

# Leadership in the Norwegian Public Sector: A Competing Values Perspective.

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## Abstract

There is much debate about the public-private distinction within organizational research. This has implications for leadership research. If the public sector has unique characteristics compared to the private sector, such aspects must be considered when researching leadership within the public and private settings.

The competing values framework was used to examine leaders' perceptions in regards to their own leadership in a Norwegian public sector setting. Three public sector organizations were examined and 40 leaders were interviewed using a SWOT based approach to interviewing. The M-SWOT approach was used to in order enable the quantification of qualitative statements. Meaningful statements were extracted from transcribed material and mapped onto the research based model in order to examine the underlying tensions inherent in the framework. In addition information generated by the SWOT interviews that could not be accounted for by the framework was considered. The results indicated that the competing values framework could account for 64.7% of the total amount of statements generated from the interviews. In addition 35.3% of the total amount of statements could not be accounted for by the framework and this information provided some insights into aspects of Norwegian public sector leadership. This study illustrates the usefulness of an open approach to interviewing such as the SWOT approach, when examining leadership. The findings in this study indicates some support for using a generic leadership model when examining leadership in the public sector, however certain aspects of leadership in this sector need to be considered in future research.

### **The public vs. private sector debate.**

This study attempts to use a modern leadership model, the competing values framework, to examine leadership in a Norwegian public sector setting in three organizations that are knowledge-intensive Civil Service organizations. There is considerable debate in regards to the public vs. private setting in organizational research. It can be argued that there is little merit in the private-public distinction, and that such organizations are more similar than they are different (Simon, 1995). Some claim that there is a tendency for many researchers within the field of leadership and management, to apply generic theories and insights to all types of organizations (Rainey, 2009). Boyne (2002) argues in his review of research on public and private management that it is unclear whether this distinction is understated or overstated in the literature.

Some researchers argue that it is of importance to distinguish between private and public organizations. It is argued that considerable empirical research on for instance goal complexity, organization structure and work-related attitudes, when comparing public and private organizations, provides evidence for the public-private distinction as a well-founded concept in administrative research (Perry & Rainey 1988; Rainey & Bozeman, 2000). Furthermore it is argued that there is a need to examine the distinct features or unique aspects of the public sector in relation to organizational phenomena (Whorton & Worthley, 1981) and that research is lacking in organizational theory and research in the public sector, particularly in terms of leadership research (Van Wart, 2003; Fairholm, 2004). Some go further in claiming models of organizational phenomena, such as leadership, cannot adequately capture unique characteristics of the public sector and models of leadership need to be developed within the context of the public sector (Van Wart, 2003). Pandey and Wright (2006) state that though many argue for public organizations' unique institutional context, much of the literature on organizational behaviour and theory adheres to a generic perspective on management and organizations. There has been some support for the use of generic models in the public sector, but it is argued that measures need to be developed in order to capture unique aspects of the public sector (Hooijberg & Choi, 2001)

Firstly the unique aspects of the Norwegian public sector will be considered. Furthermore it will be argued that the Norwegian public sector is distinctly knowledge-intensive. It is important to consider contextual factors such as these when researching leadership. Finally it will be argued that the competing values model as a modern leadership theory can be used to examine leadership in public sector knowledge intensive organizations.

### **The Norwegian public sector.**

Boyne (2000) reviewed 34 studies in order to investigate the public-private sector distinction and found mixed evidence for this distinction. However he pointed out a serious limitation to the studies reviewed. Most of the studies conducted were in an American context and as America has a distinctive political culture that favours private activity over public one, differences between the public and private sector might be smaller in the USA than in other countries (Boyne, 2002, p. 103). Boyne (2002) calls for more research into the area of the public sector in order to be able to draw conclusions about distinctive features of the public sector. The organizations in this study are Norwegian public sector organizations. Contextual differences such as these are therefore important to consider. As Johns (2006) states in his study on the impact of context on organizational behaviour, context is probably responsible for the study-to-study variations in research findings. (Johns, 2006). Furthermore it is argued that though context is sometimes included in organizational studies “its *influence* is often unrecognized or underappreciated” (Johns, 2006, p. 389)

