



Women and Leadership

A Study about Women and their perception of effective leadership and leadership qualities

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<p>Abstract:</p> <p>The thesis is a qualitative study of women and leadership. Particularly women's views on good and effective leadership and women's leadership qualities. The study addresses two research questions. The research questions are: What are the main qualities women have in leadership positions and What are women's perceptions of good and effective leadership. The theory of research has explored the concept of leadership, different leadership styles (including transformational leadership and democratic leadership) and female leadership. The study encourages opening discussion on the importance of women in management positions and the emphasis on interpersonal skills in leadership. The research was carried out through semi-structured interviews with five women leaders in different management positions in Finland. The empirical results were analysed with codes and then organized into themes.</p> <p>The results indicate that women have certain qualities as leaders, and their leadership qualities are in line with the transformational and democratic leadership styles. In addition, openness in communication and people-centred skills are considered important qualities for a good leader. The qualities were consistent with the theory of transformational and democratic leadership. Communication, empathy, leading by example, and emotional intelligence emerged as attributes of women in empirical research. The women's view of good leadership was also consistent with the theory of transformational and democratic leadership. The views of the interviewees included e.g. accountability, influence, framing, and clear communication as qualities to a good leader. The qualities of women as leaders are not only gender-specific, as there are personality differences that affect the overall way in which leadership is exercised.</p> <p>It is advisable to carry out further research on the subject, for example from the employees' point of view. Future research should focus on the number of interviews and on finding current theory.</p>	
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<p>Tiivistelmä: Opinnäytetyö on tehty kvalitatiivisena tutkimuksena, jonka tarkoitus on tutkia naisia ja johtajuutta. Erityisesti naisten näkemyksiä hyvästä johtajuudesta sekä naisten johtajuusominaisuuksia. Tutkimuksessa tarkastellaan kahta tutkimuskysymystä. Tutkimuskysymykset ovat: Mitkä ovat naisten pääominaisuudet johtotehtävissä ja Mikä on naisten näkemys hyvästä ja tehokkaasta johtajuudesta. Tutkimuksen teoriassa on tutkittu johtamisen konseptia, eri johtamistyyliä (mm. transformationaalinen johtajuus sekä demokraattinen johtajuus) sekä naisjohtajuutta. Tutkimus kannustaa avaamaan keskustelua naisten merkityksestä johtotehtävissä sekä painottamaan ihmissuhdetaitoja johtamisessa. Tutkimus suoritettiin teemahaastattelulla, haastatellen viittä naisjohtajaa eri johtotehtävissä Suomessa. Empiiriset tulokset analysoitiin koodeilla, jonka jälkeen ne järjestettiin teemoihin. Tulokset indikoivat, että naisilla on tiettyjä ominaisuuksia johtajina, ja heidän johtajuusominaisuutensa myötäilevät transformationaalista sekä demokraattista johtajuustyyliä. Lisäksi avoimuus kommunikaatiossa sekä ihmisläheisiä taitoja pidetään tärkeinä ominaisuuksina hyvälle johtajalle. Ominaisuudet täsmäsivät teoriaan transformationaaliseen sekä demokraattiseen johtajuustyyliin. Kommunikaatio, empaattisuus, esimerkiksi johtaminen sekä tunneäly ilmenivät empiirisestä tutkimuksesta naisten ominaisuuksina. Naisten näkemys hyvästä johtajasta täsmäsi myös teoriaan transformationaaliseen ja demokraattiseen johtamismalleista. Haastateltavien näkemykset sisälsivät mm. vastuunkannon, vaikutuksen, raamien asettamisen sekä selkeän kommunikaation, piirteinä hyvälle johtajalle. Naisten ominaisuudet johtajina eivät pelkästään liity sukupuoleen, sillä persoonallisuuseroja on myös, jotka vaikuttavat kokonaisuuteen, miten toimitaan johtotehtävissä. Aiheesta on suositeltavaa tehdä jatkotutkimuksia mm. työntekijöiden näkökulmasta. Tullevissa tutkimuksissa olisi hyvä painottaa haastatteluiden määrää sekä ajankohtaisen teorian löytämistä.</p>	
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1 INTRODUCTION

The topic of leadership and leaders fascinates many, as interest in leadership likely stems from the ways in which it evokes issues people care about deeply. Leadership engages our values, because the exercise or even the study of it stirs feelings. (Dugan,2017)

Northouse (2016, p. 2) states that “there are almost as many different definitions of leadership as there are people who have tried to define it”, however a leader is a person who encourages and influences a group of people to work towards the realization of goals.” Leadership is a set of qualities inherent in people who develop themselves into great leaders, thus it is not gender specific. Leaders can be either women or men. However, there is a gender gap in leadership roles. (Northouse,2016)

The presence of women in corporate leadership roles are increasing, from highly effective female leaders including PepsiCo’s CEO Indra Nooyi, KPMG CEO Lynne Doughtie to Anne Wojcicki CEO of 23&me (Northouse,2016). Women make effective leaders (Eagly, 2009), but do women have specific qualities as leaders. This study explores through theory and empirical research what women’s leadership qualities are and how do they perceive effective leadership.

The author chose the topic as it is a current discussion in not only the corporate sector but also in general. There is much needed diversity in leaders and women have all the essential requirements for a high-level leadership position. The author hopes to motivate discussion on this matter in different organizations, among men and women. The study also encourages businesses to consider how women leaders affect organizations in a positive way.

1.1 Research aim

The aim of this thesis is to explore what type of qualities women have and use in different leadership roles and what are their perceptions and thoughts of effective leadership. This is approached by researching more into previous research on the topic and interviewing women in different leadership positions in the business sector in Finland. The interview data should not be generalized regarding leadership.

1.2 Research questions

The two research questions that are to be answered in this thesis are the following:

1. What are the main qualities women have in leadership positions?
2. What are women's perceptions of good and effective leadership?

1.3 Focus and Limitations

The focus of this study is to pinpoint what qualities women have in leadership positions. The study is done from the perspective of established female leaders who work in different companies and areas of management. Possible limitations include "present-day" data on the theoretical framework regarding women and leadership. As well as the number of interviewees in contrast to the empirical data.

1.4 Structure of the thesis

This thesis is divided into six sections, introduction, theoretical framework, empirical findings, results, discussion, and conclusion. The theoretical framework presents general information, previous studies and theories surrounding what leadership is, what makes a good leader, different leadership styles, women and leadership, and the qualities female leaders have. The empirical findings consist of research conducted by a set of interviews. It will be looked at from the perspective of female leaders in different organizations. The last section of the study includes the results which present the outcomes of the study and will summarize the findings in the discussion and connect it to the theory.

2 THEORETICAL FRAMEWORK

In the theoretical framework there are a few diverse aspects brought forth about leadership, what leadership is, approaches to leadership and different leadership styles. Information is provided on women's different leadership styles and aspects of what good leadership contains.

2.1 Approaches to Leadership

Edwin A. Locke, in his book, *The Essence of Leadership*, defines leadership “*as the process of inducing others to take action toward a common goal*”. The definition has three elements to it; Firstly, leadership is a *relational concept*, secondly, it is a *process* and thirdly, it requires “*inducing others*” to act. When talking about the relational concepts, leadership exists in relation to its followers. If there aren't any followers, there will be no leader. Leaders need to know how to relate to their followers and inspire them. The process of leadership is more than just holding a position of authority. The leader must do something, in order to lead. Inducing is required in leadership in order to act and this is done by inducing followers to act in various ways, from using authority, goal setting, rewarding to teambuilding and communicating their vision. (Locke,1991, pp 2-3)

Leadership has been defined in various ways over the years and an article by Hayes (1999) talks about the new views of leadership. It is seen as a *relationship* between people involved in a common pursuit, “an influence relationship among leaders and followers who intend real changes that reflect their mutual purpose” defined by Rost (1991). Hayes states that “Leadership is not a one-person phenomenon” (p.118). Results come from the combined efforts and commitment of all in the organization. It is not seen as a quality, rather an *activity*, and is not a perpetual or inherent attribute of a person. It is not about strength or a coercive relationship. As Hayes (p.118) says “Leadership engages the values of people so that they want to work towards a common goal. For people to follow the leader, they must believe that the activity adopted by the leader is worth doing. (Hayes, 1999)

In his book “*Leadership, Theory, and Practice*”, Northouse covers many different perspectives on leadership. Over the decades, various classification models have been

developed to define leadership dimensions. Some definitions view leadership as the focus of group processes, as a personality perspective or a power relationship among other definitions of leadership. (Northouse,2016)

In *group processes*, the leader embodies the will of the group and is at the center of group change and activity. *Personality perspective* conceptualizes leadership as a combination of characteristics some individuals possess or special traits. “*These traits enable those individuals to induce others to accomplish tasks. Other approaches to leadership define it as an act or behavior—the things leaders do to bring about change in a group*” states Northouse (2016, pp. 5).

The *Power relationship* is a term used to define leadership that exists between leaders and followers. “*From this viewpoint, leaders have the power that they wield to effect change in others*” (Northouse,2016 pp.5). Leadership can be viewed as a *transformational process*, in which followers are moved to accomplish more than is usually expected of them. Leadership can also be addressed from a *skills perspective* where stress is put on capabilities such as skills and knowledge that make effective leadership possible. (Northouse,2016)

Despite the myriad ways in which leadership has been defined, Northouse talks about the following components that can be identified as fundamental to the phenomenon: “*(a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals*” (Northouse, 2016 pp.6).

Based on these components, Northouse defines leadership as “*a process whereby an individual influences a group of individuals to achieve a common goal.*” (Northouse, 2016 pp. 6) This view of leadership is something that suits the theme of the research regarding the research questions.

In this thesis, the definitions above of leadership were selected because they represent different ways of how leadership has been defined over the years. Especially the definition of Hayes; leadership being a relationship between people, which relates to the thesis topic by being current to what leadership in this day is and how it is seen in women leaders.

2.2 Different Leadership Styles

In this chapter, the following leadership styles are discussed as they are the most commonly researched styles throughout the history of leadership. The author wanted to define leadership in ten different ways because there is not just one type of way to lead and that many leaders mix different styles regarding the circumstances, place, time and people.

