

WOMEN LEADERSHIP IN STATE SOCIAL SERVICE

by

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Abstract

For a long period of time leadership researchers have shown wide interest regarding gender and leadership, highlighting the differences between women and men (Book, 2000; Bowman, Worthy, & Greyser, 1965). These differences initially considered as an inferiority of women versus men (eg, some authors support the view that women lack the traits and capabilities needed for managerial success, Henning & Jardin, 1977) are reversing recently in advantage of women as superior in leadership roles (Book, 2000; Helgesen, 1990). However, up to 70' academics have almost ignored the interconnection between gender and leadership (Chemers, 1997). After the global economic and social development, and as a result of increasing number of women in management positions, the question raises: "Can women lead?"

This theoretical and empirical study aims to answer precisely the question if women own traits, styles and authenticity associated with leadership. Obviously the study is contextualised and deductions can not be claimed because of its inductive nature. However, after a concise fulfilment and comprehensive review of the literature within the framework of the summary table, the study is empirically materialised in the institution of the State Social Service. In this institution, the author has attempted to analyse female leadership through case study method and questionnaires, under three perspectives: that of the leadership traits, styles, and authentic leadership.

Keywords: Leadership, State Social Service

Abstrakt

Për një periudhë të gjatë kohore studiuesit kanë treguar interes të gjerë në lidhje me gjininë dhe lidërshtipin, duke theksuar dallimet midis grave dhe burrave (Libër, 2000, Bowman, Worthy, dhe Greysen, 1965). Këto dallime fillimisht konsiderohen si një inferioritet i femrave kundrejt meshkujve (p.sh., disa autorë mbështesin pikëpamjen se tek gratë mungojnë tiparet dhe aftësitë e nevojshme për sukses menaxherial, (Henning & Jardin, 1977) po përmbysen kohët e fundit në favor të grave si superiore në rolet e lidërshtipit (Libër, 2000, Helgesen, 1990). Megjithatë, deri në vitet 70 akademikët pothuajse kanë injoruar ndërlidhjen mes gjinisë dhe lidërshtipit (Chemers, 1997). Pas zhvillimit global ekonomik dhe social, dhe si rezultat i rritjes së numrit të grave në pozita drejtuese, pyetja ngrihet: "A mund të udhëheqin gratë?"

Ky studim teorik dhe empirik synon t'i përgjigjet saktësisht pyetjes nëse gratë zotërojnë tiparet, stilet dhe lidërshtipin autentik. Natyrisht studimi është i kontekstualizuar dhe deduksione nuk mund të kërkohen për shkak të natyrës së tij induktive. Megjithatë, pas një përmbushje koncize dhe rishikimi të plotë të literaturës brenda kornizës së tabelës përmbledhëse, studimi është materializuar empirikisht në institucionin e Shërbimit Social Shtetëror. Në këtë institucion, autori ka tentuar të analizojë lidërshtipin femëror përmes metodës së studimit të rastit dhe të pyetësorëve, nën tre këndvështrime: atë të tipareve të lidërshtipit, stileve, dhe lidërshtipit autentik.

Fjalet Kyçe: Lidërshtip, Shërbimi Social Shtetëror

Dedication

I dedicate my work to my family. A special feeling of gratitude to my loving parents, Ilir and Enkela Aga whose words of encouragement and push for tenacity ring in my ears. My sister Sindi has never left my side and is very special for me.

I also dedicate this dissertation to my many friends who have supported me throughout the process. I will always appreciate all they have done. I dedicate this work and give special thanks to my best friend Ekti Shuaipi.

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I wish to thank my committee members who were more than generous with their expertise and precious time. A special thanks to Professor Xhimi Hysa, for his countless hours of reflecting, reading, encouraging, and most of all patience throughout the entire process.

I would like to acknowledge and thank my school division for allowing me to conduct my research and providing any assistance requested. Their excitement and willingness to provide feedback made the completion of this research an enjoyable experience.

Declaration Statement

1. The material included in this thesis has not been submitted wholly or in part for any academic award or qualification other than that for which it is now submitted.
2. The program of advanced study of which this thesis is part has consisted of:
 - i) Research Methods course during the undergraduate study
 - ii) Examination of several thesis guides of particular universities both in Albania and abroad as well as a professional book on this subject.

Henri Aga

November 2015

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List of Abbreviations

EU: Epoka University

SSS: State Social Service

MSc: Master of Science

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Chapter I

Introduction to the study

Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country.

Margaret Thatcher

The ability to lead is a natural part accompanying human behaviour, but when studied in scientific or academic way it gives a sense of the labyrinth. The idea of a laboratory research is created, where through a microscope you try to analyse every millimetre, to understand the entire "Why?" questions, relationships between variables, the function of the whole or individual parts.

During this century, the leadership has been an issue that has aroused curiosity, studied by many disciplines. There are endless recipes theories on leadership, containing combinations of all fields, little psychology, social sciences and analysis of basic organisational theories, cooked with emotion and philosophical background, is served to everyone, to become better leaders, or better play the role as team members.

Leadership in everyday language is described as the ability to lead or run, where in most cases the concept is dressed with formal terms of responsibility and official authority. Researchers give many definitions that try to determine the functions, attributes and key role of leader.

Literature provided by the authors on this topic is abundant, but the dominance of research has been mainly towards male leadership. World History provides us wise and strong men, figures like Lincoln, Washington, Mandela etc. The predominance of male leadership has led to the creation of stubborn stereotypes about women. Only in recent decades an alternating is seen, where male-female ratio in leadership is more and more skewed the other way around (Book, 2000; Helgesen, 1990). In Albania highly patriarchal culture has contributed, but after a century road towards emancipation, finally, women are taking command on their shoulders.

The difficulty to penetrate stubborn stereotypes, but especially long discrimination of men, made the woman to require as a first step manoeuvring space in a world dominated mainly by men, using the language and methods belonging to exactly that world. This has created the general idea that leading women have masculine characteristics, and to achieve success they should give up from personal life, from starting a family, then give up the "place that every woman belongs to".

1.1. The research problem and the importance of the study

Leadership as practice and philosophy has existed for centuries. Regarding the Albanian reality, "Leadership" as a discipline of study in the academic field is shipped recently. Consequently, researches on the topic of leadership have sporadically been affected and much less referring specific research correlating gender and leadership. Although the emancipation of the Albanian society and the evolution of the position of women in management positions, there is need of research on Albanian women and leadership, taking into account the traits of women leadership and typology of leadership styles. For the above reasons, this paper, based on previous studies vacuums, it refers to traits, leadership styles and authenticity of women leadership by contextualising them in the institution of the State Social Service.

The importance of this study lies in the fact that it is relatively new in the way it is conceived. It is also totally unaffected both from the theoretical as well as practical perspective, the issue of female leadership at the institution of the State Social Service.

1.2. Research questions

Although this paper can be classified in the category of methodological quantitative with descriptive design, and considering the fact that some authors attach to quantitative studies hypotheses and to qualitative research questions (Creswell, 2009, pp.129-143), however, it is preferred here to use research questions which according to Zikmund (et al., 2009, pp.60) they are appropriate in exploratory and descriptive research. On the other hand, Kothari (2004, pp.184) makes no distinction between research questions and hypotheses as the latter he attributes the status of formal questions that require a choice. Below, they are presented research questions raised in this study.

Question 1: What are the dominant features of female leadership in the institution of the State Social Service (SSS)?

Question 2: The leadership of women in the SSS is mostly oriented toward task or relationships?

Question 3: In what degree is female leadership based at the SSS to authentic leadership, and which of its dimensions mainly appear?

1.3. The purpose and objectives of the study

The purpose of this study was the investigation and understanding of female leadership in the institution of the State Social Service.

Specific objectives that helped to achieve the overall objective were as follows:

- a. Identification of the dominant traits of female leadership in SSS;
- b. Analysis of female leadership styles in SSS;
- c. Evidencing reasons that have created a gap between the leadership exercised by a woman and that exercised by a male;
- d. The argument why in management positions should more women be present;
- e. Certification of the authenticity of female leadership in the SSS.

