Women’s Leading Their Way in Leadership
Abstract

In the last twenty years, researchers could not fully reach an agreement of whether female and male leaders have similar or dissimilar leadership approaches. Nevertheless, there is a body of research driven with prophecies that women leaders have variant leadership styles.

This research is about women styles in leadership with focus on effective behaviours and qualities, as well as, the developed interpersonal skills adopted by a proportion of women leaders, which have positive impact on subordinates.

The study is conducted to generate my own understanding of some women perceptions of leading in a different way and the vindications of these perceptions. It is based on qualitative methods, deductive and inductive approaches are used for analysis.

Eight interviews was undertaken to complete the study. The interviewees were selected for the reason of being leaders who have experienced and practice leadership throughout their professions.

Last part of the thesis is not a summary of previous chapters but rather testing my fulfilment in answering the strategic main question. I will share my perception of women ways in leading. The reader would be introduced to the latest studies and horizons of the theme under study.

Keywords

Leadership, leaders, leadership style, women and men leadership styles, women, women leadership style, Gender.
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My first teacher in life and my ideal in patience and respect of self and others. Proud to be an educated woman with other four educated daughters in a country the ratio of literacy among women is predicted 71%.
To my dad
Who always stood with me with unlimited support.
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You are really a great source of support and empowerment believing in me.
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“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes” Marcel Proust

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1 Introduction

1.1 The Leader World View
Throughout the journey of leadership I learned, in order to become a good leader, one must know the world, as well as, she knows herself. Some articles about women in leadership witness women development in the professional path in different fields in different parts of the world. What is common among those women is their persistence and aspirations. It is fascinating how they are becoming leaders with their own views of leadership. However, in leadership roles, both women and men are indispensable, in tune, men and women as directors could perform, and, are gifted with leadership attributes (Ferrario 1991).

1.2 Women in Leadership
Only 18% of management positions in America were held by women in 1972. Later in 2002 the proportion increased to 46% (US Bureau of Labour Statistics 1982-2002). This unprecedented rise of women in different positions of workplaces is referred to many causes. Population change is one of the proposed reasons, which not only take place in USA, but also, in Europe. Generally, women enter marriage life in a late age, with a less number of children, therefore they could endow extra hours to their careers (Evans 2014). Moreover, these changes which take place in the society have an impact on the organizations which respond by incorporating women in higher positions, in addition, majority of companies increasingly are developing Human Resources practices to promote women to become executives (Eagly 2003). Also, the economic factors related primarily to the greater demands of the contemporary century life-style, single income become inadequate, interlinked with women propensity in becoming independent.
Women themselves are finding their ways into leadership positions, aided by their educational attainment thriven by the opportunities enhanced through the communication revolution.

1.3 Why women in Leadership?
The above question is of my concern as a researcher. This question caught my interest in the logic behind having women in the field of leadership. There is an international
concern about involvement of women. On countries level, New Zealand is known for leveraging diversity. According to the Ministry for Women in New Zealand, there are some advantages in involving women in leadership. Diversified leadership groups of women and men, would enhance wider perceptions about issues and yield more creative problem-solving. Women as leaders tend to take into consideration issues of the public like society and families issues to places of work to drive changes in family regulations. Additionally, the Ministry confirms that women exploitation means enriching human resources (Ministry for Women New Zealand 2003).

As an integral part of this thesis writing, the next sub-titles contain the inception of me, the research author, on important aspects related to the research, varying from the focal points, to its purpose and importance.

1.4 The Research Title

A body of studies arise to study men and women behaviour in leadership in a comparative basis. Ferrario (1991, p. 16) stated that ‘Leadership style and behaviour are usually treated as synonyms, both pointing to what leaders do’. There is a fiery debate on women and men leadership styles, similarities and differences. However, there is a number of research supports the assumption that there are differences in leadership style based on some theorists’ writings (Ferrario 1991).

The different women leading style scholars are headed by Rosener-an American researcher –in 1990- Rosener had inclined that a ratio of women had shown particular styles of leadership. Generally, women as leaders, have their own perspectives and ideas and perceive ways of leading people in a variant way.

On the other hand, theoretical prophecies were followed by writings from the public, particularly by some women leaders in the beginning of this century. Notorious figures like Anita Roddick the former CEO of the Body Shop and Andrea Jung former Avon CEO shared leadership experiences with readers whether in books or blogs. Both heightened their leadership styles and announced that one of the reasons behind their companies’ benchmarking is their own style as women leaders. As an extenuation to the previous research on women ways in leadership, the title of my thesis ‘Women’s leading their way in leadership’ is selected to evince and put more emphasis on ways women lead.
1.5 The Research Focus

Rosener (1990, p. 120) as a pioneer in the field of research ‘suggested a leadership style called interactive leadership’. The participant women in Rosener’s research are proactive in interacting and involving others in a positive way (Rosener 1990). The study indicated that, the women foster people’s participation, information and power are constantly exchanged, they instill enthusiasm for others to do work properly and to make people feel good about themselves (Rosener 1990). Co-workers are encouraged to openly give their input in small details of work and in greater ones; setting objectives of the vision (Rosener 1990). The study participants confirmed that, in tune power and information are shared voluntary, as leaders they don’t scrutinize information, and, they use reasoning to justify decisions (Rosener 1990).

Also, some theorists like (Helgesen 1990) suggest that particular female attributes are advantageous for women leaders, like being skilful in communication, to listen thoroughly and showing of empathy; being skilful in mediation, in arbitration and resolving of conflicts (Stanford, et al. 1990). In the same line, (Kabacoff 1998) finds that women tend to be empathetic, focus on people and what they need, they build friendly relations with co-workers. Therefore, the research focuses on effective behaviour and qualities displayed by some women in leading, as well as, the developed interpersonal skills adopted by a number of women leaders.

1.6 Research Issue

The constant debate on whether men and women behave differently in their leadership roles is a hit of arguable discussion. According to Eagly and Johannesen-Schmidt (2001, p.781) ‘this matter is usually discussed in terms of leadership styles. Also, Eagly & Johannesen-Schmidt (2001, p.781) added that ‘style is understood as the manifestation of relative stable patterns of behaviour by leaders’. The scholars need to understand if there are particular differences in leadership styles among sexes from a behavioral perspective. Moreover, women particular approaches in leading emerged as a manifestation of development in theories of leader behaviour in particular, and, in leadership literature in general.

But this trend of research in leadership stop us to investigate on causation of emergence of women different styles studies in the substance of leadership writings. We need to probe questions like, what brought women leadership style on the surface? Is it related
to certain changes in the employment market resulted in incorporating women into leadership positions?

Women styles in leadership presided some research as one approach to explain women misrepresentation in leadership positions in Europe. So, low proportions of women in executive roles, might referred to women and men leaders use different leadership styles (Cuadrado; Navas; Molero; Ferrer & Morales 2012).

Continuously, in other parts of the world, particularly in the US, leadership styles of women appeared in the field of research to illustrate the abrupt rise of women in the leadership occupations and places of work (Stanford; Oates & Flores 1995). Therefore, high proportions of women in executive roles, might referred to women and men leaders use different leadership styles.

An exemplary of women leaders describe their styles as collaborative, consultative and collegial (Chesterman et al. 2004). Also in a research conducted by ‘Caliper’ a US consultancy firm in 2005, the interviewed women leaders showed among some approaches, the team-oriented approach (Greenberg & Sweeney 2005). Based on these studies, the research issue is about Women styles in the field of leadership, in particular, women leaders having own approaches and ways in leading subordinates.

1.7 Research Question and Purpose

The published article of Rosener in 1990 (Ways Women Lead) was considered as a new addition to the field of leadership style. The interviewed women leaders claimed that they have different perspectives about their own leadership style (Rosener 1990).

Furthermore, the number of the interviewed women claimed that people like to take part in the organization by participating in goals achievements and to have opportunities to grow as individuals. Through inclusion, those subordinates would develop positive feelings of being an integral part of the organization, not only that, but contributed in goals achievements. These participants lead effectively by involving everyone and fostering their potential. On the basis on these prophesies, the research participants perceive their leadership style in a variant way (Rosener 1990).

Rosener research was in the nineties; in today’s world the situation for women leaders is not different. In a recent study in 2012 undertaken by a researcher from MDA Leadership Consulting in Minneapolis in USA on women firms leaders perceptions of leadership ways, according to Weidefeller (2012, p. 369) ‘the research participants inclined that they lead by connect and collaborate styles to achieve influence’. They
prescribed the style as collaborative rather than based on giving directions or authoritative (Weidefeller 2012).

This approach is enhanced by building relations in the organization horizontally with their colleagues and stakeholders, and vertically with top leaders (Weidefeller 2012). Further, this style is promoted professionally through use of networks, and integrated relations for a better perception of a particular issue, seeking consultation to successfully achieve objectives (Weidefeller 2012).

The importance of sharing perceptions of women leaders of contemporary organizations that it provides clear understanding on how women perceive their leading ways, and how they state their understanding of styles.

In contrast to conventional studies of women versus men leadership style which focus mainly on similarities and differences nor the gendered blind studies that aim to surpass one gender style over the other, my research would be grounded on perceptions of women leaders of their leading styles.

On the basis of (Rosener 1990) research empirical findings which suggested that women perceive their leadership style in a variant way. Also, on the basis of recent research findings on perceptual thinking of women leaders leading ways, the main question is formulated in the following way:

*How do some women perceive they lead in a different way from men and how do they justify this perception?*

The importance of this question in today’s world is the great value of understanding the development in perceptions about leadership in the minds of some women. It clarifies the appropriate manner adopted by numbers of women to climb the peak of leadership careers. Additionally, it provides leaders with effective qualities which act as reinforcing loop to build capabilities and to develop as leaders. Sharing of perceptions of enterprise women leaders would enlighten other women with interpersonal skills needed to make their way to echelons of leadership.

Apparently, past and recent researches took place in the Atlantic. It would be of great benefit to disseminate knowledge and apply similar research in another context- the Scandinavian- and in particular, Sweden. There is a great consensus for the suggestion of the coexistence of a Swedish leadership style (Holmberg & Akerbolm 2006). Therefore, the study would be contextualized to include the Swedish professional women leaders. Conduction of study in another part of the world would highlight on
perceptions of women leaders in another territories which will enhance understanding on styles perceptions from a variant perspective. Therefore, the research purpose is to generate understanding of both the perceptions and justifications of dissimilar style in leading, adopted by some Swedish women leaders.

1.8 The Objective(s) of the Study and Its Importance

My goals, are to evince on women ways in leadership and to find out the approaches adopted by women in leadership which have positive impact on others, as well as, qualities and interpersonal skills in leading subordinates.

Lawrence and Spybey (1986, p. 310-311) stated that ‘Swedish decision-making process is portrayed as participative, it is normal for a Swedish manager to consult her subordinates’. In relation to this, my aim is to highlight on Swedish women leadership style.

Understanding of styles of leadership will deepen my own and the readers’ perceptions of leadership style through the proposed women own views about leading. The study findings would generate knowledge not only about the Swedish professionals perceptual thinking about their leading ways, but also the logical reasoning of this perceptual thinking.

The study importance stem from its context. Sweden as a country is well known in promoting diversity and women participation from which it will add more emphasis to the field of study, it is worth to investigate and hear women voices about leadership in this country.

Additionally, it will be a reference for young leaders to learn from the experienced female leaders.

The research is an inspiration to infuse women to strive finding their places in boards through benefiting from the lively practice of leadership of the Swedish female leaders.

In the same direction, some scholars postulated that women leaders is viewed as an ideal by young generations of women leaders who prioritizes their professions (Schwartz 1989).

1.9 The Author Reflection on the Theme

I am fully aware of the other side of the coin, the existence of the other side of ways in leadership undertaken by some women leaders. There are indeed an adverse attitudes to the above mentioned qualities displayed by examples of women leaders. Some women
leaders think that their way to the top positions is to act like a man, adopting to more male leadership style. Rosener (1990) mentioned in her study that a number of women make their way to the top by adopting the conventional model; lead from power basis and act like men. On the other hand, there are exemplary of men leaders who adopt a leadership style compatible to women ways of leading, and in contrast, some male leaders might generate umbrage and lead authoritatively. Seemingly Rosener (1990) suggested that the transformational leadership style utilized by some men, is generally interlinked with women leadership styles.

Leadership is an art as described by Max De Pree, and, it is not limited to a specific gender. The earlier research had acknowledged some women leaders who had a perceptual stance about their leadership approach. Therefore, I presume it is intriguing to investigate on such social phenomenon, especially in a different context. As an author of this thesis I have shared explicitly my ideas with readers in this part to deliver my perception and passion about the theme.

As a guide of reading this research for readers, each chapter will be concluded with this asterisk as a sign to next chapter. The next part is an introductory to leadership style.
2 An Introductory to Leadership Style

2.1 Introduction

This part cast light and highlight on the theme of leadership style. Women and men leadership styles; incorporation of gender in the field of study will be discussed as well.

2.2 Leadership and Leaders

Leadership is defined by Baldoni from the five alphabets of “LEADER”, L: listening and learning from others, E: energising the organization, A: acting for the benefit for everybody, D: developments for themselves and others, E: empowerment of others to lead and R: recognition for achievement. (2000, p. 544)

Kibort (2002, p. 544) postulated that ‘the exemplary leaders must promote psychological hardiness in a climate of challenge, they must create a stimulating and pleasant workplace environment, while fostering a more effective workplace’. The corner of stone in leadership is the interaction between leader and followers (Kibort 2002).

2.3 Leadership Styles

Eagly & Johannesen-Schmidt (2001, p. 781) defined leadership style as ‘relatively, stable patterns of behaviour that are manifested by leaders’, or the other definition of Bass (1990, p. 27) ‘the alternative ways that leaders pattern their interactive behaviour to fulfil their roles as leaders’.

According to Bass (1990); Eagly and Johannesen-Schmidt (2001); Eagly and Johnson (1990); Eagly and Karau (2002), ‘the main styles in the classic research on leadership are autocratic versus democratic, task-and relationship-oriented’ (p. 3085).

In the autocratic leadership style, decisions are made only by the leader with limited space of participation for the group members (see De Cremer 2007, for a review). On the other hand, the democratic leadership style is participatory, based on counselling of others, with a great involvement of the team-members, whom are motivated by the leader to contribute in decision making process (Bass 1990; Gastil 1994). Task-oriented style is about objectives accomplishments, with focus on mission achievement, whereas,

2.4 Importance of Leadership Style

A group of researchers drew the attention of the unobserved impact of the leader’s styles on their employees (Warrick 1981). A small number of leaders are aware of how leadership styles affect the subordinates’ work performance and contentment towards jobs (Warrick 1981). Leaders are responsible for both, the personal and materialistic incentives of their followers, which influence members’ motivational attitudes towards work (Warrick 1981). Leaders could affect their followers’ self-esteem positively, by displaying an effective leadership style or negatively by showing the opposite behaviour (Warrick 1981). This may be to the extent to have an impact on followers’ well-being by creating a work environment that stimulate their potential or the other way by making one filled with distress and anxiety (Warrick 1981). The leader’s way of leading is not confined to individuals only but expands to groups by affecting their work performance (Warrick 1981). Certainly other factors like the work environment, the job circumstances and difficulties, chances to grow and learn for individuals, passion towards work, relationships with colleagues, all have an impact on followers and performing of work in addition to leadership style (Warrick 1981). In the end, leader’s style has blatant sequences, which has to be weighed and never undervalued (Warrick 1981).