Leadership style consists of a person's behavior pattern trying to influence others. This contains both directive behaviors and supportive behaviors. Directive behaviors help group members achieve goals by offering guidance, setting goals and assessment strategies, identifying tasks, and demonstrating how to achieve goals. Directive behaviors explain what to do, how to do it, and who is responsible for doing it, often through one-way communication. Supportive behaviors help members of the group feel comfortable about themselves, their colleagues, and the situation. Supportive behaviors involve two-way communication and responses that show support for others in social and emotional terms. The examples of supportive behaviors include asking for feedback, problem-solving, encouraging, sharing self-information, and listening. For the most part, supportive behaviors are linked to work. (Northouse,2016)

Cherry defines in her article (2019) that “A leadership style refers to a leader's characteristic behaviors when directing, motivating, guiding, and managing groups of people. Great leaders can inspire political movements and social change. They can also motivate others to perform, create, and innovate”. (Cherry,2019)

Eagly describes styles as a consistent pattern of social interactions that embody leaders as individuals. Leadership styles are not fixed behaviors, rather a range of behaviors that serve a certain function or meaning. Leaders fluctuate within the boundaries of their style depending on the situation. “A leader with a typically participative style might display the collaborative behaviors of consulting, discussing, agreeing, cooperating, or negotiating, depending on the circumstances”, explains Eagly (2007). Leaders might sometimes abandon their specific style in a situation that is unusual. For example, in cases of a crisis, a leader who is known to be participative may become highly directive in an emergency which requires decisive and quick action. (Eagly, 2007)



Figure 1. Leadership styles (ExpertProgramManagement,2019) Image credit ExpertProgramManagement.com

The diagram above can be helpful in thinking about where different leadership styles have their main areas of focus (ExpertProgramManagement, 2019). Transformational and democratic leadership places more emphasis on people while laissez-faire and autocratic leadership are based on placing emphasis on tasks.

2.2.1 Lewin’s Leadership Styles

Kurt Lewin was a psychologist who, in 1939, led a group of researchers to set out to identify different styles of leadership. This study established three major leadership styles that have provided a steppingstone for more defined leadership theories. The three styles Lewin identified were authoritarian, participative and delegative leadership. (Cherry,2019)

Authoritarian Leadership (Autocratic)

Authoritarian leaders (also known as autocratic leaders) have clear expectations of what to do, when and how to do it and provides it to members. This leadership style is highly based on both leader command and follower control. Between the leader and the followers, there is a clear division. With little or no input from the rest of the group, authoritarian leaders make decisions individually. (Cherry,2019)

It was found, that under authoritarian leadership, decision-making was less creative. Lewin also argued that moving from an authoritarian style to a democratic style is more difficult than vice versa. Abuse of this approach is usually regarded as bossy, dictatorial and commanding. (Cherry,2019)

Authoritarian leadership is best applied to circumstances where team decision-making time is limited or where the leader is the group's most experienced member. The autocratic style can be effective if the situation requires quick decisions and decisive action. This, however, tends to create chaotic and even violent environments, frequently pitting followers against the ruling figure. (Cherry,2019)

Participative Leadership (Democratic)

A Study by Lewin found that participative leadership, also known as democratic leadership, is usually the most efficient form of leadership. Democratic leaders give direction to group members, but they also engage in the community and encourage input from other group members. (Cherry,2019)

Participative leaders encourage team members to take part in the decision-making process but maintain the final say. Group members are more inspired and innovative in the process. Democratic leaders tend to make participants feel that they are an important part of the group, helping foster the group's commitments to the goals. (Cherry,2019)

Delegative Leadership (Laissez-Faire)

Delegative leaders provide group members with little or no input and leave group members to do the decision-making. While in situations involving highly qualified

professionals, this style can be helpful, it often contributes to poorly defined positions and lack of motivation. (Cherry,2019)

Lewin observed that laissez-faire leadership appeared to result in groups lacking direction in which members blamed each other for failures, refused to accept personal responsibility, and resulted in a lack of progress and research. (Cherry,2019)

2.2.2 Goleman's Leadership Styles

“Goleman explores in the Harvard Business Review and in his research, which precise leadership behaviour's yield the most positive results. He outlines six distinct leadership styles, each one springing from different components of emotional intelligence. Each style has a distinct effect on the working atmosphere of a company, division, or team, and in turn, on its financial performance. The styles, by name and brief description alone, will resonate with anyone who leads, is led, or, as is the case with most of us, does both”. (Goleman, 2001, pp. 53-55) The six leadership styles that Goleman talks about, are the Coercive leaders, authoritative leaders, affiliative leaders, democratic leaders, pacesetting leaders, and coaching leaders. (Goleman,2001)

The pacesetting leader

The pacesetting leader models self-direction and excellence. The style works best when the team is already competent enough and motivated, in order to get results fast. The method can overwhelm members of the team and even kill motivation in the long run.

The authoritative leader

The authoritative leader focuses on the end goal. They lead the team toward a common goal and vision, leaving the team to do the individual work for it. When circumstances change and the team needs a new vision, the authoritative style works best. The style is most suited for entrepreneurial mindsets and is not the best fit for a leader working with people who are experts in their own field and know better than the leader.

The affiliative leader

The affiliative leader works to create emotional bonds that give the organization a sense of belonging. The affiliative style works best at times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild confidence. The style shouldn't be used solely, because relying only on praise and nurture can lead to a lack of direction and mediocre performance.

The coaching leader

The coaching leader develops people for the future. The style works best when the leader helps make teammates more successful overall and helps build on the team's personal strength. When members of a team are unmotivated to learn or change this method is least efficient then. A leader's lack of proficiency also has an impact on how well the team can prosper.

The coercive leader

The coercive leader style is the most effective in situations of crisis. Crisis situations can be from actual emergencies to turning around the company or a takeover attempt. The leadership style is helpful in situations where a problem teammate gets out of control. However, in most cases, the style should be used limitedly due to its ability to alienate others.

The democratic leader

The democratic leader is most efficient when in need of opinions of a plan, decision or a goal. It also helps if a leader needs new ideas from teammates who are qualified. The leadership style is least noted in emergency situations, where a leader needs to take charge of the situation.

The above leadership styles have their own strengths but also their weaknesses. Most of the styles are meant to be used in different situations and a good leader knows in which cases certain styles are needed. For the best results in managing teams and organizations, a combination of democratic, authoritative, coaching, affiliative and a

little bit of pacesetter and coercive leadership makes a great recipe for long-term leadership success. (Goleman,2001)

2.2.3 Transformational Leadership Style

Northouse (2016, p.161) states that “One of the current and most popular approaches to leadership that has been the focus of much research is the transformational approach. Transformational leadership gives more attention to the charismatic and affective elements of leadership.”

Transformational leadership is described as an approach to leadership that causes people and social systems to change as seen in figures 1 and 2. With the end goal of developing followers into leaders, this produces meaningful and positive change in the followers in its ideal form. (Langston, 2019) Leaders inspire, promote and empower workers in transformational leadership to innovate and create change that will help grow and influence the company's future success. Through setting an example at the executive level, this is achieved through a strong sense of corporate culture, employee ownership, and workplace independence. (White,2018)

Transformational leaders empower and encourage their teams without micromanaging — they trust trained employees in their assigned jobs to take control over decisions. It is a style of management designed to give teams their freedom to be innovative, look to the future, and find new approaches to old issues. Employees on the leadership path will also be trained for mentoring and learning to become transformative leaders themselves. (White, 2018)

Transformational leadership in its true nature improves followers' inspiration, ethics, and efficiency through a number of mechanisms. These include linking the follower's sense of identity and self with the organization's purpose and collective identity; being a motivating role model for followers; encouraging followers to take greater control of their work, and recognizing followers' strengths and weaknesses, so that the leader may align followers with tasks that maximize their efficiency. (Langston,2019)

The below model displays the core pillars of transformational leadership.

Transformational Leadership model

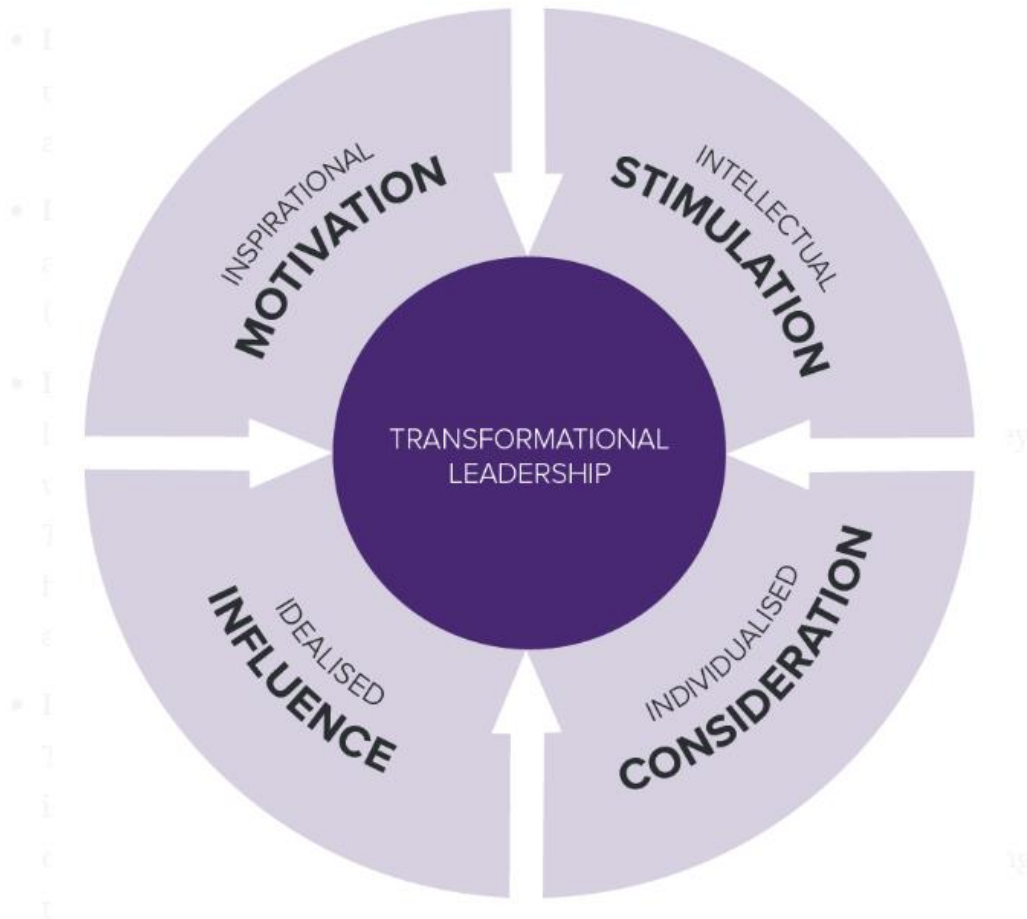


Figure 2. Transformational Leadership Model (Chandrayan,2017) Image credit Medium.com

The transformational leadership theory started in 1973 with James V. Downton and was extended in 1978 by James Burns. In 1985, the definition was further extended by researcher Bernard M. Bass to include ways to measure transformational leadership performance. The model allows leaders to show real, strong leadership with the intention of encouraging workers to follow suit. (White,2018)

According to Bass, these are the hallmarks of a transformational leader that separates them apart from other styles of leadership (White,2018).

- Inspires the motivation and positive development of followers
- Exemplifies corporate moral standards and inspires others alike
- Encourages an ethical work environment with consistent beliefs, goals, and expectations.
- Builds organizational culture by empowering workers to move from a mentality of self-interest to a mindset where they work for the common good
- Emphasizes honesty, teamwork, and open communication
- Provides training and mentoring but encourages employees to make choices and take responsibility for their tasks. (White, 2018)

2.3 What makes a good and effective leader?

The characteristics that are traits and motives of effective leaders have been found to be different from those of non-leaders (Locke, 1991, p.6). Successful leaders are visionaries and are the power behind their organizations. Leaders need to know when to seize opportunities and motivate their employees towards the company's goals. An effective leader recognizes the positive attributes and interests of his or her people and then builds on these strengths. (Hayes, 1999, p.118) Effective leaders are a combination of enthusiasm, charisma, self-assurance and having good timing. Some people may seem like they were born to be leaders, but most leadership qualities are something that can be learned and over time sharpened (Patel, 2017).