1.4. Definition of terms

- Value categories - value system that influences decision-making leader.
- Effective leadership - leadership based on work, positive examples, responsibility, standards and categories of positive values.
- Transactional leadership - leadership style based on the philosophy of reward-punishment.
- Transformational leadership - leadership style based on idealised influence, inspirational motivation, intellectual stimulation, and personalised consideration.
- The glass ceiling - a kind of invisible barrier that prevents gender minorities, racial, etc. to advance in career and ignores the principle of diversity.
- Organisational barriers - the fact that there are more men in senior positions of leadership and that men promote their type, means an adverse treatment for women who try to climb up.
- Interpersonal barriers - prejudices and stereotypes related to gender where some leadership qualities are seen as masculine, while women are seen as less capable.
- Personal barriers - barriers related to feminine extra professional commitments and that specifically refer to the house, family, children etc.
- Trait theory- theory which suggest the man is born or not with the qualities necessary to become a successful leader.
- Emotional intelligence – this form of intelligence consists of self-awareness, self-regulation, motivation, empathy or consonance, and social skills.
- Multi-intelligences - this form of intelligence consists of linguistic intelligence, logical intelligence, interpersonal intelligence, interpersonal intelligence, visual intelligence, rhythmic intelligence, kinesthetics intelligence, natural intelligence.

- Studies of the University of Iowa - studies that tested the effectiveness of leadership styles in terms of three styles: autocratic, liberal and democratic, concluding that the democratic style was the one best suited.
- Studies of the University of Ohio - studies that concluded that leaders can be oriented by two dimensions: considerations (harmonious relations) or initial structuring (definition of roles and tasks).
- Studies of the University of Michigan - these studies, similarly to those of Ohio University, discovered the existence of two styles of leadership: leadership style that has at its heart the preoccupation of people and leadership style oriented towards production / office.
- Authentic Leadership - More than a style, this type of leadership is an original way (ie. The authentic) of behaving influenced by moral and positive psychological capital (PsyCap) and based on four main components: self-awareness, inner morality, balanced mental processing, and transparent relationship.

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Chapter II

Literature review

2.1. Leadership: can we define it?

The attempt to give leadership a definition is a big illusion and a failed initiative; the best instance of leadership is leadership by example, said Jerry McClain. We can not understand leadership by definition, but only by postulates of life. In support of this view is the James March, closest colleague Nobel Laureate Herbert Simon.

In his film (documentary) called "Passion and Discipline: Don Quixote's Lessons for Leadership" presented by the Graduate School of Business of Stanford University, James March (2003) stated that "Don Quixote reminds us that if we believe only when trust is warranted, we love only when love returns, we learn only when learning is worthwhile, we abandon a essential feature of our humanity ". But why Don Quixote? What lessons can we learn from the fictional lord of 16th century? Indeed, as the March says in the film: "We live in a world that emphasises realistic expectations and clear successes. Quixote had no such. But through failure after failure he continues in his vision and his commitment. He continues, because he knows who it is. "

Quixote has lived his life with passion and discipline, says March, more than a flamenco dancer who acts within the limits of art. Leaders can learn from Quixote, whose life was devoted to the imagination and joy. "Leadership critical concerns are not technical issues or power management, they are the fundamental issues of life," says March.

It is clear that James March speaks of a system of values (category values; Barile, 2009, 2011). As we can appreciate, the leadership is deeply linked with responsibility, passion, discipline, honesty, trust, love, wisdom, creativity, etc. All these are values that influence decision-making of leaders and their perspective. But how do you decide a leader if he does not know himself? And how can we decide if he does not know the mission? Identity and mission are the essence of leadership and furthermore are not based on exposure (in terms of the image), but the responsibility and work (in terms of substantial).

According to the same conceptual line expressed Drucker (2001) stating that leadership is not a trend, and moreover it is not a charisma. It is banal and not very romantic. Basically it is performance. From this it follows that the main question is: "What is the purpose of leadership"? Effective leadership is not connected with charisma, or if it is connected, leadership is certainly not the end. Effective leaders know perfectly well that the universe will not be dominated by them. First of all leadership is work. A good leader fixes objectives and priorities while maintaining standards. The second condition is that leaders need to see leadership as responsibility and not as prestige, image and self-advertising (in our country). The goal of effective leadership is to gain the trust of others, otherwise there will be no leader follower relationship (in a noble sense).

Referring to the ideal characteristics that a leader must be represented, there is no significant empirical evidence that you attribute the role of the leader only to males. Even if we agreed that leadership is related with substantial issues of life, with value systems, with examples and responsibility, then intuition will bring us these attributes intend joining more female leadership, because women shows her responsibility since conceiving the embryo, the progress of the pregnancy, and of course the care of more complex family problems. We then will refer back to the "iron woman", Margaret Thatcher, who stated, "Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country."

2.2. Women and leadership

We talk a lot today about the importance of mentoring and coaching, and they can be vital in helping novices learn the rules of the game. But it is very important that men should not always be mentored by men and women by women. Mentoring based on interests, not gender, can help to change the culture because it can lead to greater understanding of the perspective of the "Other."

Sandra Dawson

For a long period of time leadership researchers have shown wide interest regarding gender and leadership, highlighting the differences between women and men (Book, 2000; Bowman, Worthy, & Greyser, 1965). These differences initially considered as an inferiority of women versus men (eg, some authors support the view that women lack the traits and capabilities needed for managerial success, Henning & Jardin, 1977) are reversing recently in advantage of women as superior in leadership roles (Book, 2000; Helgesen, 1990). However, up to 70' academics have almost ignored the interconnection between gender and leadership (Chemers, 1997). After the global economic and social development, and as a result of increasing number of women in management positions, the question raises: "Can women lead?". Today it is relatively simple to answer such a question as political history shows a high efficiency under female leadership. Names that may be mentioned are those of Margaret Thatcher, Benazir Bhutto, Indira Gandhi, Angela Merkel, etc. Beyond the political background, the history of the business has introduced many successful cases such as Indra Nooyi (CEO of PepsiCo), Andrea Jung (Avon CEO), Roslan Mero (co-founder of ZARA), etc. Therefore, considering women inferior numbers in management positions and their inferior payments in parallel positions with men, the issue arises of whether they are inferior in terms of style and leadership effectiveness.

2.2.1. Gender, styles and effectiveness in leadership: research and evidences

Scientific researches contradict each other about gender differences in leadership style or effectiveness. Some researches suggest that there are no differences (Dobbins & Platz, 1986; Powell, 1990; van Engen, Leeden, & Williemsen, 2001), while other researches find minor differences but important ones (as will be seen below).

Many authors have shown that the leadership styles of men and women are different. Meta-analysis of several authors supports the fact that women tend to have a more democratic style than men (Eagly & Johnson, 1990). The authors in question, contrary to what was expected, pulled the conclusion that women are not less likely than men to lead the way interpersonal and task-oriented. Similar results were obtained by another meta-analysis based on the time frame 1987-2000 (van Engen & Williemsen, 2004)

Others have highlighted that female leadership of contemporary society is more effective than men (Book, 2000; Helgesen, 1990; Rosener, 1995).

Men are more focused on aim and they are direct in their style of leadership. According to Eagly, Wood and Diekmann (2000) men usually are more demanding, controlling, confident, ambitious, strong, independent and often are more competitive than women. Therefore, men often choose autocratic leadership style. Women are more empathetic, sensitive, interpersonal and are more focused on the happiness of others.

Because of these different characteristics men and women have different behaviours, and consequently style. Clash with stereotypes, it makes women often adopt the aforementioned qualities that men belong, because they do not want to be perceived as fragile. Meanwhile, these features to a female are not desirable, but, recalling images such as Jean D'arc or Amazons, women create the impression of a leader with masculine traits. The epithet "iron lady" Margaret Thatcher is the best example for this case.

In many countries, half of the workforce consists of women, and yet they are not well represented in the top-positions in business and in government. There are barriers that hinder women to occupy these positions; elimination of these barriers would have its advantages.