The Scandinavian countries are welfare states, with high rates of unionism and the Scandinavian countries have the most compressed wage distribution among the OECD countries (Schramm-Nielsen, Lawrence & Sivesind, 2004). Key aspects of the Norwegian public sector are consensus, equality, decency and social responsibility (Schramm-Nielsen et al., 2004). Union membership rates for both blue- and white collar workers (57%) are high. As both the employers and the labour unions have high levels of influence, compromise is the solution often sought in collective bargaining among the various parties. In addition, the two central labour market organizations have worked closely with government bodies over the years in formulating and implementing social and economic policies. This has led to an “integrated consensual decision-making system” (Schramm-Nielsen et al., 2004, p. 11). The bargaining structure is therefore combination of centralized agreements on the national level between employee and employer organizations, and decentralized at the local division or organization (Schramm-Nielsen et al., 2004).

It is also necessary to consider the legislative framework in which the public sector operates. Sejerstedt (cited in Hagen & Trygstad, 2007, p. 63) argues that *democratic capitalism* is a central concept that can be used to describe how leadership in a Norwegian context operates. There are two legislative statutes that are important for the public sector and civil service in Norway. The Basic Agreement for the Civil Service (2006) (Hovedavtalen) “applies to the exercise of management and cooperation in individual agencies”( Part 1, ch.1, sec. 2-2). It forms the basis for employees’ right of codetermination in addition to such

statutes as the Norwegian Working Environment Act (2006)(Arbeidsmiljøloven). The Basic Agreement for the Civil Service (2006) includes and clarifies the mutual rights and duties of the representatives of the employees and employers. In addition it states the forms and areas of codetermination between the parties in terms of information, rights of discussion, negotiations and special consideration relating to IT (Part 1, ch. 4, sec. 11-14). The Norwegian Working Environment Act (2006) sets out the rights employees have for facilitation, participation and development (§4-2). More specifically it includes the individual's right to development in the work place and specifies the individual's rights in terms of participation, influence and professional responsibility (§4-2-2c). This is also the case of change processes in the organization (§4-2-3). In addition employees are entitled to the opportunity for personal and professional development in the workplace (§4-2-2a).

In addition to the legislative statutes, the Norwegian Ministry of Government Administration and Reform, published a policy document entitled *Leadership in Norway's Civil Service* (2008)( Plattform for ledelse i staten). It forms the basis and framework for leadership in the Civil Service. It is intended to be used as a basis for leadership development in the Civil Service. It sets out the values of public administration in Norway and highlights democratic values such as equality, participation and involvement in decision making that are rooted in Norwegian society and culture (*Leadership in Norway's Civil Service* 2008, p.6). It also sets out the responsibilities of managers and leaders in the workplace, for instance employee participation and codetermination. Additionally, managers must provide guidance, follow up individual employees as well as setting clear guidelines and performance requirements (*Leadership in Norway's Civil Service*, 2008, p.7).

It can be useful to consider aspects of Scandinavian management in order to understand the Norwegian context. Grenness (2003) found in his study that that management in the Scandinavian countries does not differ significantly from each other. Grenness (2003) stated that the desire to achieve consensus, cooperation and desire to make decisions through democratic processes is typical of Scandinavian organizational behaviour. He further argued that the so called Scandinavian Model is based on a strong sense of cooperation between, employers, employees and politicians and that this is partly enhanced by a high degree of unionism (2003, p.13). It is also stresses that Scandinavian leadership style is participative and that Scandinavian managers are more interpersonally oriented than other managers (Grenness, 2003). Schramm -Nilesen et al. (2004) also states that the Scandinavian countries have common features, beliefs and behaviours, and that this "cluster" of Scandinavian countries differs from other countries in this respect. In relation to management it leads to

styles and behaviours that are egalitarian, consultative, participative, informal, and to some extent collectivist, and a preference for non-confrontation (Schramm-Nielsen et al., 2004, p. 184). Research on leadership and management in Scandinavia and Norway suggest that there are certain characteristics that are specific to leadership in Norway and this is also reflected in Norwegian legislation. It is also important to consider the knowledge-intensive setting when examining leadership in the Norwegian public sector as it can be argued that the public sector is distinctly knowledge intensive.

### **The public sector as a knowledge intensive organization.**

Willem and Buelens (2007) in their study on knowledge sharing in public sector organizations, argue that most public sector organizations are knowledge intensive and it is surprising that so little attention has been given to the management of knowledge as an academic research topic, within this sector.