As situational leadership theorists suggest, the appropriateness of specific types of leadership behaviors depends on the context — features such as societal values, organization's community, the essence of the mission, and followers' characteristics. Leadership has traditionally been represented predominantly in masculine terms, and many leadership theories have focused primarily on stereotypically masculine qualities. Nonetheless, considering that the effectiveness of leaders depends on context, it is reasonable to believe that stereotypically feminine qualities of teamwork, mentoring, and collaboration are essential to leadership, certainly in some cases, and perhaps more and more in contemporary

organizations. (Eagly, 2007) According to Blagg and Young's interviews (2001), great leaders can create a sense of stability in an organization while dealing with change. The real work of leadership is communication. Effective leaders are masters in three elements, logic, emotions and sense of values. "You can reach people through logos or logic, by appealing to their sense of what is rational. You can use pathos, appealing to their emotions, or you can make an argument based on their sense of values or ethos. Great leaders spend the bulk of their time communicating, and they know how to employ all three of Aristotle's rhetorical elements (logos, pathos, ethos)." (Blagg and Young, 2001)

When approaching the empirical data, the author will concentrate more on theories of Blagg and Young's (2001) on effective leaders and Hayes (1999) concept of an effective leader recognizing the positive attributes and interests of his or her people and then building on these strengths.

2.4 Women and Leadership

The stereotypical image of women in leadership roles is convincing, people-oriented, and consensus-driven. There is some willingness to accept these differences as cultural expectations support them. Men and women can contribute to the degree, that these stereotypes apply in different ways. However, there are some men and women who do not fit into typical stereotypes (for men typical harder and masculine stereotypes and for women the more feminine and softer stereotypes of leadership qualities) and whose leadership styles are not limited to the qualities implied by these stereotypes. When these assumptions are disregarded and can draw from these assets, whether they are considered masculine or feminine, women and men will become better leaders. (Hayes, 1999, p. 119)

2.4.1 The Presence of Women Leaders

This chapter concentrates on the presence of women leaders today, and how thoughts about women's leadership have changed over the years.

In her article "The New Presence of Women Leaders", Hayes believes that in the way they fulfill and accept the responsibilities of leadership, women and men leaders are

similar in that way. Early theories of leadership, however, would not consider this possible and women were simply excluded from consideration. Early theories explored and defined leadership through the existence of characteristics that people viewed leaders to display. Among those associated with physical dominance are some of the characteristics described as essential to leadership. Qualities stereotyped as feminine, such as sharing, caring and consensus building, were not considered to be a part of a leader's characteristics but rather appropriate to followers. However, now women with these qualities are in different leadership positions and are very successful. (Hayes,1999, p.117)

Women leaders in previous generations were fairly few -there was an occasional monarch, political or social leader generally by inheritance. Women in these roles have been viewed as exceptional individuals rather than role models for other women or traditional members in society. Today, women have a much greater presence in leadership. Hayes views it so that women were not able to express their potential because of political, societal, and economic restrictions, but have always had the desire and capacity for leadership. Over the years there has been more reduction in these restrictions which has abled women to become leaders. It has been suggested that the presence of women leaders in large numbers might change some of the leadership thinking because women bring new leadership styles to the top roles in companies. (Hayes, 1999)

In Ismo Virta's article "Naiset jyräävät pian yritysten johtoonkin" (2017) statistics show that in Finland the younger the management, the bigger the women's presence. The share of women in the management of Finnish listed companies is growing, especially in the younger age groups. In leadership positions there are still far fewer women than men in all age groups but, over time women's status in leadership roles will inevitably grow. (Virta,2017)

Women make up 28% of the Executive team members under 40, compared to just 23% of all Executive Team members. The number of young women in management teams is increasing, as in 2013 the share of women in the same age group was 21%. According to Virta, women in management teams are on average more educated than men, but the biggest difference is in the quality of their degrees. There are fewer women with a degree in Master of Science in Technology in management teams. (Virta,2017)

About 70 percent of the female members of management teams oversee support functions such as HR, communications or legal. Only 11 percent of the business leaders in Executive Management Groups are women. However, in the young age group, women appear to be increasingly investing in business management. More than half of the women in the 40s age group are in business management. On average, women are also younger than men among CEOs. (Virta,2017)

2.4.2 Women's Leadership Style and Qualities

According to Northouse, some articles suggest that there are distinct differences between how women and men lead, while others claim that the best leadership style is dictated by the situation, regardless of the leader's gender (2016). Some suggest that men and women lead equally based on their roles or circumstances. It has been increasingly talked about that gender differences do exist, and in contemporary society, women's leadership is more effective. (Eagly, 2009) However, Northouse (2016) states that academics such as Platz and Powell argue that there is little or no relationship between gender, leadership style, and effectiveness. Meta-analyses of research examining style differences between women and men found that, contrary to stereotypical expectations, style differences between women and men showed that women were not found to lead in a more interpersonally and less task-oriented manner than men (Northouse, 2016, p.402). Other qualities that were found is that women lead in a more participative and democratic manner. Northouse (2016) states that *"a meta-analysis by Eagly, Johannesen-Schmidt, and van Engen (2003) found small but robust differences between female and male leaders on these styles such that women's styles tend to be more transformational than men's, and women tend to engage in more contingent reward behaviors than men. Although these styles predict effectiveness, recent findings suggest that the devaluation of female leaders by male subordinates has been shown to extend to female transformational leaders"*. (Northouse, 2016)

In a meta-analysis comparing the effectiveness of female and male leaders, men and women have been equally effective leaders overall, but there have been gender differences such that women and men have been more effective in leadership roles that suit their gender. For example, "women were less effective than men were in military positions, but they were somewhat more effective than men were in education, government, and social service organizations, and substantially more effective than men were in

middle management positions, where communal interpersonal skills are highly valued”, states Northouse (p.403). For women, the styles tend to be more transformational than men’s, and women, more than men tend to engage in more contingent reward behaviors. (Northouse, 2016, p.402)

To conclude, Northouse’s empirical research (2016) supports minor differences between men and women in leadership style. Women, additionally, exceed men in the use of participatory or democratic styles and are more likely to use transformational leadership practices and possible rewards. Women are no less efficient in leadership than men, and women are no less committed to their work or motivated for leadership roles than men. Women, however, are less likely to negotiate and promote themselves than men. In addition, studies show a small gender difference such that women are more likely to concentrate on other people's welfare and ethical behavior. (Northouse, 2016, 404p)

The leadership styles of women are more transformative— more compassionate, supportive, focusing on improving those being led as well as the broader context. The evolving trend towards more cooperative models of leadership theory has coincided with the increasing number of women in leadership positions. Women also brought a new leadership style to organizations that are more connected than hierarchical. Women have made a fundamental difference in leadership positions through their different backgrounds and responsibilities. Female leaders are more community-oriented, inclusive, and try to inspire others. Such characteristics influence how organizations work. Women leaders add value to companies by incorporating their strengths through their academic, gendered, and cultural experiences, strategically. There are many parallels between women leaders and authentic leaders, including focusing on friendships, inspiring supporters, and reflecting on greater change. (Eagly,2009)

In her article “How Women Lead” Rosener (1990) interviewed women, who had described their leadership style as transformational. These discussions gave her a better understanding of how women view themselves as leaders and the importance of how these women’s leadership style differs from more traditional styles. Rosener calls their style “interactive leadership” because these women actively work to make their interactions with subordinates positive for everyone involved” (1990). In the interviews, it came to

light that the women share information and power, encourage participation, and enhance others' self-worth. Allowing employees to contribute and feel important is a successful situation for the employees and the organization believed the women. These leaders believe that when people feel good about themselves, they perform better and create situations that contribute to that feeling. (Rosener, 1990)

The center of interactive leadership is inclusion. The female interviewees referred to trying to make people feel part of the company. They try to instill group identity in a variety of ways, from setting performance goals to deciding strategy, to encouraging others to have a say in almost every aspect of the work. They build channels for people to participate and use a conversational style that sends signals encouraging people to get involved to promote inclusion. Without drawing their own conclusions, they ask for feedback, and they test — and sometimes change— specific decisions without enforcing them. Many women use engagement to explain their own opinions by discussing things out loud and making sure they have not missed an important consideration. (Rosener, 1990)

The women who were interviewed described their participatory style as coming "naturally" to them. This indicates that it is not deliberately embraced by the women leaders for its business value. For some of the women, it is just common sense. (Rosener, 1990)

In Folta et al's dissertation (2012), women were interviewed about leadership and leadership qualities. The leadership qualities the women generally felt they possessed were related to their ability to carry out their vision. The women believed the characters they possessed, when asking about the characteristics of a good leader, were passion and persistence that emerged as strong themes. The key characteristics that also emerged were communication skills, compassion, humility, patience, and strength. Women identified these qualities as important to leadership, but they did not necessarily consider themselves as leaders. (Folta et al, 2012)

As women see the world through a different lens than men, they interpret leadership requirements differently. Throughout history, women have proved exceptional skill at resolving conflicts. They are relationship builders and result-focused collaborators. These traits used to be undervalued, but they have become high in demand and affect lasting organizational change. Women embrace change by creating breakthrough results and are focused on taking the role of a change maker. They shift context rapidly and comfortably

while reconciling irregularities at the individual, organizational, community and societal levels. (Coughlin, 2019)

3 METHOD

In this part of the thesis, the author presents the methods used. This chapter includes the research approach, what methods were used, how data was collected, how the data is analysed and the trustworthiness of the study.

3.1 Qualitative research

The author approached this thesis topic from a qualitative research perspective, collecting and analysing the data through qualitative methods. According to Bryman “Qualitative research is a research strategy that emphasizes words rather than quantification in the collection and analysis of data. As a research strategy, it is broadly inductivist, constructionist, and interpretive” (Bryman, 2012, p.308) The research process involves questions and procedures and data is typically collected in the participants setting.