2.5 Women and Men Leadership Styles

In the past twenty years there was an ongoing discussions in leadership research, in particular, in male and female managers leadership styles whether similar or the other way (Burke & Collins 2001).

Writings about men and women leaders similar or dissimilar styles reach no agreement (Eagly & Johannesen-Schmidt 2001). The proponents of women different style represent book writers who illustrated their own experience in companies, also, by interviewing enterprises managers. These writers postulated that men and women leaders lead in different ways. In general, women as leaders seldom lead from their organization structure, adopt a collaborative and cooperative approach in leading, in addition, they promote the positive self-image of their followers (e.g., Book 2000; Helgesen 1990; Rosener 1994). Oppositely, the other school claimed that men and
women leadership styles are of no difference (e.g., Powell 1990). These findings found agreement by a number of leadership scholars, for example (Powell 1990; 1993) and (Bass 1981). This was until 1990, when the Harvard Business Review article (Ways Women Lead) by Rosener was published, the past agreements on men and women leadership styles of no difference was questioned. especially Bass, who was known as a supporter of no gender difference, started to revise his earlier views (Bass et al. 1996).

2.6 Notions of Women/Men and Female/Male

Through my readings in my research theme, I draw realisation of different uses of women/men and females/males leadership styles. In the on-going debate on varieties of women from men leaders’ ways of leading, words of female and male are used respectively to exchange woman and man with no specific inclination of any difference between them. However, in the research of feminine leadership, the words masculine and male are used in research respectively for comparative analysis, of female and male leaders.

Moreover, in a number of studies which illustrated differences of leadership styles on the substance of ‘Gender’, I insight, in general, the use of female and male in analysis within the study.

Although in some research the notions of female and male are used from a gender perspective to differentiate the styles of leaders, however, in my research it is not used for that purpose. In most cases, I used the terms of women and men more excessively in describing their ways of leading.

2.7 Feminine and Masculine Leadership Style

According to Loden the feminine leadership style is: A non-traditional style with qualities to be considered more feminine, utilizes the full range of women’s natural talents and abilities; co-operative collaborative approach, team spirit and intuitive/rational/creative approach in problem solving. (1985, p. 13)

Also, this style is about handling people relations to avoid disputes, and followers’ inspiration. In addition, female leaders are interested in people and their needs (Loden 1985).

On the other hand, the masculine leadership style is defined by Friedan (1983); Deal (1982) as: ‘The concept of competition being at the heart of corporations’ (p. 13). Features of this style are strategy control and systematic approach (Friedan 1983; Deal
Male leaders have desire to win, thoughtful in solving problems and skillful in mediation (Friedan 1983; Deal 1982).

2.8 Gender in Leadership Style

In the field of behavioural styles of leaders, Gender was intruded in leadership research following the emergence of proponents of females do lead in ways dissimilar to males. The prominent scholars in this field of research are Loden (1985), Helgesen (1990), Rosener (1990), Rosener et al. (1990), Alimo-Metcalfe (1995), Rosener (1995), Bass, et al. (1996), Lipman-Blumen (1996), Lipman-Blumen et al. (1996).

Gendered leadership style studies have propensity to label individuals on the grounds of their gender to differentiate leadership styles. Some leadership characteristics are affiliated narrowly to be only feminine or masculine. Conventional male leadership style is associated with independence, objectivity and competitiveness (Ferrario, 1991). On the other hand, traditional female leadership style studies describe female leaders as passive, kind and emotional (Ferrario 1991).

Seemingly, it classifies people to certain occupations based on their gender, Kanter has stated that generally women are positioned in staff –oriented occupations for their naturalistic perception about people and for their natural emotional behaviour. In the same line, some theoretical frames construct their claims and put more emphasis on what is perceived to be primarily female or male.

In their research, (Eagly & Johnson 1990) meta-analysis was on the basis of gender as a determining factor on significant differences between women and men.

On the basis on Bales’s work (1951; 1953), Eagly and Johnson acknowledged two types of leadership, task and interpersonal styles. Task style is defined by Eagly and Johnson (1990); Korabik (1990) ‘as initiating structure into a situation, such as rules and procedures, standards and role expectations’ (p. 224).

Eagly and Johnson and Korabik defined Interpersonal orientation as consideration and socio-emotional orientation, meaning that the leaders show interest in subordinates by explaining, acting in a friendly manner and doing favours for a co-worker. (1990, p. 224)

On stereotyping basis, men are perceived to be task-oriented, on the other hand, women are perceived to be interpersonal oriented (Hochschild 1983). Also, (Eagly & Johnson 1990) in their study identified democratic opposite to autocratic style. (Eagly & Johnson 1990) attributed the autocratic behaviour to male leaders, on
the other hand, they attributed the democratic behaviour to female leaders. Women styles viewed as being based on democracy and participation (Eagly & Johnson 1990). Therefore, gendering of approaches used in management of employees, as well as, allocation of individuals to specific occupations based on masculinity and femininity would lead to classifications of both sexes. Similarly, constructing a theoretical framework on what is purely female or male have the same consequences. A trait like relationship-oriented is not confined primarily to female leaders, there is a high probability that a wide range of male leaders share this skill. Same as, independence as a trait could be also dispersed among male/female leaders. Finally, it is preferable to exclude gender in illustrating ways women and men lead as it could automatically exacerbate stereotyping of females and males based on their gender.

The next chapter is about the research theory.
3 Theory of the Study

3.1 Introduction

This chapter is an exploration of women appearance in the former leadership studies and their noticeable contributions in the workforce. The development in leadership theories and research resulted in new literature of leaders’ behaviours which gradually led to an upsurge of leadership styles theories (Jogulu & Wood 2006). Research pioneered by Burns in 1970, resulted in more extensive studies on women and men leadership styles and likely was the beginning of alteration in recognition of women in management and leadership theory, their imprint was clearly acknowledged and valued (Jogulu & Wood 2006). The light will be shed on gradual appearance of women in executive positions in the US job market and Style studies, which suggested connections with women leading traits.

3.2 Women Appearance in Former Leadership Literature and in Workforce

Denmark (1993, p. 237) postulated that “in the 18th and 19th centuries, philosophers suggested a theory of leadership which was termed the ‘Great Man’ theory’”. Denmark (1993, p. 237) added that “this theory assumed that personal attributes of the great man ‘determined the course of history’”.

The great man was believed to have innate characteristics which make him remarkable compared to his followers (Bass 1990). These features are scarce, only exist in some leaders, therefore, researchers think it is innate (Denmark 1993).

It is realisable that in the former theory, and from its name, the Great Man, women were not part of the field of study at that particular time (Jogulu & Wood 2006). It might be related to the employment circumstances which shaped women entrance to small works at that era of time, too, there might be no proportion of women in paid employment (Jogulu & Wood 2006).

The spawning of new research and theoretical propositions was an off-shoots to great man theory. This theory focuses on abilities that differentiate leaders from others (Bass 1990). Trait theories were eminent in the literature in the period from 1904 to 1947 (Bass 1990). The focal was on unique traits of individuals (Spotts 1976). This theory presumed that a substantial number of unique traits are possessed by leaders (Spotts 1976), nevertheless, there are major traits which appear like, self-assurance, striving for
accomplishment, driven by motives followed by execution, and self-observation (Ellis 1988). These theories basically prescribed features important for an effective leadership (Jogulu & Wood 2006). Though women are not part of this field of research, but in real life, particularly, in 1900, it was the beginning of entry of a small proportion of women into the employment market, to work in aiding roles in organizations such as office assistants (Jogulu & Wood 2006). Notwithstanding, in 1940, management jobs were occupied by some women with only four per cent (Parker & Fagenson 1994). Women were viewed conventionally as care-givers, aides, educators, or working in nursing jobs in hospitals and not as leaders in that era of time (Koziara et al, 1987). Despite this societal views connected to women in that period, but in fact, the initial small careers had led to promotion of women into leadership positions in later years.

After the 1940s, a number of scholars realised that effective leadership is not exclusive to traits only, but might be related to communication between leaders and followers, and the situation that takes place (Jogulu & Wood 2006). At this stage leaders were not necessarily believed to have particular abilities by birth (McGregor 1976). Gardner (1989, p. xv) suggested a modern concept of leadership:

‘Many dismiss the subject with confident assertion that ‘leaders are born not made’ Nonsense! Most of what leaders have that enables them to lead is learned’.

Gardner’s findings were considered the foundation of the behaviour theory of leadership. It represents a shift in the conviction of innate features gifted to some leaders to behavioural aspects which could be learned by leaders (Jogulu & Wood 2006). These theories achieved prominence in the 1960s, when there was limited number of women in higher positions in the organizations (Jogulu & Wood 2006).

Four theories of leadership behaviour emerged. The first was proposed by researchers from the University of Iowa. Lewin and Lippitt (1938, p. 238) suggested three behavioural aspects of leaders; ‘democratic, autocratic and laissez-faire styles’. The effectual style among these styles was the democratic one (Bass 1990). In 1940 and 1950, the scholars of Ohio State University; Kerr et al (1974, p. 238) divided theories of behaviours into two ‘consideration and initiating structure’, which was the second theory. The behaviour of Consideration was about consideration to followers’ thoughts and emotions, whereas the behaviour of initiating structure meant to structure relations in order to meet objectives.

The University of Michigan was the third study, which was explained by Kahn and Katz (1960, p. 238) as ‘employee oriented and production oriented’. The employee-oriented
leaders are heightened among production oriented ones, where leaders not only they infuse production but to motivate employees satisfaction towards their jobs (Kahn & Katz 1960).

Blake and Mouton (1964, p. 239) suggested the ‘Managerial Grid’, according to Blake and Mouton (1964, p.239) it composed of two behaviours that characterise leaders ‘concern for people and concern for production’, this study was the fourth. Both researchers postulated that the effectual leadership could be accomplished by adjourning concern for people and production (Blake & Mouton 1964).

Again, no- appearance of women in the mentioned studies and when the behavioural theories reached their broadest acknowledgment in the 1960s up to 1970s there was a slight increment of women proportions - 16 per cent - in the managerial positions in the USA (Powell 1999). There is a possibility that the surrounding environment and limited education opportunities, have likely contributed on women non-existence in scholars’ writings. However, during this period of research in the 1970, concern for people as a behavioural aspect was highly considered as an effectual leadership quality (Jogulu & Wood 2006). This behavioural aspect was correlated relatively with female’ traits (Jogulu & Wood 2006).

As a consequence, research in leadership developed and effective leadership believed to depend on the leaders traits and the situational factors (Bass 1990). Leaders who highly consider the factors of each situation, and to figure out the best style of leadership to deal with every single situation, are considered effectual leaders. Therefore, leadership is a result of particular circumstances.

Some scholars related that women are not included in these studies due to their low representation in managerial positions at the time of situational theories (Jogulu & Wood 2006).

The upcoming researches focused on leaders leadership styles to comprehensively explain effectual leadership (Jogulu & Wood 2006). Two researchers Lewin and Lippitt carried out studies on leaders style in 1938, which gained popularity after many years between 1960 and 1970. These studies proposed that leaders have different ways in leading organizations. Based on these prophecies, there were three styles of leaders:

First, the autocratic leaders, in general, are leaders who are authoritative, the strength of their leadership is stemmed from usage of power. Blau and Scott (1962, p. 239) also defined the autocratic leader as ‘As a person who use power to be strict rather than lenient, to supervise closely, and to ensure adherence to procedures’.
Bass contended that a powerful autocratic leader influenced followers because of the power of the leader’s position, or the power of the leader as a person made others expect that the leader will reward them for compliance or punish them for rejection. (1999, p. 239)

Classically, in these former research, these conceptions explained leadership in relation to work or individual behaviour which is linked with dictatorship in one side and democracy in the other (Bass 1990).

Generally, the autocratic style was detached from the feminine style (Jogulu & Wood 2006).

Second, the democratic leaders, in general, are leaders who build trust in followers, who build a followership relations (Bass, 1990). Leading with democracy meant that leaders share the vision first with followers, who are motivated to participate in order to accomplish the objectives. Notwithstanding, in this style, the co-workers had a great support from the leader to act independently to carry out tasks (Bass, 1990).

According to Bass (1990) this style of leadership origins are from the United States, certain characteristics are related to leaders who embody this style like being kind, considerable, and flexible to make compromises and they are also described as responsible towards their co-workers.

In general, the democratic style was related to the feminine style of leadership (Jogulu & Wood 2006).

Third, the laissez-faire leader. In this style people perform tasks without being supervised by leaders. In accordance to the former research, (Stogdill 1974) in the laissez-faire style, leadership tasks are intentionally neglected (Bass 1990). The Laissez-faire leaders were understood to have lack of confidence in supervising and managing others, and they avoid meeting and confronting their employees (Bass 1990).

In the end, throughout years of research in leadership, in general, focus was on either leader’s qualities and traits or leader’s behaviours for an effective leadership. Women entrance to the employment market was gradual till the seventies; there was a minor increase in number of women who held leading positions (Jogulu & Wood 2006). However, in some literature of leadership style, some attributes were referred to women leadership qualities (Jogulu & Wood 2006).
3.3 Women Appearance in Contemporary Leadership Literature and Rise in Workforce

As a continuation of development in leadership theories, I would like to assess how the current theories of leadership acknowledged women and their qualities in ways of leading subordinates. I realised that development in theory was accompanied by women rise in higher positions in the workforce.

Also it is realisable that leadership style theories was influenced by the former works of (Burns 1978) who developed a comprehensive study of particular leadership types, which later led to development in studies on ways women and men lead (Jogulu & Wood 2006).

Burns (1970, p. 243) introduced ‘the terms of transactional and transformational styles’, to elucidate the political leaders variance in behaviour.

Burns (1978, p. 243) ‘defined transactional leaders as people who emphasised work standards, assignments and had task-oriented aims’. As a consequence, transactional leaders focus primarily on tasks accomplishment and have an impact on subordinates work through promotion or punishment (Burns 1978).

On the other hand, Burns (1978, p. 243) ‘defined transformational leaders as people who identified potential in their followers’.

Burns work did not include women and men ways of leading people, but it was considered a base for other researchers to examine women and men different styles in leadership, Bass and other researchers carried on studies on women and men leadership styles based on the transactional and transformational styles of political leaders (Bass 1985).

The research of Bass inclined in a way, the early influence of women in leadership roles. Which commenced by studying the differences in leadership ways between the two sexes (Jogulu & Wood 2006).

Bass and Avolio (1994, p. 243), Mandell and Pherwani (2003, p. 243) explained the ‘transactional leadership style as one which use a transaction between leaders and followers, who then be rewarded or disciplined based on work performance’.

Bass (1997) stated that transactional leaders use power for employees to finish work. The usage of power varies in type or timing.

Moreover Klenke (1993, p. 330) mentioned the characteristics of the transactional style in leadership and stated that it is profoundly associated with male traits, ‘as it is
distinguished by competitiveness, hierarchical authority and high control of the leader and analytical problem solving’.

On the other hand, Klenke (1993, p. 330) added that the transformational leadership style was in close relation with ‘feminine model of leadership which built around cooperation, collaboration, lower control for the leader and problem solving based on intuition and rationality’.

Researchers described the transformational leadership style as one in which leaders motivate and facilitate followers for objectives accomplishments (Bass 1997).

In the beginning of nineties, Bass (1990, p. 244) developed the early work by ‘adding that the transformational leadership is a behavioural process of being learned and managed’.