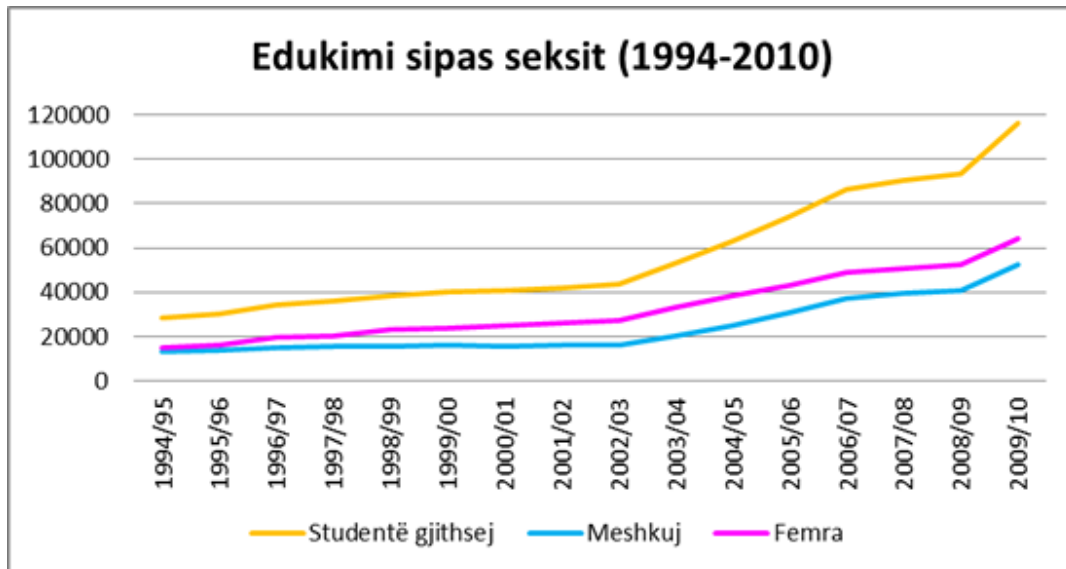
Among the main barriers will mention education and work experience. Regarding job creation experience, the main consequence is the fallout from careers to create families and care for children. This responsibility is not split evenly between genders, especially in our country where patriarchal culture still dominates. Care for the family has reduced the female labor hours, while men have the opportunity to work overtime, having addition opportunity for career development.

The ways women manage these situations vary, some choose not to marry and be dedicated to career, other part-time employment, or for cultural reasons women choose family care instead of focusing on career. Usually, women who have a break for a period to return later, find themselves in lower positions of those who had, and this makes it more difficult the path to higher positions of leadership.

Regarding education, it was one of the main reasons. We say was, because if we observe the INSTAT reports the situation has changed, which increases the probability of occupation of executive positions by women.

The review of education by sex in Albania for the period 1994-2010 is very interesting indeed. It clearly shows the trend for the education of women, especially in recent years. In 1994, the structure was almost 50% with 50%. Women auditors were only about 1,500 more than men, but over the years the situation changed significantly. By 2003, the number of women increased by 82% compared to 1994, while that of males by 22%. In this year, the female-male ratio changed to 62% with 38%, while in absolute terms, 10,760 more women.²

Figure 1 – Education according to sex (1994-2010)



Source: MASH and INSTAT, 2010

Another explanation about this gap has to do with stereotypes, which although are not equivalent to discrimination, are the starting point toward him. Minorities are biased groups, but without leaving behind the women, especially when it comes to management positions. As a result, they have two ways of action, accept the stereotype, or face with it, the second way usually take women who display high self-esteem.

Leadership positions were dominated by men, because it was stereotyped that man is more effective leader than women. However, recently, as in the world, as well as in Albania, more and more in these positions we are facing women. We have heard many theories and speculations regarding ways in which leadership styles vary between women and men.

There meta-analysis concluding that women exercise more effective leadership, due to a more democratic style, and softness that characterises, what brings more favourable ratings for her (Hoyt, 2007).

Alice Eagly, conducted a research on gender differences in leadership, as a corollary the differences were small and few. However, these small changes are statistically significant for the way men and women perceived in leadership roles.

Early studies, of years 80'-90', showed that females were characterised more by a participative style and were transformational leaders, while males practice management styles and focused on meeting the targets and their performance efficiency, men are therefore more inclined to follow existing rules rather than make changes in the organisational structure of the company. Meanwhile women in leadership positions tend to put emphasis on communication and cooperation.

Recent research found that female leadership style is more transformative than that of men (Daft, 2005; Eagly, Johannesen-Schmidt & van Engen, 2003). The literature shows that transformational leadership components (ie idealised influence, inspirational motivation, intellectual stimulation, and personalised considerations) are positively associated with leadership effectiveness (Lowe, Kroeck, & Sivasubramaniam, 1996).

If we analyse Albania, stereotypes, the image of the man at the top, it has had a major impact on the occupation of these posts. Not only woman in our country often faces discrimination and prejudice, but also indications show that women themselves are less likely to promote themselves in positions of leadership. They tend to be and to play roles more informal, unofficial, and thus mitigating or organising. The tendency to occupy positions such as human resources management, marketing or finances, contributed in creating this gap in male-female ratio, causing the woman to be less represented by the leadership.

Women command style is characterised by strong listening skills, involvement, tact and efficiency, which in turn could provide an important contribution to the solution of political contradictions; it is worth mentioning that in the new government formation, 1 in 3 are women, increasing though the representation of women.

2.2.2. Specific weight of women in leadership positions

There are two fundamental issues at play: increased performance and promotion of equal opportunities for women. Research has shown that shares are further strengthened in the market of European companies, when in the working groups the percentage of women has been higher. Companies with more women on the board resulted in 42% higher return on sales, 66% higher return on invested capital (ROI) and 53% more return on personal capital (Roe)

Numerous studies have been conducted to prove that the occupation of executive positions by women has led to increased performance. Decision-making is most effective when group has background variation, origin, and why not sex. The most frequent criticism that group face homogeneity of opinions, women will bring new perspectives to the group discussion.

Another reason why women should be in these positions is their education, there are more women graduating than men every year in Albania, especially in the master degree and other specialisations. It should be used in the service of various companies, this capacity of women. If more women are hired, an important message is sent to other women working in the organisation, because their representation is increased and their voice and decisions will be accepted more easily.

Increased representation of women in the company, will establish good relations with them, whether as customers or as a stakeholder. A greater share of the women market would be able to gain, meeting the needs of that part would be clearer for the company, decisions would be better because it will have more sources of information about their needs.

The question is, when there are so many advantages, then, "Why are not women in leadership positions?" The trend for favorite female positions such as marketing and human resources creates gaps in operational experience, which is required as a condition for occupation of senior managerial positions. So women need to take more steps to promote oneself courage for these positions, if they want to eliminate stereotypes, or to avoid discrimination.

2.2.3. Female leadership among natural challenges and artificial barriers

Women occupy nearly half of the workforce in many countries, but they are still under-represented in senior positions in business and government. Women are only 15% of managers and lawmakers in countries such as Iran and Iraq, and as much as 46% in the US, 39% in Russia, 35% in Canada (The World's Woman, 2005). Although these figures may suggest adequate representation in some countries, women in the US have only 14% of countries, Russian women 10%, and 21% of them Canadian. In contrast, countries such as Cuba, Denmark, Finland, Norway, and others have more than 35% of legislative countries filled by women (The World's Woman, 2005).

The invisible barrier that prevents women from moving into senior managerial positions is called "glass ceiling" (Daft, 2005; Yukl, 2006). The glass ceiling may refer for example to racial or ethnic minorities. Removing the obstacles to the advancement of women and other minorities brings several advantages. Firstly, equal opportunities are offered and as a result the entire community benefits. Secondly, it is to the benefit of businesses and governments not to stumble talents, as this would be translated into cost of lower performance by the loss of talents. Thirdly, including women in leadership the institutions become more representative. Finally, research shows that gender diversity is linked to the productivity of the group (Forsyth, 2006), and organisational and financial performance (Catalyst, 2004).

One explanation of the barriers is the difference in human capital. Women have less human capital invested in education and work experience than men (Eagly & Carli, 2004). However, the National Institute for Educational Statistics shows that owning American university degrees are conducted in a higher degree by women, (Hoyt, 2007; National Centre for Educational Statistics, 2003), a situation which is confirmed for the Albanian reality as well.

A complete explanation related with the factors that create barriers to success for women to engage in leadership, unfolds best from Northhouse (2004):

- ▶ Organisational factors: Some studies have shown that organisations expect higher levels of performance by women. In addition, many organisations have a rigid culture, inhospitable where ambitious women are seen as being against the norms and women of colour, in particular, feel a bit more this kind of reaction. The fact that there are more men in senior positions of leadership and that men promote their type, means an adverse treatment for women who try to climb up. Also, quite often their colleagues and superiors are keen to avoid an active position to ensure fair treatment of female colleagues. In a 1994 study, Ohlott et al, noticed that the challenges faced by women leaders were of the nature of the lack of support and resources, while the challenges which faced men in the same position, characterised by the opposite. This barrier to opportunities for women constitutes an important factor of organisational barrier.
- ▶ Interpersonal factors: Gender-related prejudices and stereotyping have a major effect on women's leadership in the workplace. Some qualities of leadership are seen as masculine, while women are seen as less able and less willing to deal with a challenge, compared with men in the organisation.
- ▶ Personal factors: Women face additional pressure related to their obligations outside of work. They are often seen (often by women) as responsible mainly for things related to home and family. Although a part of the women overcome this obstacle with the help of other family members or with outside help (the people who hire for housework), other women are not able to balance conflicting roles: work and home.