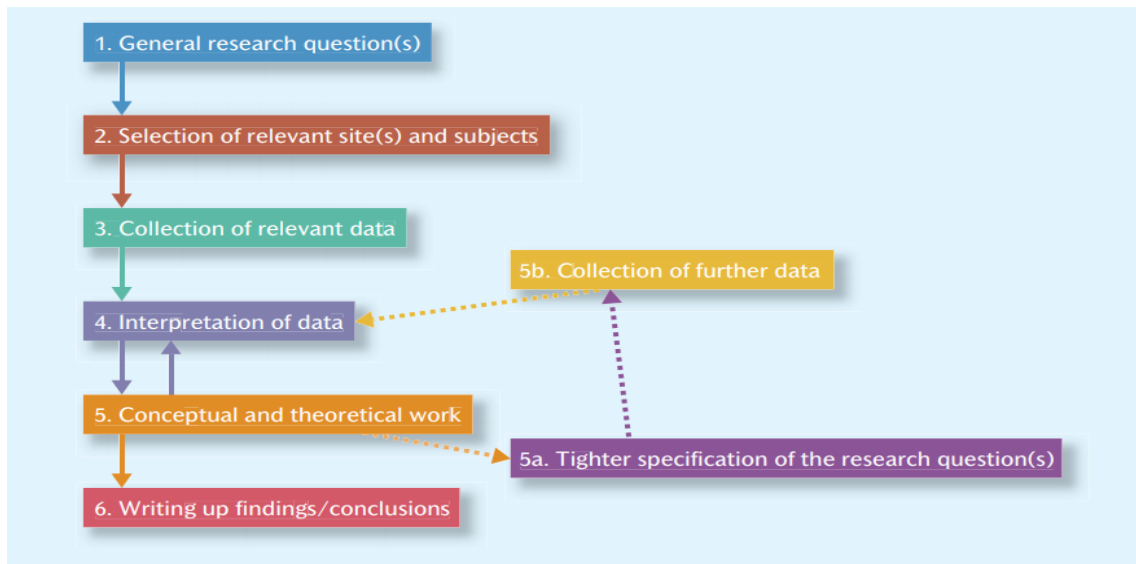


Figure 3. An outline of the main steps in qualitative research (Bryman, 2012, p. 384)

The most common qualitative research method is conducting in-depth interviews. The interview is carried out with one respondent at a time, making it a personal interview. The

advantage of an interview is that it provides a good opportunity to gather precise data about people's beliefs and motivations. Asking the right questions can help in collecting meaningful data. Interviews can be conducted on the phone or face-to-face and last from an hour to two hours. (Bhat,2019) In qualitative interviewing, there is much greater interest in the interviewee's point of view; in quantitative research, the interview reflects the researcher's concerns. (Bryman, 2012)

The author's research started with the research questions and continued by looking through the previous research from relevant sites and areas of subjects related to female leadership and used the main steps of qualitative research as seen in figure 4. After, the author collected the empirical data through interviews with five female leaders in different leadership positions in Finland. The women all worked in different companies in the business sector.

3.1.1 Individual semi-structured interviews

In order to get more deep and varied information from the respondents, a semi-structured interview question was decided as the frame. The semi-structured interview consisted of open, un-prearranged questions. (Bryman,2012). This method allowed the interviewer to explore further information and bring up new ideas depending on the answers of the interviewee. Bryman states that "A semi-structured interview means that it is used so that the researcher can keep more of an open mind about the contours of what he or she needs to know about so that concepts and theories can emerge out of the data" (2012, p.12).

In a semi-structured interview, the researcher has a list of questions to be covered, often referred as an interview guide, see appendix 10. Questions may not follow the way outlined in the schedule and the interviewee has some flexibility how to reply. As the interviewer picks up on things by the interviewees, questions that are not included in the guide may be asked. However, all the questions on the interview guide will be asked and similar wording will be used from interviewee to another. (Bryman,2012)

3.1.2 Interviewees

The interviewees were selected so that all of them worked in leadership positions in Finland. This was to ensure that research objectives were achieved, and research questions would have required answers. The material, including recordings and transcriptions, were stored in a way that no outsider had access to them. Anonymity is guaranteed to the interviewees. This is part of the ethical consideration of the research. The interviewees are listed below in table 1.

Table 1 Introduction of the Interviewees

Team Leader, Bachelor of Business Administration, Age 24
CEO, Master of Science, Age 41
COO, Master of Science, Age 42
CEO, Master of Science, Age 36
Sales Director, Masters of Science, Age 36

3.1.3 Data Collection

The data is collected through a set of semi-structured interviews. The researcher asked five participants the same questions during individual face-to-face and phone interviews. The author collected the data through interviews with five female leaders in different leadership positions in Finland. The women all worked in different companies in the business sector. The interviews were done in a span of one month and were conducted in Finnish, the native language of the author and the participants. Each interview took approximately 30-50 minutes and were based on an interview guide containing 11 questions, see appendix 10. The researcher received informed consent from the interviewees and used a consent form to do so, see appendix 11. Four of the interviews were done face-to-face and one by phone. A face-to-face interview gives a better chance to read the respondent's body language and match the responses compared to a phone interview (Bhat, 2019). Therefore, it should be mentioned that interviews done via phone are not quite the same as face-to-face interviews and that may have influenced the quality of this research.

The interviews were recorded and transcribed in order to get all the needed data from the discussions. Bryman (2012) states that “It helps to correct the natural limitations of our memories and of the intuitive glosses that we might place on what people say in interviews. Recording and transcribing allow a more thorough examination of what people say and permits repeated examinations of the interviewees’ answers. It, therefore, helps to counter accusations that analysis might have been influenced by a researcher’s values or biases.” (p.482) The interviews were flexible, and the author could adjust the questions during the interview depending on the direction the interviewee took.

The research questions were based on a research article “A qualitative study of leadership characteristics among women who catalyze positive community change” by Folta et al (2012) and were divided into the following themes; career path, leadership, motivation and lastly women and leadership. The author chose to base the questions on Folta et al’s article because it was relevant to the authors’ topic and research. Dividing the questions into themes made it possible for the author not to stray away from the conversation topic during the interview.

3.1.4 Data Analysis

General strategies of qualitative data analysis involve content analysis, which includes data-driven and theory-driven analysis. An inductive approach is also used in qualitative data analysis to specify the nature of the relationship between theory and research. In an inductive approach, the theory is an outcome of the research. (Bryman,2012)

In this research, the author chose to use an inductive approach to analyse the data. After the interviews were transcribed the author analysed and coded the data, see appendices 1-9. Bryman (2012, p.568) states that “Coding entails reviewing transcripts and giving labels (names) to component parts that seem to be of potential theoretical significance and/or that appear to be particularly salient within the social worlds of those being studied.” As seen in figure 4 below, the author broke down the qualitative data into codes. The second stage consisted of interpreting the data and finding themes that reoccurred in the data and highlighting possible similarities and differences.

Analyzing Qualitative Data

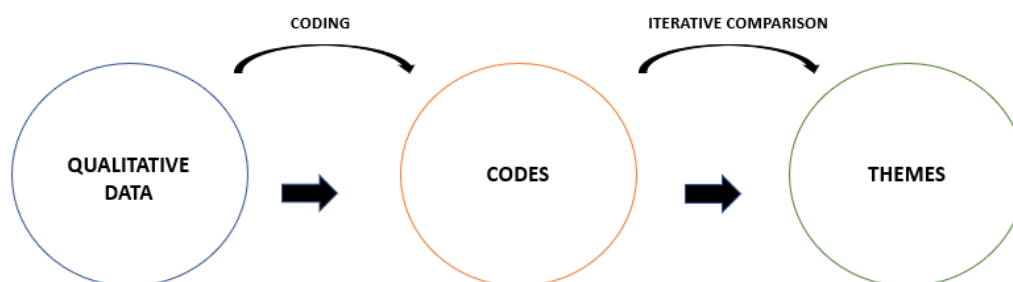


Figure 4. Process of analyzing qualitative data. Image credit Rosa Hawela

3.1.5 Trustworthiness

The author is confident in the truth of the research study's findings. However, it should be recognized that a limited number of interviews were conducted for this study. The author aimed to understand the phenomena of female leadership by seeking the opinions and personal views of the interviewees. The author naturally tried to avoid revealing her ideas or thoughts in setting the questions or in the interview situation. For the sake of the study, it was accepted that the interviewees did not have any reasons to provide the author with any misleading answers or false information in the interviews.

All the findings are based on the participant's responses and the author made sure not to distort the interpretation of what the research participants responded.

4 RESULTS

This chapter will present the results from the empirical data. The interviews are analyzed based on specific themes that came up from the material. The interview questions were based on Folta et al dissertation (2012) and targeted at finding out what the concept of women leaders really mean for the interviewees. Every interviewee discussed their own experiences and answered the questions from their own perspective; however, some common themes arose from the interviews. The themes consisted of: Showing direction, Interpersonal skills and leading by example, Repetition and learning by example, the

importance of meaningful work and results and Knowledge of human nature and a need to demand more. Each theme is a combination of different interview questions and from the interviewee's answers, that formed the themes as seen below in figure 4.

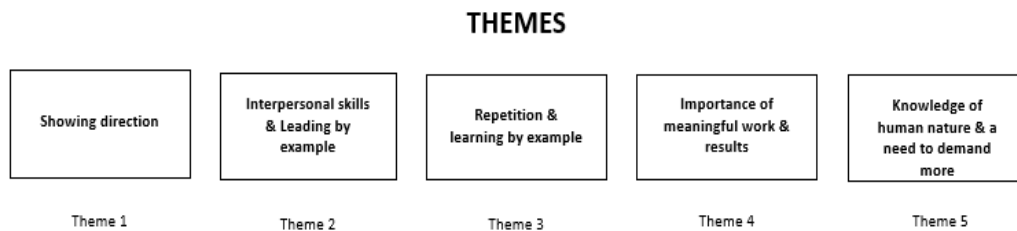


Figure 5. Themes 1-5. Image credit Rosa Hawela

The first theme concentrates on what the interviewees think of leadership and how they see themselves as leaders. The second theme places emphasis on the qualities of a good leader and the interviewee's own experiences as leaders. The third theme is about the interviewee's path to leadership and developing their leadership skills. The fourth theme consists of motivation, what motivates and keeps the interviewees motivated. The final theme is about women and leadership. It highlights the interviewee's thoughts on women and leadership, women's leadership qualities as well as their own. In the following chapters, the author presents the themes and discusses them in detail.

4.1 Showing direction

A common factor that came up in almost all the five interviews was the importance of a leader showing direction. When interviewees were asked to describe what comes to mind when thinking of the word "leadership" (Q4), they mentioned words such as *responsibility*, *having an influence* and *giving guidelines*. They described that leadership is about having good interactions with people and being part of the group, helping them succeed. Interviewee 3 stated:

"Leadership is about making people eager to do things they wouldn't necessarily do otherwise. And the reason to do it with such enthusiasm is that there are some cause and

direction. Leadership is about showing direction and helping people grow towards that direction.”

When asked about the interviewee’s personal leadership experiences and current leadership role (Q3), *sparring, interaction* and *one-two-one meetings* were the most common words that came up. All the interviewees preferred a human-centered approach, where every team member can have their own opinion and can grow as an individual. Interviewee 2 stated:

“When leading a team, the environment needs to be constructive, instructive, and everyone should have a chance to have an influence on things and share their opinions.”

The leadership roles the interviewees held consisted of *leading a team, overseeing the team’s professional knowledge, development* and *results*. It was also important to give some boundary conditions to the whole team that everyone acts upon and oversee that the team succeeds in executing the strategy and daily development. Leading a team differs also when it comes to who you are leading.