    According to Bass it is a leadership process that is systematic, consisting of purposeful and organized search for changes, systematic analysis, and the capacity to move resources from areas from lesser to greater productivity. (1990, p. 53-54)

Mandell and Pherwani (2003, p. 390) added that ‘the leaders achieve this stimulation by creating an awareness of the mission of the organization and develop followers to a higher level of ability and potential’. Also Mandell and Pherwani (2003, p. 390) mentioned that, ‘transformational leaders were believed to have the ability to motivate, inspire, and support creativity in their followers’.

    Additionally Judge and Piccolo stated that, this appeared to be achieved through transformational leaders exhibiting a high degree of individualised consideration which is the degree to which attends to each follower’s needs and listens to their concerns by acting as a mentor. (2004, p. 755)

These theories of transactional and transformational considered as a remarkable change in acknowledgment of women in managerial and leadership positions and their feminine qualities were relatively recognized (Jogulu & Wood 2006). This body of research extended in academia and concurred with rising of women in the employment market (Jogulu & Wood 2006).

3.4 Women versus Men Styles

There is a constant argument on whether women have variant leadership styles, traits from their men counterparts (De La Rey 2005). A number of scholars stated no difference among female and male leaders. This array of thought viewed that the criteria in selecting leaders are based on organizational roles rather than gender roles (Korabik et al. 1993; Kushnell & Newton 1986; Powell 1990). The scholars assumed that women
who embodied the nonconventional leader role, is against female ordinary roles, therefore their needs and leading styles are not different from male leaders (Korabik et al. 1993; Kushnell & Newton 1986; Powell 1990).

The second school suggests that females differ from males in leadership styles. Women leading styles are characterised relatively of participation, democracy and sensitivity to others (De La Rey 2005). Other features connected more or less with women leaders are, resolution of conflicts, and personality skills by listening thoroughly and showing sensitivity to other people feelings (De La Rey 2005). Women are likely described of being participatory, and exchanging information and power in constant basis (De La Rey 2005). The prophesies of the second school which agree on women variant style, found support by later studies which suggested that women leaders are viewed from the perspective of being collaborative, counselling followers in decisions, and they build a colleagueship work environment (Chesterman, et al. 2004).

3.5 Theories of Women and Men Variant Styles

A stream of literature passed through lines of theories to examine whether women and men lead in different ways. It went through stages; women and men are viewed from variant perspectives.

Four lines of research were built to identify whether or not leadership approaches differ between men and women.

First, the Biology and Sex hypothesis inclined that biology is the primary determinant of leadership, therefore innate leadership is confined to only male leaders. In fact, this biology approach inclined that women path to top positions could be by leading in ways similar to men (Appelbaum; Audet & Miller 2002). This research had mere voices to support, successors concluded that women and men have less varieties in innate abilities (Oakley 2000; Dobbins & Platz 1986; Powell 1993).

Second, the Gender Role, the gender role theory is in tune with other studies that male and female are leading in different ways. This theory state that roles undertaken by leaders in organizations and not their gender lead to leader’s rise (Kent & Moss 1994).

A part of this second work of research inclined a leadership style more suitable for women (Kent & Moss 1994). This style is known as the Androgynous Style, a mixture of masculine and feminine behaviours (Kolb 1997).

Third, the environment factors which consist of Attitudes of women towards leadership, women self-assurance, women past experience of work, the enterprise Environment...
(Appelbaum; Audet & Miller 2002), and according to Rigg & Sparrow (1994, p. 47) the ‘Old-boys’ Network’. These factors in aggregate represent the main determinant of women versus men in leadership ways.

The passive attitudes of women towards leadership -which is embedded by society in early age- may give wrong signs to others of their capabilities as leaders, which may put them in a non-favourable situation at work (Claes 1993; Lipsey et al. 1990).

Similarly, when women display less self-confidence, it would result in negative views regarding their competencies and leadership skills (Appelbaum; Audet & Miller 2002).

Moreover, women short pipeline in career experience could be seen as an indicator of deficiency in leadership skills (Appelbaum; Audet & Miller 2002).

The enterprise Environment where women feel less evaluated, affect women attitudes towards leadership. Conventional male enterprises may enforce some women to show counterproductive behaviours and attitudes (Wicks & Bradshaw 1999).

Rigg & Sparrow (1994, p. 47) ‘The old-boys Network’ refers to the notion of men only networks in North-America, especially colleagues working in the same organization. It obstructs women promotions in the organization, by not being part of these networks (Appelbaum; Audet & Miller 2002).

Fourth, the *attitudinal Drivers*. This theory represents an obvious differentiation of women and men in their styles of leading followers.

Numerous sources of research acknowledges differences in females’ different approach in leadership.

Claes (1999, p. 48) stated that ‘new values, feminine values have appeared in business, they are relatively based on consensual relations, and likely, inspire a different management approach to communication, leadership, negotiations, organization and control’.

Also, Appelbaum; Audet & Miller (2002, p. 48) suggested some traits to prescribe males in the following:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
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<tbody>
<tr>
<td>Structural</td>
<td>Consideration</td>
</tr>
<tr>
<td>Transactional</td>
<td>Transformational</td>
</tr>
<tr>
<td>Autocratic</td>
<td>Participative</td>
</tr>
<tr>
<td>Instruction-giving</td>
<td>Socio-expressive</td>
</tr>
</tbody>
</table>
Some researchers like (Helgesen 1990) suggest that particular female attributes are advantageous for women leaders. Traits like being skillful in communication (to listen thoroughly and showing of empathy to others); being skillful in mediation (in arbitration and resolving of conflicts); advanced personal traits and a softer way in managing people (Stanford, et al. 1995).

Kabacoff (1998) finds that women have tendency to be empathetic, to focus mainly on people and what they need, they build friendly relations with co-workers, and being communicative, send and receive ideas constantly, defining roles and what is expected from others. In general women have interest in people, driven by feelings towards followers, popularity, and competency to create relations vertically and with superiors. In the same line, women tend to have high rates in meeting production goals in leadership; an aspiring spirit for accomplishment, and hold high beliefs in themselves and followers. While, men tend to have high rates of being visionary with great focus on strategies plans. Moreover, women leadership style is people-oriented, while men is business-oriented.

I insight from the stream of theories that recognition of qualities of some examples of women in leading was derived from the observational perceptions rather than favouring women on men in leadership ways. It is not based on the right or wrong ways of leadership among females or males; it is an assessment of some women leading approaches.

3.6 Theorists of Women /Men variant Leadership Style

This illustration of literature of women and men divergent leadership styles represents a perceptual thinking of this divergence rather than favouring one style over other. (Nixdorff 2004).

The Book of Loden (1985), *Feminine Leadership: or How to Succeed in Business without Being One Of The Boys*, was one of the first books which cast light on women leadership traits.

Loden confirmed the existence of a masculine leadership style based on a firm grip on control, organization structure, and systematic solving of problems (Loden 1985). While, women, tend to favour a feminine leadership style, based on less grip of control, group
problem-solving with emphasis on collaboration and cooperation (Loden 1985). Feminine leadership style is combined of soft and cognitive traits (Loden 1985). Loden presumed that female leaders perceive the world differently, and, in dealing with challenges they react by using their minds and by sensitizing their emotional side. According to the author, adopting this leadership style by women construct an environment of collaboration, involvement, and share of responsibility. Helgesen (1990, p. 2) ‘describes the differences between male and female leaders by using two images: the hierarchy and the web’. Also Helgesen (1990, p. 2) proposes that ‘women form flat organizations rather than hierarchical ones, and their leadership style is likely featured by frequent contacts with staff members and sharing of information’. According to the Helgesen (1990, p. 2) ‘the integration of female values into the leadership situation, tend to create a web of inclusion, a circular system interconnected by an exchange of power and information’. Helgesen (1990, p. 2) added that ‘At the center of the web, is the woman leader, visualized to stress the importance of accessibility and maintains an open-door policy’.

Further female leaders in their leading style, built personal relations with both female and male employees. Also female leaders build relations with individuals and these relations are separated from the other group members relationships (Yammarino; Dubinski; Comer & Jolson 1997).

Female and male divergence might be due to the reason that both genders view the world from a different perspective and thus communicate in dissimilar ways (Gilligan 1982, cited in Bass & Avolio 1994). For women leaders the world is perceived as a web of network characterised by consensual agreements (Tannen 1990). For men leaders the world is perceived of people with social status stem from positions in the hierarchy in which life is based on competitiveness to become successful, avoiding power loss by being autonomous (Tannen 1990).

Stanford; Oates & Flores (1995) carried a qualitative research on women leaders power platform. In the study, all women confirmed they never rely on their positions in the hierarchy in influencing others, they also stated avoidance of forcible power. To these women power is based on personal influence. It could be compatible to French and Raven power model (French & Raven, 1959 cited in Stanford, et al. 1995) which suggested that it is communal for women leaders to refer to expert power. Moreover, their findings had shown that women lead from a team-oriented basis to motivate employees participation and involvement. A major number of women participant in the
research stated that they encourage employees’ input in decisions and they prefer not to give instructions.

♠ The following would be the methodological approach of the research.
4 Methodology

4.1 Introduction

This chapter displays the shift from quantitative to alternative prototypes—the qualitative methodologies in leadership studies. Despite, the characteristics of quantitative methods, my option of qualitative approach is for its aid in greater understanding of the proposed participants’ descriptions of their ways in leading people (Klenke 2008). In addition, conducting leadership research qualitatively enhance in-depth exploration of a leadership phenomenon.

The qualitative research as a methodology would be outlined beside the motivation of being selected for this study. It is also essential to justify using of semi-structured interviews. The last parts of the chapter composed of typology and nature of my research questions. Beside details of research design and data collection.

4.2 Leadership: Past and Current Research Trends

Leadership as a theme in academia is highly considered in a substantial number of empirical research (Klenke 2008). In the past, research in leadership was conducted entirely on quantitative basis for a better understanding of leadership dilemmas resulted in scientific resolutions of these problems (Klenke 2008).

In the present time, the quantitative method has come into question after some objections which called for alternative methodology in leadership studies. These voices placed the qualitative paradigm as an alternative due to unsatisfactory with data generated from quantitative research (Van Maanen 1988; Weber 2004). Furthermore Cepeda and Martin (2005, p. 851) claimed that in ‘qualitative research interpretation of results is difficult due to the voluminous size of data’. The quantitative methodology is a viable method to test hypothesis with big sample sizes, nevertheless, it does not enhance perception of leaders descriptions of important incidents lived individually or professionally within the organizations (Klenke 2008).

Notwithstanding, quantitative descriptions in leadership studies majorly failed to generate understanding of a particular phenomenon (Klenke, 2008). Several authors (Bryman, Stephens & á Cambo 1996; Conger 1998; Steiner 2002) maintained that qualitative methodology should be excessively incorporated in leadership and Management studies.
Klenke (2008, p. 4) clarified that the qualitative analysis is suitable for leadership studies due to the ‘multidisciplinary nature of qualitative methods which has to be more open about paradigmatic assumptions, methodological preferences, and ideological commitments than many single disciplines’.

In addition, the study of leadership depends on context, Guba and Lincoln claimed that stripping quantitative research and leadership of its context, through appropriate controls or randomization may increase the theoretical rigor of study but detracts from its relevance, that is, applicability or generalizability, because their outcomes can be properly applied only in other similarly truncated or contextually stripped situations (another laboratory, for example). Qualitative data it is argued can redress the imbalance by providing contextual information. (1994, p. 106)

Conduction of qualitative leadership research, with an equivalent degree of consistency and consideration of quality, would be advantageous more than quantitative methods by providing more ways of in-depth investigation of a leadership phenomenon, by giving answers to questions of why about leadership, opposite to questions of what, which are interpreted by quantitative studies (Klenke 2008).

4.3 Why Qualitative Research?

Greetz (1973, p. 12) postulated that ‘qualitative method adds value to the study of leadership because it provides extensive, thick description of a phenomenon’. This intensive description of the phenomenon under study enables researchers to understand variant view-points (Greetz 1973). In the qualitative research the researcher is proximate to the study participants rather than depending on detached computerised quantitative data (Denzin & Lincoln 1994). The informants experience and variant perspectives are the focal of qualitative research. Klenke (2008, p. 12) stated that ‘they become a source of empowerment that can be seen as reflecting alternative scientific paradigms by acknowledging reality as being filtered through local, historical, contextual and multiple lenses’.

My motivation to use qualitative method is for the space it provides for detailed description. In reporting my qualitative data, I have used the description method to report my interviewees’ responses. It will help the reader to attain my respondents variant voices and perspectives, and, to be involved in the panorama of interviews. In addition to that, another motivation which is relative the development of scientific paradigm of theory through the empirical stands of my interviewees.
4.4 Definitions of Qualitative Research

Denzin and Lincoln defined Qualitative Research: a multi-method in focus, involving and interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomenon in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials, case-study, personal experience, introspective, life-story, interviews, observational, historical, interactional, and visual texts that describe routine and problematic moments of individuals and meanings in individuals lives. (1994, p. 1)

Another definition by Creswell; Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analysis words, reports detailed views of informants, and conducts the study in a natural settings. (1994, p. 1-2)

In a qualitative study, the participant is an active object, as being an integral source of knowledge together with the researcher. Through the respondents’ valuable input, the study could take another path (Klenke, 2008).

4.5 Participants in Qualitative Research

Klenke (2008, p. 10-11) contended that ‘Qualitative research employs purposive or theoretical sampling, meaning the researcher intentionally selects participants who can contribute an in-depth, information-rich understanding of the phenomenon under investigation’.

The primary source of information in qualitative research are the participants. The researcher should display the participants' perspectives in the content of study. In tune, the informants and the knowledge creators cooperate in designing and collecting of data to reach a story that illustrate the interviewees voices (Klenke, 2008).

Seemingly, the two parties generate common understanding of a particular issue by exchanging of thoughts. The participants share experiences and understandings of a certain phenomenon, aware that their views are willingly accepted and valued by the researcher, which lead to deeper perception about the studied phenomenon (Klenke 2008). Furthermore, the researchers in a qualitative studies take a main part with all their subjectivity, predispositions, and professional experience (Klenke, 2008).

The participants in my research are deliberately selected to be the source of primary data to disseminate knowledge. Participants in my research are chosen for several
reasons. They are leaders who have experienced and practice leadership throughout their professions. Therefore, knowledge can be built through their experiences and understanding of own leading styles.

4.6 Qualitative Interviewing

The main objective of qualitative study is to construct theory. Building a theory assists knowledge creators to bring explanations of empirical data gathered in conducting of study (Hesse-Biber & Leavy 2004). Nevertheless, it is essential to state that in qualitative analysis methods and theoretical framework are intuitively connected (Hesse-Biber & Leavy 2004). Methods are means used in collecting and analysing of data. In qualitative methods there are numbers of tools based on observing, interacting and making of interviews (Hesse-Biber & Leavy 2004).

DeVault (1990, p. 50) mentioned that ‘Interviews are a common tool of qualitative inquiry. By their very nature, they represent a form of social interaction grounded in talk’.

In interviews, the researcher exist in the setting of the informants and lessen the distance (Guba & Lincoln 1988). Therefore, data is created through the subjective views of respondents (Guba & Lincoln 1988). Thus it is necessary, then, to carry out research in the field, in the participants’ residences or working places. The context is essential to generate perceptual views through the participants views (Guba & Lincoln 1988). The context where my interviews take place was in the field. Majority of my interviews conducted in my interviewees’ offices. There might be some conflicting views about suitability of work places for participants not to express freely their ideas; nevertheless, I have developed a feeling that my interviewees were comfortable.