While there are still barriers to women in political and business leadership roles, there has been improvement in the last 20-30 years. Changes in organisation and society are making somewhat easier for women to reach senior managerial positions. Many organisations are beginning to appreciate the flexible workers and diversity at all levels. There is evidence that society is changing and that there is a tendency for equality of men and women's involvement in child care and housework (Eagly & Carli, 2004).

In response to discriminatory barriers, some women have chosen their start-up ventures, which will allow them to have leadership positions¹ and high flexibility, thus avoiding the possibility that business organisations abuse them.

2.3. Theories of leadership from traits to behaviours

The concept of leadership is explained by a wide variety of theories. Despite the high number of theories and studies conducted, the results converge on: leadership as a relationship or process, the combination of traits or personal characteristics and leadership skills acquired.

2.3.1. On the features of leaders

I usually look first for character. Do they have stamina and dedication? Do they have the physical and mental balance to be leaders? Not everybody makes the same choice in work and personal life, and that is legitimate. But for leaders you need people who are willing to work hard and get results. . . . Leadership also demands an open mind and the willingness to engage with different points of view.

Alain Gomez

Theory of traits suggests that the man is born or not with the qualities necessary to become a successful leader. They made hundreds of studies to identify the most important characteristics of an effective leader. An interesting chronology of these studies, which are adapted from the works of French & Raven (1959, 1962) and from those Zaccaro, Kemp, & Bader (2004), are presented by Northouse (2013) in the following figure.

Stogdill (1948)	Mann (1959)	Stogdill (1974)	Lord, DeVader, and Alliger (1986)	Kirkpatrick and Locke (1991)	Zaccaro, Kemp, and Bader (2004)
intelligence	intelligence	achievement	intelligence	drive	cognitive abilities
alertness	masculinity	persistence	masculinity	motivation	extraversion
insight	adjustment	insight	dominance	integrity	conscientiousness
responsibility	dominance	initiative		confidence	emotional stability
initiative	extraversion	self-confidence		cognitive ability	openness
persistence	conservatism	responsibility		task knowledge	agreeableness
self-confidence		cooperativeness			motivation
sociability		tolerance			social intelligence
		influence			self-monitoring
		sociability			emotional intelligence
					problem solving

¹ Although it would not be very advisable, since due to the previous frustration, the woman can not divide the roles of owner and manager, by merging them within the same figure: herself.

Using factor analysis and that of key components, it is deduced that the most important characteristics of leadership under Northouse (2013) are:

- *intelligence*
- *self-efficacy*
- *determination*
- *integrity*
- *sociability*

Among the above components, one of the most discussed recently, that has filled the pages of prestigious scientific journals, such as those of Harvard Business Review (HBR), is intelligence. In fact research has been focused on different varieties that intelligence manifests, and not only in the conceptual meaning. It is worth mentioning the searches of Daniel Goleman and his colleagues (1995, 1998, 2001, 2008) on emotional intelligence and Howard Gardner (1983) on multi-intelligences.

Components of emotional intelligence are:

- ◆ Self-awareness - the ability to recognise and understand the mood, emotions, and behaviour, as well as their effect on others;
- ◆ Self-regulation - the ability to control undisciplined impulses and development of rational mental processes;
- ◆ Motivation - a passion to work for reasons that go beyond money or status and a tendency to pursue goals with energy and persistence;
- ◆ Empathy or Consonance - the ability to understand the emotional makeup of other people and treatment in accordance with their emotional reactions;
- ◆ Social skills - ability to find common ground and to create networks of relationships.

Components of multi-intelligences are:

- ◆ Linguistic intelligence - the developed ability of speech (language), storytelling, poetry creation, abstract reasoning. People with this particular development are also skilled debaters;
- ◆ Logical intelligence – also known as "scientific thinking", has to do with reasoning, analysis, problem solving in exact sciences;
- ◆ Interpersonal intelligence - knowledge of the internal aspects of the self;
- ◆ Interpersonal intelligence - the ability to collaborate with others and communicate verbally and with body language;
- ◆ Visual intelligence - the ability to create internal mental images. Architecture, map compilation, exploration etc.;
- ◆ Rhythmic intelligence - the difference and feeling to the sounds and rhythms. Passion and enjoyment of playing the instruments;
- ◆ Kinesthetics intelligence - the ability to express emotions with body movement in dance, sports etc. Learning by doing;
- ◆ Natural intelligence - the knowledge of plants, animals and other elements of nature, such as stones or precipitation.

At the conclusion of the framework of intelligence, creating a correlation between her and gender, studies are divergent. In various meta-analysis men is attributed a higher conceptual intelligence (IQ), but women seem to take revenge on the spectrum of emotional intelligence (EQ).

2.3.2. On behaviour and leadership styles

The style of leadership is the way the leader leads, implements plans and motivates. In their book "Primal Leadership" Goleman, Boyatzis and McKee (2002) describe six different styles of the leadership. An effective leader has the ability to move from one to another style, adapting the need of the moment. These styles can become part of the repertoire of the leader.

Visionary style is most appropriate when an organisation has need for a new vision; the task of the leader is to define a new dream for the team. "Visionary leader determines where the group is going, but not how to get there - leaves members free space to experiment, undertake risks, to be innovators," writes Goleman and other co-authors.

Training leader focuses on the development of individuals, shows them how they need to improve performance and helps them by making sure their individual targets are consistent with the objectives of organisation. According to Goleman, "The style of the trainer is more effective to those employees who show initiative and seek professional development."

Thirdly, the leader who put the emphasis on teamwork creates harmony by building constructive relationships with each other within the group. Goleman appreciates this positive approach when the leader tries to reinforce the harmony of the group, to increase morale, improve communication or rebuilding lost trust in the organisation, but he is against in case where low performance is not corrected, the cause may be the decision to avoid destroying the harmony, but this will be detrimental to the group and the organisation itself. "Employees may perceive that mediocrity is tolerable".

Democratic style is based on the skills and knowledge of individuals; leader engages the group in meeting the goal. It is more effective in implementing the guidance when the group is unclear, thus creating consensus within the group in making decisions. However, the application of this style in times of crisis, when urgent decisions are needed can be catastrophic for the organisation.

The leader sets high standards of performance; it sets the pace of work. He or she "becomes addicted to doing things better and faster and requires this from all", but Goleman warns this style should be massively used, because the motivation of employees can decrease, makes them feel as if fail.

Finally, commanding style, this is the classic model of 'military' leadership, has the highest frequency of use, but the lowest effectiveness. The leader rarely uses seeking praises and he often criticises the employees, which leads to decreased morale and increased dissatisfaction from the job. Goleman argues that it is only effective in times of crisis, when there is a need for a 360° return”.

The style of leadership may also be affected by external factors, such as: characteristics of staff, resources, demographics, economic and political factors, technology and organisational culture.

Usually companies have their own work environment, the behaviour manner of investors, customers and staffs, these values are determinants of success. Goals, values and concepts with which the company is identified create its personality. Company resources such as technology, financial and human resources require to be carefully managed, especially when they are limited. Management success depends on how well these resources suit the company's needs.

Regarding human resources, their role is fulfilled when certain goals are realised; the realisation of these goals with high performance is the key to success. Leadership takes care for the progress of the work, but not only. Staff ethics should be in line with that of the company.

Other factors, with high importance, are sociological ones, for example. Demography, its proper study leads to the design of the products and service offering in accordance with their specific requirements.

The organisational culture includes values, norms, vision systems, symbols and rituals. The history started since its establishment, has been built stone by stone, in general it is impossible to change. While leadership is not eternal, young leaders must adapt to organisational culture, not to try the opposite, as with high probability the company would lead to failure.

Leadership actions should be in accordance with the law, the policies must be fair to suppliers, customers and competition. Depending on the type of company, vigilance against the legal changes is required, because lack of information can lead to fatal errors.

Economic factors, such as inflation, economic growth, etc., are the main influence indicators in the formulation of strategies and decisions.

Finally, the technology, which could dramatically change the business, overnight. Leadership must apply a style that favours adapting to technology. Research & development helps in creating innovative techniques that make operations easier.

Studies of the University of Iowa

In the late 30's, a group of researchers at the University of Iowa, (as R.White and R.Lippitt) under the direction of Kurt Lewin, known as the founder of the dynamics of groups, tried to explain scientifically the effects of different styles of leadership (Lewin & Lippitt, 1938).

