MSc Thesis

Assertive Leader Behavior, Gender and Organizational Culture
Towards a Balanced Leadership

by

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Keywords: leadership behavior, gender, organizational culture context, public administration

Submitted in partial fulfillment of the requirements for the degree of Master of Science, program Public Administration, University of Twente

Final Version, 11th of February 2020

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Preface

Two unpublished quantitative studies with results that seemed to contradict each other were the reason for designing a third qualitative study, to make better sense of the results. In this third study, a qualitative organizational culture type study was undertaken to examine to what extent effective public-sector leaders (males and females) must display assertive behaviors. Therefore, the following research question was written: *to what extent does the organizational culture context influence the degree to what assertive behaviors of males and females are related to leader effectiveness in the public sector?* In this study, I went back to the two organizations in which the previous studies were conducted. There, I made field observations from four supervisors in the public sector, during similar regular weekly held staff meetings, chaired by (mostly) the same leaders as the two previous studies. After each observational session, an interview was held with that same leader in order to identify the perceived organizational culture context by that leader. In the previous studies, the behaviors of the leaders during staff meetings were minutely coded, using the identical validated codebook. In this study, behaviors of the leaders were minutely confined in the meetings, as in the previous studies, using the identical validated codebook. In addition, the results of the previous studies and of this current study have been analyzed from an organizational culture context perspective. The first previous unpublished study's results may have come about due to a strong clan culture or friendship-work culture where such assertive behaviors were not tolerated by the other professionals (i.e. the teachers of the first study's primary schools). The second previous unpublished study rather shows a more hierarchical culture context, in which mild assertive behavior and even more excessive forms by female leaders was observed. This positive relation between mild assertive behavior and leader effectiveness is in congruence with the results of this current study. This study shows that in both

organizational culture contexts and both gender types, males and females must display mildly assertive behaviors in order to be effective, in addition to transformational leadership as dominating leadership style. This indicates that, based on the findings of this study, the perceived organizational culture contexts do not seem to have a significant influence on the degree of assertive behavior of male and female leaders in the public sector. In the discussion section of this thesis, implications are depicted (both practical and theoretical) as well as suggestions for future research.

Contents

Abstract

Purpose: This study specifically focuses on assertive behavior among effective male and female leaders in two organizational culture contexts: clan and hierarchical cultures in the public sector.

Research Design: In order to reconcile primary results of two previous unpublished studies, this thesis focuses on a qualitative approach to four effective leaders in two different organizational cultures, to identify the level of assertive behavior among males and females in the public sector. In addition to the researcher's behavioral observations of the organizational culture context, a qualitative description of the organizational culture context is given by the participant through an in-depth-interview to identify the specific perceived culture from a different perspective.

Findings: The results show a mild level of assertive behavior among all the participants in the two organizational culture contexts: clan and hierarchical cultures, i.e. among both the: male and female participants.

Research Implications: The findings of this research support the finding that for both genders mild assertive behavior and the transformational leadership style is associated with leader effectiveness. Furthermore, it supports the findings about stereotyping in a workplace. A newly researched topic is discussed in this paper concerning specific behavior within organizational culture contexts.

1. Introduction

In the field of organizational leadership, many aspects influence the effectiveness of leadership outcomes. As shown in two unpublished studies of which the results can be found in the appendices, one of the aspects that influences the leadership effectiveness is leader behavior. In this study, the focus is on two possible variables that may influence the leadership behavior. De Cremer and van Knippenberg (2004) identified the degree of assertiveness of a leader as a significant aspect in the effectiveness of leadership. It is seen as an attribute of the leadership style charisma, which contributes to the overall effectiveness of leadership. This finding contradicts the findings of one of the unpublished studies, which investigated the influence of assertiveness on leadership effectiveness in the educational sector. The results of that study displayed a negative relation between mild assertive behavior and leader effectiveness. The other study, on the other hand, displayed a positive relation between mild assertive behavior and female leader effectiveness. As the results of these previous studies show, a significant relation is observed between the type of leader behavior used and the leader effectiveness. Therefore, this study focuses on the level of assertive behavior and leader effectiveness. Since public sector leadership is still underdeveloped in Europe (Orazi, Turrini, & Valotti, 2013), this study investigates the leader behavior assertiveness, in the public sector.

A significant aspect that influences the type of leadership behavior that is being used, are the characteristics ascribed to the leadership function. As Schein (1973) for example found is that people commonly describe a successful middle manager with characteristics that they would also ascribe to the characteristics of men, rather than to women. This perception leads to gender stereotyping. According to Brenner, Tomkiewicz, and Schein (1989), stereotyping of gender roles in managerial positions can negatively affect the perception female leader effectiveness in a

workplace. For example, it leads to the perception of women being less qualified for management positions than men, or it results into women not applying for such positions. The assumption of women being less qualified or less effective in leadership roles is a result of stereotypical beliefs within society (Foshi, 1996; Eagly & Karau, 2002; Lyness & Heilma, 2006). This assumption might influence certain behaviors of women; acting in a more assertive manner to verify their authority. This is a phenomenon found by Foshi (1996) called: "the double standards of competence for women". A factor that influences the perception about leader effectiveness is workplace stereotyping. This is influenced by the beliefs and values within the workplace; the organizational culture.

In addition to leadership, the organization culture has an important influence on the performance within an organization (Alnasseri, Osborne, & Steel, 2014). Therefore, it is significant to look into what influences an organizational culture. A distinction can be made between organizations in the public and private sector, as of three identified factors: funding, ownership and authority (Rainey, 2014). According to Orazi, Turrini and Valotti (2013), unlike literature about private sector leadership, in Europe, literature about public sector leadership is still underdeveloped. According to Hooijberg and Choi (2001) differences are observed between what is considered to be the ideal type of leadership across the public and private sector, this research specifically focuses on public sector leadership. The factors funding, ownership and authority may also influence an organizational culture. Cameron and Quinn (2006) distinguish four categories of organizational culture contexts: clan, hierarchical, market and development cultures. According to Bass and Avolio (1994), organizational culture influences the development of the type of leadership style that is used. It might also influence the type of behavior that is used. Whereas other studies have linked several types of leadership styles to specific organizational culture contexts, specific behaviors have not yet been linked to specific culture

contexts.

Therefore, the independent variable that is measured in this study is the organizational culture context in the public sector. A second focus is on the gender type: male and female leaders. This serves as both an independent variable as moderator variable on the leadership effectiveness in the previous studies and will be analyzed from an organizational culture perspective in this study. The dependent variable in this study is the leadership behavior of the participants. Different from other studies, this study focuses on the differences between the two gender types male and female in two different organizational culture contexts in the public sector: the clan culture and the hierarchical culture. Whereas many studies have looked into which leadership style is preferable in an organizational culture context (Hooijberg & Choi, 2001; Orazi, Turrini & Valotti, 2013), this study specifically focuses on the effect of the organizational culture context on the leadership behavior of the gender types.

The key question that guides this study is: *to what extent does the organizational culture context influence the degree to what assertive behaviors of males and females are related to leader effectiveness in the public sector?*
In order to answer this research question, two sub-questions are written to look into the level of assertiveness and the differences or similarities in terms of both organizational culture context and in terms of gender.

The sub-questions are as follows:
Sub-question 1: *To what extent do two of the known for organizational culture contexts: clan and hierarchical cultures make a difference in terms of effective leadership behavior?*
Sub-question 2: *What are the differences and/or similarities between the level of assertive male and female leadership behavior during the chairing of periodic meetings?*

In this study, several forms of research, observation during staff meetings, as well as

qualitative interviews will be used, and the results will be compared to the contradictory results of the two unpublished studies. Unlike the previous studies, the results will be analyzed from a different perspective, placing these in a specific organizational culture context. Hence, triangulation will be carried out in order to identify the organizational culture context. This study aims to provide more insights about the organizational culture contexts and specific assertiveness behaviors of effective leadership, and the relation between these variables and gender in order to give a clarification to or might explain the differing outcomes of the two unpublished studies conducted. Therefore, this study has a strong explorative character. The outcome of this study provides more information about leadership behavior and leadership effectiveness for organizations in the public sector. In the following chapters, this study focuses on the theoretical framework regarding organizational culture contexts in the public sector and gender and stereotypes in organizations. In addition, leadership effectiveness and leadership behavior with an extra focus on assertive behavior are investigated. The methodology used in order to conduct this study is explained, and the results of this study are analyzed. After this analysis, the outcomes is discussed, which leads to a discussion of the theoretical and practical implications. In order to compare the results of this study with the results of the unpublished studies, similar participants are observed. This current study serves as a follow-up, adding a new perspective to the theory by placing the previous data, in addition to newly found data, in a specific context: organization culture context. In order to compare the results of this study with the results of the unpublished studies, similar participants are observed.

2. Theory

This chapter focuses on the theoretical framework, which is relevant for answering the sub-question and the main research questions. The first sub-chapter focuses on the differences between organizations in the public and private sector, in order to learn more about the independent variable of this study. After analyzing the differences between these two sectors, the sub-chapter organizational culture context identifies the different organizational culture contexts with an extra focus on the organizational cultures: clan and hierarchical culture. In order to analyze the effect of the independent variable on the dependent variable of this study, leadership styles and behavior are investigated with an extra focus on assertive behavior. In addition, the leadership effectiveness is identified. In the last sub-chapter, gender and stereotypes in organizations are discussed in order to provide more information about the differences between male and female leaders.

2.1 Organizational culture context

According to Alnasseri, Osborne and Steel (2014) an organization culture has a significant influence on the performance within an organization. As many studies have stated, organizational culture is a concept difficult to define. One of the most prominent studies in the field compared the culture of an organization to what the personality is of a person (Schein, 2010). Armenakis, Brown, and Mehta (2011) noted that the characteristics that distiguish one organization from other organizations contributes to organizational culture. If organisational culture is used as a methaphor, it is meant as something an organisation is. When culture is used as a variable, it is meant to be something an organisation has. To better define this concept, the contextual factors that identify an organizational culture are discussed. Since this study analyzes organizational cultures in the public sector, both the public and private sector are considered.

2.1.1   Public and private sector

As the characteristics that distiguish one organization from another contributes to the organizational culture, a next relevant question arises: can a difference in organizational culture, and with that leadership be observed between the public and private sector? According to Grover, Nadisic, and Patient (2012) in the Netherlands, managers of the public sector showed a more noticable societal focus than managers of the private sector. A greater concern for the greater good was observed, showing a more responsive, transparent and accountable leadership behavior to the society, whereas managers of the private sector displayed a confined view of leadership; focusing more on the what is best for the organization. Furthermore, concerning the approaches in communication about ethical issues and standards, managers of the public sector rather choose for a more explicit and unambiguous communication strategy (Grover, Nadisic, & Patient, 2012). These aspects differ among organizations, a possible explanation will be discussed later in this paragraph.

Rainey (2014) identified three dimensions which decide to what extent an organization can be defined as public or private. According to Rainey (2014) a distinction between organizations and their structure is most likely based on the status public or private. However, an important emphasis lies on the fact that within the status public or private, organizations may still vary a great deal from one another. Two elements that identify the extent to how public or private an organization is according to the continuum are ownership (privately owned or owned by the government) and funding (government sources or private sources). The elements can be found in figure 1. Public and private ownership and funding. In addition to these elements, a third element can be identified, authority (the mode of control, either political authority or economic authority). These elements might explain the differences between the focus of the leader within a company

and the communication strategy that is used. The standards for accountability and transparency might differ among organizations as of the number of parties involved and as of what is at stake.

	Public Ownership	Private Ownership
Public Funding (taxes, government contracts)	Department of Defense Social Security Administration Police departments	Defense contrators Rand Corporation Manpower Development Research Corporation Oak Ridge National Laboratories
Private Funding (sales, private donations)	U.S. Postal Service Government-owned utilities Federal Home Loan Bank Board	General Motors[a] IBM General Electric Grocery store chains YMCA

Figure 1. Public and private ownership and funding (Rainey, 2014).

The elements that identify how public or private an organization is may both influence the organizational culture context, and with that the leadership style or behavior that is used.