I am fully aware that subjective views may not be concrete as objective facts, however, views of my respondents create the knowledge in my study. This point of subjectivity can be considered as a critique of the qualitative method.

4.7 Semi-Structured Interviews

Interviews range from unstructured to semi-structured (Flick 2006). It is claimed that semi-structured interviews are favourable because questions could be modified to fit the participants understanding, unlike the standardised questions of questionnaires (Flick 2006).
I will outline why I have chosen this type of interview; semi-structured. The open type of this kind of interview enables my interviewees to openly express their ideas, by sharing their perspectives they would likely get out of their comfort zones. Moreover, the semi-structured interview is the most profound and suitable approach to collect data (Kvale & Brinkmann 2009). It permits the trained researcher to make some changes in questions to provoke complete answers from respondents. More essentially, the interviewees could express freely their ideas and conversed their own language (Kvale & Brinkmann 2009). It is an effective tool of interviewing when the interviewer perceives the interviewees understanding of the social phenomenon under investigation (Kvale & Brinkmann 2009).

4.8 Typology of my Research Questions

In interviewing, the researcher should avoid probing questions with a single word answers - yes or no- that obstructs the sequence of the interview, or using heavy-load questions which disturb the interviewee (Hannabuss 1996). In my research questions, I tried completely to avoid these kinds of questions which is replied by yes or no, as it obstructs the flow of my interviewees’ ideas, giving them space to express their perspective. In the same line, the interviewer has to avoid asking leading questions or not to follow-up, or to estrange some additions suggested by the interviewee (Hannabuss 1996). From my part, I tried to avoid to give my informants the impression that my questions are interrogating, nevertheless, it happened to me once, when one of my interviewees, who had been sent the interview questions beforehand thought some of the interview questions are of leading questions. To encounter such situations is part of the challenge of interviewing. However, it required clearance from my side to justify the non-leading nature of the questions and they primarily dependent on my participants own perceptions and subjective views. I assume, in the end, it changed the informant’s impression.

In concern of typology of interview questions (Kvale 1996, pp. 133-135), I will present the listed typography of questions, which I attempted to follow in my interview questions. Thus, the typology of my research questions commenced by (Kvale 1996, pp. 133-135) ‘introducing questions’, to move on to the main interview question, like, could you tell me about how do you become a leader? . To draw more complete narratives from my
respondents, I followed the (Kvale 1996, pp. 133-135) ‘probing question’ like your comment about that? Also, to develop more precise answers from general statements, it is useful to use (Kvale 1996, pp. 133-135) ‘specifying question’, like what do you think then, if you agree? Other types of questions included, (Kvale 1996, pp. 133-135) ‘direct question’ for example, Can you please explain your interactions and communications with your team? which is purposefully asked to elicit direct responses. Further, I probed (Kvale 1996, pp. 133-135) ‘indirect questions’ to elucidate whether women leaders build a consensus leadership by involving everyone, like, your comment about times the leader is convinced by her team views, and, vice versa. Finally, to draw more clarifications on my interviewees responses, in case it is not clearly explained, the best way in these situations, is to paraphrase her answer to generate interpretation rather than to discover new information, like, ‘You mean that….’ which is called ‘probing questions’.

It occurs, I posed the questions in another way to clarify the question. In addition, it merely happened, to probe additional questions during the interview, as it might generate extra information

4.9 Research Design: Data Collection

In this part I will outline the way data is collected to carry out my study. Also the data analysis and storage. It would be interesting to share the research conduction process, and, some issues related to the research, like, confidentiality. Then, I shall present my respondents’ profiles in a timetable.

4.9.1 Primary Data

The primary data collection of the research was through in depth, open-ended interviews, more accurately, the interviews type was semi-structured ones. From my part, I insisted on face-to-face interviews, to lessen the distance between my interviewees and me, though some of my respondents had preferred sending the answers of the interview questions via email, or, to conduct the interview through the telephone. The other motive, as a personae, I am passionate, to meet new people, read their body language, to understand how they perceive this phenomenon, so I wanted to have more holistic picture.

I had the opportunity to interview eight respondents; their responses form an integral part of this thesis. The form of these interviews is one-on-one interview as a source of
primary data. The criteria of the informants’ selection required professional women who have experienced leadership, because they are proposed to develop their own style. My standard focus is on women leaders who have experienced leadership with their teams. Similarly, the data collection criterion is to gather data from Swedish women leaders from different industries to give varieties of insights to enrich my data collection.

4.9.2 Secondary Data
In addition to primary data, the secondary data was used to put more emphasis for a quality data collection. There are different sources of secondary data; books, scholarly articles of electronic journals and published data in academia. Secondary data means an empirical work which had been collected by other researchers. It will be used for my findings interpretations. Purposefully, I can use it to compare others empirical findings with my empirical ones. The sources of my secondary data were mainly the library books and articles downloaded from the database. The books were the main reference of methodology and data analysis. The scholarly articles enrich my knowledge of empirical research in the field of study, especially women style in leadership theories. It is factual, that not only the primary data would achieve the purpose of generating understanding on women’s perceptions about their different style of leading, in conjunction, secondary data too with its empirical findings, would give a holistic view about the theme. Both primary and secondary will be the two pillars to build my data analysis in the research.

4.9.3 Data Analysis
Data analysis is done in two phases. Phase one: Analysis of codes and patterns emerged from data. Codes are developed through one-word, a phrase and a quote. Whereas patterns are promoted through the perceptual thinking and experiences of respondents. Building codes and patterns from my interviews required to revise each informant interview and reading of different answers of each question. Phase Two: Analysis of primary data according to the theoretical work. Data collected in my study through interviews would be comparatively analysed and interpreted with past literature.

4.9.4 Data Storage
All elicited interviews were recorded in my smart phone and were transcribed verbatim onto computer hard drive, for a thorough analysis. The informants were asked
beforehand their permission, the interview being recorded. Memos are written in a form of short notes during the interview, and, in detailed notes after the conversations.

4.9.5 The Research Conduction Process

Access to interviewees is often difficult to establish, thus the opportunity to conduct an interview cannot be taken lightly and careful planning needs to take place before the interview begins. As Ahrens and Dent (1998, p. 26) noted, ‘Once access is granted, the task of gaining interviews with busy managers, for whom time is as a premium, is nontrivial’.

The process of finding the appropriate interviewees for my study, required a brainstorming. For being not in my home country, the process of finding people who are willing to participate, give their time, share their experiences would depend primarily on the right approach from my side to reach those people. My first option was the internet for its quick results and information. In surfing the net, I focused on professional women associations in Sweden, I predicted, there would certainly be leaders among its members, which later proved to be right. I sent emails to one of the associations based in Malmo, there was no response in the beginning. I tried another approach, and used the telephone, to be put in-line directly with the President. Her response was positive, she assured there are leaders among members, she requested me to send email to explain my thesis idea, and its purpose. She promised to get back to me, and she did, and provided emails of two contacts who were willing to participate. In this aspect, I used my university email, to give more credibility about who I am and which educational institution I am affiliated to, rather than using the personal emails, which might be transferred by the system to spam box. Another reason to use the university email is to give my respondents a good impression of my seriousness as a student. The email sent contained information about my thesis, my goals, and what am trying to find out about ways women lead. Additionally, the interviewees, were given full freedom to probe more questions, or to ask for more information, via email. In the same email, I inserted my cell number in case, for any unforeseen reasons, they want to cancel the interview beforehand, as I will be using the train to reach them. I must confess that this type of communication created content with my informants, it gave me as a researcher some ideas of the appropriate language to be used in correspondence and how to request to conduct an interview. Therefore, the experience is good for both self and professional development. In the same line, I think, one of the helping factors is that English
Language is widely spoken among the professional Swedish, which facilitated my mission.

To contact the Rotary club in Kalmar, was my second destination, to search for interviewees. The club president introduced me to a woman leader, who is a member of the club, in fact her response was positive, despite her busy schedule. The good thing that happened, while I was with her, she contacted another leader, whom I spoken to on the line to introduce myself and give an idea of my proposed thesis. She requested an email to be sent to fix a date and time for the interview. It is important to mention that I was an active Rotarian in my country, and worked as a secretary of my club for nearly two years. I also recalled, one Swedish lady, a Managing Director, also a Rotarian, who visited our club one year ago and passed her business card to me. At this time I used my personal email to remind her of who I am. Her response was proactive; she put me in contact with a leader in Stockholm. The good thing about Rotary is its useful networks, its membership facilitates networking in most of the time, worldwide.

In conjunction, an ex-colleague provided list of names of women entrepreneurs who also act as leaders, one from the list responded and showed enthusiasm to share her experience. The last destination was also a professional network of women based in Stockholm. The President replied by email, and gave a contact of one leader who is willing to give an interview. In fact, these steps is part of learning in being in another country, it permits close engagement with people of the host country. Additionally, it allows to great extent understanding of the culture and mind-sets of people in other part of the world, and, how they view the world through their perception.

4.9.6 Confidentiality and my Respondents’ Privacy

Confidentiality and privacy are fundamental elements in this kind of research. By confirming secrecy, the investigator is obliged not to display information about the participants to be recognized (Klenke 2008).

An alternative of not displaying names of the informants can be using codes instead of names (Klenke 2008).

The confidentiality and privacy is an issue of importance in this research. Especially with regard to names of respondents. I have designed a form for each interview, where the respondent will fill a number instead of her name. I think this will build trust and eliminate any source of anxiety of my informants to express freely their ideas.
### 4.9.7 The Respondents’ profiles

The organization of the interviewees’ profiles is on sequential basis from the first interview till the last interview.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Position</th>
<th>Industry/ Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent (1)</td>
<td>Chief Executive Officer</td>
<td>Health</td>
</tr>
<tr>
<td>Respondent (2)</td>
<td>Chief Executive Officer</td>
<td>Tourism</td>
</tr>
<tr>
<td>Respondent (3)</td>
<td>Chief Executive Officer</td>
<td>Glass</td>
</tr>
<tr>
<td>Respondent (4)</td>
<td>Area Manager</td>
<td>Service</td>
</tr>
<tr>
<td>Respondent (5)</td>
<td>Managing Director</td>
<td>Consultancy</td>
</tr>
<tr>
<td>Respondent (6)</td>
<td>Director</td>
<td>Bio –Pharmacy</td>
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<tr>
<td>Respondent (7)</td>
<td>Consultant</td>
<td>Education</td>
</tr>
<tr>
<td>Respondent (8)</td>
<td>Chief Executive Officer</td>
<td>Leadership Coaching</td>
</tr>
</tbody>
</table>

*Next chapter contains reporting of primary data.*
5 Reporting of Qualitative Data

5.1 Introduction

To report my qualitative data, I would commence with Description or describing of my interviewees’ responses. Description and Quotation represent the two basic elements in reporting of qualitative data (Patton 2012). My motivation of selecting description and quotation that it permit the reader to penetrate into the context through the respondents’ descriptions and perspectives (Patton 2012). It also allows me as a researcher to report the imperative points and detailed illustrations.

A good start to report my interview questions is to use the cross-interview analysis (Patton 2012), which means gathering variant responses of main questions. The reason of why I have used this method that it will assist in organization of responses to be grouped under each inquiry. It allows the reader to identify the variety of respondents’ perspectives in understanding of a particular phenomenon.

5.2 Reporting of the interview answers

My interview questions consist of sixteen questions, eight respondents had answered the questions. Responses to each question will be grouped together describing variant answers. The questions would be presented in sequential way typically following arrangement of the interview questions. For the reader acknowledgment, variant words will describe my interviewees like, respondents, informants and participants.

5.2.1 My first question was an exploration of my respondents’ journey in leadership.
♦ My interviewees declared they became leaders due to their genus, the environment and career.
◊ “I am born to be a leader, I have it in my blood”. Respondent seven commented that due to her upbringing, it is natural to become a leader. She is a daughter of a formal great leader at the Swedish Defence. Who inspired her in early age about being visionary. One of his vivid memorable quotes in her mind is “always when you start something, whatever happens make it reach the goal, you must not be afraid of anything, every hinder is a chance for you to grow and find new ways”, she learned from him not to take only the responsibility but to be passionate about it. Equivalently, respondent two stated that she inherited leadership from her parents, who were both leaders.
The early signs of leadership emerged in the early childhood of my first informant. At school, she quoted “I had always stood up and spoke on behalf of other children in the class for what is unfair and am still doing till now”. In her adolescence age, she was so determined to become independent, and, her thinking was directed by her own “guiding stars”, as cited. Her way to become financially autonomous is to find a career which provides good earning and “keeps the doors open” as expressed. The short path was ‘Stockholm School of Economics’ which was and still a competitive school. The school is quite known as a bridge to pave the way easily to careers on top of the organizations. One of the essential influencing factors in being a leader is the family environment. Her family has a strong academic background and encourages education which contributed in her strive for a quality education.

Unlike her primary years, Participant eight decided intuitively to be the first leader over her two partners, whom they together established an Export and Import Business. She narrated in a flashback to primary school years and revealed she always wanted to be her class mentor same as other children but her shyness banned her to speak-up. During the intermediary school, she was urged with the same desire to become the class representative, but not happened because, too, not spoken from her part. Nevertheless, years later as one of the Business founders, she chose to be the leader after being dare enough to probe the question to her partners of “who is going to be the leader?” which was also answered by her. She justified that as a co-finder, the business idea was her vision, she is qualified due to her high education, and, most of the important decisions were taken by her. It was very unusual for her to take this initiative compared with her early years. From that day, she continued that way, and for her as a leader, she doesn’t fear to give ideas, to give input about it, moreover, she constantly brings creative ideas and share it with her group.

Interviewees number one, two and seven shared status of being the first child in their families, from their perspective, there is a strong connectivity among being the first child and becoming a leader in the future. They think, relatively, it is common with many other women leaders.

Respondent four became a leader through her career. She was a café worker at the age of nineteen. Three weeks later, she was asked by her boss, if she would accept to lead the staff and to become the Café manager. She accepted willingly and moved in several higher leading positions in the coming years. In similar, interviewee number three, became a leader through different leadership positions at variant sectors.
In tune, the answers of participant five, six and eight have share relatively the same view about the influence of teaching as a starting career to become a future leader. Participant eight thinks that teaching music for children influenced her leadership lately. Describing her own words, “as a music teacher you need to be a leader. It has the same role of a leader, you need to form a group, to see each member separately, to make them participate, at the same time, collect individuals who are not following the goal”. Again, she quoted, “teaching Music has to do with a lot of creativity, and to be creative as a teacher to harmonize and attract children to Music”. Participant six was a dancing teacher at the ‘Geomonism’ school and also during her PhD study, she was teaching Bio-chemistry for young students at the University. At that time she realised that it was natural for her to coach and help others, also to have a group in front of her to lead and direct. Which made her unhesitant to accept the first managerial career.

5.2.2 In an attempt from my side to assess the influence of some leaders as role models in my interviewees’ lives either from reading their books or worked with. I probed a question about their role models.

♦ I had variant answers of their role models. Whom are instigated from the local culture, also family and friends.

◊ Interviewee number five is influenced by the big American leader and former CEO of ‘General Electric’ – Jack Welch. For his leadership trait to develop his people despite his huge responsibilities, as he mentioned in his book that 50% of his time is divided between his work and developing the skills of his people.