“In leading specialists and consultants, it is important to be mindful of their individual ability to apply and make their own decisions.” (Interviewee 2)

“I have two lines at work that I lead, the sales team and the experts and their activities are very different. My job is to spar and support every individual in their work.” (Interviewee 5)

Not everything is seen from the team’s perspective, depending on who is being led the perspectives can be shifted. As interviewee 3 stated:

“My work consists of leading the management and being a leader for various people inside the management. By leading the management team, you start seeing things from the company’s perspective, and not only from the team’s perspective.”

For every interviewee, it was important for the leader to show the way and guide teams towards a common goal. Understanding the bigger picture enables the leader to help the other person to find their own answers and solutions. The interpersonal aspect of leadership wasn’t the only key element for a leader. Understanding numbers and taking care of

them is also vital for a leader. Interviewee 3 mentioned that the *leader does not always have the answers, but the team has*.

4.2 Interpersonal skills and leading by example

When asking about the qualities of a good leader (Q5), interviewees stated that leading by example, having empathy, demanding and helping the team to succeed were some of the most important qualities. Interviewee 1 stated that a good leader *can manage the big picture and is aware of the current state*. Interviewee 2 stated that *a leader needs to coach an individual to succeed*. When talking about demanding more from a team member, a good leader is able to know the individual's strengths and believe in them.

“A good leader knows how to demand a little bit more because they know that the individual has more in them. (Interviewee 1)

“A good leader needs to bring out potential from people, that they themselves did not know existed.” (Interviewee 4)

The interviewees mentioned good communication being an important quality for a leader. Good communication plays in when there is a need to discuss challenging topics and dealing with them in a sensible and good way. Clearly communicating strategic guidelines that everyone knows how their own path will help them to achieve a certain goal. A good leader needs to be braver than others while having interpersonal skills it is also important to have analytical skills as well.

“A good leader should also be empathetic, have interpersonal skills and get people excited about their work.” (Interviewee 1)

“A leader needs to help the team member to understand the significance of work.” (Interviewee 2)

“A leader needs to have an understanding of what is going on, what are the numbers and the critical points while bringing depth into leadership.” (Interviewee 3)

When asked did the above leadership qualities apply to the interviewees (Q5), all of them felt that they did in some ways. *Leading with energy, having good interaction skills and building team spirit* were few of the things mentioned by the interviewees.

“I can create a trustful atmosphere where it is easy to succeed.” (Interviewee 1)

“For me especially leading by example is a quality I apply.” (Interviewee 4)

“I feel that it is natural for me to bring people together, and plan and work together.” (Interviewee 3)

“I feel that those qualities apply to me. Emotional intelligence, empathy, and leading by example are qualities that I follow myself. I gladly discuss with my team members, is everything okay.” (Interviewee 5)

To sum up, the interviewees stated that the qualities of a good leader consist of different aspects, understanding the numbers behind the business yet knowing what the team members are going through and helping them succeed in their own goals. It is important for a leader to see the whole picture, not only from the team’s perspective but also from the company’s and lead by example. A leader is never fully set and needs to constantly develop their skills.

4.3 Repetition and learning by example

The importance of developing personal leadership skills as a leader is something that should be never-ending. When asked what are the things that have made the interviewees into leaders that they are today (Q6), *repetition, learning by example* and *by doing* arose as the most common learning methods with the interviewees. Interviewee 1 places emphasis on how she had been led and what she had personally done and gone through that led her to become a leader. Many of the interviewees had encountered great managers over the years who gave them guidance and learned from their example.

“If you think about how a person learns and develops, it happens 10% by studying, 20% imitating others and 70% by doing things yourself. That is pretty much how I have done myself. I have learned the most from my own challenging leadership situations, where I felt like I needed some help, but overcame the situation myself. When the next challenging moment comes up, I know that “Hey I will find a solution for this”.” (Interviewee 1)

“I have pretty much leaned on example in my own doing. I watch a lot of different people, leaders, and learn from their example. If I feel that someone is doing well, is successful and valued, then I will follow how they talk or handle a situation. And I try to learn from that.” (Interviewee 5)

“Because of my work, I have been blessed with spending countless hours with different leaders, asking them many questions. I also believe that because along the way there have been such great managers who I have considered as role models, it has really helped and a huge thank you to them for kicking me forward.” (Interviewee 3)

When asked about developing the interviewee's leadership skills even further (Q6), four of the interviewees said that *reading different books and articles* is something they do to broaden their understanding and learning. Other ways to deepen their knowledge are going to *different seminars, courses or coaching's*. According to the interviewees the biggest mistake is to assume that you have learned enough. Being in a leadership role means, that you are learning constantly and gathering new knowledge. Ways of learning should never stop.

"I have taken care of my own development by participating in various management related courses and by self-studying on a continuous feed. By reading a great deal of literature and attending webinars and seminars on topics that support my development." (Interviewee 2)

"I read a lot and when I was a consultant, I took a lot of ideas from other companies. It really is a constant reflection on what could be done better. You have to have a beginner's mindset in order to not stay stuck in the same place." (Interviewee 4)

When asked how they began their path into leadership and their current job (Q1 & Q2), most of the interviewees described their path as something that started without first knowing what they wanted to do and later finding their way and creating their path. From early on all the interviewees wanted to *challenge themselves* and around their time studying in universities, they felt like they wanted to create some sort of an impact. *Having an influence, things happening by chance, change and challenges* arose as cornerstones towards the interviewee's paths.

4.4 Importance of meaningful work and results

Motivation is something that can easily fluctuate and affect the effectiveness of leadership. In order to stay motivated at work, the job needs to be challenging enough yet you need to be able to see constant results. All the interviewees stated that to be motivated at work, the work needs to be *meaningful* (Q7). *People, change and value* were also mentioned.

“What motivates me, of course, is that I learn and develop, and do something that challenges me. The most rewarding thing about this job is the people themselves and leading my team. For me, it is important to make changes happen.” (Interviewee 1)

“I enjoy the fact that I can see that things are changing and that I have been a part of that change, and that is really cool” (Interviewee 3)

“In my current job, I am definitely motivated by my own team, team spirit as well as our successes.” (Interviewee 5)

A common motivator among the interviewees was *results*, when talking about how they maintain their motivation (Q 8). Interviewee 1 stated that it can feel immensely frustrating when you are not able to see change no matter what you do. Which makes self-motivation hard at times, when you can't see the “prize” in front of you. Interviewees 3,4, and 5 emphasized that *people at work, colleagues, teammates* and *management* help with motivation. Sharing joys of success and hardships together.

“I'm motivated by the results. The fact that I see results almost daily, even though I'm not at the grassroots level seeing everything, we share the joyful news here and these things give a sparkle to the day.” (Interviewee 2)

“For me, it comes a lot from people. It comes from doing work with a good and committed team. That's where I get strength from when I know those guys are working just as hard. You get inspired by other people but at the same time you don't want to fail them.” (Interviewee 3)

“After all, it requires you to see, that you are going in the right direction, and there are enough people who believe in the same things and are passionate enough like you.” (Interviewee 4)

Overall what motivates and keeps the interviewees motivated is the chance to have an influence on their own tasks and the possibility to move forward. The importance of being a good boss, a leader, the kind you can learn from. Being in an environment where there is a chance to learn and get tools to do new things and have an opportunity to develop and have supportive colleagues are supplies for success.

4.5 Knowledge of human nature and a need to demand more

When it comes to thoughts about women and leadership (Q9), all the interviewees thought that women make great leaders and they considered it self-evident. Interviewee 5 emphasized that she does not think of leadership as a gender matter but stated that being a woman leader brings its own challenges yet has its strengths as well. Interviewee 3 added that there is as much variety in women leaders as there is in men. It really depends on your own *courage* and *desire*, will you become a leader or not. *Listening skills, interest in others* and *being ambitious* were also mentioned as being something women embody more as leaders.

“I think of female leaders that they are damn tough women and they have had to work hard to get where they are.” (Interviewee 1)

“Women are excellent leaders and managers. Most of my own managers have been women. My life has included many strong women who have also acted as mentors for me. I think of it as self-evident that women can be leaders. I’ve managed to find organizations that have not had a glass ceiling.” (Interviewee 2)

“There are a lot of women leaders in my circle and I think women are really good as leaders. There is certainly as much variation in women as there are in male leaders. I don’t think much about the fact that it is someone a female or male leader, but in Finland, we are also quite blessed in this situation that I have never experienced a glass ceiling or constraints here. I think it’s rather from your own courage and urge, will you become a leader or not. And not everyone needs to become a leader.” (Interviewee 3)

“Today, there are great women leaders, but before, it felt like women had to drag their role into one extremity of either side. Either they were very strict and harsh or very soft and gentle. Yet leadership requires both, leading things and leading people, but fortunately, nowadays women can be both. And it’s fine to be both and combine them in half.” (Interviewee 4)

The interviewees placed emphasis on the fact that women do not demand enough and can be sometimes overly careful when it comes to their own success. Having enough confidence and learning to believe and rely on their own skills is something women struggle with occasionally. Interviewee 2 said that women should support each other and stated:

“I would like to encourage women to take up opportunities that come across their path, to take more responsibility, not to be afraid of “will I fail” rather decide that I will succeed and why wouldn’t I succeed if someone else can succeed and especially if it is offered

to you, that means someone else has already thought that you can succeed. Sometimes you need to jump into a lit bit bigger boots, because then you will learn new things, and this is something men usually think about.” (Interviewee 2)

“It is said that women are more cautious but also more ambitious. The fact that you are not afraid to say “I can do this” is important. Sometimes women are too careful and might think that “do I have the knowledge for this?”. That is something I wish to teach my own daughter, just go bravely forward.” (Interviewee 3)

Empathy, interpersonal skills, and different roles arose when asked if women had any specific leadership qualities (Q10). Interviewee 4 discussed that leadership requires a lot of empathy and listening skills and that you are interested in other people, hence women have good requirements to become leaders. Women do possess stronger and weaker qualities and some weaker ones, according to interviewee 1 is that women are more emotional, which in a sense is a good thing but can be bad if the person can't control their emotions.

“In a way, it’s a cliché, and it could go like that, that women have the emotional side, which is good, but it can be bad as well. And some people may have certain prejudice that a woman cannot be a leader because she is too emotional to look at things from a financial perspective and would rather think of how people are doing. And that you can’t be humane and a number person at the same time. But I think women can, and I personally am.” (Interviewee 1)

“I would argue that women have stronger listening ability than men. They genuinely try to listen to what people have in mind, what thoughts they have, giving them an opportunity to express their views, also having a deeper collaboration and caring of others. I think women also have the opportunity to be more concerned with highlighting the importance of work, perhaps because the atmosphere is open, where one can discuss and think, and not look for mistakes.” (Interviewee 2)

“Empathy, listening and quiet signals. Women are quite sensitive to it. Women are also conscientious, and you can rely on their word and get good results, but the position of a leader can be challenging for a woman because women stress more.” (Interviewee 4)

“I could argue that with many women, leadership starts from the person and that women meet more people and talk with them on an individual level, and on the other hand, they can handle emotions on a rational level. But of course, there are huge differences between women and not everyone needs to be a soft leader, different roles are absolutely necessary.” (Interviewee 5)

When asked did these qualities apply to the interviewees (Q10), all the interviewees agreed that the qualities did represent them as leaders and as women. Key highlights were that women do not only have strong interpersonal skills, but they do possess also

analytical skills with strategic thinking. All women like men are different and qualities differ more depending on the person's personality rather than their gender.