2.1.2 Organizational culture

In the previous subchapter, the elements that identify how public or private an organization is were explained. These contextual factors distinguish one organization from another. Later in this subchapter, the influence that these elements have on the organizational culture are discussed. But first, the perspective and orientation of the concept organizational culture need to be defined.

The top leaders and the decision-makers of an organization can create, determine, and transform an organizational culture, but may also be influenced by it. According to Armenakis, Brown, and Mehta (2011), if an organization has an adaptive or organic organizational culture, it is more able to be more effective in a dynamic environment than organizations without an adaptive or organic organizational culture. The level in an organisation at which culture is shared

is also of importance. Whelan (2016) discusses several perspectives that can be identified concerning organisational culture. The first perspective of culture is the 'integration' perspective. This perspective describes culture as the shared values, beliefs and attitudes of most, - if not all - all the members of the organisation. The second perspective that can be identified is the 'differentiation' perspective, where there are shared values, beliefs and attitudes within the subcultural boundaries, as for instance, units within an organisation. This mostly occurs when no clear integrated organisational culture exists. The last level is the 'fragmentation' perspective, which can be defined as a culture that is too diverse or ambiguous to understand. This type of culture exists occasionally, however that cannot be identified.

In the field of organizational culture four types of cultural orientations can be identified by specific dimensions, which can be used as a tool to categorize a type of organizational culture (Cameron & Quinn, 2006; Denison & Spreitzer, 1991; Helfrich, Li, Mohr, Meterko, & Sales, 2007; Kaarst-Brown, Nicholson, von Dran, & Stanton, 2004). These orientations are represented in a model called *The Competing Values Framework* (Cameron & Quinn, 2006), which states that all organizations can be distinguished based on their cultural traits and characteristics which are common to all general human organizations. The characteristics of these organizational profiles are rated by six different dimensions. These six dimensions are as follows: *the dominant organizational characteristics, leadership style, management of empolyees, organizational glue, strategic emphasis, criteria for succes*. These dimensions are characterized by traits which enables one to categorize the dimensions into an organizational culture. This measurement instrument can be found in figure 2. The Organizational Culture Assessment Instrument-Current Profile (Cameron & Quinn, 2006) in the appendices.

The first dimension, *dominant organizational characteristics* identifies whether the organization can be described as (1) a personal place, (2) an entrepreneurial and risk taking place,

(3) a competitive and result oriented place, or (4) a controlled and structured place. The second dimension, *leadership style*, determines whether the leadership style can be defined as (1) a mentoring, nurturing, or facilitating style, (2) a entreprenurial, risk taking, or innovative style, (3) a result oriented, no-nonsense, aggressive style, or (4) an organizing, coordinating, efficiency oriented style. The third dimension, *management of employees*, determines if the focus is on (1) teamwork, participation, and consesus, (2) innovation freedom, uniqueness, and individual risk taking, (3) achievement and competitiveness, (4) conformity, security, and predictability. The fourth dimension, *organizational glue*, described whether the organization is built on (1) loyalty and mutual trust, (2) commitment to development and innovation, (3) a focus on goal accomplishment and achievement, (4) formal rules and policies. The fifth dimension, *strategic emphasis*, on (1) high trust, human development and openness, (2) creating new challenges, and acquisition of resources, (3) competitive actions and winning, (4) stability and permanence. Lastly, the sixth dimension, *criteria for succes* determine whether the success criteria are (1) teamwork, concern for people, and the development of human resources, (2) having the newest and most unique products and services, (3) outpacing the competition and in doing so winning in the marketplace, (4) low costs, dependability, and efficiency (Cameron & Quinn, 2006; Kaarst-Brown et al. 2004).

These dimensions can be categorized into four different cultures (Cameron & Quinn, 2006). The first culture described is the group culture or clan oriented culture, which can be defined as a culture in which the primary concern is the human relations within the culture. Core values of this type of orientation are trust, belonging, and participation. Cohesiveness, membership, and attachment are the motivational factors within this orientation. Leaders within this culture mostly have a facilitating role, and tend to be considerate, supportive and participative. Secondly, Cameron and Quinn (2006); Denison and Spreitzer (1991) discuss the

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orientation hierarchical culture. This culture stresses the uniformity within a group, the coordination and evaluation, and emphasizes the internal efficiency. Similar as the group culture, the focus is on the internal organization, however, this culture can be characterized for its hierarchy and its focus on stability. Regulation, order and rules are of most importance within this culture to maintain security. In this culture, it is common for leaders to be cautios and conservative. A leader needs to be in control and provide stability as efficiently as possible. By interaction through teamwork, the main focus in such a culture is on the internal organization.

The third orientation descibes the development culture or adhocracy oriented culture. Different from the group culture, this culture has a main focus on the external environment. Growth, creativity, resource acquisition are main values within this culture in order to adapt to the external environment. And the last orientation is called the rational culture or market oriented culture, which has a main focus on goal fulfillment, performance, achievement and productivity. This culture focuses on the external environment. The last two type of cultures can often be linked to the differentiation perspecive as of the external focus of the organizations.

The four characteristics of these orientations described are the internal vs external aspect and the control vs flexibility aspect. Note that these aspects can be linked to the elements mentioned in the theory by Rainey (2014) about how public or private an organization is. The elements of this theory may have an influence on an organizational culture. For example, when an organization relies on public funding, a higher level of control is assumed. Important to mention regarding these orientations is that, similar to the definitions "public" or "private", these are ideal types of orientations. This means that in general, an organization has a tendency towards an orientation, however, it is unlikely for an organization to be described as only one type of orientation or in other words culture. Yet, a tendency towards the culture that is most dominant can often be observed (Cameron & Quinn, 2006; Denison & Spreitzer, 1991; Helfrich et al.,
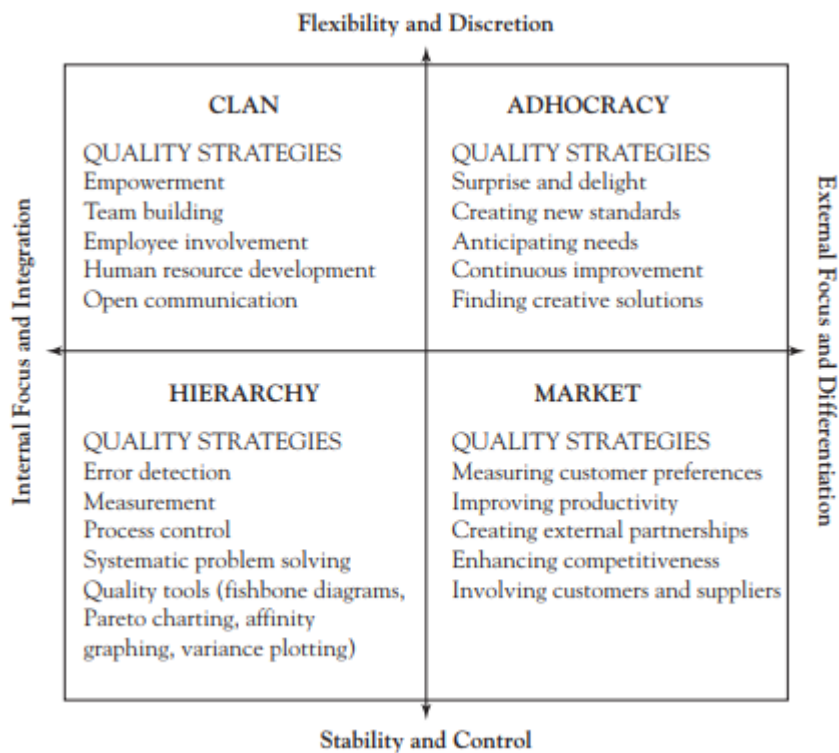
2007; Kaarst-Brown et al., 2004).

Flexibility and Discretion

CLAN	**ADHOCRACY**
QUALITY STRATEGIES	QUALITY STRATEGIES
Empowerment	Surprise and delight
Team building	Creating new standards
Employee involvement	Anticipating needs
Human resource development	Continuous improvement
Open communication	Finding creative solutions
HIERARCHY	**MARKET**
QUALITY STRATEGIES	QUALITY STRATEGIES
Error detection	Measuring customer preferences
Measurement	Improving productivity
Process control	Creating external partnerships
Systematic problem solving	Enhancing competitiveness
Quality tools (fishbone diagrams,	Involving customers and suppliers
Pareto charting, affinity	
graphing, variance plotting)	

Internal Focus and Integration — External Focus and Differentiation

Stability and Control

Figure 3. The Competing Values Framework (Cameron & Quinn, 2006).

In this study, the focus is on the first two organizational cultures: clan and hierarchical culture. These cultures are linked to the integration perspective, which means that the culture consists of the shared values, beliefs and attitudes of most - if not all - the members of the organisation. The organizations that are analyzed in this study are public organizations, however, as explained by Rainey (2006), as of the elements ownership, funding and control, these organizations may differ in level of publicness of one another. In the field of organization and management, culture is rather used as something invisible that exists within organisations and affects the behaviors of people within it, including their leaders. According to Schein (2010) attention needs to be drawn towards the relationship between leadership behavior and organisational culture, as we mostly do not see the underlying invisible factors and forces that

influence and even cause certain visible behaviors. For this reason, leadership behavior is discussed in the next subchapter.

2.2   Leadership behavior

In the field of management, leadership styles are broadly discussed. Therefore, first the different leadership behaviors that can be related to the different leadership styles are considered in this subchapter. Halaychik (2016) discusses four different leadership styles, which on its part require different mixtures of leadership behaviors: the *Autocratic*, *Participative*, *Delegative*, and *Situational* leadership styles.

The *Autocrative* leadership style is characterized by the leadership behavior which excersises a lot of control and exclusively makes decisions. This leadership style can be characterized as a more task-oriented leadership style. Features that come together with this kind of leadership mostly are operational knowledge, persistence, clear and direct communication, desire to have an influence or influence others, independence, self-confidence, organized, and lastly assertiveness (Halaychik, 2016). Secondly, a *Participative* leadership style can be characterized by a more democratice approach, where an active involvement of the followers in the process of decision making is evolved. A more relation-oriented view is typified in this leadership style. Typical behavior of this style is a more human orientation approach, diplomatically, tactfully, building trust, treating the followers with respect, and actively seek out the opportunities for the engagemment with the followers (Halaychik, 2016).

The third leadership style discussed is the *Delegative* leadership style, which is characterized by the kind of leadership behavior in which a leader exceptionally interferes in the matters of the followers. Guidance in this style is unusual and the group making decisions on its own is expected. The *Delegative* leadership style is not characterized by only a task- or only a

human-orientation. Typical behavior in this style depends on the orientation which the leader handles. Lastly, the *Situational* leadership style is discussed. This style can be characterized by the fact that not only one method is used in every situation. It depends on the situation and its circumstances. Behavior that is characterized is the power to adapt to all kinds of situations. Other behavior that is labled to this kind of leadership style is telling, selling, participating or delegating behavior. One of the factors that influences the style that is used, is the organizational culture. Since the organizational culture differs among organizations and teams, it is situational what leadership is most favourable to use in order to be effective, and with it the type of behavior.

According to Wilderom, van den Berg, and Wiersma (2012), leadership effectiveness was strongest related to the dimension charisma, since charismatic leaders are seen as effective leaders with appealing visions. These charismatic leaders can be described as leaders that are able to influence and motivate to change both their own and others' self-interests into collective interests in the interest of the organization (e.g., Bass, 1985; Yukl, 2010; Shamir, House, & Arthur, 1993; Conger & Kanungo, 1998; Dionne, Chun, Hao, Serban, Yammarino, & Spangler, 2012). In the field of organizational leadership, the focus has long been on two similar leadership styles which are ascendant: transformational and charistmatic leadership. According to Leithwood and Sun (2012); Yukl (1999), the main difference between transformational leadership and the charismatic leadership style is characterized by the focus of transformational leaders on intellectual stimulation. In transformational leadership, the leader can be rather described as a mentor or coach to the members of the team, who listens, motivates and contributes to the professional development of these individuals. A transformational leader is mostly supporting, and shows a different approach towards the needs, demands and capacities of the individuals of the team.