Respectively, interviewees numbered four, one and two role models are leaders from the local Swedish culture. Informant four is affected by the style of ‘Ingvar Kamprad’ the founder of IKIA. As an entrepreneurial leader who built a great business. From her perspective, what is interesting about his leadership is his flat hierarchy with values of equality and non-coercive style. “He believes in himself and his people, his personality is characterised by courage”, as cited by informant four. Interviewee one is influenced by the Swedish girls’ role model ‘Pippi Longstockings’ for her audacious personality. She personally became not fear to try new things and directions in life inspired by her quote that ‘she does not know much about things in life, but it must be fun to give it a trial’. Apart from this Nelson Mandela for his visionary, patience and diplomatic approach.
Informant two role model is the CEO of Clarion Hotel in Sweden because he leads not only from inside but also outside the organization.

Participant six is influenced by her friend, a leader for his charismatic leadership style and ability to form a group. His personality is strong enough not to be ashamed to show sometimes his vulnerability among his employees.

Respondent three role model is her ex-bosses, who had strong belief in their employees including her. Their open style permitted employees to have always a discussion even if the ideas carried are different. In parallel to that, new and creative ideas were always encouraged.

Participant eight is inspired by her mother as a role model, she was a non-formal leader at the family. She brings ideas of creative types, as well as, listening to others ideas. She was a visionary, heading to the goal, not only that, but change goals and ways when the situation needs. Her advice was to be courageous to try new things, because whatever happens no loss for the individual but learning, what is matter is always to find new ways. However, her mother thinks that in making all this, the individual has to be empathetic and never hurt others’ feelings. Participant seven is inspired by her father and still he will be a source of inspiration.

5.2.3 My third inquiry represent the main question, whether my interviewees perceive women leaders do have different leadership style and how they justify this.

♦ A major part of answers represent my participants’ perceptions and neither my participants nor me are generalizing. As we agreed beforehand on women have their own ways in leading, does not necessarily mean that all women leaders are like that.

◊ Informant three replies were yes, from her perspective there are two significant differences between women and men. In general, women are more cautious and they take small steps. Women also tend to embrace the whole team with them, they discuss the employees’ points of views, and from their side as leaders, they reason a lot.

Participant one, insight some women are different because they are more interested and closer to their people.

Respondent eight had a similar view, basically, she agreed women have own style in being multi-task, perform multitude of things at the same time, additionally, some of them are empathetic and sensitive to others’ feelings. In general, women leaders delegate and follow-up, and more patient when it comes to delegation.
Interviewee seven thought that a number of women do have a unique style which is a combination between emotional and strict, and, have tendency to listen more. Respondent four more or less agreed that women are different because they adopt a soft approach in leading.

The contrast views had more or less sameness in answers. Second informant did not agree women do have dissimilar style and quoted “it is not about style, it is about leadership differs from one person to another. It depends on who you are, what type of person are you and how you work with leadership” from her perspective, she thinks that culture has a big influence over leadership. Participant five, also shared the same opinion, as she thinks it depends on the individual personality, knowledge and experience. Interviewee six refuted the female style, and added that from her professional experience she had been led from different supervisors from both sexes who had totally heterogeneous styles. In tune respondent five and six see leadership independent from Gender.

5.2.4 From my side, I wanted to explore more this time on my participants' own leadership style, at the same time, if they are influenced by their ex-bosses males ways of leading and if this affects their leadership later.

♦ The responses carried interesting answers as they have variant styles.

◊ Respondent one style is people-oriented. It is about giving her people the space, freedom, tools, resources, as well as, power and responsibility to fulfil. Her way is to motivate and empower, so people will feel good about what they are doing. Also they need to be clear of what exactly their roles are, to be informed about strategies and vision. She trains and encourages her employees to develop their own ways of thinking, at the same time, she is ready to interfere if ever asked for assistance. Moreover, from her ex-bosses she is more gendered award of women’s feelings particularly when they have difficulty to speak up or to express their feelings. She thinks her previous supervisors had not intentionally, not paid attention to women, as they might not understand their needs. Also her way is dissimilar in a way that she become more focused to develop her co-workers especially those who excel, to support them to develop to super-stars, at the same direction, stand beside those who perform less for them, to develop to average. The situation was different because she was not under her ex-bosses focal, as she was delivering and meeting results.
Informant two own style is inclusive, where everyone is involved and included, she added “I challenge people and they challenge me back”. Communicative style, she can always be talked to, therefore she is actively moving all around and could be reached when not present. Also she learns to become more structured and direct. Furthermore, her way in leading is similar to her ex-boss –a lady- who combines between the emotional and structural styles.

Informant three style is humanistic. For her team she enhances self-worth, and for them to feel they are seen. She greets them, ask them of how they are doing beside how the work is going. From her opinion, this has two effects, at present they feel good about what they are doing, in the future, it builds a strong bond between the leader and employees. In addition, her way of leading is similar to her previous supervisors, allowing her employees to grow, nevertheless, she is a bit different, as she came to discover in her practicing of leadership, that not all co-worker have the same desire to grow. She learns to be more accepting to those who are content of what they are doing, in other meaning, do not want to grow, but to put her energy on those who want to grow. Also alike, she encourages new and creative ideas brought –up by her staff.

Interviewee numbered five style is about helping people to grow, to do so, she focuses on her members’ needs, at the same time, figure out how can they do better and how can they learn more. In challenging her team she delegates extra responsibilities from time to time for them to grow. Additionally, she stated that her style resembles her ex-bosses. She was challenged constantly, with a lot of responsibilities, though they kept an eye on her, supported her. Also she is influence by their characters of not being authoritative.

Participant seven apparently stated her style as coaching, giving people responsibility in order to grow “I even find it better if they grow and be better than me”, likewise, to help people to think and find their own ways. Her style is about ‘Change Management’ for the leader to prepare her team for any changes that might occur. Moreover, she thinks that her style is similar and different from her ex-bosses. Her boss as a person has a human heart and leads with excessive communication. Additionally, of no resemblance to her ex-supervisors, as not based on instruction-giving.

Informant eight style is team-oriented for her as a leader, it is very important to have a team by her side where communication is mutual. Also her style is of coaching one, as she trained her team to be opened to her, to talk to her, share ideas, bring even critique, doing so by listening to her team. From her own words, she as a leader is not supposed
to know everything, so her team input is very important. Also, she learns to act alike her supervisors in the past, to be more direct and dare to ask questions when needed.

Respondent six way of leading is about making the conducive environment appropriate for working. As a goal-oriented leader, her role is to create the positive atmosphere for the team members to reach the goals. Her role is to motivate people to make them want to do a good job, enjoy what they are doing, at the same time, giving them tools, coach them to grow by giving them tasks. Also her style is coloured by what she shouldn’t/should do as a leader, cleared to avoid certain things and award enough to do what needs to be done. Interestingly, she is different and same alike her previous supervisors. Dissimilar to Autocratic/authoritative ones and alike those who are visionary and coaching leaders.

Respondent four, style is a mixture of heart and brain. From her perspective, both are needed in leadership. She cited, “the brain is essential for thinking but you need the emotions to get people around you”. Also her style, is non-fear one, where her co-workers feel secure, safe and not scared of her as their supervisor. She is apparently, not like her ex-bosses because values were not heightened at the work environment.

5.2.5 In this question I wanted to perceive how being a woman or a female may affect the way she leads, moreover, if there any attributes related to women.

♦ Some reflected from their own experience, while others speak in general and some denied.

◊ My third participant is a CEO of a Glass Factory, where women represent a small proportion. In this male majority environment, she agrees that being a women affects her in a way, she basically as a female cannot raise her voice screaming if something went wrong. She would rather, control her emotions, use a soft approach, taking her co-workers one by one and ask for the reasons instead. Furthermore, she finds it natural for her as a woman to enhance self-worth for her people. Because it makes them feel important and what they are doing, too, is important, and more imperatively, they all represent an integral part of the whole group. Finally, being a woman has influence on building relationship with her staff in the beginning of her assignment. As a leader, she kept a distance between her and the co-workers before getting along. To give herself the chance to know the people first, she looks at them in a unique way, each has his own personality. Thus, she tends to know and understand her people better.
Interviewee number eight, affirmed with yes answer and of being emotional. In general, she thinks that women as leaders are affected by their family lives. They have tendency to think about their homes and children while they are at work. Attributes in general related to women are, multi-task, emotional and empathetic.

Informant one, assured with yes reply, and, stated that being a female is related to her biological role of being a mother. In times of conflict at work, sometimes, it reminds her of her own children and thinks she is leading a kindergarten. Attributes related to women in general, is toughness, some women leaders offset their manners as their way to the top of the ladder.

Respondent five affirmed that being a female affects the way women lead due to difference in upbringing, personalities, thinking and values. As participant one, she totally agreed on the attribute of toughness, related to a number of women leaders.

Interviewee number six sees no influence as leadership differs from one person to another.

5.2.6 In this question according to previous theory certain attributes are related to women leaders in general, for example:
A) Communicative (listening thoroughly + being empathic).
B) Involvement of employees (Team-oriented + Information exchange)
C) Mediation skills (Arbitration+ conflict resolving) (Helgesen, 1990)

I inquired from my informants if these attributes are relatively related to women.
♦ Each of my participants connect the mentioned attributes to her experience and elaborated in explanation.
◊ Interviewee eight agreed in general terms, women are good listeners, in particular in her leadership practice. From her experience with delegation, she listens carefully, ask the right questions, communicates back with what she understands not heard only.
Concerning women tendency of Team-work, she agrees and added that within her team, she leads without giving too much instructions, listening more and lead discussions constantly. From her experience as an ex-Music teacher, she thinks that the leader in the team is exactly like the Maestro of the Music band. Who interferes whenever necessary to harmonize team-work, to always give feedback. In addition, it is integral in cells, to have people with their emotions in teams, for her as a leader it provides a lot of support in times of hardships.
In her reply about women in general and enhancing flow of information, she agrees. Though from her personal perspective, she as a leader, she selects what type of information, how, when it can be delivered. Knowing about her team makes her aware enough of how they can be influenced. Also flow of information must be convenient, as team members will not be over-loaded.

Apparently, in women being effective in conflict resolutions, she totally disagrees. Generally, men are more direct in handling conflicts, they might take part in the fighting itself, nevertheless, in the end, men leaders resolve it. On the other hand, women in general, because of empathy, sensitivity to others’ feelings, role around the dispute in a vicious circle without solving it.

Informant seven agreed to some extent of some women being empathetic, according to her view, if the leader uses it in the right way. As it makes the leader read people, understand them better.

For team-work, she agrees generally, from her experience she noticed that some members work individually better than in teams. Her role as a leader is to infuse team-work and to find the best way to incorporate these individuals working actively in teams.

Regarding flow of information, she thinks it is right to some extent. In dealing with information, she shared particularly important information with her team in order to be prepared for any contingency.

In conflict resolutions, despite several studies which show women not effective in conflict, but she thinks the opposite.

Respondent three, mutually insight women communication skills. In her case, unlike the traditional glass industry leadership style, which is based on instructions-giving, her style of communication fits with the modern style. She adopts open-communication style, constantly she reassures her staff that her office door is always open. For those who find it not easy to come, she reaches them at their places. She leads by communication, in walking around everyday from her own words she calls it “leadership by walking around”, speak to them one by one.

Moreover, from her part, she agrees some women leaders are good listeners, though she thinks from her perspective not listening only but actions taken by the leader which precede listening. From her point of view, listening without taking actions afterword is pointless and consequently the leader would lose trust of her co-workers.
Concerning teams, she agrees in general, in her experience, she is into teams, she always assures, to small teams of not being separate from the big group. Both the big group and small teams are dependent on each other, if one team is not meeting the goals it will affect critically the big group.

About information sharing, she was totally in tune and believes that women share information. At her work she shares a substantial volume of information with her staff in variant departments.

For conflict resolutions for women in general, she thinks to great extent it is right. In her opinion, most women are solution oriented, reach solutions by discussions.

Interviewee numbered one thinks that most of women are good in communication, in her leadership she professionally work with communication.

Also for some women tendency of being good listeners, she thinks so. She quoted, “Listening allows me to know more about myself and others”.

Concerning team-work for women, adversely, she does not believe in team work specially in large corporations. According to her experience, it is harder to form a team in these enterprises. Instead, she believes in individual-work, where each individual has a pre-defined role and clear idea about the job.

Seemingly, in information sharing she is not agreeing, because she as a leader, is meticulous about information sharing.

Oppositely, in general, she perceives women effective in conflict resolutions. According to her, women handle conflicts due to two reasons, their empathy and they are used to modelling. Being empathetic, allows women to understand that roots of conflict has to do a lot with people hurt of emotions, thus it is more easily for women to understand each party in the problem. Also, most of women are good modellers due to their basic biological role as mothers, handling disputes of their offsprings.

Informant five agreed women commonly are good listeners, empathetic also caring and understanding.

In general, women are into team-work, she commented that the leader and team are dependent on each other. She believes that the team is a good source in problem solving.

In contrast, she does not think that women generally share information, for her point of view, some women leaders are not clear in giving the information, the discourse sometimes is not direct and ambiguous.
Regarding conflict resolutions, in Sweden, she thinks in general people avoid conflict due to their upbringing.

Interviewee four answered with yes, agreeing that a number of women tend to be good listeners. In her experience of leadership, she trained herself to be a good listener, because she thinks very fast, and, communicates back quickly.

Also for women propensity to team-work, she thinks so. From her view, non-involving of teams means no goals achievement.

In opposite, she does not think that women share of information is accurate. From her side she shared with her team, what is only supposed to be shared, keep the rest of information.

Respondent two had mutual response of women being good listeners. From her experience as a mother, she is used to listening. She inclined that women are empathic, but because of empathy, some women as leaders, avoid to engage in confrontations with their staff, when a mistake affects badly the company.

Sequentially, she was not agreeing women of being good in sharing of information, alike other respondents she does not usually reveal information.

In similar, she totally disagree that women generally are good in negotiation and conflict resolutions, in opposite, she sees women tend to walk around the problem without solving it, compatibly alike interviewee number eight.

Finally, participant number six, of no agreement affiliating the attributes to women only, form her perspective, all this attributes could be related to both women and men in general terms.

5.2.7 I tried to explore my participants if they think that there is male leadership, also from their perspective, if ever they think there are attributes related to men leaders. In addition, I took their opinion of some studies about male leaders attributes being described as: A) Structural B) Transactional C) Autocratic D) Instruction-giving E) Business oriented (Appelbaum, Audet & Miller 2002, p. 48).

♦ My informants reacted and supported and there was denial from their side.

◊ Respondent four speaking in general, sees there is male leadership. From her opinion, in one hand, some men leaders are not sensitive to others, they focus more on strategies. Some also are goal oriented, not forgetting their own goals, to be promoted to higher positions. On the other hand, there are examples of good male leadership, particularly, those who lead with women attributes, of emotions, softness and involving.
Astonishingly, she connected the attributes of past studies to herself, as she sees herself having all these attributes but at the same time sensitive. In general, she thinks these attributes might be related to men and women as well.

Respondent Eight apparently stated, that there is male leadership from general perspective. Some men used to lead and act, while some women leaders used to cooperate, make synergies and communicate. She had also, agreed, that there are men examples who hold these attributes. From her personal point, she thinks that these attributes are finite in modern world, especially in a country like Sweden. In contrary, leaders need to lead with values of equality and team-leading styles. She also stated that not only men are Business-oriented, women are also oriented to business, otherwise making of business is of failure.

