Master in Management

Interaction of Gender and Situation in Relation to Leadership behaviors of Female Managers: Case-studies in Construction and Nursing Sectors

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Student
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Spring 2010
Master’s thesis, one-year, 15 hp
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Samrawit Nigussie Gudeta

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Umeå, 2010
ABSTRACT

Leadership has been one of the most interesting research areas for academicians and practitioners for many years. (Hughes et al, 2006, p. 22) defined leadership as an interaction process of leader, follower and situation that showed its complex character. Within this complexity, a leader behavior was studied in the past with different dimensions of behaviors. The behavior of leaders can have an impact on the performance and effectiveness of organizations. Leadership behaviors have been studied considering gender and different situations. The interaction between gender and situation is emphasized as a focal point in this study.

The main objective of this study is to look up for the gender and situation interaction for the determination of leadership behaviors of female managers. It means the impact of the two interactions on the leader behavior of female managers is investigated. In order to achieve the determined objective, two different sectors, which are construction and nursing, are selected. The gender differences between the workers of these fields and the tasks performed in the area constitute reasons for us to work on these two different working situations in order to achieve our objective. To find out the differences as well as similarities between the leader’s behaviors in these work situations, task and relation oriented behaviors are used as it is the dominant one when the leader behavior is studied in relation to gender and situation. The authors of this paper believed that studying female leaders in specific working situations can create new knowledge about female leaders in those identified cases.

A qualitative study with semi-structured interview is employed by having eight samples of female leaders from construction and nursing organizations found in Northern Sweden. Previously determined behaviors in task and relation category are used to identify the leaders’ behavior in these organizations. Based on the qualitative results, the findings revealed that leaders in nursing have more of relation behaviors than the task behaviors. Female leaders in construction also show behaviors that mainly characters relation than task oriented behaviors. Therefore, the finding shows that female leaders have both task and relation behaviors with more of relation oriented behaviors in both cases. Finally, the study concludes that the interaction between gender and situation does not determine the leadership behaviors of female managers, where more of relation oriented behavior is identified in both cases.

**Key words:** Leadership; Leader behavior; Gender; Situation; Female; Task-oriented; Relation-oriented; Construction; Nursing
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1. INTRODUCTION

This section deals with an introduction of the thesis. It starts with an overall background of the subject that narrows down to a problem formulation followed by the purpose of the study and its limitation. Then, the whole outline of the study is covered at the end.

1.1 Problem Background

Managers, from the ancient times up until now, have played a great role in initiation, coordination and other managerial functions of an organization. The behavior of manager during the whole managerial process has been of great interest for many researchers in the past and current state. The effectiveness of a manager with different behaviors can determine the success or failure of an organization. Different managerial behaviors are determined after a study on managers in organizations. The authors in this paper will also focus on managers or leaders in organizations where both are used interchangeably in the study.

Leadership has been defined differently by many researchers. Most definitions of leadership reflect the assumption that it involves a process whereby there is an influence made by leaders over other people to run and facilitate activities and relationships in a group or organization (Yukl, 2010, p. 21). In Pierce and Newstrom, (2008, p. 6), leadership is defined as “a dynamic and working relationship, built over time, involving an exchange between leader and follower in which leadership is a resource embedded in the situation, providing direction for goal attainment”.

There are many researchers on leadership in different dimension, each with its own mission and goal. In the previous research made, leadership is stated as being a complex area in management researches. Burns (1978, p. 2), said “Leadership is one of the most observed and least understood phenomena on earth”. The complexity of leadership can still be observed in the recent research on leadership that most of which fails to meet a consensus. In different managerial books it is mentioned that the personality of a manager, the relationship they have with their followers with different expectation and perceptions, and the character of the work may have an impact on leader’s behaviors (Pierce and Newstrom, 2008; Hughes, Ginnett and Curphy, 2006; Yukl, 2010). The definition of Pierce and Newstrom show how leadership is an interaction process between the leaders, followers and situations, which can also be applied to our study.

A Leader is the person that takes the responsibility of leading and guiding the performance or activity of a certain group (Pierce and Newstrom, 2008, p. 5). As a person, a leader has a certain personality. The personality of each person can be different and it underlies an enduring style of
thinking, feeling and acting (Guthrie, Ash, and Stevens, 2003, p. 230). There is also another saying that even though it is possible for leaders to have personal backgrounds, interests, personality traits and motivations that are unique to them; they do tend to share many common characteristics (Hughes, et al 2006, p. 27). There is an argument and discussion regarding the existence of personality differences in male and female managers (Morison and Glinow, 1990, p. 201). When compared to men, women are believed to be more selfless and concerned with others thus being more kind, helpful, understanding, warm, sympathetic and aware of other’s feelings (Eagly and Johnson, 1990, p. 237). There is also a clearly stated masculine and feminine personality trait that a leader can hold (Ibid). There are different behavioral categories that a leader can have, identified by previous researchers. Task oriented and relations oriented, autocratic and democratic or directive and participative, and transformational and transactional are the major behavioral categories identified (Eagly, Johannesen-Schmidt, and Van-Engen, 2003, p. 570).

Once male and female managers are mentioned, the issue of gender and leadership follows. Gender and leadership has been one of the most interesting areas for researchers studying leadership for many years. A lot has been said about the relationships between the gender and leadership. Differences between male and female leadership behaviors and the continued discrimination against women in leadership selection have been two of the major areas of interest for scholars and practitioners for years (Yukl, 2010, p. 466). Many researchers have tried to show how male leader qualities are oriented towards the more impersonal, task oriented and autocratic style while female leaders have nurturing, democratic and relationship oriented leadership qualities (Pounder and Colman, 2002; Eagly and Johannesen-Schmidt, 2001; Eagly and Johnson, 1990). A recent theory in gender and leadership shows the existence of no evidence of important gender differences in leadership behavior and other researchers showed that there are gender-related differences for some behaviors or skills in some situations (Yukl, 2010, p. 468).

Followers and the relationship they have with leaders is the other issue considered in leadership. In Pierce and Newstrom (2008, p. 258), it is mentioned that leader’s behavior can be shaped by the attitudes of followers towards the leader. A good communication and collaboration between the leader and follower is needed in order to reach a common goal and be effective. Gender issues regarding followers and leaders are also raised in many situations. One of the issues is that, female leaders might have difficulties in being accepted for organizational practice and are at risk of receiving less professional respect from their followers, unlike male leaders (Wolfram, Mohr, and Schyns, 2006, p. 20). Besides, in leader-follower relationship with respect to leader behavior, female leaders with an autocratic behavior get less professional respects than male leaders with a democratic behavior (Ibid). Also autocratic female leaders are evaluated more negatively than male leaders particularly by male followers (Eagly, Makhijani, and Klonsky, 1992, p. 6). These issues and others have risen in the past researches on the relationship between followers and leaders which show followers’ great contribution to the leading process.

The situational factor is the third issue in the interactional process of leadership. Previous theories and studies have shown the differences in leadership behaviors regarding different work contexts and the impacts that a situation might have on leader. Contingency theory, which was popular in the 1970s and 1980s, describes different leadership behaviors which can vary from
one situation to another. According to Yukl (2010, p. 469), most researchers have shown the differences between male and female leaders and the style they follow besides the working conditions and other variables surrounding leadership style, which becomes one of the limitations of studies in gender differences. The authors of this paper also believe that specific work situations can have an impact on leadership behavior. Rohmann and Rowold, (2009, p. 557), have shown how it would be interesting to investigate the leadership behavior in predominant stereotype work contexts in their research on gender and leadership in different organizational contexts. The authors in this paper also found these types of working situations interesting, where the character of work and also at the same time the dominance of one sex in the work area is visible.

In order to work on these two different situations, the authors of this paper choose construction and nursing industries. The construction industries are characterized by being technical oriented, and mostly defined in terms of the activities and products that are included within it (Ofori, 1990, p. 20). The industry consists of activities like planning, designing, construction, repair and maintenance; it also includes products like buildings, roads, railways, electrical lines, telecommunication and gas works (Ibid). This work environment is also considered a male domain where females are underrepresented thus turning it into a stereotypical work area for males (Gale & Cartwright, 1995, p. 6). On the other hand, there is another work environment, nursing, where jobs are performed to help human beings through high level of interaction with people. Moreover, this work environment is considered a female domain and females have been dominating this area for years and it came to be known as a stereotypical work area for females (Olga and Andrew, 2002, p. 481). Therefore, we found these two work contexts to be two extreme areas in which we put our interest to see the leadership behaviors of female managers as they have different work characteristics and at the same time hold concrete proofs to reflect male and female dominated areas.

These working contexts can have an influence on the behaviors female managers adopt in the organization which makes up the focus of our study. Focusing only on female managers with specific work contexts becomes an interesting topic after looking at previous research on gender and leadership, which makes it different and important to know the impact that the work context have on the female leader’s behavior. The reasons for us to focus only on females are that most studies in the past were focusing mostly on male when they inquired about leadership and males have faced lesser problems than females in leadership, where problem of being a leader in different situations is not a big issue for a male as it is for a female. The authors looked on female leader behaviors only from the perspective of task and relation oriented behaviors. These behavioral categories are used because they are used dominantly in the comparison of behaviors in gender issues. Therefore, in this paper the authors will try to see female leaders’ behaviors in the construction and nursing areas of work with its similarities and or differences.

1.2 Problem statement
Based on the problem background, the authors have reached to a research problem which is underlined below.

“How does the interaction of gender and situation shape the leader behavior of female managers?”
1.3 Research Purpose
The study aims to achieve the following:

- Identify the leadership behaviors of female managers in construction and in hospital (nursing) organizations in terms of task and relation behaviors.
  - Compare the differences and or the similarities of female leaders’ behaviors in the two work contexts
  - Add knowledge to current theories on leadership, specifically leadership related to specific work contexts and female managers

1.4 Scope and limitation of the study
As we are students, the study is conducted in a limited time and finance that could restrict us from looking things in a wider perspective. Construction and nursing industries are chosen to work on the female leader behaviors in different work situations. In the work situations, we do not consider any other factors besides task, where other factors in the work situation can influence the leadership behavior in addition to the character of the task. The behaviors of leaders are limited to the context of task and relationship that could not hold all behaviors of leaders. All collected data are from the perspective of leaders and none of the views of the employees are included that makes the analysis more subjective. The methods chosen for the whole study gave a subjective nature to the paper that can limit it in many ways. Only semi-structured interview method is employed to collect the data that limits the quality strength of the data. Convenient sampling strategy with eight samples from Northern Sweden is used to collect the data, which makes it difficult to generalize it to the whole population. However, within these limitations the authors have tried to collect a vast amount of empirical data that can help to make a conclusion out of it.

1.5 Outline of the study
After the introduction section of the study, chapter two will be covered. This chapter is about the theoretical position we have in the study. It includes the choice of the subject, preconception, perspective and methodologies; which are the philosophies, research approach, strategies and also the research design chosen for the thesis is expressed. Chapter three covers the different theories related to leadership specifically theories of leadership in different approaches, gender and leadership, interaction of gender and situation in leadership, and industries of construction and nursing is explained. For chapter four, the practical method used to collect the data is presented which includes the selected sample, the access used for getting the samples, data collection tool, data processing, data analyzing, and the ethical issues considered in the study are presented. In chapter five, the authors have presented the empirical results obtained from the collected data in a categorized way for both cases of construction and nursing. In chapter six, the analysis of the cases in light of the predetermined behavioral categories is discussed and a comparison of the two cases is portrayed. Based on this, a conclusion of the study and recommendation for further research is given in this chapter. Finally, in chapter seven the quality criteria of the study are discussed in respect to its credibility, transferability, dependability, confirmability and authenticity.
2. THEORETICAL POSITION

In this section of the paper, the reason for the selection of the subject, the preconception the authors have on the subject, the perspective, and the methodologies applied for the whole study is discussed.

2.1 Choice of subject

Before initiating the study on this topic, the authors have looked and discussed on issues that could be interesting to work on. Leadership becomes an interesting area for both of us, which is one of the major fields in management studies. The issue of women in managerial position has a long history in the study of leadership. As two female students in management, to work on female and their leadership catches our attention. Gender in relation to female leaders has been a popular issue to researchers for years. The authors in this paper wanted to look on how the female leader behavior could vary under two different working situations, one being technical with male dominance and the other being people oriented with female dominated work environment. We have thought that working in these two different work areas may have an impact on the female leader behavior, triggering us to investigate more on this subject.

2.2 Preconceptions

Each of us had held some concepts about leadership before we started the study. As a management student, the subject of leadership is familiar to us through education and other sources heard in different situations. We have noted that the issue of women and their leadership has been an interesting area to researchers for years. In different circumstances, we have heard about the issues raised on the behaviors of female and male have in organizations. For us the impact of the working areas for female leaders becomes an interesting subject to work on. In order to have more conception and knowledge on the area, we have read different articles and books related to these issues that gave us a broader extent of knowledge. In this study, the data collected are kept free from personal values, where the preconception we have on female leaders and being a female researcher will not influence the result of the study.