Saint-Michel (2018) found that along with changes in organizations towards a more

flexible and less hierachical structure, transformational leadership became more present. This leadership style can be described as a relationship-oriented leadership style, rather than a task-oriented leadership style. Examples of agentic traits which are considered to be more masculine traits are for example assertiveness. It is discussed in the recent literature that the transformational leadership style is assumed to be more femine (Saint-Michel, 2018). In several theoretical analyses of charismatic leadership, the display of assertiveness is considered to be an important factor in leadership effectiveness (Conger & Kanungo, 1987; House, 1977; House & Howell, 1992). Therefore, in the next subchapters, assertive behavior is discussed more thoroughly, and the concept leadership effectiveness is explained.

2.3   Assertiveness

Previous studies have described assertiveness in different ways and the effectiveness of displaying this sort of behavior varies. Costa and McCrae (1992) described assertiveness as one of the aspects of the Big Five model, where it is described as dominance. Also assertiveness is considered to be a sub-trait of extraversion (Costa & McCrae, 1992; Judge, Bono, Ilies, Gerhardt, 2002). Judge et al. (2002) also described it as speaking confidently, and freely expressing opinions and feelings. According to Warland, McKellar and Diaz (2014), assertiveness can be described as behavior between persons that allows people to express one's needs both clearly and directly, as well as preserves its boundries. In other words, the feelings, thoughts and rights of an individual are expressed whilst not degrading but rather respect feelings, thoughts and rights of others. Similarly, Lambertz-Berndt and Blight (2016) describe assertiveness as the direct and honest expression of behavior and feelings of an individual whilst respecting others. Sometimes assertive behavior in a workplace can be confused with aggressive behavior. However, the great difference between these behaviors lies within the approach taken to a problem or a situation; a

person showing mildly assertive behavior would respect the parties involved and would therefore rather tackle the problems than the persons involved (Warland, McKellar & Diaz, 2014).

Previous studies observed a positive relationship between low assertiveness and leadership effectiveness, since components as self-sacrifice, consideration, and cooperativeness are more likely to be present (e.g., Bass, 1990; De Cremer & Van Knippenberg, 2004; Guilford, 1952; Judge, Piccolo, & Ilies, 2004, Van Knippenberg & Van Knippenberg, 2005). However, Ames and Flynn (2007) found that excessive or restrained forms of assertiveness, in other words low or high levels of assertive behaviour, were negatively related to leadership effectiveness, as leaders might be perceived by others as unconfident or on the contrary too aggressive. Furthermore, researchers discuss that the level of assertiveness is related to tradeoffs between social outcomes and instrumental outcomes. A high level of assertiveness is damaging for social relationships, whereas a low level of assertiveness is damaging for the goal achievement in an organization (Ames, & Flynn, 2007). It is often expected that a leader's assertiveness, self-confidence or self-assuredness are elements part of the charismatic leadership style. This might be explained by the assumption that these characteristics might be beneficial when influencing and motivating individuals to change their self-interest into collective interests. Assertiveness, however, has not been recognized particularly as one of the extant measures of the charismatic leadership style (e.g., Bass, 1985; House, 1977; House & Howell, 1992; Smith, 1982; Waldman, Ramirez, & House, 2001).

Hu, Zhang, Jiang, and Chen (2019) describe assertiveness as a trait of extraversion, which on its part is identified as the most consistent and strongest prior of leadership emergence. This relevance is based on the assumption that highly assertive individuals mostly appear to have a great control over group discussions. This has a significant effect on both job performance and task completion. Assertiveness mostly is associated with efforts to get ahead. In addition, it is

observed that team members are more likely to articulate their viewpoints freely, and take charge in team discussion as the assertiveness increases. These individuals are perceived to be more knowledgeable and more competent about their work (Kennedy, Anderson, & Moore, 2013; McClean et al., 2018). However, a difference is made between the levels of assertiveness, as excessive assertiveness may result into confrontational or even aggressive interactions (Hu et al., 2019). Mild levels of assertiveness might therefore be preferable for leadership effectiveness in groups. However, the concept of leadership effectiveness first needs to be defined in order to investigate subject.

2.4 Leadership effectiveness

In the results of the two unpublished studies, a relation was displayed between assertive behavior and leadership effectiveness. The effectiveness is not only influenced by the type of leadership style, but also influenced by the type of behavior. Many factors influence the leadership effectiveness. The definition of leadership effectiveness differs. According to Amaladas (2018) leadership effectiveness is the degree of actual accomplishment of the intended change. This might seem a clear definition, however, one might say that a leader can still be extremely effective and not accomplish the desired result (Amaladas, 2018). For this reason, the effectiveness cannot easily be defined. The most thrusting definition of leadership effectiveness since the 1950s among leadership and management scholar was however the realization, accomplishment, or achievement of what is intended (Amaladas, 2018).

When discussing leader effectiveness or performance, a difference can be made between the perceived effectiveness and the objective effectiveness. The perceived leadership effectiveness can be described as the effectivenes that one experiences from ones own perspective. In other words, this is the subjective effectiveness. The actual effectiveness can be

described as the objective effectiveness. This objective effectiveness can be the effectiveness based on hard facts. In other words, the objective effectiveness is the effectiveness measured by numbers or percentages for instance. If these objective measurements are missing, stakeholders and experts can be used to measure leadership effectiveness. According to Yammarino (2012) traits and characteristics of a leader can increase the effectiveness of leadership. These traits or characteristics go together with leader behaviors.

As Saint-Michel (2018) states, gender role identity has a significant influence on leadership behavior of individuals. Gender role identity can be defined as the stereotypical self-perception of an individual of what is considered to be ideal for the gender, behaving masculine or feminine in society. This results into men displaying traits as assertiveness among other, rather than woman. It might also affect the perceived effectiveness of an individual, which may result into women overcompensating certain behaviors in order to become more effective, or being perceived as more effective. Therefore, the next subchapter discusses the difference between the two genders male and female, and gender stereotypes in a workplace.

2.5   Gender and stereotypes

As noted earlier, according to a study by Schein (1973), successful middle managers, or in other words effective leaders, obtain temperaments, characteristics and attitudes that are usually ascribed to men rather than to women in general. However, according to Cann and Siegfried Jr. (1987) reliability, truthfulness and efficiency were qualities top-ranked when describing the ideal leader. These characteristics were not characterized by only one particular gender. Still, the stereotype of women not being able to lead stands. *"In each sector and each occupation, women are less likely to be promoted and to get management responsibilities. Actions are therefore needed to improve gender balance in decision-making and to ensure gender equality at all*

levels" (European Commission, 2017b, p. 8). In the Netherlands, for example, women have only a 35% share of management positions (Biletta, Mullan, Parent-Thirion, & Wilkens, 2018).

As of the different gender roles, which can be referred to as socially shared expectations about how males and females should behave, according to Johnson, Murphy, Zewdie, and Reichard (2008), the leadership behavior may be affected. In addition, as of these socially shared expectations, stereotypes are likely to accur within an organization. This is displayed when describing leadership styles. According to Cuadrado, Navas, Ferrer, Molero, and Morales (2012), between the different leadership styles, gender stereotype can be found. In most cases, men are considered to be task oriented and more autocratic, rather than women. These components can be categorized in a more instrumentally oriented culture. The communal dimension on the other hand, is more typical for woman, since they tend to show a more relationship oriented, and democratic leadership style. As of the components of intellectual stimulation and individual consideration, transformational leadership tends to be more femine. In addition, Cuadrado et al. (2012) found a higher perception of male norms and stereotypes in more traditional organizations.

Einarsdottir, Christiansen, and Kristjansdottir (2018) state that most women do not longer have the perception that the ideal manager has stereotypically male characteristics. However, the stereotypical view of men regarding manager roles has not changed. Moreover, young men even seem to recognize men to be a better fit for manager roles than women. This is a good example of stereotyping in a workplace. As of the stereotyping, which can result in the feelings of threat and stress among women, the performance of women can be affected (Einarsdottir, Christiansen, & Kristjansdottir, 2018). In addition, these stereotypes may cause a difference in how the sort of leadership is experienced, and with that how the leadership effectiveness is experienced. These stereotypical beliefs within society create an assumption of women being less qualified or less

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effective in leadership roles (Foshi, 1996; Eagly & Karau, 2002; Lyness & Heilma, 2006). This might result into certain leadership behaviors; women may feel the need to act in a more assertive manner to verify their authority. According to Foshi (1996), this is a phenomenon that is called: "the double standards of competence for women". According to Saint-Michel (2018), biased thinking of women as leaders is caused by a gap between female leaders and the perceived demands of leadership within society. The stereotype of a "succesful leader" still is described as leadership with masculine traits. However, an increased acceptance of androgynous leadership is observed in the last decade (Saint-Michel, 2018).

2.6   Theoretical framework

In figure 4, the conceptual model, the variables of this research are displayed. This conceptual model serves as a guide to explain the relations that are expected between the variables of this study and how these relate to each other. This study investigates the extent to what organizational culture context influences the degree to what assertive behaviors of males and females are related to leadership effectiveness in the public sector. As mentioned in the introduction, two unpublished quantitative studies investigated the relation between the variables leadership behavior and leadership effectiveness. In these studies, the influence of leadership behavior, specified to assertive leadership behavior, on leadership effectiveness was investigated. In this case, leadership behavior served as the independent variable of the study, and the leadership effectiveness as the dependent variable. The first study found a negative relation between these variables and the second study found a positive relation between these variables. In order to explain the different outcomes, this study investigates the influence of the variable organizational culture context. Therefore, the independent variable in this study is the organizational culture context. The dependent variable of this study is leadership behavior. Since

the variable gender may influence the behavior that is used in certain situations, but also may influence if the behavior is considered positive or negative as of the gender of the one that uses it, it serves as both an independent and moderator variable. The public-privateness of an organization influences the context of the variable organizational culture context.
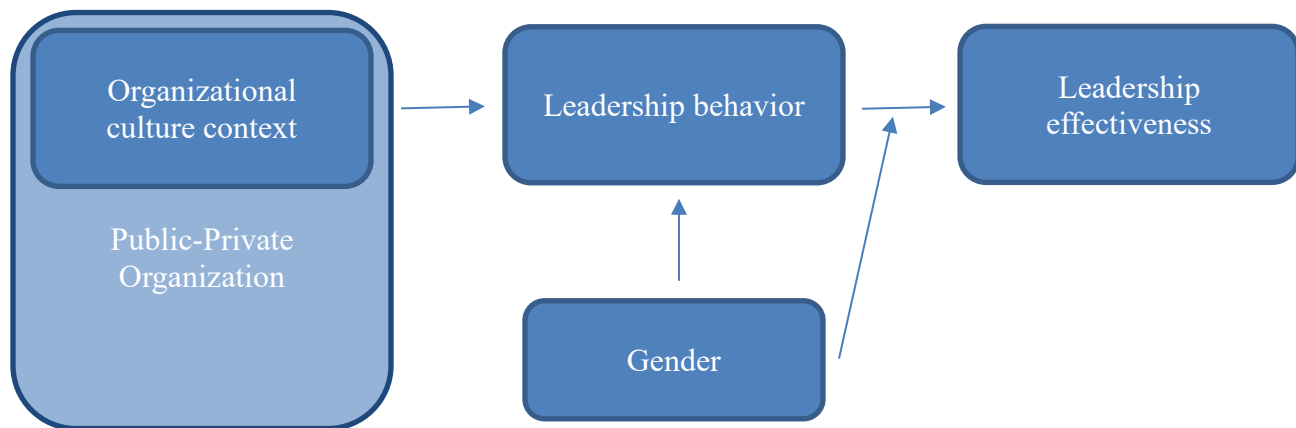
Figure 4. Conceptual model

In order to look into the leadership behavior of leaders within these organizational cultures in the public sector, the leadership behavior of two leaders of each culture are analyzed during regularly held staff meetings, which will be further explained in the next chapter.

3. Methods

This chapter describes the research methods that are used in this study, in order to answer the main research question. It comprises the research design, the methods for data collection and data analysis. Furthermore, the criteria for the sample selection are discussed and with that the ethical considerations.