Participant one thinks to some extent there might be male leadership, however, being structural has to do also with the personality. Maybe some men are autocratic and instruction-giving, although she does not think that Business-oriented is confined to males only. From her view, any woman cannot be a leader, unless she is business-oriented especially in the private sector.

Interviewee numbered three thinks too that there is male leadership, especially in an industry like Glass, more or less, the style of leaders tend to be based on instructions-giving. About the attributes, she relatively agreed.

Informant five totally disagrees of existence of male leadership. She inclined that these attributes are more or less connected with military leadership based on hierarchy, she shares the same point with respondent eight that it has no place in reality in particular in a country like Sweden.

Respondent six thinks there is no male leadership, from her opinion, affiliating some attributes to men or women is related to how a particular society values women and men respectively. At the same times, she thinks that these attributes might be related to some top leaders of corporate companies.

Informant two, completely don’t agree that there is male leadership. She denied all these attributes related to men, she thinks that some women are also instructions-giving.

Finally respondent seven thinks that leadership, as a paradigm, is neutral and not specified to certain gender. The attributes might relate to some men not all. Relatively, women too are Business-oriented, and they have tendency in business to take different opinions from different perspectives.
5.2.8 My question was about my participants’ interactions/communication with their teams and if ever they think the team participation is important.

♦ The rest of the questions and this question, are short type of questions. It is a trial from my side to make my participants mirror themselves as a leader through their interactions with their employees, their opinions about general issues in leadership.

◊ Informant seven commented on her interaction and communication with her team, and postulated that communication with her team is through constant discussions with them individually to understand how they feel, their views of what could be done better. To make her colleagues feel to be seen is the way of interaction with her colleagues. As a leader she infuses participation to find what is the best position for each member.

Participant four do not interact fully with her employees as she keeps distance between her and the staff though communication at work takes place constantly. Participation of team members is very important from her perspective, to maintain it, she contributes with her colleagues to publish a monthly Newsletter, followed by meetings, she must be present in that meetings, to explain strategies and updates on the Newsletter. She thinks doing so, make her staff feel important, and the importance of their participation, also it will make them informed about their roles.

Interviewee six stated that interactions with her employees are by including everyone. Communication through sharing of information about vision, goals and strategy, the information should be clearly delivered with the team. From her own view, she thinks the importance of team participation, lies from team members feeling they represent an integral part of work, eventually, if they are not given the chance to participate, they will lose interest in work.

Respondent eight assured close interaction and continuous communication with her co-workers, she added that she does not make her staff feel to be seen only, but to be heard and their ideas and problems are taken seriously by listening to them carefully. Alike respondent six, she thinks that by letting employees not to participate, they will consequently drop-off.

Interviewee numbered two for the sector she is in –Tourism – she relies heavily on teams and team members involvement and participation. Beside her active communication, she often gathers the whole team to share what should be done, to ensure their participation from “top to toe” as she quoted.

Informant five commented that her communication with her team is of on-going one, notwithstanding, she thinks that for the leader to build effective communication and
participation, the size of the team matters. The limited the number of members in the team, the more effective the leader can play role to activate both communication and participation.

Respondent three viewed effective participation is through pre-defined assigned roles and according to the person expertise and being in the right position.

Participant one-office doors are always open for her staff for communication; all her employees can discuss freely their concerns at any place within the company premises.

5.2.9 My aim was to investigate about my participants’ decision-making processes and problem solving at work.

♦ Their responses vary though shared in some points.
◇ For participant two, according to the structure at her company each team-leader has the full responsibility to take decisions and solve problems with their teams. From her perspective decision-making when only taken by her as the leader, it will make her employees dependent on her to take decisions.

Informant six confirmed that the final decision is her as a leader, but from her side, she involves the team and keep them informed about the important steps of the decision, in some situations, she involves her team and run a discussion about the decision. In problems, she might accept some solutions from her team.

Seemingly, Informant four, most of decisions including final decisions are undertaken by her, in times, she gathers her team-leaders to collect input though the final say is hers. The same happens in problem solving though in some situations, solutions might come from team-members and accepted by her side.

Participant one answer carried a similar reply, the employees points are listened, and discussed then she makes sure she collects everybody’s input, after that the final decision is her. In problems, she seeks solutions from her staff especially the creative ones.

Respondent five takes the final and important decisions by her own especially decisions of lay-off. Some other final decisions come after discussing with the team.

Dissimilar to the above, Interviewee number seven thinks from her side, that collective decision-making leads to better results, as each member contributes with a “seed” as quoted by her, these seeds in aggregate form to make good collective contribution in making the decision. It sometimes, she knows in advance what needs to be done and what decision to be taken beforehand but at the same time she puts the team on it to be
informed about her decision. In this case, she shares a lot of information with other parties which will be influenced by the decision including stakeholders. Problem solving is through open discussions and meetings with the staff.

For respondent three, the decision/problem solving is the entire team responsibility though the final decision is taken by her. Involving the whole team from her view, make actions that follow the decision easier to implement. Further, it makes team-members feel good about themselves as they have taken part in decision making and contributed in giving solutions to problems. From her point of view, the leader needs to always encourage co-workers to bring solutions.

Participant eight divided decisions into two categories, collective and individual. In collective decisions, she collects information from parties who have the information, bring it up to the team and discuss it. In case of individual decision, before making the decision she analyses deeply in her mind, look at it from different perspectives, she listens to inner voice and heart, also to check if the decision has consequences on other parties, make sure it is not against her personal values nor the company values. In problem-solving, it is an entirely collective process, as she thinks as a leader, she does not have the best knowledge of everything and best solutions, her team knowhow is better in some areas.

5.2.10 In this question, I wanted to know if the convincement between the leader and her followers is mutual or not.

♦ The answers were clear on mutual or other way.

◊ Respondent two thinks from her side that convincement between the leader and followers is both way, each party might convince the other.

Interviewee seven answer shared more or less the same reply, in her view, each party either the leader or followers has to convince the other “in a good way”, as cited. To help the other part understand the point better by giving explanations and why that part thinks that way.

Respondent six thinks convincing is not necessarily mutual. In some situations, she takes some decisions even her team is not fully convinced, especially when she has conviction and believes it is the right decision. At the same time, she finds no objection to be convinced by her staff points preferable to be based on discussions.
Informant five, thinks both either the employees or the leader could easily convince each other especially if the points based on righteous basis.

In tune interviewees numbered four and eight agreed that initially it is mutual. Nevertheless, both as leaders from their experiences, would have better knowledge about certain things, they know it is right and viable for the future, but they quoted, they “stay behind it”, as the team is not convinced, therefore, they deny their idea for the public interest.

Informant three conviction is based on facts and information, from her role as a leader she needs to interfere when some departments are not performing well. In other times, she convinces others individually specially when it affects the flow of work, to meet them one-by-one, she can convince them to revise their points, till the right answers come from them. At the same time, generally, she can be easily convinced by others’ points, as long as her members and she are reaching the same goal.

Interviewee one added that in convincing her people she uses facts, examples, give explanations of why she thinks like that, at times, she might be convinced with her people’s points of view.

5.2.11 In this part, I wanted to examine my participants motivational skills, so I probed a question if they ever think, it is one of the leaders job to recognize if one member excels in her job.

♦ In aggregate they heightened motivation.

◊ Participant five, replied as many others who will follow, with absolutely yes. From her view, it is the leader role to acknowledge excellence of any team member. Motivation from her side takes many forms, she buys flowers, Champagne, and constantly she celebrates with her people their good performance, from her point, doing so, makes her people feel good about themselves and their importance. Furthermore, she gives a feedback to her followers one-by-one.

Participant seven, answered with absolute agreement. From her perspective, motivation should be based on each person needs. Because she knows her employees very well, she understands that some small things has great meanings for some members. Her motivation takes also a form of a feedback, either for good and bad, as her members excellence is not taken for granted from her part.

Informant six approach in motivation is also through giving a feedback. From her perception, it is a huge mistake, if the opposite happens and that person is not lifted-up,
because she thinks if someone excels she should be acknowledged and motivated because she will perform better. In addition, she let them learn new skills because it is good for goal accomplishment.

Interviewee one, assured absolutely, and she is motivating on daily basis, anytime she noticed something, automatically, she gives a positive comment. This happens apart from annual meetings, which is formed purposefully for acknowledging excellence. From her perspective, she thinks that motivation from the leader, can take other way to develop employees professionally, by giving them more challenging responsibilities. Informant three, follows the same perspective alike informant one in giving challenging assignments, also, she gives positive words.

Respondent four motivation way is to speak about her team-members excellence in front of their colleagues in meetings.

Interview two, noticed the little things her employees do, as well as, she communicates if something needs to be done in a better way.

Informant eight motivates not on individualistic basis but rather in team. Motivation can be directly within the team in a positive way. Though critiques are handled individually.

5.2.12 The goal of this question is to build understanding on my participants’ willingness to take risks in their professional career and accept new assignments with no experience before.

♦ Interestingly, all showed willingness to accept.

◊ Interviewee number seven responded with absolute firmness with yes. She always does, changed multitude of industries, because from her apparent perspective quoted “it is not about industries, it is about leading people”. From her own point of view, what is important for the leader is to build ‘Intellectual Human Capital’ in other meaning, building human capital. To help other people to develop in their work to become team-leaders at their firms, also to build teams.

Respondent eight agreed that leadership is a psychological process and has to do with people, beside making reports and reaching goals.

Informant one assured she is moving all the time, because from her view, “you lead by your personality, and leadership experience rather than leading by your individual industry knowledge”, as cited.
Respondent four did that from her first career, and added, she will always do. She thinks that it relates mainly to her personality, she dares and she is energetic. Professionally, she is goal-oriented, structured, and if says she is going to do something, she always do. Participant two did it also and accepted her first career in marketing, with no previous experience.

Interviewee five, replied with yes, she added, that the leader must have belief in herself and motivation to learn.

Participant three would accept, though she reflects first on what competencies she has required for the job, at the same time, communicates with the new employer on the skills they think she has for the job. If she finds it compatible with her thinking, she would go on and take it.

Informant six stated that it depends on the assignment.

5.2.13 I posed this question to investigate how my respondents react when things go in other direction, not as planned at work.

♦ Each respondent replied mainly from own experience.

◊ Informant seven reactions is usually to sit down with the team, discuss the reasons of why things didn’t work. In her style, not only that happens when things do not go as planned but also when things succeeded and go as planned. To discuss this from different perspectives and ask questions like why it succeeded? What should be done better? What if it has fail? From her view, taking this approach will help in future situations.

Interviewee eight gathers the team, open-up a discussion. She communicates her observations, ask if others share the same, or have different input, based on collective views, they put new strategies, new ways, as a leader.

Also, respondent six, brings it to the table.

Informant one, first step is to acknowledge and apologise to staff of the mistake she has done. She runs an open-dialogue, extensive communication asking for suggestions to move forward.

Participant four thinks that dealing with such situations, is all her responsibility as a leader. She thinks thoroughly and deeply, and takes her time, then she gathers the team to inform how the situation has been handled. In other times, if she cannot find a solution by her own, she discusses it with her supervisor.
Interviewee three thinks that the best way to handle such situations is to react quickly and to show flexibility at the same time. In her own words, she stated “sometimes things go the wrong way is a way to get it to the right way”.
Informant two did not elaborate and said the best way for the leader is improvising.
Interviewee numbered five, dealt with such situation by quitting.

5.2.14 This question and the last are general questions, I wanted my interviewees to reflect from their experience and give recommendations on how women can develop their own ways of leading.

♦ The answers carried different perspectives
◊ “Leading others by leading themselves first, women need to believe in themselves, to believe they can do everything, most importantly not to hold themselves. They need to develop from inside to become stronger” that was the first answer quoted by my participant number seven.
Respondent four quoted “women in order to succeed they need to believe in themselves first. Women need to be open to new perspectives, as they as leaders, their knowledge is still limited. When women promoted to leadership positions, they need always to proof themselves”. Finally, she quoted “you are nothing without your team”.
Interviewee number three quoted “a women leader strength is stemmed from her team, therefore, as a leader, always make your team feel they are important”.
Respondent five stated, “if women need to develop, they need to mirror themselves, they need to look at themselves in a better way, to see their skills, knowledge and competencies they have, which is yet not seen well. It is their own decision to decide if they want to get into higher careers, and it is only now not tomorrow or in the future”.
“‘Dare’ to be who you want to be, women need to tell themselves, it is only me and it is only now ,and, to constantly try new things” as quoted by respondent one.
Interviewee number eight quoted “women need to know and trust themselves, listen to their hearts and guts. As a leader be open as you will learn through many ways, through doing, failures or communication”. The leader needs to reflect, re-evaluate, change methods and directions and adjust flexibly based on contingences. Finally, women lead better, if they lead a healthy life.
Informant two thinks women can develop when they are more structured, courageous enough to jump and learn new things and do not fear conflicts because it has positive effect sometimes at the work environment.
Participant six secret was “networking” either in ‘professional leaders networks’ and ‘Women Professional Associations’. Where an excessive communication, sharing of important information and exchange of experiences take place.

5.2.15 The final question was about the best leadership style for today’s organizations
♦ Each interviewee more or less had her own perspective for the convenient style.
◊ Respondent one stated that leaders must understand that people come to jobs today with their own visions and goals so apparently the leader role is to align their vision to the corporate vision, by this, the leader could bring the best of them and infuse them to work hard for the vision.
Informant two, thinks that best leaders for today, are those who control the information. Because the employees generally are exposed to many external factors like media and regulations, doing so, to avoid they would be overloaded. Leaders need to be more structured today more than ever, and to make sure, their staff are structured too, and, to set clear expectations from them.
Interviewee three confirmed that it is very important for the leader today to be updated on what is happening around the world, to be knowledgeable and updated. Even in a small factory like hers, it is a part of the global world. As a leader, she regularly read books, watches Media, subscribe in scholarly paper and read about international politics, growing markets and growing countries. Moreover, she thinks it is useful for today’s leaders to lead by cultural intelligence.
Informant five thinks that best leaders for every time are authentic leaders, who know themselves and be themselves. They feel secure inside and know their strengths and vulnerabilities. From her perspective, this act as a platform to overcome challenges.
Participant six thinks that best leadership for today is about effective communication. She quoted “as a visionary leader with goals you need to reach goals, so you need to think bigger of how these goals could be reached and how can I communicate this to my people”. Additionally, she heightened the intercultural competency and cited, “it is important for the leader to understand how people think, their culture and backgrounds, this comes, when the leader understands her culture first”.
Respondent seven perceive that best leaders are equipped with the notions of Change Management, who are award of the important changes taking place especially what affects the business. The leader role is to prepare people for changes, most importantly
coach them that change is part of the norm, and a natural process that may happen daily. At the same time, the leaders must understand how people could react to change. Informant eight, thinks that in the past the leader was in front of the group, today the leader is among the group. The leader experience things together with the team, see things together and in result discuss what they experience and what they see. So leadership of today is a team-oriented leadership.

♦ Next Chapter is the first part of data analysis
6 Data Analysis (1): Codes and Patterns Emerged from Interviews

6.1 Introduction

This chapter will cover analysis of codes and patterns developed from my interviews. The developed coding was built through assigning of particular type of data like one-word, a phrase and a quote. My interviewees diverse points of views, allowed me to develop patterns through the experiences and perspectives of my participants. The first step for the researcher to analyse her data is through coding and classification. It makes sense for me as an analyst to classify and organize data otherwise it would be chaotic (Patton 2012).