"Yes, these qualities apply to me. I demand a lot from myself, which means I can easily demand from others. I have to work with reminding myself that all of us are different and do things differently and everyone has the right to do things the way they see fit, but even if the goal is clear and the rules of how we do things, it doesn't matter how it gets done as long as it's done." (Interviewee 2)

"Yes, they do apply., I am empathetic, able to listen, and I see the silent signals. But I also have those masculine signals and have had to learn the softer aspects of leadership as well. For me, the mechanistic side was more natural." (Interviewee 4)

"Yes, they apply. Human orientation, the ability to face human beings as human beings and to understand how a person influences how a person is as a whole and how different things affect being successful in certain tasks." (Interviewee 5)

Women have certain qualities as leaders that all the interviewees possessed but there are many differences between women. Other aspects such as personality affect the overall leadership qualities an individual has. Even though all the women had more of the softer skills such as empathy and listening, they also highlighted their understanding of the numerical side of the business and leading a team with strategy.

5 DISCUSSION

The aim of this chapter is to answer and discuss the results from the qualitative research and the theoretical framework. The aim of the research is to answer the following research questions:

1. What are the main qualities women have in leadership positions?
2. What are women's perception of good leadership?

Through doing in-depth interviews with respondents from the perspective of women leaders, the author has gained data for answering the research questions.

5.1 Women's Leadership Qualities

To answer the research question, what are women's qualities in leadership positions

The first research question that this study considered was about women's qualities in leadership positions. Themes that came in relation to women's leadership qualities were *human knowledge and demanding more*. Those themes were reflected to the theory of Northouse, approaches to leadership, Goleman and Cherry, leadership styles, White and Lewin's, transformational leadership. The qualities women have as leaders, described by the interviewees, resonate with the concept of transformational and democratic leadership. The study focused on understanding do women have certain qualities as leaders and how do the interviewees see themselves as leaders. For every interviewee, it was important for a leader to show the way and guide teams towards a common goal. Understanding the bigger picture enables the leader to help the other person to find their own answers and solutions. Theory suggests that in transformational leadership, leaders inspire, promote and empower workers to innovate and create change that will help grow and influence the company's future success. Through setting an example at the executive level, this is achieved through a strong sense of corporate culture, employee ownership, and workplace independence. (White,2018) Lewin's study found that democratic leaders give direction to group members, but they also engage in the community and encourage input from other group members. (Cherry,2019) The empirical research supports this as it showed that the interviewees preferred a human-centered approach, where every team member can have their own opinion and can grow as an individual. *Empathy, interpersonal skills, and different roles* arose when asked if women had any specific leadership qualities.

"I could argue that with many women, leadership starts from the person and that women meet more people and talk with them on an individual level, and on the other hand, they can handle emotions on a rational level.

The theory supports the empirical research as women identified communication skills, compassion, humility, patience, and strength, as important qualities to leadership (Folta et al, 2012). According to Eagly (2019), women's leadership qualities are more transformative— more compassionate, supportive, focusing on improving those being led as well as the broader context. There are many parallels between women leaders and

authentic leaders, including focusing on friendships, inspiring supporters, and reflecting on greater change. (Eagly,2009) The empirical research shows that all the interviewees approached leadership by showing a direction and placing emphasis on the meaningfulness of work.

“I can create a trustful atmosphere where it is easy to succeed.”

“For me especially leading by example is a quality I apply.”

“I feel that it is natural for me to bring people together, and plan and work together.”

Northouse’s theory (2016) indicates that there are minor differences between men and women in leadership style. In masculine leader positions, women experience minor drawbacks for effectiveness, whereas more feminine roles give them some advantages. However, empirical findings show that women do not only have strong interpersonal skills (“feminine roles”), but they do possess also analytical skills with strategic thinking (“masculine roles”). There is also as much variety in women leaders as there is in men.

“Some people may have certain prejudice that a woman cannot be a leader because she is too emotional to look at things from a financial perspective and would rather think of how people are doing. And that you can’t be humane and a number person at the same time. But I think women can, and I personally am.”

Northouse’s theory (2016) states that there are distinct differences between how women and men lead, however, others claim leadership styles are dictated by the situation, regardless of the leader’s gender and men and women lead equally based on their roles or circumstances (Eagly,2009). The empirical research indicates that all women like men are different and qualities differ more depending on the person’s personality rather than their gender. However, the interviewees did believe that as women they do possess more of the softer skills that come more naturally to them.

“Women genuinely try to listen to what people have in mind, what thoughts they have, giving them an opportunity to express their views, also having a deeper collaboration and caring of others. I think women also can be more concerned with highlighting the importance of work, perhaps because the atmosphere is open, where one can discuss and think, and not look for mistakes.”

This is supported by the theories of Northouse (2016) and Cherry (2019). According to Northouse (2016) the qualities that were found in women, is that they lead in a more participative and democratic manner. For women, the styles tend to be more

transformational. Lewin's study found that this form of leadership is usually the most efficient form of leadership. Democratic leaders give direction to group members, but they also engage in the community and encourage input from other group members. (Cherry,2019)

Demanding more was another theme that was present in the interviews. The interviewees placed emphasis on the fact that women do not demand enough and can be sometimes overly careful when it comes to their own success. Having enough confidence and learning to believe and rely on their own skills is something women struggle with sometimes.

“I would like to encourage women to take up opportunities that come across their path, to take more responsibility, not to be afraid of “will I fail” rather decide that I will succeed and why wouldn't I succeed if someone else can succeed and especially if it is offered to you, that means someone else has already thought that you can succeed. Sometimes you need to jump into a little bit bigger boots, because then you will learn new things, and this is something men usually think about.”

The theory suggests that women are no less efficient in leadership than men, and women are no less committed to their work or motivated for leadership roles than men. However, women are less likely to *negotiate* and *promote* themselves than men. In addition, studies show a small gender difference such that women are more likely to concentrate on other people's welfare and ethical behavior. (Northouse,2016)

5.2 Women's perception of good leadership

The second research question was “what is women's perception of good leadership”. Leadership is seen as a *relationship* between people involved in a common pursuit and it is not a one-person phenomenon and the results come from the combined efforts and commitment of all in the organization (Hayes, 1999). Interviewees described a leader with words such as *responsibility*, *having an influence* and *giving guidelines*. They described that leadership is about having good interactions with people and being part of the group, helping them succeed. The interviewees also mentioned good communication being an important quality for a leader. Good communication plays in when there is a need to discuss challenging topics and dealing with them in a sensible and good way. Clearly communicating strategic guidelines that everyone knows how their own path will

help them to achieve a certain goal. The empirical research supports the theory by Blagg and Young (2001) on how great leaders spend the bulk of their time communicating, and they know how to employ logic, emotions, and values.

Interviewees stated that leading by example, having empathy, demanding and helping the team to succeed were some of the most important qualities for a leader. Leaders can manage the bigger picture and are aware of the current state. When it comes to demanding more from a team member, a good leader is able to know the individual's strengths and believe in them.

“A good leader knows how to demand a little bit more because they know that the individual has more in them. (Interviewee 1)

“A good leader needs to bring out potential from people, that they themselves did not know existed.” (Interviewee 4)

The theory by Hayes (1999) is supported by the findings in this research as leaders need to know when to seize opportunities and motivate their employees towards the company's goals. An effective leader recognizes the positive attributes and interests of his or her people and then builds on these strengths. A good leader needs to be braver than others while having interpersonal skills it is also important to have analytical skills as well.

“A good leader should also be empathetic, have interpersonal skills and get people excited about their work.”

“A leader needs to help the team member to understand the significance of work.”

“A leader needs to have an understanding of what is going on, what are the numbers and the critical points while bringing depth into leadership.”

Eagly's theory (2007) suggest that the effectiveness of leaders depends on context, therefore stereotypically feminine qualities of teamwork, mentoring, and collaboration is essential to leadership, certainly in some cases, and perhaps more and more in contemporary organizations. The empirical research supports the theory in the sense that the interviewees suggested similar qualities which they think a good leader possess and are also ways they themselves lead. One may conclude that the qualities the interviewees talked about are more familiar to women when leading as they are stereotypically described as more feminine qualities; however, it does not mean only women lead in this way.

6 CONCLUSION

The aim of this thesis was to answer the research questions, what are the main qualities women have in leadership positions and what are women's perception of good and effective leadership. The main conclusions drawn from this thesis are that women do have certain qualities as leaders that come more naturally to them, but these qualities are not only based on gender, rather personalities as well. Based on the results of this thesis, one can conclude that according to the interviewees and the theory:

- The qualities coincided with the theory of transformational and democratic leadership styles (Northouse, 2016, White, 2018, Goleman, 2001).
- The qualities that emerged from the empirical data include:
 - Interpersonal skills, such as communication and empathy
 - Leading by example
 - Human centered approach
 - Emotional intelligence
 - Interaction and support of team members
- Women's perception of good and effective leadership coincided with transformational and democratic leadership models.
- Perception of good and effective leadership included:
 - Responsibility, having an influence and giving guidelines
 - Having good interactions with people and being part of the group
 - Helping team members succeed
 - Good communication and communicating strategic guidelines
 - Demanding more and believing in team members

The study was conducted as a qualitative one, by using semi-structured interviews as a method. A total of five women leaders were interviewed. Leadership qualities and women's leadership were studied within the concepts of different styles of leadership and

through different approaches to leadership by Northouse,2016, White,2018, Goleman, 2001 et al).

More women are climbing the leadership ladder and organizations are accustomed to having more women in higher positions, however, some employees, as well as colleagues, don't see a difference, is the leader a man or a woman and it should not matter. Leadership and the way a team is lead are important aspects of an organization and have a strong impact on the effectiveness of the organization and how it functions. How a team is lead matters.

Further research on the topic is recommended. The aim of the study was to provide indications about women's leadership qualities and the perception of good leadership. The study encourages businesses to consider how women leaders affect organizations in a positive way.

6.1 Future Research

The author suggests it is of advantage to continue investigating and examining women's leadership qualities and leadership itself. One of the themes that could be investigated further, is employee's perception of female leaders and their leadership style and qualities. It would be also interesting to study the perception of female leaders in different countries and how women lead. As mentioned in the limitations of the study, it would be recommended to conduct a similar study with more interviewees and get more relevant theories on the subject.