3.1   Research design

The research design of this study can be described as a case study design. Yin, (2009) describes four types of designs that analyze contextual conditions and link these to the specific case. The type of research design used in this study is an embedded (multiple units of analysis) single-case research design. It can be described as a study with a clear set of propositions and circumstances that tests a well-formulated theory. A research design is embedded when the study contains several units of analysis (Yin, 2009). A single case study is used to confirm, challenge, or extend the theory. In this case, the propositions that are found in the theory of this study and in the findings of the previous studies are tested, challenged and extended. In this study, the extent to what organizational culture context influences the degree to what assertive behavior of males and females are related to leader effectiveness in the public sector is investigated. The propositions are examined in this study by qualitative research, and by adding a new perspective: organizational culture context to the existing data and to the newly found data, possible, more relevant explanations are considered. The propositions, unit of analysis and unit of observation are explained in the subchapter case selection.

3.1.1   Case selection

To investigate the influence of organizational culture context on assertive behavior of male and female leaders in the public sector, the behavior of four leaders is observed and analyzed. The four leaders all work at a different organization or unit in the public sector and can be divided into one of the two types of public institutions which will be explained later in this subchapter. These two types of public institutions can be categorized into one of the organizational culture contexts explained in the theory by Cameron and Quinn (2006).

The unit of analysis in this study are male and female leaders in the public sector. As explained in the theory, the extent to "how public" these organizations are, is based on the elements: ownership, funding and authority. In this study, two public primary schools and two units of a provincial government, all located in the Netherlands, are observed. These types of organizations can both be identified as public organizations. According to the continuum explained in the theory by Rainey (2014), the provincial government can be placed on the utter left, whereas the public primary schools can be placed on the middle left side of the continuum. The reason for this difference is the authority and ownership of public primary schools. In order to learn more about the differences between these organizations, both types of public institutions are explained.

According to CBS (2019), the Netherlands contains of 6740 primary schools and 6475 schools for special primary education in the year 2018. This total comprises schools for primary education, special primary education and education on special schools. A distinction can be made between public schools and special schools which both have primary education and special primary education. This last form of education is for children who have special needs; more help with education is needed. Overall public primary schools have a similar educational system as

primary schools for special education and special primary schools. In this study, the primary schools observed are public primary schools, since this is the group that is most strongly represented in the Netherlands. The total amount of this group is 2161 public primary schools in the year 2018 in the Netherlands (CBS, 2019). The two public primary schools observed in this study are both located in the eastern part of the Netherlands, in an area that counts 31 public primary schools in total (Openinfo, 2019). In the Netherlands, public primary schools are funded by the government, however, the management of these schools are authorized to decide what to do with the money to a certain extent. The management of the school is obligated to spend the funding according to what is expected of them by the law: Wet op het Primair onderwijs (article 148). The management can be advised and sometimes needs permission by a participation council; however, the board of the school has the final responsibility of the quality of the education, and its results. Lastly, the spending of the funding is controlled by the Inspectie van het Onderwijs, in order to see if the money is properly spent (Rijksoverheid, 2019). Public primary schools can be identified as public organizations on the left on the continuum. Despite its funding by the government, it is still owned by a private board that is authorized to make their own opinions to a certain extent.

The other organization that has been observed in this study is a public government in the Netherlands. In total, the Netherlands comprises 12 provincial governments. A provincial government is a public organization that can be placed on the utter left of the continuum. In the Netherlands, three levels of government can be identified: national, provincial and local government. On provincial level, a provincial government considered to be the ultimate public organization since it is funded, owned and authorized by the government. As of the elements identified by Rainey (2014), a difference between organizations can be made within the public sector, which may result into different organizational cultures among public organizations.

As mentioned, this study investigates the effect of organizational culture context on assertive male and female leadership behavior in the public sector. The unit of observation in this study are four leaders all working at different organizations in the public sector, categorized in one of the two types of public institutions. The two types of organizations represent either a dominating clan or dominating hierarchical culture context. These participants were between the age range of 35 and 65. In the previous unpublished studies, the average years of experience were around 2,5 years in their current organization. In this current study, the average years of experience of the participants is around 10 years in their current organizations. The unit of observation comprises 2 primary school directors, consisting of a male and female participant, representing the clan culture, and 2 heads of units in a provincial government, consisting of a male and female participant, representing the hierarchical culture. The observation was made during weekly held staff meetings with their own organizational team. During these meetings, no special topics are discussed, different from the usual meetings. Therefore, we can assume that the observed behavior is common behavior. After the team meeting, each manager was interviewed as well.

3.2   Data collection methods

According to Bryman (2007), the use of mixed methods is beneficial in leadership research. This approach called triangulation is used to magnify the criteria of validity and reliability of the findings (Patton, 1990). In order to answer the two sub-questions, in this study, qualitative, explorative research is conducted. This was done to add to the existing datasets and findings of two previous, thus for unpublished, quantitative studies, that produced puzzling outcomes. The results of these can be found in the appendices. In addition to the theoretical framework stipulated in the above, in this study, observations are conducted to analyze the assertive behavior of the managers. The results regarding assertive behavior of the managers of

the previous two unpublished studies are analyzed from an organizational culture context perspective. Furthermore, in addition to the theoretical framework, observation and depth-interviews are conducted in order to analyze the organizational culture context. The method of observation is used since it is a more interpretive and less controlled method, which fits the aim to collect contextual real-world knowledge about both the social structure of the organization and the behavioral patterns of the participants within. In order to compare the outcomes of the observations of this study to the outcomes of the two previous unpublished studies, both the participants and organizations of this study needed to be the same ones as in the previous two studies. For this reason, the behavioral patterns of (mostly) the same managers in the same two primary schools (in a medium-sized Dutch city), and at the same provincial government institution as in the previous studies is investigated. In order to meet these criteria, a great deal of time and effort was put into both obtaining access to a provincial governance and finding participants of both types of organizations that also participated in the previous studies, which were conducted ten years ago. Gratefully, with a positive result.

3.2.1 Desk research

In addition to the results of the previous unpublished quantitative studies, a theoretical framework was set up based on literature of the recent years. This theoretical framework comprises existing documents; books, academic articles and websites. In order to analyze the organizational culture context of the organizations observed in this study, the model by Cameron and Quinn (2006), displayed in figure 3. The Competing Values Framework (Cameron & Quinn, 2006) was used. By analyzing the hard requirements, the organizations can be categorized in one of the four cultures described in the theoretical framework. As of the categorization, the level of measurement here is nominal. In addition, the instrument by Cameron and Quinn (2006),

displayed in figure 2. The Organizational Culture Assessment Instrument-Current Profile, can be used as a tool to investigate the organization during observation. Therefore, this will be explained in the next sub-chapter.

In order to analyze the assertive behavior, to reconcile the previous outcomes of the existing two datasets if possible, newly found theory was used, in addition to the existing codebook also used in the previous two unpublished studies. With the help of the newly found theory and existing codebook, specific types of behaviors are categorized and displayed in table 1. *Illustration of levels of assertiveness of the respondents.* In this study, the leaders are analyzed for expressing, defending or acting in the interest of themselves and their own goals, preferences and values. Examples of assertive behavior are reminding others of their own authority and of the hierarchy of the organization. In this study, the leaders are analyzed in terms of high, mild and low assertiveness.

Lastly, in the previous two unpublished studies, the degree of leadership effectiveness of the males and female participants is measured by expert ratings of three experts. In this study, the leadership effectiveness was assessed by one expert only. This study does not obtain information about the leadership effectiveness of the similar female participant of the clan culture as the previous studies do. However, evidence about the effectiveness of this participant from a more generic source was obtained; a quality rapport by the Dutch Ministry of Education. This rapport shows an increase in quality of the primary school since 2017. This was the first year of leadership at this primary school of the female participant of the clan culture. In the previous years, under the leadership of a different leader, the quality of this primary school was rated insufficient (Inspectie van het Onderwijs, 2017). Therefore, we assume the leadership behavior of the female participant of the clan culture to be effective. The leadership effectiveness of the male participant can be validated by the quality report, which was rated sufficient in the last three years

(Inspectie van het Onderwijs, 2018). The level of measurement to rate the leadership effectiveness was ordinal.

3.2.2 Observations

In addition to the desk-research, observations were made during a total of four weekly held staff meetings at the two departments of a provincial government and two primary schools. As explained, particular effort has been put into ensuring that both the same organizations and the same participants as in the previous studies were observed. It took excessive effort for the researcher to obtain excess to these meetings, therefore, a sign of appreciation towards the participants of this research.

At the start of each staff meeting, the presence of the observer and the purpose of this research were explained. The observer did not participate in the meeting and sat silently at a fixed place in the room. Note that in the existing dataset of the previous unpublished studies, the duration of 'mildly' assertive behavior has been coded. Different from these studies, in this study, the frequency of the assertive behavior has been coded to validate the previous outcomes. A comparison between the different gender types and organization has been made based on how often the assertive behavior (categorized per level) was present in a one-hour time frame. The level of measurement of the level of assertiveness is ordinal. The observed variables were the organizational culture context and the leadership behavior.

In addition to the model by Cameron and Quinn (2006), during observations the organizational culture context was analyzed with the help of an assessment instrument illustrated in *Figure 2.* The Organizational Culture Assessment Instrument-Current Profile. This figure can be found in the appendices. The other variable that is analyzed during the observations is the leadership behavior. During these observations, the displayed behavior has been registered and

analyzed, mostly accompanied with an example of a specific statement or situational description, which can be found in the appendices. The basic framework that was used during these observations can be found in table 1. *Illustration of levels of assertiveness of the 4 respondents.*

Table 1. *Illustration of levels of assertiveness of the 4 respondents*

	Public Primary School		Provincial government	
	Female	**Male**	**Female**	**Male**
Low Assertiveness				
Afraid to speak up				
Unconfident				
Displays vulnerability				
Submissive				
Avoids conflict				
Mild Assertiveness				
Listens to others				
Expresses thoughts in the "I-form"				
Thinks he/she knows/does it better				
Speaks up confidently				
Articulates legitimate claims				
Participating-role in group				

Responds at an appropriate time				
High Assertiveness				
Does something to the expense of another				
Does not listen to others				
Disrespectful				
Likes to be in control				
Face-to-face disagreement				
Cannot stand criticism				
Influences tactics over time				
Cannot stand criticism				
Thinks he/she is always right				

The observations took place in the organizational culture context with the current staff in order to create a real-life atmosphere. The observer sat at a fixed place in the room and did not participate in the staff meeting. This was done to obtain a correct analysis of the given organizational culture and leadership behavior. In addition to the observations, individual in-depth interviews were held with the four participants.

3.2.3 In-depth interviews

Subsequently to the observation, the four managers were interviewed. After each observed

staff meeting, three qualitative questions were asked about the organizational culture context to

the leader. This enabled an identification of the organizational culture from the participant's view.

During these interviews, notes were written since recording was not preferred. These notes were

discussed with the participant and clarified by the participant if necessary. Furthermore, all

participants have signed an ethics form in order to meet the criterion of general data protection

regulation. In this research particular effort was put in following every step of the ethics protocol

as of the human participants. The following subchapter discusses this criterion more thoroughly.

As explained, in addition to the assessment instrument by Cameron and Quinn (2006), a

qualitative description of the organizational culture by the participants is identified with the help

of three qualitative questions displayed in table 2. *Organizational Culture Context description by*

the respondent.

Table 2. *Organizational Culture Context description by the respondent*.

Question:	Answer Participant:
Question 1. How would you describe the organizational culture?	
What is the difference between when you first came to work here and now?	
Did you consciously or unconsciously take action to change the organizational culture in the recent years?	

Through the qualitative descriptions of the organizational culture contexts, identified by

interviews with the four participants, the organizational culture contexts of the organizations are

determined and limited in this study to the degree to which effective leaders in those public sector contexts display assertive behavior. During the comparison of the outcomes of this study with the outcomes of the previous two unpublished studies, the outcomes of the previous unpublished studies are analyzed with a new perspective, namely, an organizational culture context perspective.