Alvesson (2001) argues that a knowledge intensive firm (KIF) is where qualified and well educated employees form the largest part of the workforce and where the majority of the work is of an intellectual nature. Furthermore a key characteristic of a KIF, is the ability to solve complex problems through innovative and creative solutions (Alvesson, 2001, p. 865).

Starbuck (1992) argues that knowledge intensive organizations can be differentiated from other organizations in that knowledge intensive firm value knowledge as more important than other inputs. Additionally, an organization is not knowledge intensive unless exceptional and valuable expertise takes precedence over commonplace knowledge and so knowledge intensive firms have knowledge workers, experts, that develop and provide knowledge (Starbuck, 1992, p.716). Hagen and Trygstad (2008) state that the public sector in Norway is work intensive and knowledge intensive (Hagen & Trygstad, 2008, p. 3) and that 21 % of public sector employees have university degrees of a higher level and 37% have a university degree of a lower level. In addition the in the document *Leadership in Norway's Civil Service* (2008) it is stated that as the Civil Service is a knowledge intensive organization, it is an important challenge for leaders to ensure that the knowledge is maintained, utilized and developed (*Leadership in Norway's Civil Service*, 2008,p. 11). Also highlighted is that in order to ensure high quality and innovative task and problem solving, it is important to attract and keep creative and independent employees. In addition, Borins (2002) stresses that top leaders and political leaders are essential in creating a supportive environment for innovation to occur in the public sector.

“A knowledge-intensive context constitutes an appropriate arena in which to locate the theory and practice of modern leadership, since it is from that context that many of the ideas of modern leadership emanate, and that context is said to be of greatest significance” (Alvesson & Sveningsson, 2003a, p.962).

As the Norwegian public sector is knowledge intensive it is important to consider some developments in leadership research and theory and to consider a modern leadership model, such as the competing values leadership model in order to examine leadership in such a setting.

### **Leadership research and the competing values framework.**

Leadership theory and research has gone through four major stages of development, the trait approach, the style approach, the contingency approach and the new leadership approach (Bryman, 1996). The new leadership approach beginning in the 1980s heralded a paradigm shift as during this time the field of leadership research was revived by the development and focus on transformational leadership ( Bass, 1985; Bass and Steidlmeier, 1999). Transformational leadership theories emphasized the importance for leaders to think strategically and create a vision, how the leader effects followers and how the behaviour of leaders is used to achieve that effect (Yukl, 1999). In contrast to other leadership theories which emphasize rational processes, transformational leadership emphasizes emotions and values (Yukl, 1999). Previous research had primarily focused on so called transactional elements of leadership which involves an exchange process to ensure follower compliance (Yukl, 1999). The development of transformational leadership theories and research beginning in the 1980s influenced leadership research to a great extent and transformational leadership and has generated a substantial amount of findings in terms of leadership (Bryman, 1996).

Researchers began to incorporate transformational elements into conventional models of leadership, and attempts were made to create and develop more holistic or integrative leadership models (Van Wart, 2003). Yukl (1999) identified some leadership behaviours that transformational leadership does not take into account such as consulting, delegating and the sharing of sensitive information. In addition he argues that some task-oriented behaviours are missing from the theory such as setting goals, clarifying results and monitoring operations. Therefore it can be argued that there are doubts as to whether such dyadic theories as transformational theory can adequately capture all the complexities of leadership (Yukl, 1999)

However it can be argued that mainstream research in this period became more multifaceted as there were attempts to integrate major schools of thought in leadership research. Also, in face of a rapid expanding and globalized economy, developing more sophisticated and integrative models of leadership is necessary (Van Wart, 2003).