In the qualitative study, the substantial data will generate more than one pattern, hence, several readings of the data may be essential before concluding final indexing and coding of notes or interviews (Patton 2012). First reading of data motive is to develop codes. To be followed by second readings to commence the systematic coding (Patton 2012).

I commenced by listening and repeating listening of the recorded interviews, followed by writing detailed notes extracted from my interviewees’ responses. Reading my interviews notes for several times allows me to develop codes and patterns emerged from the data. It required to revise each informant interview and to look at codes and patterns appeared and write down on my notes margins. Also I read the variant answers for each question in the interview grouped together from cross-interview analysis and write down the shorthand of codes and patterns.

Coding and classification are the basis of the interpretation phase when connotations are derived from data, classifications are made, the most important is determined (Patton 2012).

As a result of reading my data, a new set of data emerged which contain the determined significant classifications to be used in my data analysis.
6.2 Codes emerged from Interviewing

Coding analysis in the coming part is divided into three phases. First, the emerged codes would be presented. Second, these codes will be related to earlier theories for analysis. Third, the final part includes my own analysis of codes developed from data collection. Which will be also related to literature. Presenting codes in this way, will generate more understanding through the variant perspectives.

*Coaching* can represent the first code in data interpretation. A major number of my interviewees expressed coaching as a leadership style or in major cases it is the main feature that describes the way they lead.

“…my leadership style is coaching, to give my people the responsibility to grow. Also to help them to think and find their own ways to develop the work process”, quoted by informant seven.

“…my leadership style is coaching, I coached my team to be opened to me, communicate with me, bring input even to bring critique”, quoted by respondent eight.

“…my leadership style is a coaching one, I coached my team to think and to find answers by themselves”, cited by respondent one.

From a theoretical perspective, there is likely a relation with (Hackman & Wageman 2005) who postulated that the coach leader is responsible of goal setting and through building conversation the team members would improve ways of team work to meet these goals. By interacting effectively with members, those followers would be of great aid in strategic planning.

From my own perspective, this style developed by women leaders inclines to great extent the ways women lead currently in Sweden. The leader as a coach not alike ordinary leaders who think for their team, she as a coach strive each member to think thoroughly to bring new ideas but creative, to bring new perspectives within their area of expertise or solutions of problems. Coaching style of some participants in my study, represents the effective role of these women leaders in developing ways of thinking which enhances cognitive capabilities of the staff, in addition it brings new innovative ways in doing work. According to (Eaton & King 1999), an effective coaching leader use his influence to create the culture of coaching in the enterprise. The Coaching leader enhances assistance and consultation of followers, by embedding coaching, innovated resolutions would be explored and it will lead to better planning.
The code of *Flat Hierarchy* as quoted by participant two, my leadership style is a flat hierarchy where everyone is included and involved”.

According to literature, Lawrence and Spybey (1986, p. 311) who stated that, ‘it is normal for the Swedish manager to consult his or her subordinates, and not just to consult cosmetically’. Bjerke (1999, p. 311) added that ‘There is a strong desire by Swedish leaders to achieve consensus, to make decisions through democratic process and cooperation’. Also Dorfman suggested that (1996, p. 312) ‘A Swedish manager may routinely ask for team-members input’.

From my view, the influence of the Swedish culture is likely obvious in the leadership style of some leaders. This style is characterised by being inclusive and involving, and the leader usually is not leading from the top of hierarchy. In relation to this, (Havaleschka 2002) stated that the Swedish manager devoted much of her time in team involvement and unification.

*Dare* as cited by respondent one in a form of her message to female leaders to develop in order to be promoted into higher positions. She added, “a lot of resistance comes from women themselves”.

In the forward of ‘Dare: straight talk to confidence, Courage, and Career for Women in Charge’ a book, by Anne Mulcahy the former chairman and CEO of Xerox. Anne wrote motivational words and corroborate on how a great number of women display less self-confidence required when they join the business world. In the final part of the forward Anne asked women to overcome different challenges that come on their way and to create their own prospects. Further, the Author Becky Blalock motivated women to dare and say yes and to be courageous (Blalock 2013). She spoke about her own experience and the lack of confidence she felt inside, when she was assigned in the position of Chief Information Officer. But after reflecting, she decided not to accept her comfortable status-quo. Finally, she accepted the challenge and took the new position (Blalock 2013). According to the author, effective leaders build their skills through daring and accepting challenging occupations (Blalock 2013).

From my perspective, I think the experience shared by some women who make their ways to the top by accepting challenges, act as an inspirational, for many other women who need to make their ways to higher positions. Women themselves must take the initiative to approach the career into higher levels; it requires courage to step out their current boundaries to new horizons. Women are requested to take initiatives and
courage to attempt to cross to the threshold of executive positions, unlike a wide range of women who are comfortable with middle-level jobs (Still 1992).

Informant four cited *Believe in Yourself* as her response when I asked her how women in general can develop their leadership style.

In theory, this quote is primarily connected with *Authentic leaders*. Authentic leaders enhance clarity of self, the leader own convictions are internalized to become clearly recognized with a confidence in one’s self (Campbell et al. 1996). When leaders internalized convictions, these convictions provide guidance for behavior and develop the ability of future forecasting (Swann 1990).

From my part, and through the response of my respondent, it clarifies that a number of women leaders are influenced by the notions of ‘Authentic leadership’. This might act as a platform for those women leaders to perform and to be steady to encounter any circumstances stand on their way. Not only that, but women also need to drive changes in their attitudes in order to move to better occupations. Sandler postulated that women should start from themselves, and drive a self-change that will lead them to believe in own-selves, and to drive persistence in order to be promoted to the top of hierarchy (Sandler, 2014).

I have also coded the word Power as quoted by interviewee number one “I like power because power is freedom, freedom to choose and control your future, if you want that you need to get to the top”.

In the ‘power theory’, many researchers support the conventional gender difference view of power as one of the differences between males and females styles; that males rely on power in leadership (French & Raven 1959), while it had been postulated that women lead from personal basis (Stanford; Oates & Flores 1995).

Rosener suggested that women using of power is based on their charisma, outstanding performance and networks opposite to hierarchy power (Rosener 1990).

From a personal point of view I find what the theory of Power or Rosener postulation may not be applicable. In my study, as expressed by one of my respondents, it inclines, the tendency of some women leaders to lead from power bases. However, my respondent proclaimed about the responsibility to use power in the right way, though it inclines, that not always women leaders are opposed to organizational power as stated by Rosener.

In the same line, power for a number of leaders is popular for its influential role. Mintzboerg stated that the operation of power in institutions is constantly happening in
different ways. Powerful persons are influential, this influence stem from structure, embedded culture and professionalism (Mintzboerg 1983).

6.3 Patterns emerged from Interviewing

My informant number seven cited “I am born to be a leader, I have it in my blood, it is natural to be a leader, my father inspired me to take responsibility and to be passionate about it”. The informant stated that she inherited leadership from her father who was a great leader. For her to become a leader, not estranged from her part. She had been taught about the notions of leadership in early years, which was embedded and experienced through life. The emerged pattern is correlated with ‘innate leadership’, when leadership traits are gifted or by birth. One of the proponents is (Denmark 1983), who theorised that these abilities are scarce and few persons possess it, also, it is believed to be acquired by birth. It is realisable that innate leadership is connected to male leaders, whereas my study had displayed some women leaders who believe to be innate. Furthermore, (Nicolaou; Shane; Cherkas; Hunkin & Spector 2008) stated that genetics may have an impact on the individual tendency to undertake an occupation in leadership. Genes might affect responses in the brain which influence behaviour. This may interpret that particular genes might guide some people to occupy a leadership role. Another pattern “Women are multi-task, they can perform numerous tasks and think about several things at the same time, women also think about their families and homes while they are at work”, as quoted by interviewee number eight.

The appeared pattern describes widely known information about how women are able to do a number of activities or to perform many tasks at the same time. This non-separation of their family lives from career lives has consequences on their work performance, concentration is important to perform work especially as leadership has to do with focal thinking. Therefore, women need to balance and draw a line between work responsibilities and family obligations. (Marks & MacDermid 1996) stated, that career and family life are perceived conceptually by individuals as life roles, therefore balancing work and family life is desirable (Campbell-Clark 2000).

‘Many of women leaders have a unique leadership style because they combine both the soft and strict approach’. This quote of participant seven illustrated that not only the soft approach that is built on emotions undertaken by women leaders but also the strict approach which is based on discipline to be firmed to undertake important decisions. When it comes to the choice of being emotional or to heighten the company interest,
those women leaders do not hesitate to comply with their companies’ goals. According to (Mao 2013) a balanced leader does not focus on either soft or hard skills, but rather the right mixture of soft and hard skills essential to achieve a successful leadership.

‘The significant difference between women and men, in general, that women are more cautious, and take small steps’. According to respondent three, some women are meticulous. In the leading process, they adopt a gradual approach before going further to other bigger steps. Likely, some women leaders take their time and think thoroughly before taking any step, thinking from different perspectives; also they bear in mind the consequences of the actions. Therefore, some women leaders develop tendency of rationality in leading their organizations. According to (McCauslan & Kleiner 1992) women leaders are mindful in problem-solving and decision-making.

Participant six quoted ‘In Sweden, because it is an equal society, I rarely look at women or men leadership style, I had different supervisors from both gender with totally different styles. In general, in leadership style there are factors to be studied apart from difference between women and men behaviour; the culture, upbringing, school system and background’. The informant description inclined that some women lead in a way that can be likely more or less similar to men and vice versa. There are other influential factors which affect the leadership style, these factors should be taken into consideration in studying leaders behaviour. It has some specificity on how individuals lead in a particular society, in particular, culture. (Franzeén 2006) study on Swedish school women principals showed that; the embedded culture of the school has an influence on these principals’ behaviour. Which may provide an explanation of the constant behaviour of leadership displayed by these principles.

Also the cite of interviewee eight ‘I think I have learnt leadership from teaching children Music, as a teacher you need to reach the same goal as a leader, to reach the goal you need to form a group, you need to see each child in the group and to collect others who are not following the goal, to do so, it has to do with creativity, the teacher need to make children have fun to make them participate’. Alder (2005, p. 496) ‘states the need for more creative and inventive leaders comes from the need to have leaders who inspire people not simply motivate them’.

This description inclines to a relationship between Art and leadership and, it acknowledges the impact of Art in leadership and in becoming a leader. This is compatible with several studies which assert the impact of Arts in leadership.

♠ Next Chapter is the second part of data analysis.
7 Data Analysis (2): My Study and Previous Research

7.1 Introduction

*Inductive analysis* involves exploration of patterns, themes and categories in data. Findings rise out of data as a result of constant interaction of the analyst with data. The qualitative analysis is inductive in the first phases, particularly in developing themes and codes. In *Deductive Analysis* the data is analysed according to a theoretical framework (Patton 2012).

By clearly identifying themes, categories and patterns inductively, last part of qualitative methods is the deductive analysis, to examine and confirm the genuineness of the inductive analysis, by cautiously testing inappropriate cases or data not suitable with the developed themes (Patton 2012).

The period of discovery of new patterns or codes were already illustrated in the previous chapter. Which had been built through constant interaction with my data collected from interviewing women leaders.

In this chapter, I will act deductively, by analysing my data according to the theoretical work. The data collected in my study through interviews would be comparatively analysed and interpreted with past literature. Analysing data deductively gives the holistic picture of the current study findings and earlier research.

7.2 Interview Questions and Previous Research

To formulate my interview questions, I had looked at previous studies, it was my source of information, and it guided my process in building questions. Through the previous empirical findings, would be, the interpretation of my research data. The assorted question would be presented first, to be followed by my study findings and earlier literature based on comparative analysis.

7.2.1 Interview Question (6) Interpretation

*The question aim to sensitise the interviewed women perception on general attributes connected to female leaders like*, like being skilful in communication, to listen thoroughly and showing of empathy; being skilful in mediation, in arbitration and resolving of conflicts
In my findings, women are seen as good listeners. It was supported with explanations on why women listen and the reasons they master listening, when they listen, at what situations and circumstances. The study reflected a clear understanding of benefits of listening. This is relatively connected with some former studies on women and men leadership styles which claimed about traits associated more or less with women’s leadership including, listening attentively to followers (De La Ray 2005).

My research data assured that some female leaders are empathetic to others’ feelings, however, there is another side of empathy. It prevents several women leaders to be direct and to initiate serious discussions with co-workers especially if this hinders flow of work and operations of the company. Therefore, conflict is perceived positive, as it is better to dare confrontations if it lead to improvement in work. This is much related to (Mead 1998) who postulated that recent management research indicated that conflicts should be viewed as a norm and to be encouraged if it leads to better results. Conflicts viewed as a precondition for efficacy.

The study had also carried a large number of voices that virtue team-oriented leadership. Teams are no doubt necessary, and, there was a thorough explanation on ways to foster teams and the variant approaches in involvement and inclusion of all members. This is relative to notions of interactive leadership introduced by Rosener in 1990. The participants in her qualitative research are in constant interaction with their followers and build a positive atmosphere through inclusion. The subordinates are infused to bring input in all aspects of work (Rosener, 1990). Also likely with (Fireman 1990) who corroborated that women are able to build esprit de corps suitable with contemporary enterprises which focus on team building.

In conjunction to the above, my study acknowledged that team-building include forming one-to-one relationship, separate from relationship with the larger group. Building such relation makes the leader insight that each individual has a unique personae, at the same time, it is important to build relations with the big team. Which is inclined to (Yammarino; Dubinski; Comer & Jolson 1997) who report that building personal relation with both sex represent an integral part in female leadership style. They found that female leaders form individual relations and these relationships are separate from group relations.

In my research, information sharing with co-workers is determined by control and not widely dispersed like a Wi-Fi network but rather guarded and scrutinized. There is high
sense of meticulousness when it comes to information. Information is never fully shared and lips are tight in delivering information to colleagues. This is in contrast to literature, as (Rosener 1990) mentioned in her study that women stated that they openly exchange information. Also Helgesen proposed that likely women in their leadership style are featured by sharing of information. According to Helgesen (1990, p. 2) ‘the integration of female values into the leadership situation, tend to create a circular system interconnected by an exchange of power and information’.

Furthermore, in the same line, type of information, the appropriate time to be released and the size of information, all determines communication of information with people. Due to the bombarding nature of today’s world information, it is better to control information, some information might have an impact, and at the same time, to avoid overloading co-workers. This is similar to recent research which suggests that the current organizations are exposed to a huge load of information (Accenture Information Management Services 2007).

My study findings showed that women in general do not master conflict resolution and tend to move around the dispute without solving the problem avoiding interference with parties included in the conflict. This is in contrast to earlier studies (Cantor & Barney 1992) have suggested that women bring to the leadership arbitration traits.

7.2.2 Interview Question (7) Interpretation

The inquiry is whether there is male leadership style and any attributes related to male leaders.

In my research findings -without generalizing- it has shown that there are still exclusive male attributes. Despite female leaders used to cooperate, make synergies and communicate there are some male leaders used to lead and take actions. This may have connection with some notions of male leadership style. In general men are perceived not democratic with focus on tasks, Eagly and Johnson (1990, p. 783) referred this to ‘their relationship with the components of instrumental dimension like being dominant, competent, rational, aggressive, independent and self-suffusion’

7.2.3 Interview Question (8) Interpretation

This question has two sections about attributes related to male and female leaders. Appelbaum; Audet, Miller (2003, p.48) attributes in the below table are attached to males as leaders in the literature, respondents have to affirm or to deny.
My research data showed that these attributes of Appelbaum; Audet, Miller (2003, p.48) ‘Structural, Transactional, Autocratic and Instruction-giving’ are not exclusively affiliated to men leaders; there are examples of women leaders who carry these attributes. Which is in adverse to (Claes 1999), who correlates these traits completely with some male leaders.