2.3 Perspective

In this paper the authors looked on female leader’s behavior from the perspective of management in general. Specifically, the leader behavior will be looked on from the perspectives of leaders in construction and nursing. All the views and perception of the leaders is included as a major determinant of the leader behavior in both cases.
2.4 Research Philosophy

The views we have towards the world and the type of knowledge developed is determined by the research philosophy we adopted for the study. According to Saunders, Lewis, and Thornhill (2009, p. 107), the assumptions we hold for the world will underpin the methods and strategies that is applied to conduct the study. In Bryman and Bell (2007), two major ways of thinking about research philosophy is examined which are ontology and epistemology. In order to answer our research question, ‘How does the interaction of gender and situation shape the leader behavior of female managers?’ the research philosophy adopted is outlined below.

The ontological perspective of research is concerned with researcher’s assumptions towards the nature of reality. Bryman and Bell, (2007, p. 22) revealed that ontology is a question on the views of social entities whether it is objective that is external to social actors or social constructions built up from the perceptions and actions of social actors. These views on social entities are classified as objectivism and constructionism. The objectivism portrays a view that social entities exist in reality external to social actors while constructionism views reality as socially constructed where the perceptions and actions of social actors are concerned (Saunders et al., 2009, p. 110).

The underlined question of our research drives us to have a constructionist view on reality. As we are looking on social actors specifically leaders with their behaviors in an organization which are socially constructed, it is difficult to alienate the human characters from the social world and put it as an external entity. Therefore, as researchers, our aim is to look on the subjective nature of human beings with a view on reality as socially constructed.

The other way to think of research philosophy is the epistemological consideration. Epistemology is concerned with how the social world should be studied (Bryman and Bell, 2007, p. 16). It is also stated as determining the acceptable knowledge in a field of study (Saunders et al., 2009, p. 112). Epistemology holds three different concepts, which are; positivism, realism and interpretivism. The focus of positivism is to apply natural science methods for the study of social reality (Bryman and Bell, 2007, p. 16). In positivism, only things that can be observed are considered a credible data and the researcher’s tries to make the study free of value make the study free of value (Saunders et al., 2009, p. 110). Realism is the other concept in epistemology that shares the character of positivism. Bryman and Bell (2007, p. 18), pointed out that realism shares two features with positivism which are to apply the same kind of methods to collect data both for social and natural science studies and the existence of external reality. Therefore, it is an opposition to idealism.

In contrast to positivism, interpretivism emphasizes the differences between people and the natural science and point out for social researchers to have the subjective meaning for social action (Bryman and Bell, 2007, p. 16). It shows how different it is to conduct research in objects and human beings that excludes the application of natural science methods. This concept of reality studying is applied in our study. The study of human beings under different work situations will lead us to have a subjective meaning for the information we get in our study and to interpret it in a subjective manner.
To summarize, as a researcher we have adopted a constructionism ontology and interpretivism epistemology that can assist us to use the appropriate methodologies in data collection and solve our research problem.

2.5 Research approach
To choose an ideal research approach is not something that can be done easily. The research approaches clarify the relationship of theory and research in a study. There are two approaches commonly stated in business researches which are deductive and inductive. These approaches are not hard and fast distinctions, but thought as the tendencies the researcher has regarding theories (Bryman and Bell: 2007, p. 15).

Saunders et al., (2009, p. 124) relates the research approach to the research philosophy where a deduction owes more to positivism and induction to interpretivism, but also noted that this can be a misleading relation and of no really practical value. The case in our study is inclined towards both deductive and inductive approaches. To return to our research purpose where we try to identify the female leader behavior at two different work situations, theories are also involved that has created a relationship in the study. The theories has helped us to gain general backgrounds on leadership, the different studies on gender and leadership and also the specific leader behavior categories that are applied in our study with the managerial behaviors found in the categories.

The deductive method is commonly defined as an approach that starts with thorough review of literature to develop a hypothesis that is later tested following the collection of data which lead to the confirmation or rejection of hypothesis (Bryman and Bell, 2007, p. 11). In deductive method, the process is highly structured where every step follows the other in a clear, logical sequence and applies scientific principles that can help to generalize the findings (Bryman and Bell, 2007, p. 11; Saunders et al., 2009, p. 127). In our case we have used theories that assist us to develop an understanding of the areas and also used previous identified leader behavior categories for the determination of female leader's behavior in the two work situations. This character of our study enables it to have deductive research elements. Along with these, the previous theories used to construct the interview questions, which were also applied for the analysis of the data collected by giving a general framework. But the theories used are not for the formation of hypothesis that is rejected or accepted after the collection of data that mainly characterizes the deductive approach.

On the other hand, inductive is defined as approach that starts with literature to develop concepts and follows the collection, analysis and interpretation of data to develop a theory based on the acquired results (Bryman and Bell: 2007, p. 14). The inductive approach helps to have a close understanding of the research context with a small size samples. It is also less concerned about generalization and has a more flexible structure to permit changes of research emphasis as the research progress (Saunders et al., 2009, p. 126). Moreover, this approach is applied when the research is something new and excites much debate (Saunders et al., 2009, p. 127). The authors in this paper have only focused on specific work contexts to find out female leader behaviors regarding task and relation oriented that are new and not previously conducted on specific cases that help to come up with new theories. So these give the research the elements of inductive approach. The authors in this paper are also interested in looking at a specific research topic
with small samples to get an understanding of the topic in detail. The authors also cannot
generalize the gathered data to the whole group since we have limitations on the study. But new
theories will be developed from the data collected in the specific work contexts. Therefore, both
elements of deductive and inductive approaches are applied in our study.

2.6 Research strategy

After the determination of the research philosophy and approach what comes next is whether the
study is conducted in the quantitative or qualitative way. These two ways of data collection
refers to the research strategy adopted for the study. Even though it is said that the distinction
between quantitative and qualitative research is little, many writers have inferred major
differences out of the two (Bryman and Bell, 2007, p. 28). These two research strategies are also
stated to be different in terms of ontological, epistemological and the approach aspects of
research where quantitative is related to objectivity, positivism and deductive approach;
qualitative is related to the constructionism, interpretivism and inductive approach of researches
(Bryman and Bell, 2007, p. 28).

The quantitative research is characterized by quantification in the collection of data. The
quantitative research is mostly applied in survey and experiment researches (Creswell, 2003, p.
179). On the other hand, qualitative researches emphasize words and meanings in the collection
and analysis of data. In Creswell (2007, p. 85), five different qualitative studies are stated;
narrative-biographical, phenomenological, grounded theory, ethnography, and case study. The
study in our paper also includes one of these qualitative researches that are case studies. The
authors in this paper will apply a qualitative research in order to get a rich and in-depth data and
participant’s opinions are also involved in the study. Moreover, the collection of data will be
performed in natural settings where the participants are found. These characteristics of the study
hold some of the major features of qualitative study which is presented below that are applicable
in our case.

<table>
<thead>
<tr>
<th>Characteristics of Qualitative research</th>
</tr>
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<tbody>
<tr>
<td>• Natural setting (field focused), a source of data for close interaction</td>
</tr>
<tr>
<td>• Researcher as key instrument of data collection</td>
</tr>
<tr>
<td>• Multiple data sources in words or images</td>
</tr>
<tr>
<td>• Analysis of data inductively, recursively, interactively</td>
</tr>
<tr>
<td>• Focus on participants’ perspectives, their meanings, their subjective views</td>
</tr>
<tr>
<td>• Framing of human behavior and belief in a social-political/historical context or through a cultural perspective</td>
</tr>
<tr>
<td>• Emergent rather than tightly prefigured design</td>
</tr>
<tr>
<td>• Fundamentally interpretive inquiry- researcher reflects on her or his role, the role of the reader, and the role of the participants in shaping the study</td>
</tr>
<tr>
<td>• Holistic view of social phenomena</td>
</tr>
</tbody>
</table>

Table 2.1 Characteristics of qualitative research: (Creswell, 2007, p. 38)
2.7 Research design

The selection of our research strategy leads us to the research design that provides a framework for the collection and analysis of data. The research selected should be in appropriate design and relate to the research question (Bryman and Bell, 2007, p. 39) that makes us to apply research design that fits into our study. In Bryman and Bell (2007), five different types of research design are outlined which are; experimental design, cross-sectional or social survey design, longitudinal design, case study design, and comparative design.

Our research design falls within case study and comparative design, which is multiple-case study. Multiple-case study is one dimension of case study and also a comparative design when it is used by applying a qualitative method (Bryman and Bell, 2007, p. 68). It has the same meaning in both divisions of research designs. Multiple-case study is used when more than one case is examined (Bryman and Bell, 2007, p. 68; Yin, 2003, p. 46). If the focus is on the cases and their unique contexts, the appropriate one to use is multiple-case study which becomes common in current research of business and management (Bryman and Bell, 2007, p. 65).

When looking in our case, female managers behavior in two different work situations are examined to see which behavior is found in the construction and which in nursing organizations. This creates two different cases for the study of female leader behavior. We believe that studying on the specific cases will help us come up with new theories. The use of multiple-case improves the building of new theory that only specifies the context of the case (Saunders et al, 2009, p. 126). The comparison of the two cases also suggests new concepts that are relevant for the existing theory (Bryman and Bell, 2007, p. 68). Therefore, the multiple-case study features are found to be more appropriate research design in our study.
3. THEORETICAL FRAMEWORK

In this section, relevant theories are presented which are related to our research question. Starting from the general overview on leadership, the theories will go step by step to the specific points of the subject.

3.1 Overview on leadership

Leadership is one of the most researched areas in the field of management. The history of leadership goes back to the early stage of human beings, before the existence of civilized or modern world. Leadership can exist in many levels, where it can be seen at a large scale as in the leader of a country to small scales like principals, coaches and managers at a local store (Hughes et al., 2006, p. 14). It is also found and needed at all levels in an organization and can also be practiced to some extent by a person not assigned to a formal leadership position (Dubrin, 2007, p. 3). Its importance and great influences in an organization makes it to be an inevitable issue in the current business world. The effectiveness of a leader is also one major issue in the study of leadership. The effectiveness of a leader can be determined by the enhancement of the team or organization performance and the attainment of goals (Yukl, 2010, p. 28). Leadership involves an interaction process between the leader, the follower and the situation (Hughes et al., 2006, p. 22). This characteristic of leadership will be emphasized in our study by showing the gender-situation interaction where the gender of both followers and leaders are different, for the determination of leaders’ behavior. A leader can be male or female with both sexes’ followers where we see the gender issues both from the leader and the follower perspective. This leadership can be performed in different work situations that can create a differentiated leader behavior and the authors will specifically focus on female leaders. The model of our major study that consists of different theories is provided below.

Fig 3.1: An interaction framework for analyzing leadership in the study (Own figure)
3.1.1 Theories of leadership

A general background that creates a base for our study will be covered in this part of the literature. Starting from the early 20th century until now different scientific leadership theories have developed. Some leadership theories have focused on the personality, physical traits or behaviors of the leader; others have focused on the relationship between the leader and the follower and some others studied the affects of the situation on the act of leaders (Dubrin, 2007, p. 6). Most definitions of leadership emphasize it for being an intentional influence process over other people to guide, structure, and facilitate activities and relationship in a group or organization (Yukl, 2010, p. 21). The earliest theories emphasize the rational, cognitive process of leadership where achieving a shared task objective is an influence of the leaders best interest on the followers, while the current theories of leadership emphasize the emotional aspect of influence where leaders inspire followers to achieve higher goals by abandoning personal interests (Yukl, 2010, p. 23). The authors in this part will show the different leadership theory developed starting from the personality theories to the recently developed theory.

- The Personality Approach

This theory consists of the first formal leadership theories where understanding of organizational processes begins and includes the Great man period and Trait period theories (Van Seters and Field, 1990, p. 30). The great man theory said that a leader who copied great man’s personality and behaviors can become a strong leader, which later becomes difficult to imitate personalities with the existence of different personalities (Ibid). This theory goes back to the early 1900s with a view on great difference between the leader and follower (Hughes et al., 2006, p. 158). The trait period theory illustrates the different individual attributes that consists of personality, temperament, needs, motives, and values of a person (Yukl, 2010, p. 43). It demonstrates that people behave the way they are because of strengths of the traits they possess (Hughes et al, 2006, p. 158). These theories are criticized for being limited only on the personality of a leader excluding the situations and other variables in leadership. The authors in this paper will look on situation and behavioral issues instead of focusing on the personality of a leader.

- The Behavioral Approach

This theory is more directed at what leaders do rather than the traits they have (Van Seters and Field, 1990, p. 32). The definition of leadership is made up of an aggregation of a large amount of separate behaviors, which can be categorized in different ways (Bowers and Seashore, 1966, p. 240). The earliest research on leader’s behavior was carried out at Ohio State University and University of Michigan (Hughes et al., 2006, p. 158). After the Ohio state University study, nine dimension or categories of leadership were postulated which helped two specific leader behaviors emerge-- consideration and initiating structure behaviors; and in University of Michigan study two concepts of behaviors were developed which are “employee orientation” and “production orientation” (Bowers and Seashore, 1966, p. 242). These leadership theories have been used for years in the study of leader’s behavior in different dimension. The leader behavior will be refined in detail later in another section of our study as we will look on female leader behavior in two different work situations.
-The Contingency Approach

This approach steps forward in advancing leadership theory that includes the situational variables besides the traits and behaviors of the leaders. The approach places situational factors to the understanding of leadership, specifically the situational variables that will moderate the effectiveness of different leadership approaches (Parry and Bryman, 2006, p. 449) In Yukl (2010), six contingency theories of leadership are outlined which are; LPC contingency theory, path-goal theory, situational leadership theory, leader substitute theory, the multiple linkage model and cognitive resources theory. These situational factors will be described later on in detail to give an understanding of the different analysis made on situation since situation is our determinant factor for the analysis of leader behavior.