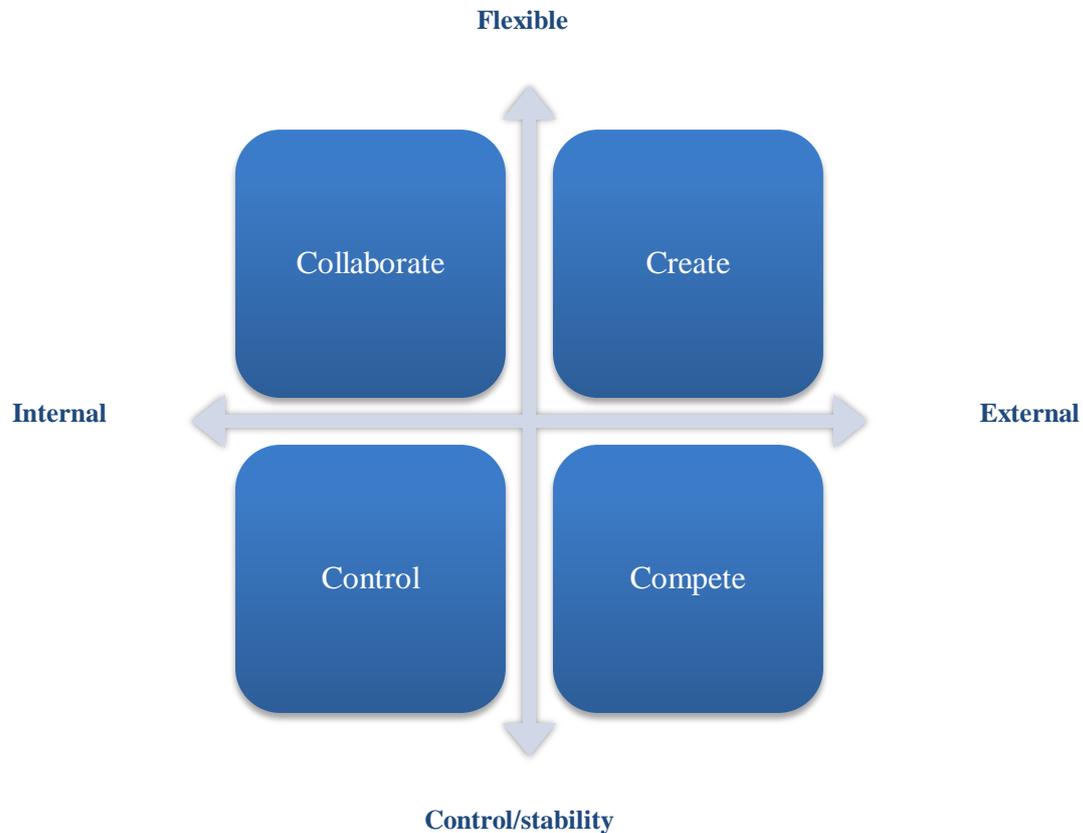
One attempt at such an integrative model was the competing values framework which was developed by Quinn and Rohrbaugh (1983) and serves as a framework for understanding organizational effectiveness. Hart and Quinn (1993) argue that the great majority of leadership models, such as transformational and transactional model of leadership, create dichotomies of leadership and that there have been few attempts to combine existing dichotomies. Furthermore there is a need to examine multiple forms of leadership behaviour that are necessary in order to be effective (Hart & Quinn, 1993)

The competing values framework attempts to integrate ideas from different areas of organizational research into one framework as this can more effectively capture the complex and dynamic factors that are present in an organization at any given time (Zammuto, Gifford & Goodman et al. 2000). Furthermore Zammuto, Gifford and Goodman (2000) state that it is important to consider the managerial ideologies present in organizations in order to understand underlying processes in organizations and that the competing values framework is a useful way to do so.

Managerial ideologies are defined as a boarder conception of management that are institutionalized within society (Zammuto et al., 2000, p. 262). It is argued that organizations draw from a common and limited set of managerial ideologies that are incorporated into the individual organization by way of training, consultants, popular management books and education. These managerial ideologies shape the assumptions, values and beliefs on which individual organizations' cultures are based. And as organizations incorporate and utilize different aspects of these ideologies they lead to differences in organizations' culture.

Figure 1 shows the competing values framework in terms of leadership competencies developed by Cameron, Quinn, Degraff and Thakor (2006). There are five underlying dimensions in each quadrant (see appendix A). The quadrants express the tensions (i.e. competing values) that exists in all organizations (Cameron et al., 2006). These tensions are expressed through three value dimensions: control/flexibility, internal/external focus and thirdly, the means and ends orientation (Buenger, Daft, Conlon, Austin, 1996). A key assertion of the competing values model is that an organization is effective when it satisfies multiple performance criteria, based on the four quadrants of the CVM (Buenger et al., 1996).

