swedish institutions in the field and the Swedish research the universities and the Swedish military defense, were ranked the lowest.
In short, we consider the situation very much about what we will call *maintain and wait!* Perhaps the competition will become the new concept of leadership, regardless of our wants and values. We believe in a transformation of the whole field into something new and actually in contrast with the Swedish current values. We consider the adaption of the concepts to the Swedish corporate culture and value base, stated by several of the respondents due to all concepts discussed, in a way as transforming the concept into something it isn’t, eroding its core and deeper idea. Perhaps the Swedish mindset instead should be adapted to the concepts? That could be the area in focus and the challenge for developing the field of leadership education and leadership further. It is time to leave understandings like we don’t need to innovate, we are already superior behind. Affiliating with at least one of the respondents, it is time to demand something else than stability from the managers and from the suppliers of leadership education.