-Transactional and Transformational Approach

These two leadership theories are mostly put in contrasting ways in different studies. Even though Burns (1978) introduced the idea of transactional leadership, both theories have been developed by Bass (Burke and Collins, 2001, p. 245). Before the introduction of the charismatic-transformational leadership, researchers have refereed transactional leadership as an effective leadership behavior in organizations (Bass, Avolio, Jung, and Berson, 2003, p. 208).

Transactional leadership involve an exchange process between leader and follower where leaders offer rewards and benefits for followers in exchange for what they have performed (Parry and Bryman, 2006, p. 450). The transactional leadership is divided in to contingent reward leadership and management-by-exception leadership. In contingent reward leadership, managers set work standards which the followers know about to perform and they will get rewards if it is good and get punished if they perform badly. The other transactional leadership is management-by-exception, where leaders use their power and position to reward or penalize subordinates and these leaders’ focuses on identifying errors and disciplinary actions (Burke and Collins, 2001, p. 245).

On the other hand, transformational leadership is where leaders motivate followers to be effective and efficient through leaving their self interests for the collective goal (Rafferty and Griffin, 2004, p. 329). Transformational leaders are assumed to have a good vision, set clear goals, rhetoric, impression management skill, and that provides support and recognition (Hughes et al., 2006, p. 412; Pierce and Newstrom, 2008, p. 389). In Burke and Collins (2001, p. 245), four components of transformational leadership are stated which are; attributed charisma, intellectual stimulation, inspirational motivation and individualized consideration, where leaders use to achieve a common goal. The transformational leadership is considered as an effective leadership style for leaders by researchers (Bass and Avolio, 1990; Bass, 1997). For our study, behaviors of task and relation are used to see the effects of gender and situation on female leader behavior.

3.1.2 Leadership and Leader behavior

The main goal of our research is to find out about the leader behavior of female managers in the case of construction and nursing organizations. This focus on leader behavior leads us to look on leader behavior and leadership in detail. The study of leader behavior has a long history back to Ohio State University and the studies of University of Michigan. Leader behavior has an impact on the satisfaction of an employee and his/her performance which also have an impact on the
whole organizational effectiveness. In Hughes et al., (2006, p. 201), it is mentioned that studying leader behavior and differentiating the successful one from the unsuccessful one helps a company to hire, develop and promote the skills which are necessary for the growth and success of a company in the future. Different leader behaviors have been outlined after different studies which are known for being in a different perspective.

A certain kind of leader behavior leads to some kind of leadership style which is the collected result of the behaviors. Fleishman and Harris (1962, cited in Pierce and Newstrom 2008, p. 183), have shown how the leader behavior can have a relation to the level of employee’s grievances to their work and the rate of employee’s turnover. The identification of leader behavior categories which are relevant and meaningful to all leaders was one of the difficult issues in the study of leadership behavior (Yukl, 2010, p. 115). A three-dimensional model outlined in Yukl’s (2010, p. 118), hold different specific behavior of a leader categorized in task-oriented, relation-oriented, and change oriented behaviors. Along with these categories of behaviors, there are also other behavioral categories mentioned in previous studies like transformational and transactional, and participative versus directive behaviors or democratic versus autocratic behaviors.

Change oriented behavior is added in task oriented and relationship oriented categories to include more on the effective behaviors of a manager. This behavior is “primarily concerned with understanding the environment, finding innovative ways to adopt it, and implementing major changes in strategies, products and processes” (Yukl, 2010, p. 118). Transformational leader behavior is realized when the leader sets high standard for behavior in order to get the trust and confidence of their followers by being a role model whereas transactional leadership behavior is characterized by applying an exchange relationship with the employees such as clarifying responsibility, monitoring performance, and rewarding for good performance and give a correction for mistakes done (Eagly and Johannesen-Schmidt, 2001, p. 787). The democratic behavior is characterized by allowing group members to participate in decision making and in contrast the autocratic behavior is characterized by prohibiting or discouraging the participation of an employee in decision making where only the authoritarian person holds the power and make decision (Sales, 1966, p. 275).

The task-oriented and relationship-oriented behavioral categories will be used in our study for the determination of female leader behavior in organizations. The authors used these two behaviors because it was a dominating one when leader behaviors are compared especially regarding the gender issues. Eagly and Johnson (1990, p. 237) also mention this by noting that these behaviors are relevant for gender as people have a stereotype for sex differences in these behaviors. Therefore, in this section this category of leader behavior is refined in detail.

**Task-oriented behavior:** this behavior is “primarily concerned with accomplishing the task in an efficient and reliable way” (Yukl, 2010, p. 118). It is also defined as “the extent to which the leader spells out the responsibilities of an individual or group” (Hughes et al., 2006, p. 368). There are different behaviors found in this category; planning work activities, clarifying goals and objectives, and monitoring operations and performance are three of the major behaviors found in this category. Below are examples for the task-oriented behaviors.
Planning work activities means “deciding what to do, how to do it, who will do it, and when it will be done” (Yukl, 2010, p. 121). This is to make sure that all the needed materials are available and used effectively. There are different types in planning like operation, action and time planning. Clarifying roles and objectives is the other major behavior found in task-oriented behavior category. This one includes the defining of job responsibilities and requirements, setting the performance goals and the assignment of specific tasks (Yukl, 2010, p. 122). This behavioral activity is more important when there is an ambiguity of work for group members. Monitoring work performance is also the other major activity in task-oriented behavior. This involves ‘gathering information about the work, the performance of individual subordinates, the quality of products or services, and the success of projects or programs’ (Yukl, 2010, p. 123). In addition to these three major behaviors there are also other behaviors found in this category which are shown in Table 3.1.

**Relations-oriented behavior:** this behavior is “primarily concerned with increasing mutual trust, cooperation, job satisfaction and identification with the organization” (Yukl, 2010, p. 118). This leader behavior shows the importance of people interaction more specifically between leader and follower than the tasks that are performed. Hughes et al. (2006, p. 368) mentioned that this behavior includes ‘listening, encouraging, facilitating, clarifying, explaining why the task is important, and giving support’. From the relation-oriented behaviors; supporting, developing and recognizing are the three major behaviors. Below are the examples of relation-oriented behaviors.

<table>
<thead>
<tr>
<th>Task-Oriented Behaviors</th>
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<tbody>
<tr>
<td>- Organize work activities to improve efficiency.</td>
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<tr>
<td>- Plan short-term operations.</td>
</tr>
<tr>
<td>- Assign work to groups or individuals.</td>
</tr>
<tr>
<td>- Clarify what results are expected for performance.</td>
</tr>
<tr>
<td>- Set specific goals and standards for task performance.</td>
</tr>
<tr>
<td>- Explain rules, policies and standard operating procedures.</td>
</tr>
<tr>
<td>- Direct and control work activities.</td>
</tr>
<tr>
<td>- Monitor operations and performance</td>
</tr>
<tr>
<td>- Resolve immediate problems with that would disrupt the work</td>
</tr>
</tbody>
</table>

Table 3.1: Task-oriented behaviors (Yukl, 2010, p. 119)
Relations-Oriented Behaviors

- Provide support and encouragement to someone with a difficult task.
- Express confidence that a person or group can perform a difficult task
- Socialize with people to build relationships.
- Recognize contributions and accomplishments.
- Provide coaching and mentoring when appropriate.
- Consult with people on decisions affecting them.
- Allow people to determine the best way to do a task.
- Keep people informed about actions affecting them.
- Help resolve conflicts in a constructive way
- Use symbols, ceremonies, rituals, and stories to build team identity.
- Recruit competent new members for the team or organization.

<table>
<thead>
<tr>
<th>Table 3.2: Relations-oriented behavior (Yukl, 2010, p. 119)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting is one of the major behaviors found in relation-oriented category. It shows one’s concern for other people’s needs and feelings, consideration and acceptance (Yukl, 2010, p. 125). It is good to have an effective interpersonal relationship with employees. Developing is also one of the major behaviors in relation-oriented behavior category. It is to show managers that they make efforts to improve their skills, facilitate jobs, and advance the career of an employee and it includes coaching, mentoring, and career counseling behaviors (Yukl, 2010, p. 126). Recognizing is the other behavior found in this category. It involves the appreciation of an employee’s performance efficiency by the managers, significant achievement, and important contribution to the organization (Yukl, 2010, p. 127). Praise, awards and recognition ceremonies are the three major forms of recognition that are outlined in Yukl. Therefore, the authors in this paper will try to find out which behaviors from these categories are more applied by female managers in male dominated and female dominated organizations.</td>
</tr>
</tbody>
</table>

3.1.3 Leadership and Follower

While looking through the gender issues as the determinant factor in leader behavior, we are also considering the follower’s gender in those situations we look up on. Therefore, it becomes necessary to spot the general relationship between followers and leaders and the influences they have on each other. As to the leaders, the importance of followers to a group and an organization is undeniable. Based on our starting point of leadership which is an interaction process between leader, follower and the situation, the relationship between leaders and followers become an important issue to know about. Without followers there can’t be leaders and most leaders in an organization are also followers by themselves (Collinson, 2006, p. 179). Leader-Member Exchange (LMX) theory is one of the most extensive elaborator of the relationship between leader and follower, that can determine the level of relationship with its quality (Pierce and Newstrom, 2008, p. 29). Its initial premise is that leaders have separate exchange relationship to subordinates and trusted subordinates get the high exchange relationship from their leaders (Yukl, 2010, p. 235).

The morale and performance levels of the working group is influenced by the motivational skill that the leader has and this skill of the leader is not the only variable that can affect the group.
performance but also other variables like use of power and influence, the availability of resource, selection of the right people to the team etc, can have an impact to the group’s performance (Hughes et al., 2006, p. 242).

In addition to the LMX theory, attribution theory is also taken into account when there is need to see the relationship between the leader and the follower. Attribution theory is about how leaders perceive the subordinates performance and the reactions they have for it (Yukl, 2010, p. 235). Offermann Schroyer and Green (1998, p. 1125) have identified four domains for leader’s response to subordinate behaviors which are expectation of future performance, aspiration for subordinate, perception of needs for closer supervision in the future, and behavioral responses regarding to reward or punishment. Leader’s response to situation is influenced by the type of attribution made by a leader and punishments are made more to external causes than internal causes when they attribute poor performance (Ibid).

In leadership process followers consider the similarity of the leader to them in terms of values, beliefs, ethical back ground, gender and other qualities they consider important and when there is similarity they give good attribution to the leader than when there are differences (Hogg, Hains, and Mason, 1998, p. 1249). These attributions of followers towards leaders have an impact on leaders to retain their power or leave and also their caution for change (Yukl, 2010, p. 248). In our case how followers with a dominantly one sex type in the work environment affect the behavior of female leaders, is studied.

3.1.4 Leadership and situation
In addition to the complex relation of leader and follower, the situational variables make the leadership process more complex. The authors in this paper examine two different work situations, which are construction and nursing. For this reason, the situational difference impact on leadership, which is reviewed by previous researchers, will be mentioned as a general background to know about the different situations. In (Hughes et al., 2006, p. 332), three situational level differences are stated which are task, organization and environment and each aspect of the situation have different impact for the leadership process.

The task is related to the job characteristics, its structure, and interdependence. The organization is considered in terms of whether it is formal or informal and other variables like organization structure, design and level of authority whereas the environmental characteristics are considered by paying attention to factors like the technology and uncertainty rate and the existence of crisis in the economy. It is difficult to include all situational variables that can affect the leadership process. The contingency theory is the one that looks up in detail to the effects of situational variables on leadership. Yukl’s six contingency theory classifications will be outlined below in detail.

**LPC contingency theory:** This theory is known for being a Fiedler’s contingency theory. This theory classifies a manager’s leadership style as relationship motivated or task motivated (Dubrin, 2007, p. 139). The least preferred coworker (LPC) scale is used to measure the degree of a leader’s rate towards their least preferred coworker on a set of bipolar adjective scales like friendly-unfriendly, cooperative-uncooperative and efficient-inefficient (Ibid). Three situational variables are considered to determine the relationship between leader LPC score and effectiveness, which are leader-member relations, position power and task structure (Ibid). These combined variables are used to determine the favorability of the situation towards the leadership
style. This way of identifying the leader behavior is used when the leader rates the followers in the organization.

**Path-goal theory:** This theory was developed by Robert House, who has specified what a leader must do to achieve high productivity and morale in a given situation (Dubrin, 2007, p. 139). According to Yukl (2010, p. 168), path goal theory of leadership was developed to explain how the satisfaction and performance of subordinates are influenced by the behavior of a leader. Four leader behaviors are outlined in the path-goal theory in different researches. The first one is supportive leadership, where great concern for the subordinates and friendly interactions are practiced. The second one is directive leadership, in here leaders give direction and specific guidelines to subordinates for what they are expected and need to do. The third one is participative leadership, where subordinates involve in the decision making by giving suggestion and opinions. The last one is achievement-oriented leadership, this one sets challenging goals to be achieved where the leader seeks better performance and also participated in the achievement of the goal by giving support to the followers (Hughes et al., 2006; Dubrin, 2007; Yukl, 2010). This theory is known for being more complex than the other contingency theories.