Initially they formed several clubs "hobby" for aged ten teenagers. On each group of boys were applied three styles of leadership (autocratic, democratic and liberal). Autocratic leader, formulating the policy and setting the way of performing tasks itself, did not allow the participation of anyone else in the process. He just commanded and criticised or praised the group members.

Democratic leader, trying to formulate policy and the performance of works with the participation of all members of the group, encouraged discussion and engagement in the decision making process. While the Liberal leader, after clearly stating task to be served, gave full freedom to people and retired himself apart by offering almost no guidance to the group.

To determine which style of leadership was better, Lewin and his team of researchers, made different manipulations in experimental conditions and studied the effect of variables such as satisfaction etc. Researchers found that, regardless of the criteria used, the groups led by liberal style had a lower performance than the other groups, which were applied on autocratic and democratic style of leadership. But, on the other hand, in these two last groups, it was observed that, despite the amount of work performed was equal, work quality and satisfaction was higher in groups led by democratic style.

The results obtained from studies of Iowa, not having a clear consistency; do not allow us to reach definitive conclusions. The main reason for this was the fact that they were carried out in experimental conditions and on small age children in a summer holiday camp, making difficult that they were transferable conclusions in a business context. Moreover, the reaction of the teenagers may be somewhat different from that of adults.

Besides these, leaders used to change their style every six weeks with new groups. While this was made with the aim to control the effects of personality, it was less likely that a leader could play three roles / styles same (good).

But what it is most important to add here, that in addition to these limitations, the results were different from later researches. So, during the studies at the University of Iowa, it seemed that democratic style lead in quantity, quality and relatively high work satisfaction. Later studies showed that indeed democratic leadership, sometimes bringing a high performance, but in some other cases that result was the lower performance or equal to the autocratic style of leadership.

Although satisfaction, under the democratic style was always higher, nevertheless, it does not lead to a performance that was always higher, perhaps partly by the fact that managers were not accustomed to act in a democratic way.

Despite these shortcomings, research at the University of Iowa, had special significance, because researchers proved in a scientific way that different styles of leadership, cause different reactions in their application on the same people involved in a certain group.

Studies of the University of Ohio

In the mid 40's, Business Research Centre of the University of Ohio began a series of studies on the effects of different styles of leadership in different situations (Stogdill, 1974; Bass, 1990, 2008). The studies were conducted by a team of specialists from the fields of economics, sociology and psychology. To identify the behaviour of various leaders, the team developed a questionnaire, object of which were military and civilians, production managers, administrators, teachers, leaders of student groups, etc.

Ohio studies, carried out for a variety of different situations, withheld two main principles:

1. There is no satisfactory set definition on leadership.
2. Every leadership should be studied, despite it was effective or not.

Regardless that viewing which style was more effective, many different leaders were studied, the team found the two types of behaviour or styles were of particular importance: consideration and initiation (trend) of structure.

Consideration refers to that behaviour of the leader, which aims mutual trust, close relations, respect and friendship between the leader and his followers. Such a leader, emphasising two-way communication, promotes people's participation in decision making process.

Initiating the structure refers to the leader's behaviour, through which it aims to define his role and subordinates in terms of achieving the objectives of their unit. This kind of behaviour mainly focuses on setting the tasks by the leader, in defining the methods of performance as well as the emphasis on production targets.

While considerations refer to that style of leadership oriented by employees, the introduction of the structure refers to the task-oriented style, or as we called differently, the style that is in the spotlight of his realisation production targets.

According to researchers, both kinds of behaviour were clearly separated from each other; however, the same manager can demonstrate both these approaches in different sizes.

Studies initially supported the third quadrant of figure 9.2 (initiation / higher trend towards structure and high consideration), which presuppose that the manager may be devoting attention to issues related to the task and at the same time maintaining a high consideration for employees would encourage the achievement of a high level of satisfaction. But, seeing that such treatment was quite simplistic, researchers later concluded that the success of leader behaviour depends on situational factors, such as the nature of work and predictions of subordinates.

By stimulating the interest of practice managers and scientists for the systematic study of leadership, and being the first to note and stress the importance of the task, and the human dimension, researchers at the University of Ohio narrowed the gap that existed between strict orientation to task that was supported by the theory of scientific management and focused on human relations, a theory which was prevalent at that time.

Studies of the University of Michigan

During the 50s, the Institute of Social Studies of the University of Michigan, took to study the way of leadership in all types of organisations. Their studies, as well as the University of Ohio, revealed the existence of two styles of leadership: leadership style that has at its heart the preoccupation of people and leadership style with production as central objective.

Results of these studies were achieved after analysis of unit managers with high and low productivity leadership. 12 pairs of units were formed, where in the composition of which had a low productivity unit and a high productivity unit. Each couple performed the same task using the same methods. Working conditions were the same for all couples.

Researches found that managers in high productivity units were trying to use the style, which has in its centre care for employees. While managers of low productivity units generally preferred leadership style oriented towards production.

Other studies of the university discovered that the manager's leadership style affects quite a lot the satisfaction and performance of the group.

2.3.3. Authentic leadership: a new perspective

In response to ethical scandals that dominated the business at the beginning of this century, public demand for more honest leaders and more reliable leadership has grown immensely. Professionals and social scientists have responded to this call by trying to define a new approach of leadership that is based on positive characteristics, behaviours, and authentic leadership skills.

Authentic leadership was initially defined by Luthans and Avolio (2003, pp. 243) as "a process that results in increased self-awareness and self-regulation of positive behaviours." Authentic leader is assertive, hopeful, optimistic, resilient, transparent, moral / ethical, oriented towards the future and development of followers.

Numerous definitions of authentic leadership are researched; each designed by a unique and highlighted perspective of the various components of the theory. Interpersonal, interpersonal and development definitions are considered below (Northouse, 2010).

Interpersonal definitions, such as that developed by Shamir and Eilam (2005), focus on the leader himself. In this view, authentic leaders have highly developed systems of self-knowledge and self-regulation. They have realistic concepts for themselves that are rooted in strong values that base their actions on these essential values. In these values are included loyalty, responsibility, trustworthiness, integrity, respect and justice, in addition to attributes such as those of self-awareness, emotional intelligence, and assertiveness (Michie & Gooty 2005). The approach also emphasises the importance of authentic leaders interpersonal experiences as personal development, as well as followers, who have a relevant role in the promotion and legitimacy of the leader (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Shamir & Eilam, 2005).

Interpersonal definitions, in the other hand, emphasise the relational aspect as authentic leadership is dependent on mutual interactions of leaders and followers (Eagly, 2005). Through positive modelling, personal and social identity, as well as the emotional impact, authentic leaders promote positive attitudes and performance of their followers. (Avolio & Gardner, 2005; Gardner et al., 2005).

Development definitions assert that both interpersonal and interpersonal characteristics are qualities that can be developed in authentic leadership. Researchers, for example, have suggested that positive psychological skills such as self-knowledge, internalised moral perspective, balanced processing and relational transparency are skills that can be taught.

These skills are not conceived as static personality traits (trait-like) but as behaviour that can be nurtured and developed over time (state-like), or that may be caused by major life events.

In the following analysis details are disclosed on the components that characterise authentic leadership as awareness, inner morality, balanced mental processing, and relational transparency.

Self-awareness

Ilies and colleagues (2005) define the leader's self-awareness as conscience and faith at personal characteristics, values, motives, feelings, and thoughts. Self-awareness also includes internal contradictions, without the knowledge and solution of which there is no development. Because self-aware leaders understand their strengths and weaknesses, people perceive them as more authentic leaders because these are aware of the effects on others (Gardner et al., 2005; Kernis, 2003).

Internal moral perspective

This refers to internal moral of the leader, who joins to the aims and actions its own values, without being influenced by external pressures that may go against personal morality (Avolio & Gardner, 2005, pp. 325). The authenticity of these leaders relies on the fact that they are themselves and they achieve this through internal self-regulatory processes.

Balanced processing

Otherwise known as non-biased processing. Authentic leaders are able to listen and then interpret objectively negative and positive information, without ignoring or distorting anything (Kernis, 2003). As of this ability is related to the integrity and character, then the authenticity of the leaders directly affects (Ilies et al., 2005).

Relational transparency

It is not enough to be balanced, coherent with the values and actions, and objective in interpretation; an authentic leader must also communicate information in an open and honest way. Transparency in relationship is a relevant attribute for creating a climate of trust, effective group work and stability.

The following figures represent a synthesis of authentic leadership.

Figure 3 – Authentic leadership development

Source: Luthans 2011, pp. 434.