3.3 Data analysis

The analysis of this qualitative research focuses on two sub-questions in order to answer the main question. Therefore, an analysis was made of the influence of the independent variable organizational culture context on the dependent variable leadership behavior. To measure the level of assertive behavior, the frequency of the assertive behaviors per participant, categorized per level: low, mild and high assertiveness, was analyzed. Since this ordinal outcome is predicted by a set of independent variables, the analysis of this study is based on an ordinal regression. The outcome of this study has been compared to the outcome of the existing datasets of the previous unpublished studies from a different perspective: an organizational culture perspective, and the participants were labelled in one of these categories. The differences between gender and the differences between organizational culture context were identified, and these are compared with one another in order to answer the main research question.

3.4 Ethical considerations

Since this research involves human participants during the observations and the organizational culture identification by the participants themselves based on the in-depth interviews, the ethics committee of the faculty of Behavioral, Management and Social sciences has performed an ethical assessment to ensure an ethically responsible research practice. In order to meet the ethics criterion, the research was approved by ethics committee of the University of

Twente for the request number: 190900.

After the approval for the submitted research project by both the committee and the informed consent of the participants, the research was conducted. By the informed consent signed by the participants, the participants and the organization were informed about the objective of the research, the confidentiality, and the data storage. In addition, the rights of the participants are informed in this consent; the participants had the right to withdraw at any moment during the research and had the right to look into the data (which they provided) that was used anonymously.

4. Analysis

The analysis of this research analyzes the results of the observations and in-depth interviews. The focus of this analysis is on the organizational culture context of the organizations and on the leadership behavior of the participants of this research. After the analysis of the results of this study, the results of the previous two unpublished studies will be analyzed shortly, from an organizational culture context perspective. A comparison between the results will be made.

4.1   Results

As explained in the theory, according to de Cremer and van Knippenberg (2004), the degree of assertiveness of a leader is considered to be an important aspect regarding leadership effectiveness. This relation between assertiveness and leadership effectiveness was investigated in the two previous unpublished studies, which resulted in contradicting outcomes. During regular staff meetings, leaders in both the educational sector as in a provincial government were filmed in order to reliably code their behavior by well-trained coders. In addition, after each filmed meeting, follower surveys were completed, and the degree of leadership effectiveness was rated by experts. This resulted in contradicting outcomes; the study in the educational sector found a negative relation between the variables, whereas the study at a provincial government found a positive relation between the variables, especially among female leaders. In order to explore the differences in outcomes among organizations and participants, this current study has taken a qualitative approach and added a different perspective by investigating the organizational culture context of the organizations.

During four weekly held meetings, the organizational culture context of the public primary schools and the provincial government were identified with the help of the organizational culture assessment instrument by Cameron and Quinn (2006) displayed in figure 2. This

instrument contains of six aspects, with four statements, each can be categorized in one of the four organizational cultures explained in the model by Cameron and Quinn (2006) and can be found in the appendices.

To validate the organizational culture context, the supervising middle managers of the organizations were asked three questions, clarified if needed, to identify the organizational culture context from their perspective. In order to validate the answer, it was summarized and repeated to the participant, and edited if needed. Examples of clarifying questions are: "What do you mean with when you say…?" or "Can you explain that more thoroughly?". Furthermore, examples of summarizing questions are: "Is … what you mean when you say…?" or after repeating the answer: "Is this right?".

The outcomes of the observations and in-depth interviews are as follows: the public primary schools displayed a dominating clan culture, whereas the provincial government showed a hierarchical culture as dominating organizational culture. Keywords based on the observation to describe the organizational culture context of the public primary schools are internally focused, membership, cohesiveness, belonging and flexible. Keywords with which the organizational culture context of the Provincial government was described are internally focused, regulation, order, fixed, formal and hierarchical. The individual descriptions of the organizational culture contexts per participant, retrieved from the in-depth interviews, can be found in table 8, 9, 10 and 11 in the appendices. Overall, the outcomes of the observations and in-depth interviews corresponded. A small difference however was observed regarding the description of the female participant, describing the organizational culture as extern rather than intern, which indicates one of the aspects of a market culture.

In addition to the organizational culture context, the behaviors of each leader were observed during the one-hour meeting. Each meeting took place in the organizational culture

context of the participant. Table 3. *Illustration of levels of assertiveness of the respondents*

enabled the researcher to label the type of behavior and categorize into one of the degrees of

assertiveness. The observed behaviors of the participants are categorized into a degree of

assertiveness: low, mild or high assertiveness. The types of behaviors are displayed in table 3.

Illustration of levels of assertiveness of the respondents. The table below is based on the part

assertive behavior explained in the existing codebook used in the two previous unpublished

quantitative studies by trained coders and validated with newly found theories, found in the

theoretical framework of this study. In this study, the coding is applied to the behavior of the

participants in this study. The degree of assertiveness was measured by behavior that the

participants showed and statements they made. Examples of statements made by the participants,

which can be placed into one of the categories based on the theory and on the existing codebook,

can be found in table 4, 5, 6, and 7 in the appendices.

Table 3. Illustration of levels of assertiveness of the respondents

	Public Primary School		Provincial government	
	Female	**Male**	**Female**	**Male**
Low Assertiveness				
Afraid to speak up				
Unconfident				
Displays vulnerability				
Submissive				
Avoids conflict				
Mild Assertiveness				
Listens to others	V	II	III	II

Expresses thoughts in the "I-form"	II	III	II	I
Thinks he/she knows/does it better	I	I	I	III
Speaks up confidently	I	I	I	I
Articulates legitimate claims	I	III	II	II
Participating-role in group	II	II	I	I
Responds at an appropriate time	II	I		
High Assertiveness				
Does something to the expense of another				
Does not listen to others				
Disrespectful				
Likes to be in control				
Face-to-face disagreement				
Influences tactics over time				
Cannot stand criticism				
Thinks he/she is always right				

According to the findings of the observations, the four participants all showed mild levels of assertive behavior. Examples of these type of behaviors are listening to others, expresses thoughts in the "I-form" in a non-aggressive way, speaking up confidently, or participating-role in group. Analyzing the outcomes for these specific leaders, in this specific context for this qualitative study, slight differences and comparisons are observed between the gender types and organizational culture contexts. The variable gender was analyzed within the two organizational culture contexts to investigate the level of assertive behavior between the two gender types: male and female. All leaders spoke up confidently during the meeting, which was a comparison between both the gender types and organizational cultures. A difference was observed regarding these specific participants concerning the two gender types; the role of both female participants was a listening one, rather than an expressive one. Furthermore, in the hierarchical culture context of this study, a small difference between the two gender types was observed. Both the participants showed a mild level of assertive behavior, however, the female participant showed a higher need to express herself whenever she could do things better. An example of this is as follows: "I can imagine that is difficult for you, therefore, you rather call me.". Lastly, during the meetings a more participating role was observed with the participants in the clan culture context of this study, rather than with the participants in the hierarchical culture context.

As explained, particular effort is put into ensuring that both the participants and organizations of this study are similar to the participants and organizations of the previous unpublished quantitative studies. This enabled the researcher to analyze the results of the previous studies in this study with an organizational culture context perspective and compare these to the analysis of the results of this study.

4.2   Comparison of the results

The sub-questions guiding this thesis focus on the effect of the variables: organizational culture context and gender on the variable level of assertive behavior. Based on the model by Cameron and Quinn (2006) two dimensions of organizational culture contexts were expected to be identified in the public sector. Through desk-research, observations and in-depth interviews, two organizational culture contexts are identified; a clan culture context is displayed at the two primary schools and a hierarchical culture context is displayed at the provincial government. As explained in the theory one of the elements that influenced a difference between the type of organization described by Rainey (2014) was the element of control. According to Cameron and Quinn (2006) this same element made the distinction between the clan and hierarchical culture. This corresponded with the outcomes of the observations of this study. In addition, through desk-research and observations, mild assertive behavior is identified at all four participants of this study.

After analyzing the results of this study, the organizational culture context of the organizations in the previous two unpublished studies are analyzed. The organizational culture context of the organizations observed in the first study can be categorized as a clan culture context and the organizational culture context of the organizations observed in the second study can be described as a hierarchical organizational culture context. Comparing the data of this qualitative study with the data of the two unpublished quantitative studies from an organizational culture context perspective, a small difference was shown between the female and male participants in the hierarchical culture context; overall the female participants of the hierarchical culture context show more assertive behavior than the male participants of the hierarchical culture context. Furthermore, the outcomes of the first unpublished study show a negative

relation between mild assertive behavior and leadership effectiveness in a clan culture context. Both outcomes do not agree with the finding of this study, in which all observed behaviors were categorizable as 'mildly' assertive.

5. Discussion

As Warland, McKellar and Diaz (2014) described, assertive behavior is the clear and direct expression between people without neglecting boundaries of the other person. An honest verbalization takes place whilst respecting the norms and values of others (Lambertz-Berndt and Blight, 2016). Mild assertive behavior is often used when tackling a problem rather than a person involved (Warland, McKellar & Diaz, 2014). Since the display of assertive behavior is acknowledged as an important factor in leadership effectiveness according to a number of theoretical analyses of charismatic leadership (Conger & Kanungo, 1987; House, 1977; House & Howell, 1992), the aim of this study was to investigate the relationship between organizational culture and leadership behavior (Schein, 2010). Therefore, the assertive behavior was investigated in organizational culture contexts in the public sector. The main research question of this study is as follows: *to what extent does the organizational culture context influence the degree to what assertive behaviors of males and females are related to leader effectiveness in the public sector?*

Based on the findings of this study, the perceived organizational culture contexts do not seem to have a significant influence on the degree of assertive behavior of male and female leaders in the public sector.

The definition of organizational culture used in this study is one based on a perspective by Whelan (2016), which is the shared attitudes, beliefs and values of mostly all the members of the organization. The two organizational culture contexts found in this study by observation and

qualitative interviews were a clan culture and a hierarchical culture context. These organizational culture contexts were theorized by Cameron and Quinn (2006). A clan culture can be defined as a culture with a great concern for human relations within the culture. The second culture context also has an internal focus, however it has a greater concern for control. The main difference between the two orientations on organizational culture found in this study are the control vs flexibility aspect. This can be explained by two elements which identify the degree to what an organization can be described as public or private according to a continuum (Rainey, 2014). These elements are ownership (privately owned or owned by the government) and funding (government sources or private sources). The mode of control is established based on these elements. Based on the observations in both the clan and hierarchical culture context of this study, all observed behaviors of the male and female leaders were categorizable as 'mildly' assertive. The results of this study indicate that in both a clan and hierarchical culture context, leadership behavior that is most effective for these four leaders is mild assertive behavior.

The differences in outcome of this study and the first previous unpublished study might come about an observed shift in organizational culture context. During the depth-interviews both participants described a shift towards a more pre-professional culture context; a context in which openly giving opinion and participate in discussion, hence, showing mild assertive behaviors, was stimulated. Both interviews can be found in table 8 and 9 in the appendices. In the second previous unpublished study, assertive behavior was positively related to effective female leadership. An explanation for the mild forms of assertive behaviors may be explained by the years of experience of the participants in the hierarchical culture context. Female leaders may not feel the similar need to "prove" their effectiveness as of workplace stereotyping as in their first working years in the organization. In this case, the perceived organizational culture context might have developed over the years of experience.

5.1   Theoretical implications

The results of this study build on the existing evidence of Ames and Flynn (2007), which found that high or low levels of assertive behaviour had a negative influence on leadership effectiveness. The outcome of this study, however, contradicts the outcomes of both quantitative unpublished studies, which are analyzed in this study from an organizational culture perspective. In the previous findings, a negative relation between mild assertive behavior and leadership effectiveness was observed in the clan culture and a positive relation was observed in the hierarchical culture, especially regarding female leaders.

The differences in the outcomes regarding the clan culture can be explained by the participants of the clan culture of this study, which both indicated a shift towards a focus on talent and developments of the employees. In both organizations there was great support towards their team for speaking up confidently and giving their opinion in order to improve their organization together. Kennedy, Anderson and Moore 2013; McClean et al. 2018 state that team members are more likely to take charge in team discussion and articulate their viewpoints more openly, as the assertiveness increases. This supports the results of this study, which are found with the help of a list of assertive behaviors displayed in table 1. This list is based on the existing codebook of the previous unpublished studies, validated by newly found theories and displayed in the form of a schedule, which adds to research in assertive behaviors.