**Situational leadership theory:** According to Dubrin, (2007, p. 145), this theory was developed by Kenneth H. Blanchard and his colleagues, that explains the leadership style regarding the capabilities of group members on a given task. Employees can have a different capability levels for a given task in an organization that may require the assistance of a leader or not (Yukl, 2010, p. 173). In this theory, the maturity and capability level of the subordinate determine the appropriate mixture of task-oriented and relations-oriented behavior for the leader (Ibid).

**Leadership substitute theory:** In 1978, Kerr and Jermier developed this leadership theory which reduces the importance of leadership by managers (Yukl, 2010, p. 176). Certain aspect of the individual, task or organization reduces the importance of formal leadership by neutralizing and or substituting the effects of task or relationship-oriented behaviors (Howell, 1997, p. 113). According to Yukl (2010, p. 176) neutralizers are defined as “any characteristics of the task or organization that prevent a leader from acting in a specified way or that nullify the effects of the leader’s actions” and substitute as “any characteristics of the subordinate, task or organization that ensure subordinates will clearly understand their roles, know how to do the work, be highly motivated, and be satisfied with their jobs”.

**Multiple-Linkage Model:** This model is developed from the earliest theories on contingency leadership; it describes the effects of managerial behavior and situational variable interactions on the intervening variables that determine the performance of a work unit (Yukl, 2010, p. 180). Yukl mentioned six intervening variables, which are task commitment, ability and role clarity, organization of the work, cooperation and mutual trust, resource and support, and external coordination.

**Cognitive Resource Theory:** This theory was developed by Fiedler and his colleagues. It examines the interaction of the intelligence and experience of leader’s traits, directive leader behavior and two leadership situation which are interpersonal stress and the nature of the group’s task for the determination of group performance (Yukl, 2010, p. 187).

These contingency theories have been an interesting research area for years with its limitations which could not hold all situational variables. For our two different situations that are in
construction and nursing, contingency theories that are related to the application of task and relation oriented behaviors in different situations are used by showing its existence level in the areas.

3.2 Gender and Leadership

The gender and situation interaction for the determination of female leader behavior is our major purpose in this paper. Looking in detail gender and leadership will give us a clear knowledge about what have been said on this area. Studying the role of gender in leadership has been one of the major areas of interest to researchers for years. When gender issues are raised what comes in to people’s minds is about male and female and the character they have. The gender of a leader and his/her behavior were also the most discussed part in gender-leadership studies. Different researches have been made regarding whether there are differences in the leadership behavior of male and female leaders. Some researchers have found no differences in the leadership style or sex differences in leadership (Chapman, 1975; Petty and Bruning, 1980; Oshagbemi and Gill, 2003). In contrast, other researchers have found sex differences in leadership behavior of leaders (Eagly and Karau, 1992, Eagly and Johnson, 1990, Burke and Collins, 2001; Rohman and Rowold, 2009).

Appelbaum, Audet and Miller, (2003, p. 44), identified four schools of thought for the approaches to the differences between men and women and their leadership. The first one is concerned with biology and sex, and argues that “leadership is biologically determined, behaviorally demonstrated and innate to the male species”. Biological sex differences make male and female to be different kind of people even if they play the same managerial role (Eagly and Johnson, 1990, p. 235). This approach emphasizes man to have more leadership qualities than women. But this approach is not verified by most researches and has limited pursuit of direction even if stereotypes persist to show women as less capable leaders than men (Appelbaum et al, 2003, p. 45). The authors in this paper also do not look on female and male on this perspective.

The second school of work regarding male and female differences is Gender role approach. This approach moves further and denies the differences in male and female leaders based on biological sex. Gender-role theory underline that people’s expectation about gender roles comes from the belief that they have developed about the socially accepted behavior of male and female (Eagly and Johnson, 1990, p. 235). The underlying idea of it is that individual’s gender is linked to the person and effectiveness and characteristics of leadership is linked to the typically thought behavior of male and female (Appelbaum et al., 2003, p. 45).

Gender roles are commonly described in a masculine and feminine dimension. Bem, (1975, p. 636), separated gender roles in femininity and masculinity characteristics. Masculinity is commonly linked to a task-oriented, directive approach which is characterized by rational problem solving. On the other side, femininity has been related to human-oriented, supportive approach which includes strong feelings and caring for others. He also introduced androgynous role in addition to feminine and masculine gender roles. Androgynous individuals do not include any stereotypical sex, their behavior is able to be flexible and adapt situations with appropriate sex-type. In other words, androgynous individuals have both masculine independence and feminine playfulness (Bem, 1975, p. 642). According to Sargent, androgynous managers
implement the best of the two sex’s qualities to become more effective Sargent (1981, cited in Eagly and Johnson, 1990, p. 233).

The emergence of androgynous characteristics has given rise to female leaders as they possess a feminine characteristic and having the masculine in addition will increase their leadership status (Kent and Moss, 1994, p. 1342). As for this gender role theory there is no difference between male and female in masculinity and they both can have masculine and feminine behaviors that contradict to a belief such as sensitivity is exclusively to female or assertiveness to male (Appelbaum et al., 2003, p. 45). The authors of this paper also look on gender by bearing in mind the fact that females can have both a masculine and feminine characters. The stereotype of manager associated with being an ideal manager include more masculine than feminine qualities and this causes an impression that male leaders are members of a majority group while female leaders commonly are members of a small minority group (Eagly and Johnson, 1990, p. 235).

Environmental factors are the third approach to see what differentiate female leaders from male ones. Five factors have been stated that could undermine the women leadership effectiveness than men which developed from the environment. These are women’s attitude, self-confidence, women’s prior experience, the corporate environment, and the old boys’ network (Appelbaum et al., 2003, p. 45). The attitudes a women have towards leadership which developed from the society give an impression to think that they are incompetent for a leader position (Claes, 1999, p. 432). Also encouragements and support received as a feedback in an organization affect the attitude of a leader. As for self confidence, women are mentioned to lack in self confidence by raising the point of accepting less which is in money, rewards and praise for the leadership skill (Appelbaum et al., 2003, p. 45). The experience level plays a role in the leadership skill and women need to get the required experience to get the credibility to possess leadership position. Besides these three factors, the corporate environment in which the women work and the old boy’s network which resist the advancement of women in managerial position have affected women leaders (Ibid). The issues raised in this approach are mostly the major reasons for us to focus on female leaders instead of male leader in the work situations.

The last approach is attitudinal drivers; this is to emphasize the emergence of new values which is a feminine value in organization and its increase in successfulness (Ibid). Certain feminine characteristics are good communication skill, advanced intermediary skills, well developed interpersonal skill and a ‘soft’ approach to handling people (Stanford, Oates and Flores, 1995, p. 9). The difference between male and female approaches regarding leadership is mentioned in Appelabaum et al., (2003, p. 48), where male are structured, transactional, autocratic, instruction-giving, and business-oriented; whereas females are considerate, transformational participative, socio-expressive, and people-oriented. The authors of this paper also think that these issues of women in leadership are the reasons for the existence of more female leaders in managerial position than earlier times.

Male leaders are characterized by qualities such as competiveness, hierarchical authority, and high control for the leader while female leader’s model is characterized by cooperativeness, collaboration with managers and subordinates Loden (1985, cited in Eagly and Johnson, 1990, p. 233). A meta-analysis carried out by Eagly and Karau show that women leaders choose both interpersonal relations and task accomplishment more than men do and intend to adopt a more democratic style than men. They also provided evidence for gender differences in leadership and females are more likely to emerge as leaders in socially oriented groups (Eagly and Karau, 1991,
The idea of leadership style differences in male being more task oriented and female relationship oriented was also shown in Oshagbemi and Gill (2003) and Davidson and Cooper (1984) studies.

These theories written on gender and leadership in our model are to show the issues that rose about leaders in relation to gender. The female leaders in comparison to male and the different way of looking gender issues are presented that gave us a clear view on how we see the gender of the leader in our case and what has been said about the general female leader behavior in previous studies.

-Women in management

When the issue of gender is raised in relation to female leaders it becomes important for us to mention how things are with women when it comes to management. Hence, our focus on women leaders lead us to look deep on how women leaders are considered in management and what previous researchers have written on this area. Most researches have mentioned the insufficient representation of women in managerial positions when they reveal about women in management. Women are insufficiently represented in managerial positions and fewer women get highly paid jobs in which both sexes are represented equally, even though their number is increasing nowadays (Claes, 1999, p. 437). Although this inadequate representation is there, women have been seen in different managerial positions throughout the history of leadership. A recent work on women in leadership outlines the increment of women in managerial position and companies’ supports for the participation of women in leadership (Carter and Silva, 2010, p. 19).

Different factors have inhibited women from working in executive positions. “Glass ceiling” illustrates the structures and processes of organizations and societies discrimination towards women, even though there is no objective reason that can inhibit women from top managerial positions (Wirth, 2000, p. 25). The nature of women’s career path also prevented them from getting to managerial positions as they are working in less strategic positions which could not lead to the top (Ibid).

Claes, (1999, p. 438) mentioned Lipsey, Steiner, Purvis, and courant (1990) works that raised cultural issues for women’s low representation in managerial position. Externalized locus of control, low expectations, fear of success, less assertiveness and low desire for power, and the dependent role was the five cultural issues outlined for the reason of women’s insufficient representation. Even though they have come up with these results, (Davidson and Cooper, 1992, p. 58) have contrasted with this idea. Study of Kent back in to 1977 have reviewed the different barriers for women in top managerial position and Claes, (1999, p. 438) listed it out:

- Women do not behave in an authoritarian way: tasks become requests, women do not use imperatives.
- Women behave in a rather unaggressive way: they avoid conflicts.
- Women feel responsible: they frequently say “sorry ...”
- Women are available: their door is always open.
- Women get personally involved: relationships are important.
- Women seek approval: they use indirect formulations, particular intonations in their speech.
Women want to be “nice”, and fear abuse of power: they are smiling, indirect, hesitant.
Women attribute their success to others.

These characteristics of women seem to hold good things and also at the same time less appreciated characteristics in previous managements. Women are known for taking care of a child and participating in social affairs which may have an impact on their managerial work. To emphasize the stress level of women it is said that “While men and women managers often share common stressors, females in managerial positions are often faced with additional pressures, both from work and from the home/social environment, not experienced by male managers” (Davidson and Cooper, 1992, p. 38).

Other than these issues for women in managerial position, in the current business world we have seen so many women managers in the organization that becomes our attention to see their leadership behavior in different work situations. Women in management possess a high level of employee involvement that leads to a team based management approach and this has an impact for the success of a company by motivating the employees more (Stanford et al., 1995, p. 15). In line with this saying, other issues that are specifically related to female managers have been said in management researches. For us, the female behavior in managerial position in terms of task and relationship with in construction and nursing industries will be seen as a focal point of study.

### 3.3 Interaction of gender and situation in leadership

Up to this point the authors have explained each variable separately in leadership that is gender and situation. In this section, a related combination of those variables identified in different theories is outlined as the authors are looking for female leader behavior in terms of task and relationship in a specific work situation with followers dominated by one sex type. In areas that are clearly dominated by females or are thought to be suitable for females; female leaders do not face any kind of negative attitudes from the employees and female and leader role will not be a conflicting issue (Eagly and Johnson, 1990, p. 238). Moreover, females will not have a pressure to adopt a male stereotype leadership styles in those areas as to them.

In male dominated organizations women face a problem as they are put in a position to adopt a leadership behavior which is unnatural for them, that resulted in conflicted and stressed behavior, low job performance, and poor employee attitudes (Valentine, Godkin and Turner, 2002, p. 35). Gardiner and Tiggemann (1999, p. 301) also related this pressure of changing leadership style to its impact on their mental health. Men leaders tended to adopt a task oriented behavior than women leaders in organization that are mostly men and women leaders tended to apply task oriented behavior than male leaders in organization that are mostly women (Eagly and Johnson, 1990, p. 241). Besides this they showed that when male employees are numerically high, female leaders like to show a task oriented behavior. According to them females show this behavior not to lose their authority and position in the organization. Another study shows that successful women are appreciated less favorably than successful men, when the success is in male dominated organization (Heilman, Wallen, Fuchs, and Tamkins, 2004, p. 417).

When it comes to the perception of the follower on the leaders, Valentine et al., (2002, p. 30) mentioned that employees perceive their job differently based on the sex of a manager where it
becomes relationship oriented with female leaders than male leaders. This may create some kind of perception the employees have for female and male leader. Followers who have traditional gender role attitudes do not accept females as being leaders in organizations (Rudman and Kilianski, 2000, p. 1325). Moreover, autocratic female leaders are evaluated more negatively than male colleagues by male followers (Eagly et al., 1992, p. 12). These all show the difference of the follower’s perception for the gender of a leader and also this can differ depending on the gender of the follower. Even if these issues of followers are raised in the gender and situation interaction, in our case the behavior of leaders towards the employees and situation regarding task and relation is used to determine the female leader behavior in the specific work contexts.