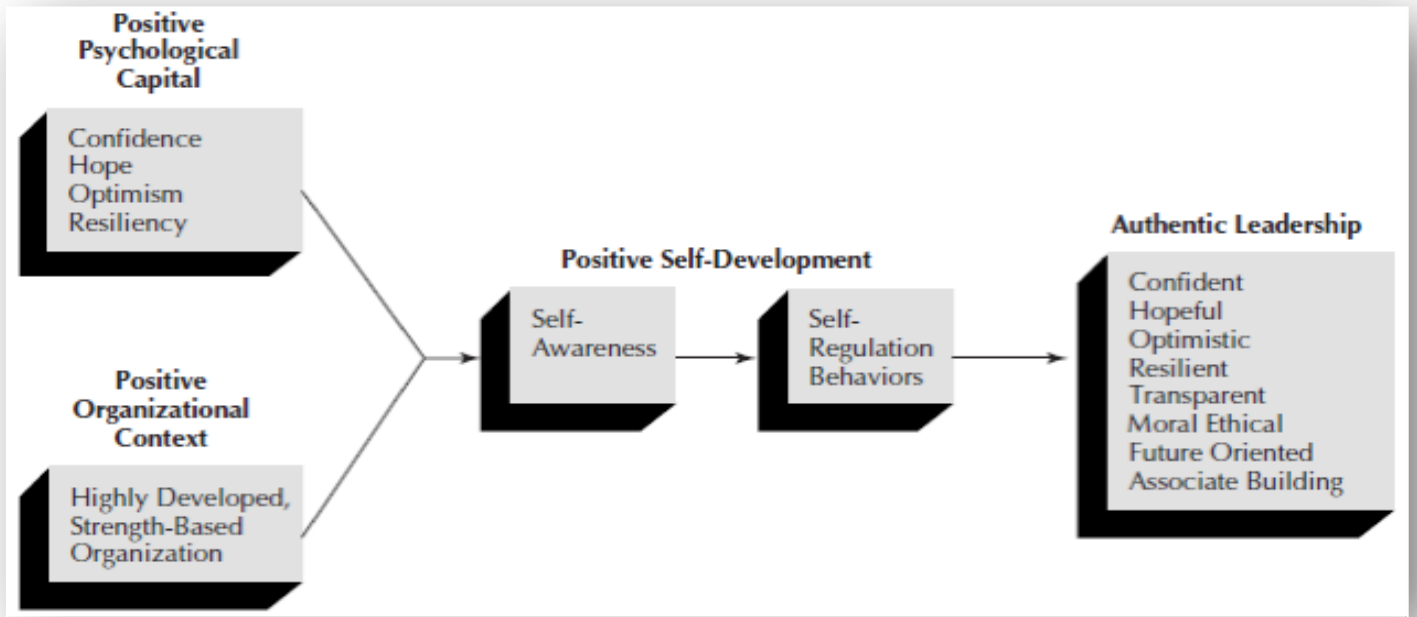
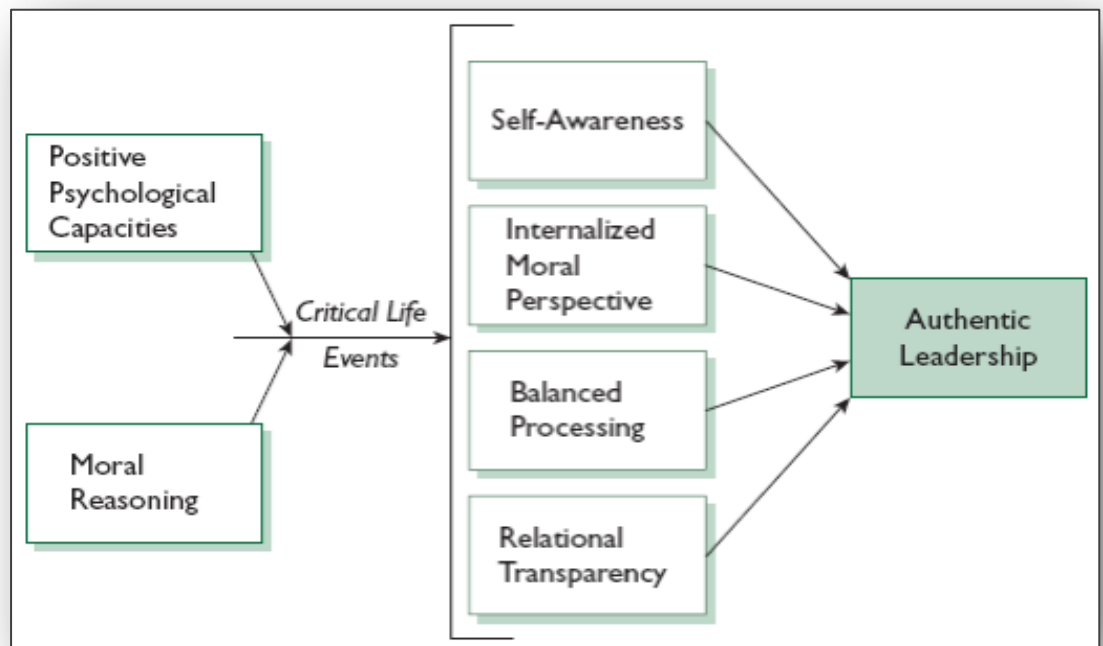


Figure 4 – Components of Authentic leadership



Source: Northouse 2012, pp.263

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Chapter III

Case study: Women Leadership Assessment in State Social Service

3.1. An overview of the State Social Service Institution

State Social Service or SSS (<http://www.sherbimisocial.gov.al>) emerged as the General Administration of Assistance and Social Services with a decision of the Council of Ministers No. 52, 08.01.1996 "On the establishment and functioning of the General Council of Assistance and Social Services, and the General Administration of Assistance and Social Services ". In this structure were included 4 departments: the Department of Welfare, the "Woman and Family", PAK and the "Old People" Department. In 2002, it changed the name in SSS and in 2005 it was adopted the Statute of the SSS, which is in force today.

The highest decision making body in the State Social Service is the Administrative Council. The Administrative Council consists of 12 members and one chairman, who is the Minister of Social Welfare and Youth. Council members are representatives at the level of Deputy Minister or Chief Directorate for Ministries, at the level of Director for other institutions, as follows:

- Ministry of Labour and Social Affairs,
- State Social Service,
- Social Security Institute,
- National Employment Service,
- Ministry of Finance,
- Ministry of Local Government and Decentralisation

- Ministry of Agriculture,
- Ministry of Health,
- Health Care Institute
- Faculty of Social Sciences

- Representatives of Associations of persons with disabilities,
- Representatives of the associations of children.

According to the Statute of SSS, administrative council meets no less than four times per year.

The highest executive authority is the General Director.

General Directorate of State Social Services is located in Tirana and consists of five central directorates organised according to the scheme below:

Figure 5 – SSS Chart



Source – <http://www.sherbimisocial.gov.al>

3.2. Scientific methodology and research sketches

Theoretical discussions on scientific methodology are somewhat complex and often bargain debate. The international format of scientific methodologies is already consolidated, but every paper in itself reflects an ad hoc reality to explore. "Methodological Americanism" were often the catalyst and limitators of the nature of scientific discovery. But Simon says (1977, pp. 326) in his book *Models of discovery: "Does scientific discovery has logic?"*.

If we would refer to the work of Karl Popper (1959), *The Logic of Scientific Discovery*, the answer would be no, because he bases everything in "counterfeit" and subjectivity. Even Max Weber (1949, pp. 50) declared actually somewhat ironic when he says the "objectivity" in social science. For Simon anyway there is a logic in scientific discovery that has to do with rising and testing hypotheses, although the initial stages are certainly irrational and intuitive and has to do with the first degree of scientific reasoning, which Peirce's (2003 , pp. 160) names it as abduction . This degree of intuition precedes therefore irrational character featuring a discontinuity in formal logic (Barile, 2009), which serves for lighting the way of hypotheses, and further testing with inductive inferences until the production of a new formula that Kuhn (2009) calls the paradigm.

In other words, the methodology is the scientific compass to achieve a certain result. Regarding this study, the methodology used is (from the perspective of approach) quantitative, because it uses the method of questionnaire to collect data and analyse them in numerical order.

Regarding the research design or sketch it "deals with a logical problem and not a logistical problem" (Yin, 2009, pp. 27). The problem is logical since it has to do with a categorisation. If the research answers the question "what is happening?" then navigation is simple descriptive; in case it answers the question "why it is happening?", then it is explanatory (de Vaus, 2001, pp. 1-3).