In addition, the relation between mild assertiveness and leadership effectiveness in the clan culture and by the female leader in the hierarchical culture build on the theory by Saint-Michel (2018), which found that in organizations with a more flexible and less hierachical structure, transformational leadership became more present. This is in agreement with the theory by Cameron and Quinn (2006), since in the clan culture a facilitating role is shown to be most

effective and it is also one of the characteristics of the transformational leadership style. According to Saint-Michel (2018), positively related traits to this style can be described as more-or-less communal traits, or in other words, feminine traits. This might explain the mild assertive behavior especially by the female leader in the hierarchical organizational culture context.

Since the outcomes of this qualitative study are specifically for these four leaders in these specific organizational contexts, the existing dataset was observed from an organizational culture context perspective. The results of the quantitative unpublished study in the hierarchical culture context meet the outcome of the academic literature on leadership and gender differences by Einarsdottir, Christiansen, and Kristjansdottir (2018) and Saint-Michel (2018), which states that the stereotype of a male manager has not changed, i.e., the perception of men being more fit for managerial positions still exists. Such stereotyping tend to affect the behaviors of female leaders which can be negatively in terms of their leadership performance.

When analysing the dataset of the previous unpublished study in the hierarchical culture context, effective female leaders displayed a higher degree of assertive behavior. According to the theory, assertiveness is ought to be a more masculine trait (Saint-Michel, 2018), therefore showing assertive behaviors as a male leader might be more common than showing these as a female leader. As a reaction to the so-called double standard (Foshi, 1996), effective women are likely to display different sorts of behavior than men as of the believes within the organization. This might result into a greater need regarding female leaders to convince team members of their assertive or more agentic leadership competences. Female leaders may display different sorts of behaviors as of stereotyping; in the terms of asserting their skills, views and positions female leaders may do so more openly than male leaders. More specifically, they are influenced by the beliefs and values within the workplace; the organizational culture.

5.2 Practical implications

As observed in the results, the leaders of this study showed a mild degree of assertive behavior in both the clan and hierarchical culture context. Regarding the clan culture context, the theory by Kennedy, Anderson and Moore 2013; McClean et al. 2018 shows that as the assertiveness increases, team members are more likely to take charge in team discussion and articulate their viewpoints more openly. For a leader within such an organization, it is important to set an example which in practice may lead to displaying assertive behaviors. Furthermore, the descriptions based on the in-depth interviews by the participants all indicated a focus on talent, competences and involving their employees. As of this change in focus, a practical implication of this research may involve the transformational leadership style becoming more present, of which the main focus is on the intellectual stimulation of the employees. Leaders take on a more coaching or supportive role (Saint-Michel, 2018). As noted in the theoretical framework, more acceptance of female leadership is observed in the recent years and among organizations, the transformational leadership style has become more present (Saint-Michel, 2018). This might explain the great similarity of showing a mild level of assertive behavior across the gender types in both the organizational culture contexts. The female participants in these two organizational culture contexts may not feel similar high need to compensate than in previous decades, or can express themselves more openly in. However, despite this growing acceptance of females in leadership positions, the need for compensation still is present in several organizational culture contexts. Yet, an explanation for the differences in outcome between this study and the previous unpublished studies that might be of significance is the time period in between the studies. This study is conducted a decade later than the two unpublished quantitative studies. Both the extra experience as the shift towards a difference in culture overall may influence the behavior of the

leaders.

The results of this study do not seem to validate the theory by Cameron and Quinn (2006) categorizing only the four types of organizational culture contexts in the quadrant. Both participants of the so called "clan culture" both indicate a shift towards a more professional type of culture, a pre-professional culture context. Furthermore, over the years the professional field has changed as of the rise of contextual factors as social media and globalization for instance. This may lead to different types of organizations that may not fit in one of the types of organizational culture contexts of the quadrant. This leads us to the recommendations and future research of this study.

5.3 Recommendations and future research

In this chapter, seen for these specific leaders within these preconditions and specific organizational culture contexts, the recommendations and basic characteristics required for future research are explained.

Based on the discussion of results of this study, for practitioners in both studied organizations it is recommended to identify the organizational culture context of their organization more thoroughly, since this will help prevent a gap between what is perceived by the management based on their goal setting and what the organizational culture context actually is. The theory by Rainey (2014) will provide more insights in the structure of the organization and its public-privateness. Furthermore, the instrument and model by Cameron and Quinn (2006) will enable one to identify the actual organizational culture context. This would not only prevent differences of perception of the organizational culture context, but also give clearances regarding workplace stereotyping in relation to gender and other. After the identification of the organizational culture context, aspects as workplace stereotyping may become present, in

addition the need for type of leadership behavior and its effectiveness may be clarified.

The qualitative method of this study made it possible to identify the specifics of the organizational culture contexts of both studies more thoroughly. Furthermore, three basic questions were guiding during in-depth interviews, which were specified when needed as of the qualitative character of this method. In order to reconcile the results of both earlier studies, the similar participants as the previous unpublished studies are observed. The main strength of this research is the explorative character of this study. By the qualitative approach to identify the specific mildly assertive behaviors in organizational culture contexts in combination with in-depth interviews of the participants themselves and by analysing the results of the previous quantitative unpublished studies, more detailed possible explanations are found, which serves for future research.

As most studies, this study knows some limitations. At first, we reflect on the potential biases in both the sampling method as the data collection. In order to reconcile the findings of the previous unpublished studies, which was conducted ten years ago, a smaller range of participants which have participated in the previous studies were available. As explained earlier, particular effort was taken to ensure a possibility for comparison between this study and the previous unpublished studies. In addition, since no female participants of the public primary schools were available, the female participant of the public primary school did not take part in the existing dataset. This, however, has been backed-up with available data regarding the objective and subjective effectiveness of this female participant. Another potential limitation is the method of using naked-eye observations. Potential bias may be present in terms participants not showing excessive levels of assertive behavior, as of the presence of the observer. In order to ensure that the participants exhibited regularly used behavior, the researcher sat at a fixed place in the room and did not participate in the meeting

While the relatively small scope of this research limits the generalizability of the results, the explorative character of this research provides new insight for future research. In order to explain the effect of organizational culture contexts on the degree of assertive behaviors of female and male leaders in the public sector more thoroughly, both quantitative and qualitative research are recommended. Since behavior is situational and may differ in different contexts and different sectors, it is important to investigate the influence of organizational culture context on effective female and male leadership behavior in all organizational culture contexts in both public and private sector theorized by Rainey (2014), and Cameron and Quinn (2006). The dimensions 'market' culture and 'development' culture might be more present in organizations with a private character, as of the external element in combination with the mode of control as of the elements of funding and ownership. Therefore, to find explanations for the effects of organizational culture contexts on the degree of assertive behavior, first the relation between organizational culture contexts and the degree of publicness or privateness of an organization need to be identified by quantitative research in both sectors. In order to do so, the organizational culture contexts of range of organizations should be identified with the help of the measurement instrument which can be found in figure 2. The Organizational Culture Assessment Instrument-Current Profile (Cameron & Quinn, 2006). Furthermore, the theory by Rainey (2014) can be used to identify the public- or privateness of the organizations.

In addition, since the level of assertive behavior of a person may differ per situation or topic in a meeting, for future research it is recommended to investigate the influence of the organizational culture on effective female and male leadership behavior in the both sectors over a longer time period. In order to do so, it is recommended to observe the level of assertive behavior of a participant at several meetings over a longer time period, for instance over a period of two years. Since the research comprises human behaviors, the possibility for future research must be included

when choosing participants. During these meetings knowledge is needed about: what precise behaviors effective male and female leaders use; under what circumstances are they used; and how frequently they are displayed or rather in what duration.

Regarding leadership positions in both the public and private sector, female leaders are still outnumbered by male leaders. The theoretical explanation for this problem is stereotyping in workplaces, which is part of the organizational culture context of an organization. With stereotyping in workplaces, the double-standard phenomenon is present. This phenomenon influences the behavior of female leaders and with that the effectiveness. In previous studies an assumption is made that the phenomenon of the double standards might decline over time, however future research is needed to investigate the details of this assumption. In order to do so, this phenomenon should be investigated in all of the organizational culture contexts in both sectors. The theory regarding transformational leadership by Saint-Michel (2018) and the trend of this type of leadership should be considered during this research. With knowledge about which specific leadership behaviors are effective in the different types of organization, we cannot only better explain the effects on the performance of individuals, teams, and organizations, but also identify the differences between gender types in different organizational culture contexts in general.

Furthermore, two possible future research topics regarding the model by Cameron and Quinn (2006) are significant. Firstly, as of the changing work environment, the quadrant by Cameron and Quinn (2006) may not represent an organizational culture context for all types of organizations in this current field. As of an important contextual factor, social media, the representation of organizational culture contexts nowadays need to be investigated. For the latter, this study displays no difference in degree of assertive behavior in both type of organizational culture context. Since this research was conducted in two types of organizational culture contexts which both depend on the mode of control (Rainey, 2014), it is recommended for future research to investigate the relation

between organizational culture context and assertive behavior in organizations with more excessive forms of organizational culture contexts. A speculation learned from practice during this study is that more excessive forms of organizational culture contexts may show more excessive forms of assertive behaviors in practice, as the mode of control of society reduces.
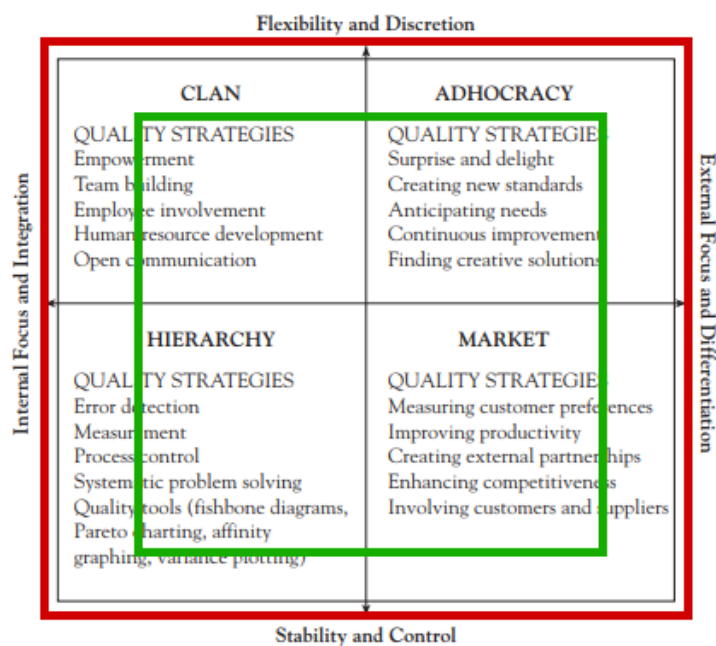

Figure 5. Organizational culture contexts and assertive behaviors.