3.4 Construction Vs Nursing industry
In order to study how leadership behavior is determined by the gender of followers, we need to study organizations where each gender dominated the area, and we found construction and nursing to be two examples for this study. Ofori (1990, p. 21) stated that “construction industry embraces enterprises engaged in the actual physical work on new or existing buildings, and civil, mechanical and electrical engineering works either as general or specialist contractors, public agencies directly involved in such activities, on-site fabrication of construction components and some aspects of off-site manufacturing of constructional materials and components”. The construction process involves a receiving of client needs at first and changes that to documents that latter changed to product (Ofori, 1990, p. 4). The construction industry plays a great role for the development of a national economy that its products are very expensive (Ofori, 1990, p. 59). It is a labour intensive area and the weather can impact the productivity level of the industry. Management of construction projects through planning and control is essential for good efficiency and performance (Tuuli, Rowlinson, and Koh, 2010, p. 189). Culture of construction has masculine characteristics which are crisis, aggression and conflict, gallant behavior and traditional attitudes (Gale & Cartwright, 1995, p. 5). In project based organizations, females are more under represented than males and this makes the male to think that females do not fit in for project management (Neuhauser, 2007, p. 23), particularly in the traditional project based industries of construction, engineering, and technology (Gale & Cartwright, 1995, p. 4). As the construction industry is demonstrably male, female in construction do not define themselves as feminists (Gale & Cartwright, 1995, p. 6).

On the other hand, nursing is defined as “the use of clinical judgment in the provision of care to enable people to improve, maintain, or recover health, to cope with health problems, and to achieve the best possible quality of life, whatever their disease or disability, until health” (Royal college of nursing, 2007). Nurse Managers can be effective by using communication, organizational climate, mentoring, and empowerment strategies (Richmond, Book, Hicks, Pimpinella, and Jenner, 2009, p. 52). Nursing has been a women’s occupation where different researchers have shown (Loo and Thorpe, 2004, p. 89). In the study made in Europe 90 percent of nurses are female and the rest are found to be male (Cross and Bagilhole, 2002, p. 206). This shows how female dominates the area more than male does. According to Willmot (1998, p. 423), clinical role of nurses has shifted towards managerial functions such as staffing and budgeting. This indicates the wide managerial activities found in nursing as well as clinical activities. To find out about the interaction of gender and situation to determine the leader behavior of female managers, therefore the authors will conduct the study in these two different industries.
3.5 Summary of theories

In this section we have covered theories that are relevant to answer our research question and make the study with good background. Based on our model at the beginning, that clearly state how leadership is analyzed in the study, theories that are involved in the model is described. As a whole, the literature covered shows the gender and situation variables in relation to female managers and their behavior. The different theories raised on leadership for different times are covered starting from the personality approach that gives us a general background for our study. Different approaches exist to study gender in relation to male and female with leadership. The gender role approach clearly stated the feminine and masculine dimension of a leader characteristic, where male or female can have a masculine or feminine characteristics and also androgynous role that combines the two characteristics. The insufficient representation of women in managerial positions in the past for different reasons and the increment of their existence in today’s world are the other issues in gender studies related to female leaders that becomes the reason for us to focus on female leaders.

Leaders can have different relationships with followers and can influence each other. The leader can have a behavioral response to the behavior of the follower, where it can be responded by rewarding or punishing (Offermann et al., 1998, p. 1125). Leadership and leader behavior is also stated with a clear description of task and relation-oriented behaviors, and also the examples of the behaviors are listed out. In addition, the different situational variable impact on leadership is covered by the contingency theories developed by different researchers. The situational differences that determine the use of task or relation behaviors is also spotted from these theories. Moreover, leadership in situations that are dominated by each sex follower is raised related to the behavior of female managers. In here, the difference of female leader behavior when the employees are dominantly female and male is realized. There are differences between construction and nursing industries where construction is technical oriented with mainly male workers and nursing is people oriented with female employees, which are chosen to show how leader behavior is determined by the gender of the follower with situation in leadership.
4. PRACTICAL METHOD

In this section, the methods that are used for a practical conduction of the study and how the access is acquired in the organizations with ethical considerations are outlined.

4.1 Selection

In order to collect our data convenient sampling strategy is used. According to Bryman and Bell, (2007, p. 196) convenient sample is the one that is easily accessible to the researcher. The authors in this paper approached female leaders in construction and nursing that are available and are also accessible in the environment which is in northern Sweden. The selection criteria for our samples are to be a female leader in construction and nursing and that have a working experience in those work environments. In order to identify the leader’s behavior in these two different work situations, four female leaders from each industry are interviewed. In the case of construction the authors have used different female leaders from different construction organization found in Sweden that makes it different from the nursing organization where the whole leaders are from the same organization because of none availability of such kind of organization in the area. The name of the companies is not mentioned to respect the confidentiality of the respondents. The general information about our samples is outlined below.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Interviwee</th>
<th>Position</th>
<th>Education level</th>
<th>Working experience</th>
<th>No. of years with in the com.</th>
<th>Duration of interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Nu_01</td>
<td>Ward Chief</td>
<td>Bachelor Degree</td>
<td>22 Years</td>
<td>7 years</td>
<td>58</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nu_02</td>
<td>Ward Chief</td>
<td>B. Degree</td>
<td>21 years</td>
<td>4 years</td>
<td>37</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nu_03</td>
<td>Rent boss</td>
<td>B. Degree</td>
<td>15 years</td>
<td>10 years</td>
<td>80</td>
</tr>
<tr>
<td>Nursing</td>
<td>Nu_04</td>
<td>Head of chief</td>
<td>Master D.</td>
<td>10 years</td>
<td>7 years</td>
<td>55</td>
</tr>
<tr>
<td>Const.</td>
<td>Co_01</td>
<td>Manager</td>
<td>B. Degree</td>
<td>16 years</td>
<td>3 years</td>
<td>44</td>
</tr>
<tr>
<td>Const.</td>
<td>Co_02</td>
<td>HR manager</td>
<td>B. Degree</td>
<td>9.5 years</td>
<td>4.5 years</td>
<td>59</td>
</tr>
<tr>
<td>Const.</td>
<td>Co_03</td>
<td>R &amp;D manager</td>
<td>B. Degree</td>
<td>18 years</td>
<td>2 years</td>
<td>56</td>
</tr>
<tr>
<td>Const.</td>
<td>Co_04</td>
<td>Machine director</td>
<td>High school</td>
<td>10 years</td>
<td>5 years</td>
<td>57</td>
</tr>
</tbody>
</table>

Table 4.1 Description of our sample
4.2 Interview manual

The authors have applied a qualitative research strategy with interviews to collect the data. The interviews are structured based on the previous theories identified on leader behavior in terms of task and relationship and the general objectives the authors would like to get. The interview consists of 21 questions that are categorized in four parts (Appendix 1). The interview begins with general questions to find out about the leader's education level, work experience, current position and number of years they worked in the organization. Then, starting questions for how they feel about being a manager in the area and how they become manager in the organization is raised followed by the main questions that are related to identify the leader's behavior in terms of task and relationship. In here specific questions to find out the leaders use of task or relation oriented behavior is issued. A concluding question is raised at the end to find out about the leaders view on the relation of the work environment with their leadership. Face-to-face interview with leaders in their office is done to collect the data. English is used for communication in the interview process. This creates a difference for the duration time of the interview for each respondent depending on their language skill level. Besides this the respondent's instant answers to questions or giving more explanations affected the duration time of the interview.

4.3 Data collection tool

The application of qualitative research leads us to use one of the data collection tool in qualitative research, which is more appropriate for our case. Creswell (2003, p.189) has listed quite a large number of data collection tools applied in qualitative research. Semi structured interview method will be used to collect data in our study. In semi structured interview the researcher has a list of questions related to the topic that will help as an interview guide (Bryman and Bell, 2007, p. 474). Even though similar questions are asked from interviewee to interviewee, new questions can also be raised during the interview.

In the case of a research, where the researcher has a clear focus on a specific topic, semi structured interview is more likely to be used (Bryman and Bell, 2007, p. 479). The authors in this paper have a specific point of issue to find about. The female leader behavior regarding task and relationship will be focused as a major determinant of behaviors in the construction and nursing organizations. The questions are structured based on predetermined categorical behaviors outlined in previous studies. In multiple-case research design, which we have applied, semi-structured interviewing is the most applicable one and also if more than one interviewer is involved in the data collection, semi-structured interviewing is preferable as it helps for the comparability of interviewing style (Byrman and Bell, 2007, p. 480). As we are two researchers, studying in female leaders the use of semi-structured interviewing comes up to be the most appropriate one to use in our case.

4.4 Access

The most problematic thing while doing research is the access to the organization or the individual that the researcher would like to work on (Saunders, Lewis, and Thornhill, 2000, p. 115). This difficulty increases when the researcher wants to apply interviews through physical contact. To use existing contacts in order to reach the researched party is considered to be easier and more successful than developing new ones (Saunders et al, 2000, p. 119). In nursing, three of the leaders are approached through one of the author's family member that works in the organization. That makes the access process easy for us in this case. For the other leader in
nursing, one of our respondents gave us the contact address of the leader in the same organization that helped us get our minimum sample of research.

In construction, the authors contacted the companies first where the leaders are working, then the leaders are contacted for their willingness to participate in the study and get permission from the leaders to conduct the study. In the case of the construction, getting access was more difficult than nursing. There were difficulties in finding a female leader in these kinds of organizations which took us a little longer time to get an access and this also showed how the area is actually dominated by male than female. The aim of the research is clearly communicated to the respondents for the convenience of their answer and cooperation. All our respondents were open to answer questions raised that let us get the information needed for our study.

4.5 Data processing
Semi-structured interview technique has been used to collect the data in the two cases. The interviews are tape recorded and important notes have been taken in order not to lose important points during the collection of data. This has also helped us to retrieve all the data easily for later on purpose. All the collected data has been transcribed into a word document by using express dictate software that eased the transcription process. After the transcription, the data were categorized based on the similarities of the ideas, and then the relevant issues that are related to our study has taken to the empirical part of the study. Sentences that are directly said by the respondents are also included in the study to put more emphasis on the issues raised in the interviewing process. The data were processed in such a way that helped make the analysis part more feasible and accurate.

4.6 Data analyzing
The collected data are analyzed through a method that is suitable for our case. As it is mentioned the aim of this study is to identify the female leader behavior in terms of task and relationship in construction and nursing organizations. There are behaviors that have already been identified in the categories of task and relationship in the previous theories. The authors of this paper used those behavioral categories for the determination of the female leader behaviors in both cases that are also used to analyze the data.

Yin (2003, p. 111) has stated three different strategies that can be used to analyze case studies that are; relying on theoretical proposition, thinking about rival explanations, and developing a case description. The first strategy is applied in our study as existing theories are used to create a framework for the analysis of data. Based on Yin (2003, p. 116), pattern matching analytic technique is used to analyze each case as the outcomes are expected to match with the predetermined theoretical framework. After this, a cross case analysis technique is used for the comparison of the two cases in order to determine the similarities and differences of the cases. The analysis of the cases are illustrated below in figure 4.1,
Ethical issues are concerned with the appropriateness of the researcher behavior in relation to the rights of the respondent (Saunders et al, 2009, p. 183). Bryman and Bell (2007, p. 127) also defined it as the way the researcher should treat the people on whom the research is conducted on and the activities the researcher should or should not engage to in relation with the respondents. Saunders et al., (2009), division of ethical issues in different stage is considered in this paper.

- **Ethical issues during designing and gaining access**

  In order to conduct the study, the authors have applied the appropriate research strategy and methods to get the available data. In construction industry, the leaders are approached directly through companies contact for their willingness in the study by telephone. In nursing, three of the leaders are approached through one of authors’ family member that works in the same organization and one leader is approached by one of our respondent in the organization. The respondents are informed about the purpose of the research and the confidentiality of the data collected. The right of the respondents for not answering the questions or to withdraw from the interview process was kept by the authors of this paper.

- **Ethical issues during data collection**

  While collecting data, the necessary ethical issues that are needed to follow in research are taken into consideration. Permission is taken from the respondents in order to record the interview process. The data are collected in an objective manner fully and accurately including the information provided. The respondents’ names and organizations are kept confidential depending on their request and for the convenience of the study. For all our respondents, the appropriate time and place is used that are suitable and convenient for
them. During the interview, the respondents were allowed to respond in their own way and take much part in the interview process.

- Ethical issues associated with data processing and storage

  The collected data are processed in a private and appropriate way that can only be accessible in a right way. As there are personal data involved in the gathered data, it is undertaken fairly and legally according to the principles stated in Saunders et al., (2009, p. 197).

- Ethical issues related to analysis and reporting

  The authors have paid great attention to avoid any misinterpretation of data in the analyzing and reporting stage of paper. The objectivity of the data is also ensured in these stages including the confidentiality and anonymity of the data.

The ethical issues realized also include the Bryman and Bell (2007, p. 113) ethical principles that are; no harm to participants, no lack of informed consent, no invasion of privacy, and no deception at all.
5. EMPIRICAL RESULTS

In this section the collected data from the interviews is outlined. First results from nursing are illustrated followed by results from construction.

5.1 Empirical results for nursing organization

A well-organized interview question helped us to collect the needed information and understand the specific situations in the selected organizations. For the nursing organizations, as it has been mentioned, four female leaders are interviewed that has a leading experience in this work environment. The general questions rose at the beginnings that are related to their education level, the current positions and their experiences help us to know about each leader’s current situation. For the next section the leader’s reason for becoming a manager in the organization and how they get it including their leadership behaviors in this female dominated work environment is refined in detail.