The research design of this paper is descriptive based on the case study method and questionnaire. Although some authors consider the questionnaire a scientific method (Kothar, 2004), in the case of this paper, considering that the basic method is the case study (ie case study research), the questionnaire can better nominated as a technique since it owns a instrumental function for the case study. However, if the refer Yin (2003) who calls the case study more a strategy than a method, the problem of classification methodology will be solved: the questionnaire will serve as a "tactic" in fulfilment of a broader strategy (ie. the case study). It should be emphasised that this paper is quantitative after it introduces some quantitative evidence. Case Study presence does not exclude quantitative studies, as a case (individual, group, and phenomenon) can be investigated with qualitative methods and quantitative or mixed methods, admitting evidences with qualitative character, quantitative and mix.

Figure 4 – Research Design

Methodology	Method	Instrument	Research outline
Quantitative	Case Study	Questionnaire	Descriptive

Source: *author*

3.3. Research questions

Although this paper can be classified under quantitative methodological category with descriptive design, and considering the fact that some authors attach to quantitative studies hypotheses and to qualitative the research questions (Creswell, 2009, pp.129-143), however, in this paper it is preferred to use research questions which according to Zikmund (et al., 2009, pp.60) they are appropriate in exploratory and descriptive research. On the other hand, Kothar (2004, pp.184) makes no distinction between research questions and hypotheses as to the latest he attributes the status of formal questions that require a choice. Below, are presented research questions raised in this study.

Question 1: What are the dominant traits of female leadership in the institution of the State Social Service (SSS)?

Question 2: The leadership of women in the SSS is mostly oriented toward task or relationships?

Question 3: In what degree is the female leadership based on at the SSS to authentic leadership and which of its dimensions appear mainly?

3.4. Context and sample selection

As can be easily understood now, the context in which investigations and the data collecting are conducted is the institution of State Social Service (<http://www.sherbimisocial.gov.al>).

Regarding the sampling procedure, the author has chosen a non-probabilistic sample, that is called convenient sampling. According to Corbetta (1999, pp. 352), convenient sampling is a group of people chosen by the only criterion that are more easily accessible. The sample consists of 31 women (sample size $n = 31$) who gave agility to respond to questionnaires. While population refers to all female employees in SSS institution with a size $N = 45$. The author also recalls that the institution has in total composition 47 employees, of which only two are men.

3.5. Data collection

Regarding the data of this work they are divided into primary and secondary data.

Starting from secondary data, they are the result of the literature review based on books, magazines, encyclopaedias, official site online, etc. Some of the main databases that were accessed are: ERIC, JSTOR, EBSCO, etc.

On the other hand, primary data are field research through questionnaires distributed to the institution of the State Social Service (see the section of Appendix). Questionnaires are categorised in three ways: first questionnaire addressed leadership traits; the second questionnaire refers to leadership styles oriented towards relationship or task; the third questionnaire and last refers to the characteristics of authentic leadership.

In other words, as it is understood from the questionnaires, the author wanted to provide a complete picture of female leadership in the aforementioned institution through a conceptual framework based in traits, styles and authenticity of leaders.

3.6. Data analysis

During the process of data analysis the descriptive statistics is applied and measurement units used were average and mode. The data obtained were transported to an Excel calculator page on which the tests are performed. Each of the questionnaires, although similar in structure, has shown itself pretty diverse, so the following analysis treats them individually.

Trait survey analysis

Trait questionnaire (Northouse, 2013) (Appendix A) consists of 16 claims each directed to a leadership trait and is evaluated by a Likert scale {1-5}. After each participant's responses, it is estimated the average per every claim (ie. Trait). As the first research question is concerned with the dominant features, then after total average rating (ie. To the extent that participants were) associated with each trait, the dominant features are considered only those who have showed a value above the average and specifically 3.5 and above. For example, if one of the features has averaged over 3.5 (which is the neutral level of the Likert scale), then it is considered a dominant feature. By the concrete analysis let us consider the empathy feature.

For simplicity let's assume that the 31 female participants, 15 responded with the value of 2, 15 other value 4, and 1 responded with the value 5. In this case the average (μ) is as follows:

Since $3.064 < 3.5$, then this trait will not be considered as dominant.

Style survey analysis

Style questionnaire (Northouse, 2013) (Appendix B) consists of 20 claims where everyone is evaluated according to a Likert scale {1-5}. Unlike traits questionnaire where every statement refers to a trait, in the style questionnaire 10 statements refer to one style (leadership towards relationships) and 10 others referred to other style (leadership towards the assignment). After completing the questionnaire for each participant, come two amounts or averages which highlight the dominant style for each woman participating. Further it is estimated the total average to understand which are the dominant styles in the institution and to what extent this dominance appears. The dominance follows the same criteria as described above in the trait questionnaire.

Authentic leadership survey analysis

Authentic leadership questionnaire (Walumbwa et al., 2008) (Appendix C) consists of 16 claims where everyone is evaluated according to a Likert scale {1-5}. Similar to the foregoing questionnaires, where the first was a statement for each trait and the second had 10 statements for one style, the questionnaire consists of four dimensions of authentic leadership and each is represented by 4 claims. In the authentic leadership questionnaire types of analysis have been conducted. The first aimed the global evaluation of authentic leadership in the institution of the State Social Service, and the second aimed to understand which of the dimensions of authentic leadership (ie awareness, inner moral perspective, balanced processing, and relational transparency) were more present. For the first goal each participant is calculated total points (min = $16 \cdot 1 = 16$ points; max = $16 \cdot 5 = 80$ points) and then calculated the average amount (total points) to each participant.

For the second goal, the evaluation of authentic leadership dimensions are considered for each dimension, higher are considered those values in the interval {16-20} and lower them down to 15 (according to the instructions of the authors of this questionnaire).

Since $3.064 < 3.5$, then this trait will not be considered as dominant.

Style survey analysis

Style questionnaire (Northouse, 2013) (Appendix B) consists of 20 claims where everyone is evaluated according to a Likert scale {1-5}. Unlike traits questionnaire where every statement refers to a trait, in the style questionnaire 10 statements refer to one style (leadership towards relationships) and 10 others referred to other style (leadership towards the assignment). After completing the questionnaire for each participant, come two amounts or averages which highlight the dominant style for each woman participating. Further it is estimated the total average to understand which are the dominant styles in the institution and to what extent this dominance appears. The dominance follows the same criteria as described above in the trait questionnaire.

3.7. Research results

3.7.1. Results on traits

Question 1: What are the dominant traits of female leadership in the institution of the State Social Service (SSS)?

In response to the first research question related to female leadership traits in SSS, the dominant traits (ie those with total average above 3.5) proved to be the traits disclosed in the table below:

Dominant Traits	Explanation	Average (μ)
Self-efficacy	confidence and personal skills	4.22
<i>Persistence</i>	inflexibility of objectives beyond interference	3.77
<i>Determination</i>	strong attitude and safe operation	4.43
<i>Skrupulozity</i>	thorough, organized and restrained	3.61
<i>Articulation</i>	communicate effectively with others	4.84
<i>Friendship</i>	courteous and warm with others	3.95
Eagerness	ngulmues dhe punëtor	4.05

Table 1 – Female leadership traits in the SSS

3.7.2. Results on Styles

Question 2: The leadership of women in the SSS is mostly oriented toward task or relationships?

Regarding the dominant style of female leadership in the SSS, the most dominant style is that oriented toward tasks. To be considered dominant or valid, each style should exceed the minimum threshold (set in advance) in the Likert scale that is 3.5. Total average for leadership style towards task is 4.29, while that for the style of leadership towards relationships is 3.87. Consequently, although the two styles overpass the minimum level of (3.5), however, feminine style of leadership remains dominant towards task due to higher average.

Styles	Explanation	Average (μ)
<i>Leadership oriented toward relationships</i>	Interest on staff as human beings	3.87
<i>Leadership oriented toward task</i>	Interest on technical aspects of the work	4.29

3.7.3. Results on authentic leadership

Question 3: In what degree is the female leadership based on at the SSS to authentic leadership and which of its dimensions mainly occur?

Table 3 – Female authentic leadership in the SSS

Authentic Leadership Dimensions	Amount Σ
<i>Self Awareness</i>	19.03
<i>Internal moral perspective</i>	15.97
<i>Balanced processing</i>	15.23
<i>Relational transparency</i>	17.78
Total	68.01

Source: author

As can be seen from Table 3, female leadership at the SSS is characterised by authentic leadership in total mass of 68.01. In none of its dimensions the authentic leadership has appeared low (≤ 15). Internal moral perspective and balanced processing are displayed in the middle range of points, and the self awareness and the relational transparency result in higher intervals, where self awareness is the dominant dimension.