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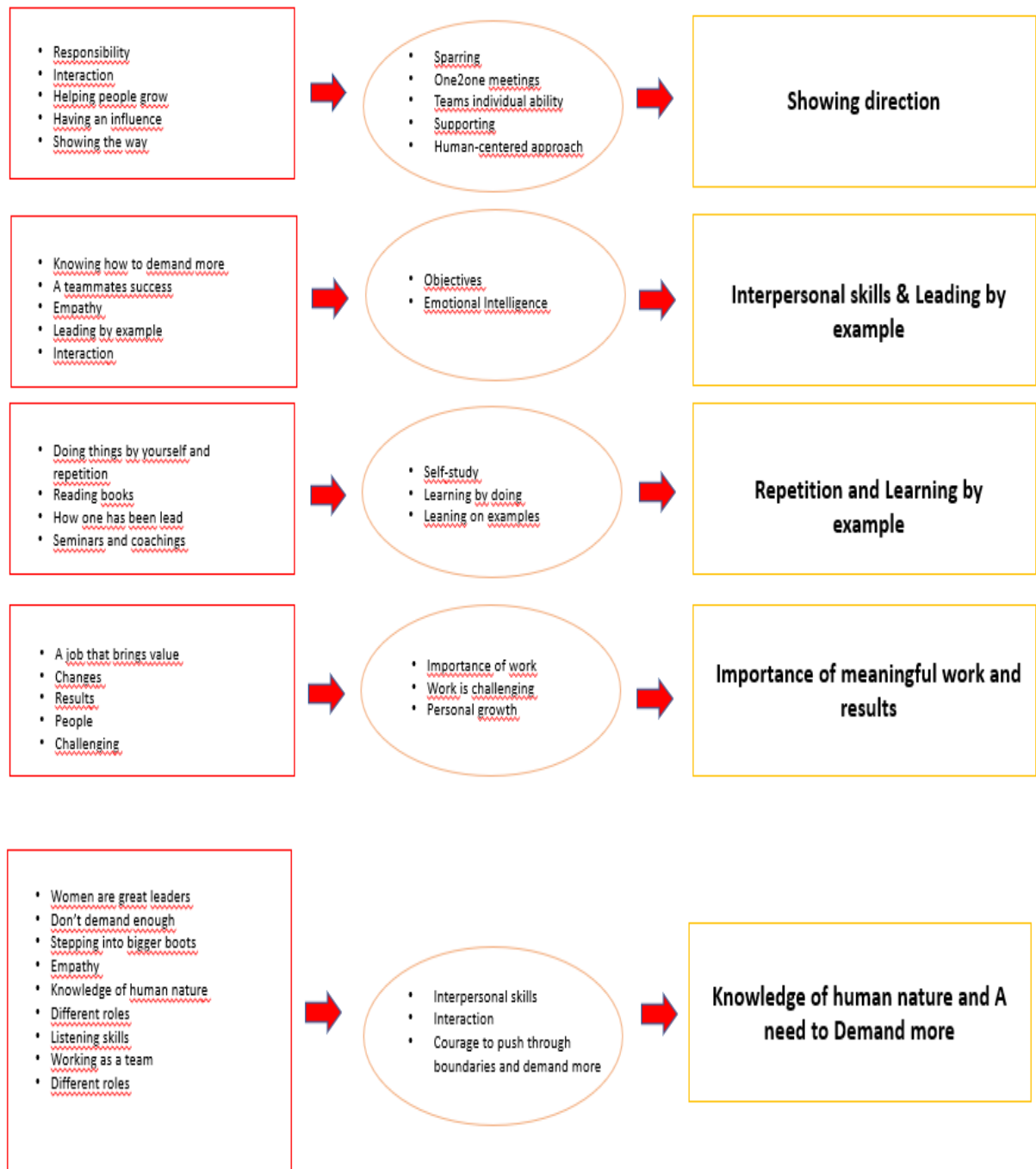
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APPENDICES

Appendix 1

Coding of themes part 1.



Appendix 2

Coding of themes part 2

Theme	Person 1	Person 2	Person 3	Person 4	Person 5
Definition of Leadership	Responsibility Interaction Having an influence Requiring and caring Showing direction	Showing the way/ Fore runner	Showing a direction Getting people to do things eagerly they might not otherwise do Leadership is showing the way and helping people to grow towards the way.	Showing the way Being part of the team, enabling their success. The leader does not have all the answers, but the team as a whole.	Taking care of the people who work towards the outcome and results. Giving guidelines Understanding numbers and taking care of them Making sure that individuals enjoy the work they do and that they are trusted Making sure that the team works well together and they have the right tools.
Leadership at work	Leading a team Being in charge of the teams professional knowledge, development and results Following what the team does and sparring them Having oneZone meetings, following growth and ideas Having interactions between the team	In leading specialists and consultants, it is important to be mindful of their individual ability to apply and make their own decisions. They (team) need to be given some kind of boundary conditions that we act upon. Individuals need their own space to solve customers challenges without having some one breathing down their necks. When leading a team the environment needs to be constructive, instructive, and everyone should have a chance to have an influence on things and share their opinions. For me it is important to lead by example, and understand the big picture so I can spar and help the other person to find their own answers and solutions.	Been working as a leader/manager for the past 10-15 years My work consist of leading the management and being a leader for various people inside the management By leading the management team you start seeing things from the company's perspective, and not only from the teams perspective.	For me the most important thing is to make sure that the team succeeds in executing our strategy and its daily development. My priority is that my team succeeds every week. Tässä tiimissä kun he ovat asiantuntijoita, niin kaikki mallit ei toimi näiden asiantuntijoiden kanssa joiden esimies olen. Mulla on jokaisen kanssa kerran kuussa oneZone ja silloin kuulen mikä toimii ja ei. Sitten yhdessä lähdemme miettimään miten muutetaan tämä tapa.	I have two lines at work that I lead, the sales team and the experts and their activities are very different. My job is to spar and support every individual in their work. Coaching Human-centered approach Having trust in your team Supporting the team, so they succeed and handle in their own work. Team meetings, oneZone.

Appendix 3

Coding of themes part 3.

Personal Leadership Qualities	Koen, että mutta löytyy niitä kaikkia ominaisuuksia. mikä mulla on vahvin on ehdottomasti energialla johtaminen. Vuorovaihtustaidot Pystyn luoda luottavan ilmapiirin, missä on helppo onnistua Luottamus Saan ihmiset innostumaan Vaikkeiden asioiden läpi käyminen	Koen, että niitä kaikkia ominaisuuksia löytyy. Tärkeintä on rakentaa hyvää tiimihenkeä koko organisaation läpi uskon siihen, että voitavia ja eteenpäin pyrkiviä tiimejä syntyy tavoitoiden asettaman ja onnistumisen myötä. olen myös suhteellisen luova, mutta löytyy myös analyysikykyä.	Sitä aina toivoisi, että osaisi elää niin kuin ajattelee koen, että minulle on luontevaa ottaa porukat mukaan ja yhdessä suunnitellaan ja yhdessä tehdään Pystyy vastuuttaa ja luottaa muihin Antaa palautetta, että juuri sinä pääsisit eteenpäin.	Kaikki yllä mainitut asiat Esimerkillä johtaminen	Kyllä koen, että ne ominaisuudet pätee minuun. Tunneälykyys, empatia ja edestä johtaminen on vahvasti niitä omia mitä itsekin noudatan. Mielelläni keskustelen tiimiläisten kanssa, onko kaikki kunnossa. Tasavertainen kohtelu Esimerkillä johtaminen. Oman tekemisen jakaminen.
Developing Personal Leadership Skills	Jos mietti, miten ihminen oppii ja kehittyi niin se tapahtuu 10% opiskelemalla, 20% muita matkimalla ja 70% tekemällä itse. Se on myös aika paljon miten itse olen tehnyt. Konkreettisesti se miten minua on johdettu ja mitä olen itse tehnyt Käymällä koulutuksia ja valmennuksia Lukemalla kirjoja Eniten olen oppinut niistä omista vaikeista johtamistilanteista missä on kaivannut jotain apua, mutta sitten onkin selvinnyt niistä. Pyyttämällä apua ja neuvoja kollegoilta Tekemällä.	Organisaation johtaminen ja itse tekeminen. Olen huolehtinut omasta kehityksestä osallistumalla erilaisiin johtamiseen liittyviin kursseihin. Sitten myös ihan itseopiskelua jatkuvalla syötöllä. Lukemalla paljon kirjallisuutta, osallistun webinaareihin ja seminaareihin joiden aihepiiri tukee kehitymistä.	Hillitön määrä toistoja. Työn takia on olen ollut siinä suunattu, että on viettänyt lukuisia tunteja erilaisten johtajien kanssa. Matkan varrelle on sattunut sellaisia esimiehiä joita on voinut pitää esikuvina niin suuri kiitos heille kun ovat potkineet eteenpäin	Kun mietti johtamista, niin johtajuutta minussa on ollut ennen kuin minusta tuli esimies. Kun mietti koulusta lähtien, kun oli ryhmätöitä niin helposti otti sen leaderin roolin. Aikaisemmassa duunissa valmensin esimiehiä tosi paljon ja olen opiskellut hyvin paljon johtamisesta, mikä tekee hyvän esimiehen. Yksi hyvä tapa itse oppia on opettaa. Luen tosi paljon. Se on kyllä sellaista jatkuvaa pohdintaa, mitä voisi tehdä paremmin.!!!	Sanoisin, että sekä että.Olen aika pitkälti omassa tekemisessä nojannut esimerkkiin. Tarkkailen paljon erilaisia ihmisiä, johtajia ja opin siitä esimerkiksi. Jos koen, että joku ihminen toimii hyvin, ja on menestynyt ja häntä arvostetaan niin mä niinku seuraan millä tavalla hän keskustelee ja miten hän hoitaa ja pyrin ottamaan oppia. Tietenkin myös seminaarit ja artikkelit. Luen niitä ja otan siitä ideoita. Tärkein itselle on se tekemisen kautta oppiminen. !!!

Appendix 4

Coding of themes part 4.

Theme	Person 1	Person 2	Person 3	Person 4	Person 5
What motivates you	Se, että itse opin ja kehityn ja teen jotain mikä haastaa minua. Tehdä arvoa luovaa työtä. Palkitsevin asia tässä työssä liittyy itse ihmisiin ja siihen tiimin johtamiseen. Tärkeintä on saada muutoksia aikaan, kun saa muutosta aikaa ihmisissä. Se on hyvin palkitsevaa	Työn merkityksellisyys.	Kun näen, että asiat muuttuvat ja että olen ollut niihin vaikuttamassa. Mutta se myös on palkitsevaa, kun näkee ne tulokset	Se isompi merkitys, että pystyy tehdä jotain itseään suurempaa impaktia	Ihmiset. Motivoidun omasta jengistä, tiimistä ja yhteishengestä sekä onnistumisista. Haastan itseäni. Jsaan motivaatiota sellaisista hommissa missä saan olla ytimessä, missä päätökset tehdään ja missä tapahtuu ja tiedän minkälaisia pohinää kentällä on
What keeps you motivated	Varmistan, että mun työ on semmosta mikä tuo mulle haastetta ja se on hyvin tärkeää. Minua pitää motivoituneena se, että näen sen konkreettisen kehityksen.	Minun motivaatioita ylläpitää tulokset. Se, että jaamme töissä iloisia uutisia, se tuo aina kimalletta päivään.	Minulle se tulee tosi paljon ihmisistä. Saan voimaa siitä kun tiedän, että noi tyypit tekee yhtä kovasti töitä. Muista ihmisistä inspiroituu mutta myös ei halua pettää heitä.	Kyllähän se vaatii sitä, että näkee, että on menossa oikeaan suuntaan. Ja on riittävästi ihmisiä, jotka uskoo samoihin asioihin ja ovat riittävästi intohimoisia kuin itse.	Se, että omalla tehtävillä pystyn vaikuttamaan ja pääsen itse eteenpäin. Ja tietenkin ihmiset, merkitys, tulokset ja impakti.