Why and how being a manger in nursing organization

All four respondents have expressed theirs feeling about being a manager in nursing organization. Nu_01 and Nu_02 have shown how challenging the work is by giving much emphasis to the economical issues regarding money and the different costs they have without earning anything. Nu_03 and Nu_04 find it interesting to manage in this kind of organization even though they noted its difficulty as they are working with human beings. One of the respondents has also risen how tough managing is in health care organization and it shows the involvement of some rules in the area that needs to follow.

“It is tough……Because you have a lot of orders from the politicians and you are not so free to do what you want…..we have several rules to keep following” (Nu_02)

The respondents also mentioned how they become managers in this organization. They have interests for the area where excluding Nu_04 all the managers shift from being nurse to leader to get more challenging work and new things. Besides this, they got a chance for this position while they were doing their previous jobs. One of the respondents describes it like this:

“Mostly I wanted to get a challenge I have been a nurse for 15 years I knew the organization, I knew my work, I wasn’t challenged and inspired every day I wanted something new and I got the possibilities to take the job and I took it” (Nu_01)

Leaders’ Behavior related to task and relationship in nursing organization

This work environment is characterized by teams changing every day where one team that worked together change the other day because of the work type. Also as a group they may get changed over time with one time a small group and the other time large group with different
number of employees in each work group. The organization is open for 24 hours that needs the availability of a person in that area every time. So a team for one day may not be together for the other day in most of the cases. The exact planning time for work activities varies for all the respondents in this work environment. But they have showed the activities planned are acute and can be short time. There is a weekly plan and also up to six months plan of activities. When the leaders face with a problem that disrupts their work Nu_01, Nu_02, and Nu_04 try to solve as soon as possible first by themselves and then by having a discussion with employees or other people outside. This comment is different for Nu_03; she wants to stay a little longer to have more discussion with herself and others in the organization.

The assignment of works to each group and individuals is not seen much in this kind of work environment. The leaders explained that most of the works come from the employees. The employees have the solutions and have got good ideas in most of the time. They know what they have to do, so there is no need to go out and say you had to do that or not. But if there is a new assignment that comes, the employees are informed about it and make a discussion on how both managers and employees can solve it together. The respondents said that the employees have freedom in their work by less emphasizing the importance of directing and controlling employees. Nu_03 stressed the need for trusting employees and for their ability to take responsibilities for themselves rather than being controlled. Their work with human beings or patients that can speak for themselves also reduced the need to control the employees as Nu_02. Nu_04 state:

“I don't think I have to control my employees or I don't do that. I don't control my employees, I give them freedom to work as they like as long as it is ok for me and the work. So I want my employees to be very flexible... I give them freedom to do a good work...... I don't like the type of leaders controlling the employees from the bottom to the top.”

In health care organization as is for our respondents there are central rules and regulations to follow and also each work group can have their own rules like determining the way they speak to each other, touch to each other and the ways they work together and each employee know about it before they come to work. In monitoring the performance of the employees, Nu_01 monitors the performance of the employees. This monitoring is done by moving around to see and hear things and also while working together to look on the practical things they do. Besides this, the information she heard from their colleagues about the tasks done or that has been done wrong assist her to monitor the performance of the employees. On the other hand, the rest of the leaders do not prefer monitoring their employees’ performance. Nu_02 and Nu_03 emphasize a onetime feedback for the employees rather than looking and saying something while everybody is there in the work place. For Nu_04, monitoring is not the best option. She resembles her leadership to the leadership in sports by saying this:

“I try to be a supporting leader and I use my leader like leadership in sport, I coach my employees and use very much like coaching leadership because I want my employees to know that I have support and give them motivation and inspiration for good work”

When the employees face with special problems that may affect them in their work all leaders make a discussion with them to find a solution for that. According to Nu_03, this discussion must be taken very carefully as there may be people that are sensitive to their own issues and this has to be done slowly for respecting the employee. In most of cases they use staff health care if
the reason is related to the health of an employee. The managers in this health care organization have also expressed their feelings and reactions about when the employees face difficulty in work groups and also when they succeed. All the respondents have shown their support for the employee when they face with difficult tasks in different ways. Talking to employees to find out what becomes difficult and harder to give solutions for that, being there for them all the time and getting help from personal specialist to solve the problem are the major mechanisms they mentioned when they support the employees with a difficult task. But this support is not to give what they wanted, but to give what they needed as to Nu_03. In the case of employee's success, the respondents have revealed what they do to recognize the accomplishments of the employees. All leaders realize the employee's success by telling other colleagues about their achievement and sharing it with others. Nu_02 also pointed out the value of every patient as a success and if they feel good and go home it is a success and the employee is congratulated for this. For Nu_04 it is explained like this:

“I can talk to everybody about the success. I can mention what employees have done, so many can share this success and I can speak to the employees and say how good you are at your work and I can also write the good things in my weekly letters”

The leaders are asked if they allow employees to determine the best way to do a task. The leaders have tried to show that in most of the cases the employees have good ideas and solutions for cases that make them to rely on the employees. They mention that employees have possibilities and freedom to do tasks in the best way, but prefer a discussion with them before the employees do the tasks. According to Nu_01 it is stated like this:

“They have a lot of own flexibility to do their task. If they are going to try a new thing I want them to inform me before they do it so I know what they are doing. if it doesn’t go correctly I want to know them well most of the time I am pleased and help them, they have a lot of own possibilities to do how they want to perform their task as they can solve a lot of things”

Regarding mistakes while performing tasks all the respondents have expressed how it can happen to everyone and prefer evaluation with them to find out why those things happen and to prevent that from happening again. The source of the mistake is studied to find out whether it is an organizational or educational problem within the employees to give a solution for that according to Nu_01. For a more clear way to describe this issue, following is explained by Nu_02:

“everybody does mistakes... sometimes that can happen I don't feel anything bad it is normal I have to be there for them.... it is in human nature everybody can do that even me, it depends on what it is, if u do something that happens one time it is ok but in the second time I have to discuss it with that person”

The leaders have explained the relationship they have with the employees. As for Nu_01 and Nu_02 they have a formal meeting in every two weeks with the employees that they can discuss those works, medical issues, and to give and take information regarding everything. Besides these, they see each other every day in the corridor and say: "hello" to each other and have a cup of coffee. For Nu_04, she has monthly meetings where she meets one group per week. Because of time limitations, she frequently uses emails and telephone to reach to her employees. Nu_03 meets her employees every morning and thinks that meeting employees often can help to solve a
problem directly before it gets bigger. All the respondents have tried to limit their intimate relationships with the employees to its minimum even if they have some personal relationship with some of them. They all try to avoid private relationships with the employees that may exist in work environment. They think that there should be some distances between them and the employees even if they are to be there when needed. Nu_02 and Nu_04 prefer some distances between them and the employees by relating it to how hard it could be to make decisions later on the employees.

“I have to have a distance to other employees, if it is a tough decision it is more easy for me... if I have a decision, like a distance to the employees, if somebody can't be working here I have to have some distance to them and it is good and I don’t feel so much for that person so it is better if I have a distance to the employees” (Nu_02)

Building team identities are seen in this health care organization as an important thing. They think that team identities create good relationship in the group. Nu_03 noted that it is not an easy job and needs great work. They take a cup of coffee; have a small trip, and go to parties together to improve the team spirit among the employees. For Nu_02 communication is important, she builds it through some special parties and several meetings. It is also important to Nu_01; they have some parties within a year to enhance team identities. And Nu_04 explained the importance and the activities they do like this:

“It is very important. I want my employees to feel that we are at the work for the same reason it is for patients and we have to work together, we have to have some activities together to create the team feelings and the team work and sometimes the groups do things at the work and sometimes they do things outside the work to create a relationship.....sometimes we have days that we meet and talk about special subjects and sometimes we can have activities like we go as we have dinner here together and then we listen to each other about the work and talk to create good environment”

Relationship between the work environment and female leaders

The work environment is known for being dominated by one sex type where most of the nurses are females. The leaders have expressed their feelings in working in female dominated work areas where most of their communication is with females especially employees under them. All the respondents have raised the issue of females in talking much about themselves and others even though Nu_04 said males can also be like this, but in a lesser extent than females. Nu_02 also mentioned how it is easier with male than female as they are direct. In addition to this, Nu_03 commented that with female it takes a lot of time to make a decision as they want to make sure that everyone is pleased with the ideas. Nu_01 have also raised the other point in working with females that shows the females being less credit taker than male and the good things that exist if there is a balance of male and female.

“Well I don’t think women are very good at taking credit for their work, I hope I can say this, I see a lot of men saying ok it is ok I can do I am good, women doesn't say very often we have to push them...... I think if you have a more balanced employees of both women and man I believe that we could do a lot more things for the environment and would go faster..... women are good care taker and they take big responsibilities for doing, if they say I will do this they do it, if there is a women saying  I will do this I don't need to follow them I can trust them”
To know whether this female dominated work environment has an impact on the behavior the leader has, Nu_02 and Nu_04 said it doesn’t have any impact on their behavior while the other two respondents said it may have an impact on their behavior. The two respondents said that their behavior is always like this even though they work with male, female, nurses, doctors or anyone. But at the same time one of these respondents pointed out that sometimes you may be more careful with the females and more direct for males. Nu_03 stated that working with females has an influence on her behavior as she wants to make sure that everybody feels well and are pleased for the things they do that she thinks is a typical female behavior. The leaders have tried to explain their leadership characteristics in general. Nu_01 related her leadership with being more close to employees to make them see their possibilities to solve problems and get good results. Nu_04 said that she listens to employees and show her interests to the employees work and say things clearly and directly. These leadership characteristics are also mentioned by Nu_03; respecting and listening to employees carefully and speaking clearly and directly are the leadership characteristics she raised to have. Nu_02 also describes her leadership like more of a team coach. These different behaviors of the female leaders have been identified in this nursing work-environment.

5.2 Empirical results for construction organization

As was for the nursing organization, the authors interviewed four female leaders from construction organizations. The leaders have mentioned their education level, their current position and the work experiences they have that assisted us to know about their current status. In the following section the leaders’ attribution related to their behavior and their interrelationships with the work environment is outlined in brief.

Why and how being a manger in construction organization

As female leaders in construction organizations, they all have expressed their feelings for being a manager in the area. They all like their work even if they have mentioned the challenges they have in different ways. Co_01 found the area more enjoyable in addition to liking it. The challenge of the job is put in an interesting way to Co_03, where she has commented like this:

“It is a job I like, I like the challenge but it is a challenge because here you are in the middle service, I got demands from my managers who put pressure on me from this side and you got people who are my staff that puts pressure on me from a different perspective. It is tricky sometimes to know what to do and to be sure about what is expected of you but it is a challenge that I like. I like working with people and see them develop and grow in their work and that is whole I am about that is my job to give them the best circumstances the tools the knowledge and the information. It is the job I enjoy very much”

For Co_04, being a manager in this area is not an easy task. She raised the difficulty of changing clothes and the difference of the lunch time they have. As to Co_02, even if she has found the workplace interesting she has complained about working in stressful condition and also raised the issue of how women are expected to be good in the area:

“It is such a high - paced job; it is going up and going down. Sometimes it is quite busy between levels. We must do a lot of things at the same time......we are playing in men’s area, I think we women have to do much better than man because when we are going to be expected it is not good, we have to be very good”
All four respondents have gone through different paths for being leaders in construction organizations. Co_04 got promoted in the company because her manager wanted to change the attitudes of the work environment in the branch. Co_02 wanted to change her field from people oriented to technical oriented. And Co_01 wanted this position because of family situation; her last job was too far from her family. The coincidence happened while she was looking for a job and the organization needed for a new manager and this is the reason for Co_03 to be a manager in the construction area.

**Leaders' Behavior related to task and relationship in construction organizations**

The leaders have their own work groups in this working area. Co_01 and Co_03 have nine employees under them in the work groups where the first one has two work groups divided in to outside and inside and the second leader have three work groups where she is responsible for the nine employees. For Co_04, she has one work group consisting of 10-12 employees that worked on the machines. And Co_02 has a work group as one region group consisting of five managers that are considered employees in our case. The character of the work and the weather condition affected planning of activities in this area as the work is done outside of the building as to Co_01 and Co_04. Their planning time changes according to leaders, but Co_02 and Co_03 have a short time to plan their activities. But for all the leaders their planning time varies every time depending on the situation.

“I cannot talk about a standard planning time that it is a two months or four months or a week or today it depends on what happens in the environment”(Co_01).

All four leaders have explained what they do when they face with a problem in their work. They have responded how it depends on the problem type. All leaders like to have a discussion with their employees as they believe them to have the experience for most of the cases and they go to the upper level in some cases to solve the problem. Except Co_02, that gives an immediate response to the problems by discussion and other mechanism, the others stay a bit longer to have discussions with others in the work environment.