Also findings displayed that these attributes might be found in Military which is known with hierarchy and structure or it exemplifies some leaders on the top of the hierarchy of gigantic corporate companies. But in the end, this kind of leadership is rarely found in today’s modern world especially in a country like Sweden, where notions of leadership has been changed. This is likely connected to (Åkerblom & Holmberg 2006) who stated middle-level Swedish managers perceive charismatic leaders as ideal in leadership.

For the Business-oriented attribute, in my study, almost all the responses carried one answer and assured solidly that women are also Business-oriented and it is not confined to male leaders. It is pointless to become a leader without being business-focus as the leader is responsible for meeting goals. Thus, findings of my research are not in agreement with theory. Previous studies inclined that women lead with interest in people, while men lead with interest in business (De la Re 2005).

_Appelbaum; Audet, Miller (2003, p.48) attributes in the below table are attached to females as leaders in the literature, respondents have to affirm or to deny._

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<th>Male</th>
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<td>Instruction-giving</td>
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<td>Business – oriented</td>
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<th>Female</th>
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<td>Consideration</td>
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Regarding the Participation attribute for some women leaders, the study confirmed likely that being participatory is an attribute related massively with women. It inclines that participation is crucial for members for it fosters the co-workers affiliation and being part of the organization and to keep enthusiasm towards work activities. This is in agreement with earlier studies, (Rosener 1990) who described interacting women leaders’ style as participatory and they instill enthusiasm which draws excitement in performing of work.

My data also clarified that people-oriented is likely a female trait. People are valued and of concern for leaders and their needs are figured as well. It is in line with (Kabacoff 1998) who suggested that women have tendency to concentrate on what people need, and they build colleagueship relations.

**7.2.4 Interview Question (9) Interpretation**

*A description of communication with teams is requested.*

In my research, the data suggested the leadership style might be built fundamentally on communication. It is an open-communication style and an open-door policy to exchange ideas and perspectives. It is closely connected with (Kabacoff 1998) who finds that likely women communicate by clearly exchanging thoughts and ideas with peers. Also, (Helgesen 1990) suggested that the female are communicative leaders and their doors are open for co-workers.

**7.2.5 Interview Question (10) Interpretation**

*Decision making for leaders and whether it is an individual or a collective action.*

In regard to decision making my primary data inclined strongly the final decision is individualistic, and, not necessarily, collectivistic. Final decision is made by listening to all points of view, collecting inputs, though in the end, it is taken solely by the leader and not necessarily based on consensus. The decision would rather represent the leader perception and how she insight things in a different way. This is clearly in contrast with Bjerke (1999, p. 311) ‘who portrayed that in decision-making, Swedish managers
always have a strong desire to achieve consensus, to make decisions through democratic processes and cooperation’.

Seemingly my findings is opposite to Caliper study findings, in decision making, women leaders listen to all views, then make the best agreed decision, and the final decision is not necessarily has to be the leader initial opinion (Greenberg & Sweeney 2005).

7.2.6 Interview Question (11) Interpretation

*Leaders perspectives were detected about mutual convincement*

Empirical findings in my study suggested that leaders persuasion is more powerful over their people, as a consequence, consensus is not applicable in all times. In major times, followers have to comply with leaders’ points of view. This is dissimilar to Caliper Corporation study. In their way as leaders to persuade individuals, a priority is given to the employee opinion, rather than pushing the leader point of view (Greenberg & Sweeney 2005).

7.2.7 Interview Question (12) Interpretation

*Motivation as a part of women leadership style*

In my data, motivation is heightened and practiced. Employees’ motivation is done in a myriad of ways, ranging from positive comments, to celebrations and gifting of flowers. Lifting-up employees’ morals represent an integral element in leading. This could be linked with

Yammarino and Bass who stated that leaders are able to increase motivation toward extra efforts from their followers because the leader is able to motivate workers to higher levels of personal expectations and individual commitment. (1990, p. 996)

7.2.8 Interview Question (14) Interpretation

*Leaders' reactions to adversity*

In my findings, when things do not work out the way it has been planned, the deviation is explicitly explained and presented on the table to draw discussions on suggestions of new ways and new strategies, then in aggregate, the group come out with a viable solution from the bottle-neck. In contrast, the other research inclined that figuring out the solutions is done on individual basis. According to (Greenberg & Sweeney 2005) in adversity times, when the vision objectives take other direction, leaders need to look at
the situation from variant dimensions to determine what actions are needed to be done in a variant way. To probe questions of how, when, where the deviation occur, and what needs be done in a better way, then to come up with a resolution to the team.

7.2.9 Interview Question (13) Interpretation

Leaders’ willingness to accept new assignment with no previous experience and the skills required,

According to my findings, taking risks and willingness of trying new professions are popular and experienced as part of leadership practice. Accepting leadership careers or change new industries constantly is part of life learning. This experience is relatively the same in findings with participants in the past research. Greenberg and Sweeney (2005, p. 35) stated that the participants confirmed that they are into risk-taking. ‘They are less interested in what has been than in what can be venturing into risk is a way of learning’.

♠ Last chapter is the Discussion and conclusion
8 Discussion and Conclusion

8.1 Introduction

Throughout the journey of this study, I have constantly challenged myself whether the main question and the purpose of study are answered. As it had been clearly stated from the beginning of research. Though my research question could cover only a mere aspect of field of research. However, I hope other successors could carry out further research which enrich the area of study. Moreover, alike any research in academia delimitations is part of the study. This section is mainly about aspects of the main question and purpose. The discussion involves implications of theory and the study findings. Final part includes latest studies in the thesis theme, and a provision of some direction for the following research and limitations of study.

8.2 Main Question and Purpose

In different times of leadership studies, variant schools of leadership were dominant, leadership is viewed as a trait, subsequently as behaviour, then as a situation (Geoghegan & Dulewicz 2008). One could perceive leadership from the variant perspectives of the mentioned schools. From individualistic point of view, one can insight leadership as a combination of unique qualities displayed by the leader irrespective of being female or male. In the same line, Leadership style studies was an extenuation of previous research as a trial from researchers to explore on leaders’ behaviours to increase understanding of what constituted of effective leadership. In parallel, women styles of leading has emerged in leadership studies to explain the gap of women and men in executive leadership positions.

Leadership is defined from different standpoints additionally it is independent from gender. At the same time, conduction of research was not based on gender rather than focusing on particular qualities and interpersonal skills displayed by a wide range of women leaders. Furthermore, the literature on women ways of leading is perceptual and observation rather than proofing excellence of gender over the other.
The Swedish women leaders in my thesis recorded their perceptual views about own styles of leading with unlimited elaboration. From own point of view interviewing this group of leaders has deepen my understanding of how my participants clearly mirror themselves in leading. It is worth mentioning the positive impact those leaders left on me. Whether from their effective leadership or the personal qualities like being energetic, enthusiastic and powerful.

The style perceived by the Swedish women leaders in my study is multilateral. Each leader has its own unique irreplaceable style with quite similarities. In addition to that, styles have been justified by reasoning.

This style is developed by practicing of leadership, the main feature figured out could be Coaching. Swedish leaders coach teams to develop their own intellectual thinking. The employees are encouraged to find their own ways, to reach answers by themselves. Flow of new ideas but creative ideas are highly evaluated and applicable for implementation, also, the leaders train staff to become more open about providing suggestions on new ways of doing work and innovative strategies. The teams are trained to make decisions and bring resolutions of problems.

Another feature emerged is People-oriented style. The Swedish leaders had shown interest in their people. From their perspective, people are the real resources of the work environment. The leaders make individuals feel good about themselves, feel important but what they are doing is also important. They transmit the feeling to members that they are existing and seen, and, as individuals they represent an integral part of the organization. Besides enhancing self-worth, a number of Swedish leaders believe and put confidence on their people. The role of the leader extends to develop the persons professionally to challenge them with responsibilities. Leaders in my study do that by looking constantly at people needs figuring out the best ways for them to grow.

The Communicative Swedish style is clearly visualized. Those leaders lead by open-communication by being present and moving all around, even it is labelled as ‘leadership by moving around’, to assure continuous dialogues and communication. Adopting this way by women leaders would make them understand how their people is emotionally driven. It is also noticeable that leading communicatively is practiced with much reasoning.

The next realisable trait is Team-oriented. As leaders they build strong relations with teams. The result of building can be seen when members become source of support to the leader in times of hardships. There is an agreement from my participants’ part that
leading teams effectively is by giving a feedback rather than giving instructions. The Swedish women team style is featured by interdependence of both the leader and members, small teams and the big group. Furthermore, my participants play an active role to provide the appropriate environment for teams in order to achieve goals.

Another feature of the Swedish females leadership style is being participatory. The leaders are aware about essentiality of participation. In doing so, as supervisors they enlighten co-workers of their roles beside setting expectations of their contribution. Practicing leadership have developed leaders own emotions by bringing people emotionally and raising expectations of the essential part the staff could play to achieve goals, to infuse and attract followers’ interest in participating.

The last trait constructed from understanding is the Swedish style being Motivational. The leaders motivate employees by using different ways and sometimes lifting-up is not necessarily materialistic. Inspiration and performance motivation could take place in public, during meetings, while feedback in mistakes could be private and individualistic.

The above is a reflective summary of features perceived by the researcher about Swedish women ways in leading developed from the group under study.

The Swedish Women leadership style will be illustrated in a model to generate more understanding.

Figure (1) Swedish Women Leaders Model
From a personal perspective, I have developed understanding of these women leaders personalities traits. Majority of them have persistence and self-confidence reflected in achievements and raising of market shares of the companies they have joined. Taking initiatives either in venturing unknown businesses or heading a male dominated work environment define their success, also make them encounter the world with less fear and learn from mistakes.

Leadership for the Swedish women leaders is a part of life learning. The challenge of accepting leadership positions is taken for self and professional development. For those leaders they overcome the taboo of previous experience in leadership. They also lead themselves by a conviction that leadership is about people and being effectual in building teams.

Speaking from own cultural perspective, I came to perceive the culture of the other (the Swedish culture) more closely in nurturing notions of leadership in early ages. It raises my awareness that becoming a leader is not a coincidence and is correlated to the environment and upbringing. It also enhances my self-development to see setbacks or deviations from the goal never to be taken as a hinder from reaching the goal.

In the end, I leave it to the reader, if I manage to generate understanding on both, the question and purpose of the research.

8.3 Implications of my Research and Theory

Past research undertaken by famous theorists of women leadership styles displayed similarities with my current research though variances take place as well. There was a distinct difference in women propensity to be effective in conflict resolutions, consensus decision-making and reaction to adversity. My participants assured in contrast to previous literature that women have non-directness and less efficiency in handling conflicts. Also, unlike earlier theory, decision making in major times is taken by the leader, not necessarily based on staff full agreement. Past research described women leaders tend to react individually when unforeseen circumstances change plans, while in my study, the respondents assure the importance of fast reaction and to be addressed to co-workers, in order to be solved collectively. Finally, conventional attributes related to male leaders in earlier theories like structural, autocratic and instructions- giving is seen as obsolete and not valid in the contemporary century.
8.4 New Horizons on the Research Theme

Research in effective behaviours, qualities and interpersonal skills displayed by a number of women leaders is in close link with the heating debate of scarcity of women in senior positions in the United Kingdom. Not far from the UK, in Sweden, officials in that country have recently informed companies’ board of directors in public, that firms could be exposed to fines imposed by the government if not raising women proportion in boards to forty per cent (The Local 2015). In England, the (Davis Report) - a report by the Equality and Human Rights Commission- demonstrated that only 5.5 per cent of board executives are women (Sandler, 2014, p. 61). The report recommendations called for extensive efforts to handle the current situation (Sandler 2014). It has been claimed that on organizations levels, there is a lack of effective practices to promote women (Sandler 2014). Therefore, there is a necessity for companies’ heads to take a more holistic and comprehensive approach in performance evaluation assessment which will lead to women’s progression, also, executives need to acknowledge more the value of diversity (Sandler 2014). As a consequence, it is essential for directors to perceive the authentic differences between women and men leading styles (Sandler 2014).

Neuroscience suggested confirmation that the brains of women and men operate in a dissimilar way. In the Information processing centres in the brain, men have more grey matters with 6.5%, while, in connecting the processing centres, women possess white matters with about ten times more than men. This might give an explanation of why men tend to score higher in jobs that require powerful processing actions and women likely score higher in careers that require to connect small parts of information (Science Daily 2005). Another quantitative studies of emotional percentages, and personal profile, had had shown that women tend to have higher rates in emotional-intelligence than men mental and know-how ability (Stein & Book 2011).

Without generalizing, women bring some qualities to leadership and they lead with conscience, also are described to protect their team members and less interested in political issues (Sandler 2014).

In the end, as shown in some writings especially in the developed countries in pushing more women to boards, one of the tools is to raise the public understanding on importance of acknowledgment of women qualities in leadership. This may be an encouragement for more research in the field.
8.5 Future Research

In general, in connection with recent writings, future research might focus on the shift of behavioural aspects of male executives and Boards toward the effective roles women can play in leadership.

In relation to my thesis, future studies could be undertaken in the current trends of young Swedish women leaders in leadership. In my research the ages of majority of participants is between 50-55 years. It will add more emphasis to cast light on qualities and personal skills of young Swedish women leaders between 25 to 38 years.

8.6 Limitation of Study

My study boundaries are confined to one aspect in differentiating gender difference in leadership styles which is behaviour. Notwithstanding, there are other aspects which set apart women and men in styles of leading. Aspects like culture, ethnicity, school system, the country development beside other factors are all influential, which, are not part of this research.
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Appendices
Appendix A The Interview Questions

1. You may tell us about your journey of leadership, how do you become a leader?
2. There are some opinions which describe women having a different style in leadership, your comment. Also, You may tell us about your own leadership style.
3. Comparing yourself with men leaders or bosses you had worked with in the past, would you say your leadership style is similar to theirs or different? How is it similar or different?
4. You might be influenced by some leaders as role models, will you tell us what is particular about them, their personality, their leadership style.
5. Do you think that being a woman has an influence on the way you lead? If yes, any attributes related to women leadership.
6. Do you think that these attributes describe female leaders: A) Communication (a good listener + Empathic) B) Employee involvement (Team-work + Flow of information) C) Intermediary skills (Negotiation+ Conflict Resolution).
7. Do you think there is male leadership? Any attributes related to it.
8. Do you think that these attributes describe male leaders: A) Structural B) Transactional C) Autocratic D) Instruction-giving E) Business oriented.
9. Can you please explain your interactions with your team? and communication processes? Is being a participatory leader is something important in leadership?
10. Some leaders think that decision making, problem solving is an individual action, others think else. Your comment.
11. Your comment about times when the leader would be convinced by her followers points of view, and, similarly, convincing others with her own view.
12. Do you think it is part of the leader’s role to recognize if a team member excels in her job?
13. Can the leader accept a new assignment she might not has previous experience? What are the leadership skills required for the new assignment?
14. There are particular times, things don’t work out the way we want as leaders, how can leaders deal with them?
15. How can women in general develop their ways of leadership? You might also you reflect from your own experience.
16. Best leadership style for today’s organizations?