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Chapter IV

Discussions and conclusions

4.1. Summary of research findings: some interpretations

As was noted in the foregoing chapter research results were divided into three categories: Traits, Styles and Authentic Leadership.

Regarding the results of traits, most of dominant traits (see Table 1) can be considered as "hard" traits (eg: persistence, determination, , eagerness etc.). The presence of these traits in a higher percentage shows women trend of masculinization in a more competitive and aggressive society, and with tendency toward of masculinity, as Albanian national culture is considered (<http://www.christopherliechty.com/>). This is due to survival in a difficult terrain, where the woman wants more and more to advance in career and challenge men in a masculine way, so to speak with the same weapons (eg. Such examples are endless in politics).

Regarding the styles (ie leadership towards task and leadership towards relationships), both types of styles are present in the institution of SSS (see Table 2), but the most dominant style remains task oriented, so that people in moments when they imagine themselves in the leader's position, are more interested in aspects of the work than the human ones. The possible explanation here is related back to reality and general spirit circulating in Albanian public administration (PA). Firstly, management theories, those of leadership and specifically organisational behaviour theories (eg. The theory of motivation) have entered with delay in PA, so the orientation from employees (ie. their aspirations, cognitive world, needs, etc.) is lower. Secondly, leaders (chiefs) of PA are oriented to the task because they want to achieve high efficiency in order to finally get praise from highest state superiors (after all, also the chiefs are checked). Thirdly, if the participants would respond not in the view of the leader but the employees, then maybe orientation could be towards relationships, but even here there is something, it must be understood if there is a sincere focus on others, or simply they are in focus to complement the rumours framework.

Finally, the findings on authentic leadership are promising, however it is important to be understood that due to "self bluster" reason, results can also be overstated.

In other words, participants may also have not been sincere in their responses to the questionnaire, because the questionnaire statements have seemed as interesting attributes to be acquired while they really can not have. That is to say, participants may award more points to a characteristic that they would like to have but in reality they do not really have.

4.2. Study limitations

During the interpretation of the results of this study, the reader should take into consideration the following limits, which may affect the results generalisation.

One of the limitations of this study is the size of the sample that was examined and the number of institutions reviewed, what makes it impossible to generalize the results, even at national or local level.

Another limit is the personal mood and the mood of the participants during completion of the survey. This is very significant especially when it comes to investigations into the leadership, where the emotional factor plays a relevant role.

Last limitation, subjectively perceived as such by the author but maybe not objectively from other interested people, is potentially the distortion in perception and interpretation of the questionnaire, which as stated above some attributes during completion of the questionnaire can be "absorbed" from anyone who has "liked" but that did not have them.

4.3. Academic and managerial implications

An important implication is the treatment of female leadership in Albania, for which currently exist little scientific articles in magazines or dissertations, this also for the fact

that "leadership" itself as a discipline of study is relatively new in the Albanian context.. This perspective would serve to academy as well as the market (eg. Agna Group has created a leadership academy – *Agna Leadership Academy* – to train its employees).

Other considerations on authentic leadership can be an added value in Economic Faculty and University of Tirana. But the assessment of leader's authenticity extends implications beyond the auditors and the halls of science. For example, the application of this type of leadership in policy making will affect all public administration, but also for the Albanian society.

Finally, three-dimensional analysis based on traits, styles and authentic leadership, is interesting to deduce leadership models not only in the institution of the State Social Service, but also to conduct other analog projections in the Public Administration.

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APPENDIX

APPENDIX – A: LEADERSHIP TRAIT QUESTIONNAIRE

Instructions: The purpose of this questionnaire is to measure personal characteristics of leadership. The questionnaire should be completed by the leader and five people who are familiar with the leader according to a comparative perspective.

Using the following scale (Likert), have each individual indicate the degree to which he or she agrees or disagrees with each of the 14 statements below.

Key: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

1. **Articulate:** communicates effectively with others {1 2 3 4 5}
2. **Perspective:** is discerning and insightful {1 2 3 4 5}
3. **Self-confident:** believes in himself/herself and his/her ability {1 2 3 4 5}
4. **Self-assured:** is secure with self, free of doubts {1 2 3 4 5}
5. **Persistent:** stays fixed on the goals, despite interference {1 2 3 4 5}
6. **Determined:** takes a firm stand, acts with certainty {1 2 3 4 5}
7. **Trustworthy:** Is authentic and inspires confidence {1 2 3 4 5}
8. **Dependable:** Is consistent and reliable {1 2 3 4 5}
9. **Friendly:** shows kindness and warmth {1 2 3 4 5}
10. **Outgoing:** talks freely, gets along well with others {1 2 3 4 5}
11. **Conscientious:** is thorough, organized, and controlled {1 2 3 4 5}
12. **Diligent:** is persistent, hardworking {1 2 3 4 5}
13. **Sensitive:** shows tolerance, is tactful and sympathetic {1 2 3 4 5}
14. **Empathic:** Understands others, identifies with others {1 2 3 4 5}

APPENDIX – B: STYLE QUESTIONNAIRE

Instructions: The style questionnaire is designed to measure two major types of leadership behaviors, task and relationship. Once you have circled for every statement the relevant value in the interval {1-5}, add value of statement with even and odd number. Statements with odd number give to you the total value of orientation towards task, while those with even number give you the total value of orientation toward relationships.

Key: 1 = Never, 2 = Seldom, 3 = Occasionally, 4 = Often, 5 = Always

1. Tells group members what they are supposed to do. {1 2 3 4 5}
2. Acts friendly with members of the group. {1 2 3 4 5}
3. Sets standards of performance for group members. {1 2 3 4 5}
4. Helps others in the group feel comfortable. {1 2 3 4 5}
5. Makes suggestions about how to solve problems. {1 2 3 4 5}
6. Responds favorably to suggestions made by others. {1 2 3 4 5}
7. Makes his or her perspective clear to others. {1 2 3 4 5}
8. Treats others fairly. {1 2 3 4 5}
9. Develops a plan of action for the group. {1 2 3 4 5}
10. Behaves in a predictable manner toward group members. {1 2 3 4 5}
11. Defines role responsibilities for each group member. {1 2 3 4 5}
12. Communicates actively with group members. {1 2 3 4 5}
13. Clarifies his or her own role within the group. {1 2 3 4 5}
14. Shows concern for the well-being of others. {1 2 3 4 5}
15. Provides a plan for how the work is to be done. {1 2 3 4 5}
16. Shows flexibility in making decisions. {1 2 3 4 5}
17. Provides criteria for what is expected of the group. {1 2 3 4 5}

18. Discloses thoughts and feelings to group members. {1 2 3 4 5}
19. Encourages group members to do high-quality work. {1 2 3 4 5}
20. Helps group members get along with each other. {1 2 3 4 5}

APPENDIX – C: AUTHENTIC LEADERSHIP QUESTIONNAIRE

Instructions: This questionnaire contains items about different dimensions of Authentic Leadership. There are no right or wrong responses but is simply required speed and sincerity in response. Once you have circled for every statement the relevant value in the interval {1-5}, add the value of statements:

1, 5, 9, 13 for Self-awareness; 2, 6, 10, 14 for Internalized moral perspective; 3, 7, 11, 15 for Balanced processing; and 4, 8, 12, 16 for Relational Transparency.

Key: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

1. I can list my three greatest weaknesses. {1 2 3 4 5}
2. My actions reflect my core values. {1 2 3 4 5}
3. I seek others' opinions before making up my own mind. {1 2 3 4 5}
4. I openly share my feelings with others. {1 2 3 4 5}
5. I can list my three greatest strengths. {1 2 3 4 5}
6. I do not allow group pressure to control me. {1 2 3 4 5}
7. I listen closely to the ideas of those who disagree with me. {1 2 3 4 5}
8. I let others know who I truly am as a person. {1 2 3 4 5}
9. I seek feedback as a way of understanding who I really am as a person {1 2 3 4 5}
10. Other people know where I stand on controversial issues. {1 2 3 4 5}
11. I do not emphasize my own point of view at the expense of others. {1 2 3 4 5}
12. I rarely present a "false" front to others. {1 2 3 4 5}
13. I accept the feelings I have about myself. {1 2 3 4 5}
14. My morals guide what I do as a leader. {1 2 3 4 5}

15. I listen very carefully to the ideas of others before making decisions. {1 2 3 4 5}

16. I admit my mistakes to others. {1 2 3 4 5}