As to all our respondents in construction, they explained the assignment level of works to the employees in the group. As to Co_01, she assigns jobs to the employees when it is a new project that has started. But for Co_02, she gives a consultancy service to the employees which are also leaders in the organization regarding what they have to do at that time even if they make the last decision on their own. Co_03 and Co_04 do not give assignments to the employees, where Co_03 asks for a person who is interested in doing the task and Co_04 work the tasks together than assigning it to the employees. Co_01, Co_03, and Co_04 pointed out that controlling employees is not much important, but also noted that directing and controlling is important in the higher level and when the employee is new to the organization. But for Co_02, even if high controlling of employees is not needed as the employees know how to control their work, she emphasizes that controlling in this construction organization is needed as they are working with quiet strict product process. Co_01 commented on directing and controlling like this:

“Yes, when you have new employees, I think it is important. And also when you are as a new manager in the group, it is important......I am not supposed to be in daily activities, it is not my job, it is their job to manage day to day business, my job is to look at the long run where we are in a year, what do you want to be in two years, in three years, what we need to do during this
period to achieve that, that is my job......But it is really important when you have new employees, I mean you have to introduce them to job and help them, understand what is expected from them”

There are check points and regulations in the construction environment to make sure that the product is out in the right way as to our respondents. The specific plans and goals they put at first helps them to monitor the employees in their work. Except Co_04, rest of three leaders have planning meetings and looked at what has been done during the time framework. For Co_04, the feedback she gets from customers notifies her good things done in their work and how the employees did. Co_03, have commented below to show the methods she uses to monitor the performance of the employees:

“What I always try to do is especially check around and try to get feedback on how they perform, how are the people? To see their work for instance within the instruction book and ask someone to read it and use this point of view, can you understand, is it clear enough so you can get a broad picture of how the person performs but most that is measured spoken in their ability to perform the task with high quality that is where the primary meeting is important to check the things are in the right time and with the correct qualities”

All leaders make a discussion with the employees when the employees face with a special problem. They think that these problems can have an impact on the performance of an employee that they give great consideration. Co_01 and Co_03, reduce the task level that are delegated for them and suggests the suitable time to protect and give care for the employees. For Co_02 and Co_04, they try to help them by giving advice. And if it doesn't work Co_02 contacts company health care service and provide opportunity to have psychological help. The managers in these construction organizations also expressed their feelings and what they do when the employees face with difficult tasks. Since working conditions in construction organization is hard, the employees sometimes face difficult tasks according to our respondents. At this time, all managers try to support the employees in different ways by having a discussion on the problem and trying to find a solution for that. Co_03 discussed the issue in this way:

“Generally I try to use a coaching way, I am not the expert, they are generally the expert in their own field, and in most cases they have the answers that they tend to ignore, so what I am trying to do is sit down and ask them the right questions try to find the right questions so they finally get answers to their problems because in 95 percent of the cases they have the answer they just need to find them and it is generally quiet efficient way to deal with that kind of problems where they stick to their work if they got a problem.....”

In case of the employees' succession, all leaders try to give positive responses to the employees. Co_03 pointed out how employee's success is also her success and she lets them know what they have done by saying good job to make them feel proud and sometimes do a practical celebration within the organization. Co_04 also says well-done to her employees and give a hug. Giving credits for what they have achieved and to inform this success to the whole group and to the higher level are the methods Co_01 uses to recognize the success of an employee. Co_02 noted how success is realized in addition to her positive response to the success of an employee:
"I always react in a very positive way, trying to tell them that they have been doing a very good job. But construction companies are quite bad at telling each other that we have done a good job, many people say that if you don’t hear anything then it is good...for the leaders they have credits, but for the employees they are working on different salary types depending on performance, they get more money and they get better jobs in a short time”

Our respondents believe that employees can express their ideas if they think their idea is the best way to do as long as it does not have a risk and harm anyone. Co_02 considers company’s rules and if it is something carrying risk for them, she tells them which rules they are following in the company. Co_04 thinks that employees are quite free to experiment as long as it doesn’t harm anyone. For Co_03 she discusses with her employees and find best way together. Co_01 adds that she usually discusses and asks if they have any idea, and if it does not require a lot of money, employees can try to do the task in their own way:

“Sometimes they also have to try to do it, their way might be the best way as long as it does not require a lot of money, it is possible to let them try the way what they want to do. It is not certain that my way is always the best way” (Co_01)

The aspects to make mistakes are so humanistic, according to our respondents. They think it is natural to make a mistake and they can learn from it. If the same employee makes same mistake several times, all leaders prefer talking with the employee in order to find what the problem is, and they also try a solution to overcome the faced problems.

“People do not want mistake, people want right things. We have to try to understand why people make mistakes before we judge them. It is humanly to make mistakes” (Co_02)

The leaders have expressed the relationship they have with the employees. All four respondents have regular meeting within a year with their employees. It starts from a regular weekly meeting to seven times a year formal meeting. These meetings are mostly for information and discussion about the new plans and ongoing works in work groups. Besides these meetings, all respondents see their employees' every day because of the small area they share with their employees excluding Co_02. However, they have different experiences on building relationship between them and their employees. For Co_01, since they see each other very often naturally a close relationship is built however, she tried to avoid building a private relationship, like going to dinner or to visit each other, whereas Co_04 who share same working area had a very close personal relationship with employees. Also, Co_03 wants to play a managerial role both formally and informally by having a personal relationship with her employees. Other respondent, Co_02, because of being far away from the employees, does not have the chance to meet them very often, and this also didn't give her a chance to build up any close relationship. Regarding their work distance with employees, Co_01, Co_03, and Co_04 prefer to have a close distance with the employees, as it helps to know them well and to get a help from them as they know what they are doing in their managerial position. But this comment is different for Co_02 where she described the issue like this:

"Well I think this is how it is while you are working as a manger, I think it is ok...yes it is distance of course it is natural distance when you are a manager because I can't talk to everybody about my work, I have to be very careful about telling what I think about different things of course when you are working with HRM because I want the people to know that if they
are coming to me and telling me something it is going to stay there if we haven't decided that I am going to tell to your leader or I am going to go further to the problem that you told me. So it is important in this position” (Co_02)

All leaders believe in the importance of building team identities in groups even though they use different mechanisms to achieve this. Mixing the groups from the inside and the outside and solve tasks together to create the same group feeling is used by leader Co_01. For Co_02, having celebration after work like sport activities is used to increase the intimacy levels of the employees together. Even if having fun together to build a team identity is appreciated by Co_03, she thinks the thing that builds team identities more is to do work activities together by coming from different fields and solving questions together. And for Co_04, it is different, celebrations like parties and talking about things that are out of work is important to build team identities.

**Relationship between the work environment and female leaders**

This construction work-environment is known for being dominated mostly by male. Even if this is the case there are also females in the area that works as a manager and in technical areas. In our case, the four female managers have expressed their feelings for working in this male dominated area. They all have not faced any difficulties in their leadership in the area even if they have raised some issues as they are women in the area. Co_01 thinks that it is really hard for women as not only the employees are men, but also the customers and the organization as whole are. For Co_03, she has worked in male dominated area during her business life. She thinks men are more direct and clear in communication and says there are always facts and figures behind every statement, which is also good for her as that makes her to see the arguments before presenting it. Sometimes getting less respect from the employees is the issue Co_02 raised in her experience in male dominated work area even if she has noted that the younger generation is different in this perspective. She has also risen how men are direct in their communication. Co_04 described her preference in this area and the hardest thing of it:

"I prefer working in a male dominated area because it is easier, I have been working with females, it is tough for those who don't fit in, of course you get that problem in this area too.....I am just the only woman in leading group, it is hard to make your voice heard, it is hard on that level, there is a very few women in the higher level” (Co_04)

Except Co_03, all three leaders said that the work environment did not have any impact on their behavior they have now. They argue that they have been like this before they came to the organization. But for Co_03, it has some impact even if it is difficult to see that in every day life, she thinks work environments influence the human being. As well as this relation of the work environment to their behaviors, the leaders have explained the general leadership characteristics they had. Co_01 describes it by pointing three important things that are direct, good listener and coaching. Quite a sensitive and quite friendly leader described her leadership as to Co_02. Very open, accessible and coaching manager styles are the behaviors identified by Co_03. She has mentioned how seeing opportunities with people and circumstances around is a positive leadership than looking for problems. Co_04 tells her leadership as more specified to things and being kind. Therefore, these behaviors of female leaders in these construction organizations have
been identified after our data collection, which leads us to the analysis of the data regarding the
two behavioral categories that are task and relationship.
6. ANALYSIS AND CONCLUSION

In this chapter, the empirical results from the case-studies will be analyzed and the most interesting findings and conclusions will be outlined in order to answer the research question. Also recommendation for further research in included at the end.

6.1 Analysis
The empirical results mentioned in the previous section are analyzed based on our major purpose while conducting the study. The authors have interviewed four leaders each in the two cases and get a result in leadership for those organizations. From our empirical data, we have noticed that all the managers in the nursing organization have been working in this area for their employment life and have great interest for the position. On the other hand, leaders in construction joined the organizations by coincidence because they get the chance to be a manager in the position. All the leaders think of their jobs as interesting but at the same time mentioned the challenges of the work. So the managers in both cases get a challenge by being a manager in those areas.

According to leaders both in construction and nursing, males are more direct in their communication and working with them makes the communication much easier. In contrast, working with females takes time to reach in to common decision as they want to make sure that everyone in the group is feeling good and females go around saying something than being direct in their communication. In both cases the leaders did not face any difficulties in their leadership as being woman, even though in construction organizations some issues are raised related to getting respect from the employees and making the voice heard in the higher level. Most of the leaders have the same behavior in every situation where working with female or male does not have any impact on their behavior. Based on the questions raised, the specific behavior related to task and relationship identified in construction and nursing is described based on the empirical results acquired by using pattern matching analysis technique. These behavioral categories will be done based on the theories we have previously mentioned in our theoretical framework. At last, a comparison of those behaviors, which is cross-case analysis in the two situations, is outlined in order to look at their similarities and or differences.

6.1.1 Identified task and relations oriented behavior in nursing organization
In our theoretical framework, we have listed out the behaviors that can be categorized in task and relationship. These behavioral lists are identified by Yukl (2010, p. 119) which are also used in our study to identify the behaviors as task and relationship. In our collected data the leaders have shown both kinds of behaviors in their leadership. At first the behaviors found in task category is explained in relation to its existence level then it will be done similarly for relation oriented behaviors.

As it has been mentioned, the leaders have a plan for the activities they perform. This planning differs from short to long time planning. Short-term planning is identified as task oriented behavior in our theoretical framework (Yukl, 2010, p. 119). The leaders have this kind of
planning in some situations which could not characterize their whole planning behavior. Most of the leaders give an immediate response to a problem that disrupts their work, which is one type of the task oriented behavior. The leaders do not assign jobs to the employees in most of the cases as the employees often know their jobs. Directing and controlling employees are determined as in the task oriented behavior (Ibid). In nursing, the leaders do not believe in directing and controlling employees in most of the cases. The employees have freedom to do tasks as they are trusted to be capable of doing their jobs without being controlled. Moreover, most of the leaders do not believe in monitoring the performance of the employees. According to Yukl (2010, p. 123) monitoring the operation and performance of the employee is regarded as one of the major behaviors in task oriented category. There is a onetime feedback given for the employees rather than monitoring the employees in everyday situations. Also explaining rules, policies and standards for task performance is task oriented behavior (Yukl, 2010, p. 119). In most of the cases, the employees know the rules and procedures in the organization, which reduces the leader’s explanation of this to the employees. Hence, there is no explanation of rules and policies by the leaders in the area.

When it comes to behaviors related to relation; the leaders support and encourage the employees in difficult tasks and also they try to support and give them advises when they are faced with special problems. The employee’s contribution and accomplishment are realized by the leaders in this work situation that characterizes the relationship behavior (Ibid). Allowing people to determine the best way to do a task is one of the relation oriented behavior (Ibid). In most of the cases, the employees have freedom to come up with the best way to do a task. The employees are encouraged to bring new tasks and solve problems on their own way as long as it does not hurt the patients and people around them. Also they tolerate mistakes that can happen while doing tasks and try to get a lesson from that. In relations-oriented behaviors, socializing with people to build relationships is mentioned (Ibid). Even if there are some relationships between the leaders and the employees, they prefer not to have a close relationship with employees. Therefore, there is less socialization with people that can build strong relationship between leaders and the employees. The leaders in nursing build team identities by having special ceremonies in the organization. It is considered as an important thing to create team feelings between the employees. This character of the leader is also one type of relations oriented behaviors (Ibid). Therefore, these task and relation oriented behaviors are inferred from the analysis of leaders in nursing.

6.1.2 Identified task and relations oriented behavior in construction organizations
For the construction organizations, the leaders’ behaviors related to task are illustrated followed by relation oriented behaviors in this area. Planning of short-term activities is one of the behaviors found in task oriented category (Yukl, 2010, p. 119). The leaders plan their activities in these construction organizations. Even if the planning time varies depending on the situations, there is a sign of short time planning among the leaders. To resolve a problem immediately that would disrupt work is the other type of task oriented behavior (Ibid). Most of the leaders do not use this mechanism in their leadership rather stays a bit and makes a discussion with others in the organization. The leaders do not assign tasks to the groups in most of the cases, where assigning tasks are task oriented behaviors (Ibid). Directing and controlling is also found in this category.

To some extent, the leaders direct and control the employees even if it is not in all situations. Also in some way they monitor the performance of the employees based on plans and goals they
have set at the beginning. To explain the rules, policies, and standard operating procedures is also task oriented behavior (Ibid). Although there are specific rules and procedures to follow in order to conduct the task, the leaders do not explain these rules and procedures as long as the employees have experience in what they do.