Appendix 5

Coding of themes part 5.

Theme	Person 1	Person 2	Person 3
Opinions about Women & Leadership	Ajattelen naisjohtajista, että ne on pirun kovia mimmejä. Ja sen eteen on täytytty tehdä töitä. Me eletään sellaisessa yhteiskunnassa, jossa ne kaksi asiaa ei oo vielä itsestäänselvyys, että nainen on johtaja.	Naiset ovat erinomaisia johtajia ja esimiehiä. Pidän asiaa ihan itsestäänselvyytenä, että naiset voivat olla johtajina. Haluaisin rohkaista naisia ottamaan heidän potullaan vastaan tulevia mahdollisuuksia, ottaa sitä lisää vastuuta. Ei pidä pelkää sitä, että mitä jos en onnistu vaan päättää, että onnistun. Pikkaisen liian isoihin saappaisiin kannattaa mennä koska silloin oppii varmasti uusia asioita, ja tähän on sellanen asia mitä miehet ajattelee. Naisien pitää tukea toisiaan.	Naisjohtajat ovat johtajina tosi hyviä Varmasti on yhtä paljon vaihtelua kuin mies johtajissa en ole koskaan kokenut, että täällä olisi lasikatto tai rajoja vaan se on omasta rohkeudesta ja halusta kiinni tuleeko susta johtaja vai eikö. Sanotaan, että naiset ovat varovaisempia mutta myös kunnianhimoisempia. Välillä naiset ovat turhan varovaisia. Naiset joskus saattavat ajatella, että onko mulla se osaaminen. Mun mielestä naisista tulee hyviä johtajia, parhaimmillaan kun ne on niitä lujia ja lempeitä ja sellaista syvää ihmis kirjastoa.
Womens Leadership Qualities	Tietyn tyyppinen ihmistuntemus, empatiakyky ja asettuminen toisen asemaan, tulee naisilla vahvemmin esiin kuin miehillä. Ymmärrystä ja huolenpitoa ja tilanneherkkyyttä Ihmistuntemus on eri tasolla kuin miehillä.	Väittäisin, että naisilla on kuuntelemisen ominaisuus vahvempi kuin mitä miehillä on. Haluaa pyrkiä aidosti kuuntelemaan mitä ihmisillä on mielessä, mitä ajatuksia heillä on, antaa sitä tilaisuutta kertoa mitä on mieltä asiasta sellainen syvällisempi yhteistyö ja välittäminen varmasti tulee luonnostaan äiti roolin kautta, tasa-arvoinen ajattelu. Esimerkillä johtaminen Haluaa perusteellisesti ymmärtää niitä kokonaisuuksia. Naisilla on myös mahdollisuus huolehtia enemmän työn merkityksellisuuden esille tuomisesta, eikä juuri siksi että ilmapiiri on avoin, missä voi keskustella ja asioista voi olla mieltä, eikä sellainen, että etsitään virheitä.	Yhdessä tekeminen voi olla luontevampaa naisille ja se erilaisten ihmisten kanssa toimiminen voi olla luontevampaa naisille. Käytäntöön toimeenpaneminen Ajattelen ehkä jopa, että erot ovat enemmän persoon alakohtaisia.
Personal Leadership Qualities	Mä koen, et mä pystyn oleen niitä molempia ja se on vahvuus. Mut se onko sillä vaikutusta, niin mä toivoisin että et ei. Silleen, että ei ole merkitystä et onks nainen vai mies, et kuka johtaa tiimiä.	Kyllä nämä ominaisuudet pätee muhun. Vaadin itseltäni tosi paljon Muistutan itseäni siitä, et kaikki me ollaan erilaisia ja tehdään asiat erilailla Jokaisella on oikeus tehdä asiat miten näkee parhaaksi, mutta siinäkin, jos päämäärä on selvä ja pelisäännöt miten me toimitaan niin ei sillä ole merkitystä miten se tulee tehtyä kunhan se tulee tehtyä.	Kyllä ne minuunkin pätee.

Appendix 6

Coding of themes part 6.

Person 4	Person 5
<p>Johtaminen vaatii paljon empatiakykyä ja kuuntelukykyä ja sitä että on kiinnostunut muista ihmisistä, niin naisilla on lähtökohtaisesti hyvät edellytykset johtajiksi.</p> <p>Mikä saattaa olla naisille hankala on se suhtautuminen valtaan ja vaikeisiin päätöksiin ja rationaaliseen ja jämäkkään ajatteluun.</p> <p>Nykyään on hienoja naisjohtajia.</p> <p>Johtamisessa tarvitaan sekä asioiden ja ihmisten johtamista, mutta onneksi nykyään näkee sitä, että naiset osaa olla kumpaakin.</p> <p>Se missä on paljon kehitettävää, että naiset eivät osaa vaatia tarpeeksi.</p>	<p>Mä en sinänsä erottele niinkään, että se olis sukupuoli asia, ehkä ollaan sen sukupolven ihmisiä, ettei sitä ajatella, mutta koen, että siinä on omat haasteensa ja omat hyvät aisansa.</p> <p>Niin ehkä se tasapaino ja riittämättömyyden tunne ja sen koen haasteena ja se voi vaikuttaa siihen ettei sitä päätöstä saata tehdä ettei lähde haastavampi tehtäviin, mikä on myös fine.</p> <p>Miten saat sen ajan ja henkisen läsnäolon riittämään kaikkeen. ▯</p>
<p>Empatia, kuuntelukyky, hiljaiset signaalit. Naiset ovat aika herkkiä sille.</p> <p>Naiset ovat myös tunnollisia ja sanaan voi luottaa ja tulee hyvää jälkeä</p> <p>Johtajan paikka voi olla haastava naiselle koska naiset stressaavat enemmän.</p>	<p>Voisin väittää, että hyvin monella naisella se lähtee siitä ihmisestä se johtaminen ja enemmän kohdataan ihmisiä ja keskustellaan heidän kanssa yksilötasolla.</p> <p>Toisaalta myös pystytään tunteita käsittelemään järkevällä tasolla</p> <p>Tottakai naisissa on hirveästi eroja, eikä kaikkien tarvitsekaan olla pehmeitä johtajia, tarvitaan ehdottomasti erilaisia rooleja.</p> <p>Toisaalta naisilla voi olla luontaisesti kyky pitää montaa palikkaa samanaikaisesti käsissään. Voi olla myös hyvä vahvuus.</p>
<p>Kyllä pätee, olen empaattinen, kuunteleva ja näen hiljaisia signaaleja. Mutta mulla on myös niitä maskuliinisia signaaleja ja on täytynyt opetella niitä pehmeitä puolia</p>	<p>Kyllä ne pätee. Tää ihmislähtöisyys, kyvykkyys kohdata ihminen ihmisenä ja ymmärtää miten ihminen vaikuttaa millainen ihminen on kokonaisuutena ja miten erilaiset asiat vaikuttaa siinä tehtävässä menestymiseen.</p>

Appendix 9

Coding themes part 9.

	Item 1	Item 2	Item 3	Item 4	Item 5
<p>oma kpl?</p> <p>Hyvä johtaja! Eivät keadi tarpeeksi Enemmän väisnäk piteä ottaa</p>	<p>Agendas... - ei eroilla sukupuoliä</p>				
<p>Women & Leadership</p> <p>Empaattia ihmistuntemus Interpersonal skills Erikoiset roolit</p>	<p>Women's Leadership Qualities - numerot</p>				
<p>Personal Leadership Qualities</p> <p>omana kpl! - ki voin kuka joutaa - hiinon - kaitilla - oma hyylä</p>					

* kohdaks ihminen ihmisenä!
 D Tämä on tarkasti kappale!
 • Tämä vastaa RQ!
 1. What are the main qualities women have in leadership roles?
 2. What are women's perception of good leadership?

Appendix 10

Haastattelu

Aika

Paikka

Haastateltavan tiedot

Urapolku:

1. Haluaisin kuulla sinun tarinasi siitä, miten päädyit tekemään työtä, jota teet nyt. Voit aloittaa niin varhaisesta vaiheesta kuin haluat tai myöhäisestä. Mikä vain tuntuu ajankohtaisimmalta.
2. Mikä vei sinut tälle polulle ja millainen se polku oli?
3. Kerro johtajuus kokemuksestasi ja nykyisestä johtaja-asemasta. Mitä se pitää sisällään?

Johtaminen:

4. Kun ajattelet sanaa "johtaminen", mitä tulee mieleen?
5. Kuvaile hyvän johtajan ominaisuuksia. Mitkä näistä ominaisuuksista omaksut itse? Miten nämä ominaisuudet esiintyvät jokapäiväisessä työssäsi?
6. Mitkä asiat ovat tehneet sinusta johtajan, joka olet tänä päivänä ja onko jotain erityistä, mitä olet tehnyt parantaaksesi johtamistaitojasi?

Motivaatio:

7. Mikä motivoi sinua tekemään tätä työtä?
8. Mikä pitää sinut motivoituneena?

Naiset ja johtajuus:

9. Mitä ajattelet naisista ja johtajuudesta yleisesti?
10. Onko naisilla tiettyjä ominaisuuksia johtajina ja siinä, miten tiimiä tai yritystä johdetaan? - Jos on, päteekö tämä sinuun?

11. Onko sinulla lisättävää siihen, mikä vaikuttaa hyvään johtamiseen?

Onko sinulla vielä jotain muuta lisättävää tai tarkennettavaa? Jäikö minulta jotain kysymättä, mistä haluaisit kertoa enemmän?

Appendix 11

Consent Form

Women and Leadership Qualities that Influence Women's Leadership Styles

Contact Information of Researcher:

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- I have read the Study Information sheet provided and been given adequate time to consider it.
- I have been given the opportunity to ask questions about the Study and any questions have been answered to my satisfaction.
- I understand that my participation in the Study is voluntary.
- I understand that taking part in the Study will involve me being interviewed and I agree to this interview being audio-recorded.
- I understand that my personal details such as name and employer will not be revealed to people outside the project.
- I understand that my words may be quoted in publications, reports, web pages, and other research outputs, but data collected about me during the Study will be anonymized before it is submitted for publication.
- I understand that I can withdraw from the Study at any time and I will not be asked any questions about why I no longer want to take part.
- I understand that If I withdraw from the Study my data will not be used.

Name of participant: _____ Signature: _____ Date: _____
Name of researcher: _____ Signature: _____ Date: _____