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Appendices

Table 4. *Examples of illustration of levels of assertiveness of the female participant of the clan culture.*

	Example
Mild Assertiveness	
Listens to others	*"How was your week?"* *"Is … improved in comparison with the last time?"* *"I understand what you are saying"* *"I hear you"* *"Do you agree?"* *"What is your opinion about this?"*
Expresses thoughts in the "I-form"	*"I have discussed this with the board"* *"Let me handle this with the board"*
Thinks he/she knows/does it better	*Improves someone's explanation*
Speaks up confidently	*"Can everyone hear me/see me?"*
Articulates legitimate claims	*"This is what has been decided based on…"*
Participating-role in group	*Speaks in we-form often*
Responds at an appropriate time	*Knows when to respond*

Table 5. *Examples of illustration of levels of assertiveness of the male participant of the clan culture.*

	Example
Mild Assertiveness	
Listens to others	*"How was your week?"* *"Does anyone want to share something?"*
Expresses thoughts in the "I-form"	*"I have already experienced this"* *"Let me handle this with the parents"* *"Do not do this yourself, but let the parents come to me"*
Thinks he/she knows/does it better	*"No, I think it is like…"*
Speaks up confidently	*"Can we focus on … right now please?"*
Articulates legitimate claims	*"This is what has been decided based on…"* *"The commission … and I have decided to…"* *Gives clear arguments*
Participating-role in group	*Speaks in we-form often*
Responds at an appropriate time	*Knows when to respond*

Table 6. *Examples of illustration of levels of assertiveness of the female participant of the hierarchical culture.*

	Example
Mild Assertiveness	
Listens to others	*"What does everyone else think?"* *"Do you agree?"* *"What is your opinion about this?"*
Expresses thoughts in the "I-form"	*"I can come back during my vacation if it does not work out with…"* *"In my experience as…"*
Thinks he/she knows/does it better	*"No, you should rather do it with …"* *"I can imagine that it would be difficult for you, therefore, you rather call me."*
Speaks up confidently	*Takes a clear lead in the meeting*
Articulates legitimate claims	*"That is right, I also think it is best to … based on …"* *Gives clear arguments*
Participating-role in group	*Speaks in the we-form* *Offers help*
Responds at an appropriate time	

Table 7. *Examples of illustration of levels of assertiveness of the male participant of the hierarchical culture.*

	Example
Mild Assertiveness	
Listens to others	*"What does everyone else think?"* *"Do you agree?"* *"What is your opinion about this?"*
Expresses thoughts in the "I-form"	*"I will try and speak with them if necessary"*
Thinks he/she knows/does it better	*Improves someone's explanation* *"No, it is not like that, rather …"* *"The contract states …"*
Speaks up confidently	*Takes a clear lead in the meeting and asks others to listen confidently*
Articulates legitimate claims	*"This is what has been decided based on…"* *Gives clear arguments*
Participating-role in group	*Speaks in we-form*
Responds at an appropriate time	

Figure 2. The Organizational Culture Assessment Instrument-Current Profile

1. *Dominant Characteristics*	*Now*	*Preferred*
A The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.		
B The organization is a very dynamic and entre-preneurial place. People are willing to stick their necks out and take risks.		
C The organization is very results-oriented. A major concern is with getting the job done. People are very competitive and achievement-oriented.		
D The organization is a very controlled and structured place. Formal procedures generally govern what people do.		
Total	100	100
2. *Organizational Leadership*	*Now*	*Preferred*
A The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.		
B The leadership in the organization is generally considered to exemplify entrepreneurship, innovation, or risk taking.		
C The leadership in the organization is generally considered to exemplify a no-nonsense, aggressive, results-oriented focus.		
D The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.		
Total	100	100

3. *Management of Employees*	*Now*	*Preferred*
A The management style in the organization is characterized by teamwork, consensus, and participation.		
B The management style in the organization is characterized by individual risk taking, innovation, freedom, and uniqueness.		
C The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.		
D The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.		
Total	100	100

4. *Organization Glue*	*Now*	*Preferred*
A The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.		
B The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.		
C The glue that holds the organization together is the emphasis on achievement and goal accomplishment.		
D The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.		
Total	100	100

5. Strategic Emphases	Now	Preferred
A The organization emphasizes human development. High trust, openness, and participation persist.		
B The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.		
C The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.		
D The organization emphasizes permanence and stability. Efficiency, control, and smooth operations are important.		
Total	100	100

6. Criteria of Success	Now	Preferred
A The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.		
B The organization defines success on the basis of having the most unique or newest products. It is a product leader and innovator.		
C The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.		
D The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.		
Total	100	100

Figure 2. The Organizational Culture Assessment Instrument-Current Profile (Cameron & Quinn, 2006).

Table 8. *Organizational Culture Context description by female participant of the public primary school.*

Question:	Answer Participant:
Question 1. How would you describe the organizational culture?	Familiar, flexible, informal, lose, a softer sector.
What is the difference between when you first came to work here and now?	We have become more professional with one another and become a small team within the school where we can address each other and give

	an opinion. There is a greater focus on listening to another, and on creating a personal atmosphere.
Did you consciously or unconsciously take action to change the organizational culture in the recent years?	Partly conscious, partly unconscious. We have become a team. On Fridays, we organize meetings with the team to reflect on the week, give opinions and focus on personal development. Furthermore, I have tried to create a more transparent and flat organizational culture. By organizing small Friday afternoon get-togethers, the cohesiveness within the team has increased.

Table 9. *Organizational Culture Context description by male participant of the public primary school.*

Question:	Answer Participant:
Question 1. How would you describe the organizational culture?	We have a flat organizational culture, personal and focus on the competences of the team members. Decisions are taken together, and the cohesiveness is very strong. It is internally focused, and it is familiar.
What is the difference between when you first came to work here and now?	The culture has changed towards a more flexible culture rather than autocratic. For me as a leader I had trouble to focus on the competences of the team members instead of trying to control it

	myself.
Did you consciously or unconsciously take action to change the organizational culture in the recent years?	Consciously. I focused on letting go and working together. We experienced this to be an important change that needed to be made.

Table 10. *Organizational Culture Context description by female participant of the Provincial Government.*

Question:	Answer Participant:
Question 1. How would you describe the organizational culture?	It can be described as a culture, motivated by the content. It is a very stable culture, still with too little focus on integration. The content is externally focused, with internal factors as measurements.
What is the difference between when you first came to work here and now?	The culture changed towards a more facilitating culture. We need to be more conscious that hierarchy is not an option anymore, and we need to have a greater focus on the market.
Did you consciously or unconsciously take action to change the organizational culture in the recent years?	Conscious. I reflect more, the society changes and we need to change with it. I have tried to create a greater focus on involving the customer. I consciously have taken action to change the culture towards a more market focused culture, which means we invest differently than a couple of years ago.

Table 11. *Organizational Culture Context description by male participant of the Provincial Government.*

Question:	Answer Participant:
Question 1. How would you describe the organizational culture?	The culture of the organization is formal, many fixed processes and procedures. We have to take a lot of regulations into account before we can take action. The team culture however is more transparent and informal with an internal focus and an external ambition.
What is the difference between when you first came to work here and now?	The organization has become less procedural, the relation between organization and employees has become more flexible and freer than it used to be.
Did you consciously or unconsciously take action to change the organizational culture in the recent years?	I consciously have taken initiative to keep an external focus and to look at the talents of individuals within the organization. More talent focused working. It is smarter to look at what people can do and want to do rather than focus on improving their flaws.

Results - Study 1

Descriptive Results

The descriptive results for the video behaviors during staff meetings are presented in Table 12. It shows that, on the average, listening occurred during 54% (rounded off) of the total meeting time. The rounded percentages of the total time for the remaining three behavioral categories were: supporting behaviors (27%), steering behaviors (17%), and self-oriented behaviors (2%). Apparently, the school leaders spent, besides active listening, most of the time on supporting type of behaviors and only a small part of the time on self-oriented behaviors. Within the category of supporting behaviors the percentages of total time observed for the specific behaviors was: informing (21%), challenging ideas (3%) and individual consideration (3%). Within the category of steering behaviors, total time percentages were: verifying (4%), directing (3%), structuring the conversation (4%), and providing a vision (8%). Finally, as a set, the self-oriented behaviors of providing negative feedback, being assertive and showing lack of interest occurred less than 2% of the total meeting time. Apparently, some school leader behaviors that were found to occur rarely seem to have a great influence on teacher's overall sense of leader effectiveness.

Table 12: Durations of the 11 video-coded leader behaviors at the analyzed staff meetings

Four categories of coded behaviors in this study (A school leader is labeled as effective if the average score of the four experts >7.5.)	Effective School Leaders *n*=12	Less Effective School Leaders *n*=14	Total *n*=26
Self-oriented behaviors			
Showing lack of interest	**1.4**	**0.8**	**1.1**
Being assertive	**0.2**	**0.5**	**0.3**
Providing negative feedback	**0.4**	**0.3**	**0.3**
Steering behaviors			
Directing	**3.0**	**2.2**	**2.6**
Verifying	**4.0**	**3.3**	**3.6**
Structuring the conversation	**4.3**	**3.7**	**4.0**
Providing a vision *	**8.3**	**5.9**	**6.9**
Supportive behaviors			
Informing	**23.3**	**20.4**	**21.6**
Challenging ideas	**3.2**	**2.0**	**2.6**
Individual consideration *	**3.3**	**2.4**	**2.7**
Active listening *	**48.6**	**58.5**	**54.3**
Total	**100 %**	**100 %**	**100 %**

* Based on t-tests (p < .05), significant differences were found between the highly and moderately effective leaders on the behaviors: Providing a vision (t = -2.39), Individual consideration (t = -2.25) and Active listening (t = 2.45).

In order to see what differences exist between effective school leaders and less effective school leaders a t-test was conducted. When looking at the video-coded behaviors (see, Table 13), the behavior active listening was displayed significantly *less* by effective school leaders than by the less effective school leaders ($t = 2.45$, p $< .05$). On the other hand, effective school leaders demonstrated significantly *more* the behaviors: providing a vision ($t = -2.39$) and individual consideration ($t = -2.25$). Apparently the more the primary school leaders listen, the *less* they are rated effective by the four experts. On the other hand, the *more* a school leader engages in the steering behavior, providing a vision, and the supportive behavior, individual consideration, the *more* effective they are seen to be.

Preliminary Results

The bivariate correlations, means and standard deviations among the dependent and independent variables are presented in Table 13. They seem to support Hypothesis 1; school leader effectiveness, as rated by experts, is significantly correlated with teacher perceptions of the charismatic leadership style ($r = .50, p < .05$). Also, regarding Hypotheses 2 and 3 we note preliminary support; the zero-order correlation between school leader effectiveness and individual consideration was .39 ($p < .05$) and the zero-order correlation between school leader effectiveness and being assertive behavior was -.45 ($p < .05$).

Table 13: Means, standard deviations and intercorrelations of the variables in this study

		Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Gender (L)	1.48	.51														
2	Tenure (L)	9.32	9.75	.30													
3	School leader effectiveness (E)	7.06	.79	-.38	.04												
4	Charismatic school leadership (T)	5.32	.55	-.28	.11	.50*											
5	Showing lack of interest (V)	23.54	33.94	.02	-.33	.07	.02										
6	Assertive behavior (V)	7.69	16.76	.22	-.20	-.45*	-.13	.53**									
7	Providing negative feedback (V)	6.15	8.65	-.31	-.19	-.01	.17	-.09	.23								
8	Directing (V)	53.35	24.70	-.36	-.16	.36*	.02	-.24	-.28	.34							
9	Verifying (V)	75.50	43.46	.00	.51**	.06	-.10	-.33	.05	.10	.32						
10	Structuring the conversation (V)	87.62	42.14	-.14	-.01	.32	.26	.21	.08	.27	.20	.09					
11	Informing (V)	147.42	74.75	.14	.17	-.01	-.05	-.12	.05	.23	.06	.11	-.20				
12	Providing a vision (V)	450.35	195.54	.01	-.25	.26	-.11	.15	.03	-.09	.06	-.20	.12	.43*			
13	Challenging ideas (V)	59.12	60.21	.11	-.12	.37*	.10	.18	-.02	-.04	.17	-.23	.16	.09	.24		
14	Individual consideration (V)	61.04	39.82	.13	-.13	.39*	.11	.38	.08	.09	.06	-.28	.44*	.07	.40*	.81**	
15	Active listening (V)	1,087.23	270.09	-.07	-.03	-.25	-.02	-.12	-.18	-.27	-.23	-.14	-.20	-.83**	-.68**	-.38	-.47*

L = Leaders, E = Experts, T = Teachers, V = Video-coded behaviors of the school leaders

*p < .05, two-tailed

**p < .01, two-tailed

Hypotheses Testing

To test the hypotheses, we performed a regression analysis on school leader effectiveness and entered the variables in three steps: first, the control variables: gender and job tenure; second, charismatic leadership; and third, assertive behavior and individual consideration (see, Table 14). Because we hypothesized in advance significant links between the independent variables, charismatic leadership, individual consideration, and assertive behavior, and school leader effectiveness, their beta weights were tested one-tailed. The beta weights for charismatic leadership ($\beta = .41$, $p < .05$) was significant in the second step. This result supports Hypothesis 1, stating that school leader effectiveness is positively related to showing a charismatic leadership style. In addition, individual consideration ($\beta = .48$, $p < .01$) and assertive behavior ($\beta = -.31$, $p < .05$) were significant in the third step. Both video-analyzed behaviors explained additional leader effectiveness variance above and beyond the charismatic leadership style. These results support Hypotheses 2 and 3 stating that school leader effectiveness is positively related to leader's individual consideration and negatively related to assertive behavior during regular meetings with his or her teachers. These behaviors explained variance above and beyond charismatic leadership style. In total, 63% of the variance in leader effectiveness was explained by the independent and control variables.