There is support and encouragement to the employees in case of difficult tasks and also in special problems that can affect employees. This behavior of the leaders leads them towards relation oriented behaviors which are stated in Yukl (2010, p. 119). The leaders also consider the accomplishment and success of an employee by giving positive responses. Based on what we got from our empirical data, the leaders allow the employees to determine the best way to do a task as long as it does not harm anyone. This behavior is also a relation-oriented behavior (Ibid). Besides these, mistakes are considered a learning experience that can occur while doing tasks. There is some close personal relationship between the leaders and employees according to our empirical result. In addition to this, they like to have a close distance between them and the employees that can build strong relationship among employees. As to our theoretical framework socializing with people to build relationships is mentioned as a relation-oriented behavior (Ibid). Moreover, building team identities are important for the leaders in construction. The leaders use different mechanism to build identity of the team that is considered relation oriented behavior.

**6.1.3 Comparisons of the two cases in terms of behaviors**

In the previous section, the task and relationship oriented behaviors are outlined separately in the two cases, here the comparison of the two cases in terms of the behaviors are shown to determine the similarities and the differences in construction and nursing organizations. The authors have selected the major behaviors of task and relation, which are easy to find and where the leaders can give an answer for and also because of the time constraint only behaviors that can accurately address our research purpose is selected. In Yin (2003, p. 135) it is stated that multiple cases in tabular form can help to show the two cases in a comparative way.
<table>
<thead>
<tr>
<th>Major Behavior</th>
<th>In Nursing</th>
<th>In Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan short-term operations</td>
<td>Identified to some extent</td>
<td>Identified to some extent</td>
</tr>
<tr>
<td>Assign work to groups or individuals</td>
<td>Less assignments of work</td>
<td>Less assignments of work</td>
</tr>
<tr>
<td>Resolve immediate problems that would disrupt the work</td>
<td>Applied by the leaders</td>
<td>Is not much applied by the leaders</td>
</tr>
<tr>
<td>Directing and controlling work activities</td>
<td>No directing and controlling</td>
<td>Existed in some level</td>
</tr>
<tr>
<td>Monitor operations and performance</td>
<td>Less existence of monitoring</td>
<td>Existed in some level</td>
</tr>
<tr>
<td>Explain rules, policies and standard operating procedures</td>
<td>Have not been identified</td>
<td>Have not been identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RELATION ORIENTED BEHAVIORS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides support and encouragement to someone with a difficult task</td>
<td>Exercised by the leaders</td>
<td>Exercised by the leaders</td>
</tr>
<tr>
<td>Recognize contributions and accomplishment</td>
<td>Exercised or performed by the leaders</td>
<td>Exercised or performed by the leaders</td>
</tr>
<tr>
<td>Allow people to determine the best way to do a task</td>
<td>Exercised or performed by the leaders</td>
<td>Exercised or performed by the leaders</td>
</tr>
<tr>
<td>Provide coaching and mentoring when appropriate</td>
<td>Existed within leaders</td>
<td>Existed within leaders</td>
</tr>
<tr>
<td>Socialize with people to build relationships</td>
<td>Existed to some extent</td>
<td>Existed in moderate level</td>
</tr>
<tr>
<td>Use symbols, ceremonies, rituals, and stories to build team identity</td>
<td>Applied in different ways</td>
<td>Applied in different ways</td>
</tr>
</tbody>
</table>

Table 6.1: Comparisons of Construction and Nursing

As it is shown above in the table, there are some differences and similarities between the two cases. Resolving problems that would disrupt the work immediately, directing and controlling work activities, and monitor operations and performance are the three task oriented behaviors
that have shown a difference in the two cases. In case of the first one, the leaders in nursing apply this behavior while performing their tasks. On the second and the third behaviors, leaders in construction show a behavior of directing, controlling and monitoring performance better than leaders in nursing. When it comes to behaviors in relation oriented category, the leaders in both cases have shown almost the same behaviors excluding a behavior to socialize with people to build relationships. In this behavior, the leaders in construction have more socialized behavior than the leaders in nursing that creates a slight difference between the two cases in terms of relation oriented behaviors. From the overall identified behaviors, both cases seem to have more of a relationship oriented behaviors than task oriented behaviors. Even if the task oriented behaviors differ between the two cases the application of these behaviors are rare as compared to the relation-oriented behaviors.

The situational leadership theory explains the capability level of the employees that determine the extent of using task and relation oriented behaviors in leaders (Dubrin, 2007, p. 145). In our situations of construction and nursing, leaders in both cases mentioned the high experience of the employees in their work that do not require much assistance of leaders in the tasks performed. This situation of employees drove the leaders not to use the task oriented behaviors in their leadership and to have more of relation oriented behaviors regarding this issue of the situational theory. This shows that in both situations of tasks, the leaders have shown similarity in their leadership concerning these behavioral categories of leaders.

In the relation of leaders to followers, the attribution theory in Offermann et al., (1998, p. 1125) identified the behavioral response as one domain of the leader response to the behavior followers' show in the work activity. These behavioral responses to the followers’ are concerned with giving reward or punishment. All leaders in both cases show the relation they have with followers and demonstrate the rewards they give to employees’ accomplishments and punishments are not an option to leaders for the mistakes happen while doing activities. This issue characterizes the relations-oriented behavior in the leaders.

In the previous studies made as we have mentioned in our theoretical part, most of the researchers try to show leader behavior of female mainly in comparison to male leaders. In the gender study of male and female leaders, some of the researchers have shown that females apply more relation oriented behavior than male that applies more of task oriented behavior (Oshagbemi and Gill, 2003; Davidson and Cooper, 1984). Eagly and Karau also (1991, p. 693), stated female leaders applying both task and relation oriented behavior than male leaders in their study. Our findings also show these researchers’ findings about female leaders in general. Female leaders having more of relation behaviors, but also having task oriented behavior is spotted from the two cases. From the gender-role approach study, leaders’ characteristics are categorized in masculine, feminine and androgynous dimensions (Bem, 1975, p. 642). The masculine has commonly task-oriented leader behavior feature while femininity has relation-oriented behaviors (Bem, 1975, p. 636). Leaders in construction and nursing have shown feminine characteristics more than masculine characteristics. But the application of both characteristics is noted within leaders, which is an androgynous role.

Eagly and Johnson (1990, p. 241) mentioned how female leaders tended to apply task oriented behavior in organizations that are mostly women. For the nursing organization, which is mainly dominated by women, the authors have a result where leaders apply more of relation oriented behaviors than task behavior. In addition to this, Eagly and Johnson (1990, p. 241) mentioned the
female leader behavior being more oriented to task when male employees are numerically high in the organization. For the construction organizations that are mainly dominated by male, the author found female leaders’ behavior oriented more to relation than the task oriented behavior. Therefore, when it comes to our study that only focuses on a specific situation that is construction and nursing, we have seen female leader behavior that is oriented more to relations by also having task oriented behavior.

6.2 Conclusion
This study endeavors to see the interaction of gender and situation to determine the leader behavior of female managers in terms of task and relations. To assess female leaders’ behaviors, the authors selected two case-studies namely construction, where the area is mainly dominated by males with technical-oriented tasks and nursing in which females mainly dominated the area with people-oriented tasks. Based on the interviews made, authors reached to the following conclusions.

Female leaders in both cases of construction and nursing have relation and task oriented behaviors, even though they are more oriented towards relation behaviors. There are slight differences between the two cases in specific behaviors of task and relations. The leaders in construction apply directing and monitoring behaviors while leaders in nursing resolve immediate problems that would disrupt their work, which makes the two cases different when it comes to task oriented behaviors. In relation behaviors also, a behavior to socialize with people to build relationships is less applicable in nursing than construction that creates small difference. Therefore, in nursing, female managers have more of relation behaviors, but they are not much socialized to build relationships, have a short-time plan and give an immediate response to problems during their activities; and these behaviors could not let them hold all features of relation oriented behaviors. In construction; managers have a short-time plan, direct and control work activities, and monitor operations and performance; that make them have task behaviors as well as relation behaviors they enclose mostly.

However, on looking through overall behaviors of female leaders, leaders in both cases are more oriented towards relations-oriented behaviors than task oriented behaviors. Hence, the differences of the working areas do not have much influence to the leader behavior of the female managers in the organizations concerning task and relations behaviors applied in our case. This leads us to a conclusion with our limitations that even though situations vary regarding the tasks and also at the same time are dominated by female or male followers, it does not necessarily have an impact on the leader behavior of female managers in the organizations. It means without the situational differences and followers’ gender, female leaders in both cases have both relation and task oriented behaviors with more of relation behavior in their leadership, where those interactions did not create differences for leader behavior of female managers.

6.3 Recommendation for further research
The authors have conducted the study with certain limitations that leave the doors open for further study in the area. Semi-structured interview with eight samples of leaders both from construction and nursing is used to collect our data. In order to have a better position to generalize the findings of the results, a wider sample is required instead of a small sample that is used in our study. Moreover, the organizations selected in our case is concentrated in the same
area, selection of organizations from different places help acquire scattered views from different places than results get in the same area for further study. This also raises cultural issues in the study where all leaders are from the same country (Sweden) with similar culture and background, if the data can be collected from dispersed regions a wider perspective of the subject can be included in the study.

A one-sided perspective, which is from leaders, is only included in the study for the determination of the leaders behavior in the area. Further researches can include others’ perception like superiors and team members to identify the leaders’ behavior. A further study can be done by involving other behavior of leaders in the organization and also more detailed behaviors that can be found in task and relation categories. In addition, only one method is used to collect the data, which is semi-structured interview that may not give an in-depth knowledge about the subject; using triangulation technique can help to get more detailed information about the subject in further studies. Along with these issues, a more concentrated study in selected categories within the industries can be done for further study as construction and nursing by itself is broad to generalize on.
7. QUALITY OF THE RESEARCH

In this section the quality of the research that is its validity and reliability in qualitative terms will be outlined. In qualitative studies the quality of the research is stated in terms of credibility, transferability, dependability, confirmability and authenticity that determine the overall quality of the research.

7.1 Credibility

The acceptability of the research by others, where the research is conducted in canons of good practice and occurrence of respondent’s validation to the findings entails the credibility of the research (Bryman and Bell, 2007, p. 411). To conduct the study, the authors have applied the necessary rules and requirements needed to do a research. The findings of the results from the respondents have sent to our interviewees to make sure that the information they give is in a coincidence with results obtained from the study. Based on that, the analysis and conclusion of the paper is portrayed. In addition to using respondent validation technique, using triangulation technique is recommended for the credibility of a study in qualitative research (Ibid). As it is mentioned, authors of this paper only used semi-structured interview technique to collect the data that restrict the data to only one source and this weakens the quality of the research with respect to this issue.

7.2 Transferability

In qualitative studies with small sample size, thick description of the studies context to give a wide range of information about the finding is the transferability of the research (Bryman and Bell, 2007, p. 413). The authors in this paper showed the uniqueness of the contextual situation with detail descriptions of the leaders in the specific situations that make others to understand the situation. The authors have stated clearly the processes of how the data are collected and analyzed in order to reach into a certain conclusion.

7.3 Dependability

Adopting an ‘auditing’ approach that is to keep complete records of all the phases of the research is called dependability (Bryman and Bell, 2007, p. 414). While conducting the research, the authors have kept all the information and approaches used in the study that can be accessible whenever needed. It includes the problem formulation, selection of research participant, interview transcript and the analyzed data. These recordings assist us to look up on the necessary steps followed to conduct the study.
7.4 Confirmability
It is concerned with the good faith of the researcher where the personal values and theoretical inclination are not swayed to find some kinds of results out of it (Bryman and Bell, 2007, p. 414). The authors in this paper have tried as much as possible to keep the research free from personal values. In order to relate the findings to previous theories, the theories have been used appropriately.

7.5 Authenticity
This criterion is related to the wider political issues of a research and there are different criteria found in this category (Bryman and Bell, 2007, p. 414). Concerning this issue in our case, the authors have included the view points of all the leaders from both cases of the study that provokes the fairness of the study.
REFERENCES


Appendix 1
Interview Questions

General questions

✓ Education level
✓ Work experience
✓ Current position
✓ Number of years within the company

Starting Questions

• What do you think about being a manager in a Construction (Nursing) organization?
• Why (How) did you become a manager in a Construction (Nursing) organization?

Questions related to Task oriented behaviors and relation oriented behaviors

• Do you have work groups? If Yes, how many work groups do you have? How many employees are there in each work group?
• How do you assign jobs to employees in the work groups?
• How far ahead do you normally plan your activities?
• Are there any specific rules, policies and regulations in the organization? If Yes, How do the employees know those things?
• Do you think there needs to be a high ability to direct and control employees in your work groups? Why/why not or How?
• How do employees know that they have achieved their jobs or finished successfully?
• How do you monitor the performance of the employees?
• What actions do you take when you face a problem that disrupts your work?
• How frequently do you meet your employees? For what reasons do you meet them most of the time?
• How can you describe your relationship with the employees besides work?
• Is it important to build team identities among your work groups? Why? How do you build team identities in the organization?

• What do you do when an employee is faced with a difficult task?

• How do you deal with employees when they face a special problem?

• How do you handle situations like when an employee wants to do tasks they think is the best way to do it?

• How do you feel when the employees make a mistake? What reactions do you have for that?

• What is your reaction or how do you react when the employees succeed in their work?

• What do you think about work distance with your follower?

  **Concluding Questions**

• If you can, Can you describe your leadership characteristics?

• Based on your experience, what kinds of good or bad things have you faced because you worked with a male dominated (female dominated) work environment?

• Do you think working with females (male) have an impact on the behavior you have in the organization? If yes, how? If no, why not?