Table 14: Regression Results on Predictors of School Leader Effectiveness

	Step 1	Step 2	Step 3
Gender[a]	-.43	-.29	-.31
Tenure	.16	.08	.10
Charismatic leadership style (survey)		.41†	.31†
Asssertive behavior (video)			-.31†
Individual consideration (video)			.48††
ΔR^2	.17	.15*	.31**
R^2	.17	.32*	.63**

[a] female = 1, male = 2

$^\dagger p < .05$, one-tailed

$^{\dagger\dagger} p < .01$, one-tailed

$*p < .05$, two-tailed

$**p < .01$, two-tailed

Survey items

School leader effectiveness: Cronbach's alpha, teachers = .89	
	My supervisor is effective
	My supervisor leads an effective school
	My supervisor is an example of a good leader
	My supervisor is effective in achieving goals
	My supervisor utilizes a leadership style that leads to satisfaction
	My supervisor finds frequently ways to optimize the learning outcomes
	My supervisor thinks his/her leadership style is an good example for others
	My supervisor thinks that his/her leadership style should be maintained

Charismatic leadership: MLQ-short, Cronbach's alpha, teachers = .87	
	My supervisor engenders a feeling of complete trust
	My supervisor excludes a strong sense of personal presence
	My supervisor speaks with optimism about the future
	My supervisor displays competence in what he/she says and does
	My supervisor provides a clear vision of that which is possible in the future
	My supervisor displays extraordinary competence in everything he/she undertakes
	My supervisor is strongly convinced about his/her own ideas and values
	My supervisor gives employees the feeling that any obstacle can be overcome
	My supervisor creates a feeling of contributing to the common good when working on an important project
	My supervisor makes employees aware of common values, goals, and ideals in the organization

Results – Study 2

Table 15. *Means, Standard Deviations, Cronbach's alphas, ICCs, and Correlations of Leader*

Effectiveness and Extra Effort (N = 53)

	Variables	*M*	*SD*	α	ICC1	ICC2	1	2
1.	Leader effectiveness (survey: experts)	7.15	.63					
2.	Leader effectiveness (survey: followers)	4.32	.55	.83	.20	.66	.39*	
3.	Extra effort (survey: followers)	3.92	.55	.81	.15	.58	.33*	.77**

* *p* < .05. ** *p* < .01.

Table 16. *Examples of Filmed Behaviors Coded as Mildly Assertive*

Behavioral examples
"I decide about that"
"Yes I know, you don't have to explain it to me"
"Yes, that was my comment too"
"Yes I know, that's the reason why I already took action"
"I looked everywhere"
"Yes I understand, but I found it quite funny to find out"
".. and I suggested to replace him (higher level manager) now"
"After attending that important meeting, I am already starting to..... ".
"Yes, you should use my help"
"I will not get into trouble, I am sure"
"I already assumed that it would not work"
"With my signature, you can open doors"
"I am absolutely sure"

"I understand your frustration, but my frustration is that….."

"I thought to myself I'm not going to wait"

"It was just a question and it doesn't mean that I will do it this way again"

"Okay guys, this is all you get"

"Yes, but that is not my responsibility"

"Next Thursday I will be at a meeting with all the top managers"

"I'll figure it out"

"Yes, I had that on my list. I make it clear to him that he will receive everything tomorrow"

"It is already difficult for me to remember, so for you (followers) it is probably impossible"

"I want to report these results"

"I have to prepare the planning of this project"

"But that is all my responsibility"

"But I have noticed on the customer list.... "

Preliminary Analyses

The correlations among the study's variables are presented in Tables 17, 18 and 19. Table 17 shows that for the total sample ($N = 53$) charismatic leadership significantly correlates with leader effectiveness ($r = .30, p < .05$). Further, Table 17 shows also that the mildly assertive behaviors displayed by the leaders during staff meetings do not significantly correlate with leader effectiveness.

Table 18 shows that charismatic leadership of the female leaders do not significantly correlate with leader effectiveness. Further, Table 18 shows that mild female assertiveness is significantly related to leader effectiveness ($r = .56, p < .05$).

Table 19 shows that charismatic leadership correlates significantly with male leader effectiveness ($r = .33, p < .05$). Furthermore, Table 19 shows that mildly assertive behavior displayed by male leaders does not significantly correlate with leader effectiveness while Table 18 shows that it does for females. Both tables give, therefore, partial support for hypotheses 1 and 2.

Table 17. *Means, Standard Deviations and Correlations of Male and Female Leader Effectiveness and Independent and Control Variables (N=53)*

Variables	M	SD	1	2	3	4	5
1. Leader effectiveness (survey: experts)	7.15	.63					
2. Gender[a]	1.67	.48	.04				
3. Tenure	10.91	10.46	.13	-.02			
4. Leadership experience (# of years)	10.26	7.71	.17	.09	.04		
5. Socialized charismatic leadership (survey: followers)	4.56	.55	.30*	-.19	-.17	.08	
6. Assertiveness (video-based)	.26	.38	.21	.01	.22	.09	.02

* p < .05. ** p < .01.

[a]1 = women; 2 = men.

Table 18. *Means, Standard Deviations, and Correlations of Leader Effectiveness and the Independent and Control Variables for Male Leaders (n= 35)*

Variables	M	SD	1	2	3	4
1. Leader Effectiveness (experts)	7.17	.57				
2. Tenure	10.74	10.68	-.04			
3. Leadership Experience (# of years)	10.74	8.10	.03	.06		
4. Socialized Charismatic Leadership (survey: followers)	4.34	.50	.33*	-.25	-.09	
5 Assertiveness (video-based)	.26	.43	.10	.22	.16	-.06

* *p* < .05. ** *p* < .01.

Table 19. *Means, Standard Deviations, and Correlations of Leader Effectiveness and Independent and Control Variables for Female Leaders (n = 18)*

Variables	M	SD	1	2	3	4
1. Leader effectiveness (experts)	7.11	.76				
2. Tenure	11.24	10.33	.41			
3. Leadership experience (# of years)	9.33	7.00	.42	-.01		
4. Socialized charismatic leadership (survey: followers)	4.56	.55	.29	.13	.42	
5. Assertiveness (video-based)	.26	.24	.56*	-.01	-.17	.15

* *p* < .05. ** *p* < .01.

Hypotheses Testing

The results of hypotheses testing are presented in Tables 20, 21, 22, and 23. Gender, job tenure, and leadership experience were first entered into the regression as control variables. In the full-sample regression model, the betas of gender, tenure and leadership experience are not significant. This indicates that leadership effectiveness does not seem explained by the leaders' gender, job tenure or leadership experience. In the primary ordering of Table 20, the beta of charismatic leadership is significant in the second ($ß = .34$, $p < .05$) and third ($ß = .33$, $p < .05$) step, supporting hypothesis 1. The beta of leaders' mild assertiveness behaviors werenot significant in the third step; therefore, hypothesis 2 does not seem to be supported. These results show that in the full, mixed gender sample assertive behavior displayed by the leaders does not explain additional variance above and beyond charismatic leadership.

However, gender was examined also as a moderator in the relationships between both charismatic leadership and assertiveness and leader effectiveness. Figure 4 and Table 21 reveal the significant interactions between gender and charismatic leadership ($ß = .26$, $p < .05$), and gender and assertiveness ($ß = -.48$, $p < .01$). The betas of the interactions were all significant in the third step, supporting the assumed gender effect of hypothesis 1 and 2. In accordance with hypothesis 1, charisma was more strongly related to leader effectiveness for men than for women, while in accordance to hypothesis 2 assertiveness was more strongly related to leader effectiveness for women than for men (see Fig. 1). When differentiating between male and female leaders, also Tables 22 and 23 reveal significant gender differences that would have gone unnoticed had we not examined the potential within-gender differences.

Table 22 presents the results of the same regression analysis for the subsample of female leaders ($n = 18$). As in the regression analysis for the total sample, job tenure, and leadership experience wereentered as the control variables. In the last step the beta of leadership experience was significant ($ß$

= .58, $p < .05$), which indicates that female leaders with more leadership experience were rated as more effective. According to Virany, Tushman, and Romanelli, (1992), and Cannella and Rowe (1995), a leader's total number of years of work and especially their amount of leadership experience might explain differences in leader performance. Both in the primary and alterative orderings, the betas of charismatic leadership are not significant. Assertive behavior displayed by female leaders during staff meetings is significant ($ß = .63$, $p < .01$). This result shows that in the female subsample only assertiveness is related to leader effectiveness . In total, 67% of the variance in female leader effectiveness could be explained.

The results of the regression analyses for the subsample of male leaders ($n = 35$) are presented in Table 23. Tenure and leadership experience had also been entered as control variables in the equation. In this model, the betas of job tenure and leadership experience were not significant. In the primary ordering, the beta of charismatic leadership is significant ($ß = .34$, $p < .05$). In contrast, the beta of leaders' assertive behavior is not significant. The results show that for the male leaders' assertive behavior explains no additional variance above and beyond the charismatic leadership style. In total, 12% of the variance in male leader effectiveness could be explained with the independent and control variables combined. Since the results of study 2 differ from the results of study 1, which found a negative relation between mild assertiveness and leadership effectiveness, whereas this study displayed a positive relation between mild assertiveness and female leadership effectiveness, it is important to look into a different variable that might explain this difference, in addition to gender explanations. According to Bass and Avolio (1994), a significant factor that influences which type of leadership style is used in organizations is the organizational culture. Therefore, in addition to gender explanations, the next study, Study 3, focuses on another independent variable: organizational culture context.

Table 20. *Regression Results on Leader Effectiveness (N = 53)*

Variable	Step 1	Step 2	Step 3
Primary ordering			
Gender [a]	.03	.10	.00
Tenure	.13	.15	.10
Leadership experience (# of years)	.17	.12	.29*
Socialized charismatic leadership (survey: followers)		.33**	.19
Assertiveness (video-based)		.16	.48**
Gender x Leadership experience			-.34*
Gender x Socialized charismatic leadership			.26*
Gender x Assertiveness			-.48**
ΔR^2	.05	.13	.19**
R^2	.05	.18	.37**

[a] 1 = women; 2 = men.

* $p < .05$. ** $p < .01$ (one-tailed).

Table 21. *Regression Results on Leader Effectiveness of Men (n = 35)*

Variable	Step 1	Step 2	Step 3
Primary ordering			
Tenure	-.04	.04	.02
Leadership experience (# of years)	.03	.06	.04
Socialized charismatic leadership (survey: followers)		.34*	.34*
Assertiveness (video-based)			.11
ΔR^2	.00	.11*	.01
R^2	.00	.11	.12
Alternative ordering			
Tenure	-.04	-.07	.02
Leadership experience (# of years)	.03	.02	.04
Assertiveness (video-based)		.12	.11
Socialized charismatic leadership (survey: followers)			.34*
ΔR^2	.00	.01	.11*
R^2	.00	.01	.12

* $p < .05$. ** $p < .01$.

Table 22. *Regression Results on Leader Effectiveness of Women (n = 18)*

Variable	Step 1	Step 2	Step 3
Primary ordering			
Tenure	.41	.42*	.24
Leadership experience (# of years)	.43*	.36	.58**
Socialized charismatic leadership (survey: followers)		.17	-.11
Assertiveness (video-based)			.63**
ΔR^2	.35*	.02	.30**
R^2	.35*	.37	.67**
Alternative ordering			
Tenure	.41	.26	.24
Leadership experience (# of years)	.43*	.53**	.58**
Assertiveness (video-based)		.59**	.63**
Socialized charismatic leadership (survey: followers)			-.11
ΔR^2	.35*	.31**	.01
R^2	.35*	.66**	.67**

* $p < .05.$ ** $p < .01.$

Figure 4.

Gender as a moderator between leader effectiveness and charismatic leadership style, assertiveness and leadership experience.