**Figure 1.** Diagram of the competing values framework  
(Adapted from Cameron et al., 2006)



The main emphasis in *the collaborate quadrant* is flexibility and internal focus. Dimensions within in this quadrant are empowerment and involvement, teamwork and helping others develop competencies. The theoretical basis for this quadrant is the human relations school. *The create quadrant* emphasizes flexibility and external focus. Innovation, creating new ideas and visionary thinking is important. Elements of transformational thinking such as idealised influence and inspirational motivation (Bass, 1985) fall within the create quadrant. *The compete quadrant* has a control orientation with an external focus. High intensity, productivity and a competitive focus are important (Cameron et al., 2006). Organizations in competitive markets should have a focus on elements within this quadrant. In *the control quadrant* the focus is on internal processes and control/stability. Dimensions here are measurement, accuracy and control of work as well as ensuring smooth following processes (Cameron et al., 2006). The theoretical underpinnings for quadrant are derived from for instance Weber's theories on bureaucracy (see Eisenstadt, 1968).

Quinn (1988) found that those who manage to balance competing leadership functions well tend to perform more successfully. Quinn (1988) further argues that to give too much weight to one model over the others can lead to a dysfunctional organization and so it is necessary to consider elements from each of the models in order to achieve efficiency. Buenger et al. (1996) argued that managers or leaders need to be aware of the shifting balance between values that occurs when one value quadrant is prioritised, as opposing values may be neglected. They found that the values managers emphasise were associated with environmental characteristics such as information and resource scarcity as well as coordinating structure adopted by the units in the organization. They argued that such contextual influences are important for our understanding of organizational design (Buenger et al., 1996).

In order to examine leadership in the unique context of the Norwegian public sector, an integrative model such as the competing values model can provide useful insight in this topic, as opposed to other dichotomous leadership models, as the CVM provides a more comprehensive view of leadership in organizations as the framework integrates various theories of leadership. It is also useful to consider the opposing tensions inherent in organizations in order to consider what aspects of leadership leaders in the Norwegian public sector emphasize, and to consider how they practise leadership in a knowledge intensive public organization. It is also important to consider this in light of leadership theory from the public sector perspective.

However there is considerable debate as to the use of generic models of leadership in a public sector context. In one of the few studies of competing values leadership that considered the differences between leadership in the public and private sector, Hooijberg and Choi (2001) found that there were some CVM leadership roles that were rated the same across the sectors. However they found significant differences between the self-perceptions of managers, and in how they rated some of the CVM leadership roles in terms of effectiveness across the public and private sector samples. They argue for the use of a generic theory such the CVM when researching leadership, but also state the importance of considering unique aspects of public sector leadership in future research (Hooijberg & Choi, 2001). As few have attempted to consider the use of the competing values framework in terms of leadership in the public sector, especially the Norwegian public sector, this study attempts to redress this balance.

### **Aims of the study.**

The aim of this study is therefore to consider what leaders in the Norwegian public sector say and reflect about leadership in terms of the competing values framework. More specifically, the tensions inherent in organizations and leadership behaviour will be examined.

Traditionally, the instrument used for data gathering when testing a research based model such as CVM, is the questionnaire. As Bryman (2004) argues, the self-administered questionnaire has been and is still, the dominant form of data gathering instrument in leadership research. However it can be argued that such an approach to data gathering does not adequately capture relevant information from participants, as information solicited through questionnaires is pre-specified by researchers (Allvesson & Deetz, 2000; Bryman, 2004).

Therefore in this study a qualitative interview technique based on the SWOT method (Dyson, 2004) was used to gather information from participants. Participants were interviewed by asking them to reflect on the strengths, weaknesses, opportunities and threats (SWOT) regarding their leadership. SWOT is a tool that was developed for strategic development in organizations and the purpose is to generate reflections around a specific topic (leadership). It enables participants to reflect on the here-and-now situation (strengths and weaknesses) and the future situation (opportunities and threats). We also used Model Driven SWOT (M-SWOT) which is a method for mapping statements generated by participants, onto a research based model (CVM) in a specific domain (leadership) (Hoff et al., 2009). This enables participants to reflect on a topic without the use of pre-specified categories that might cue the participants in a specific way (Hoff et al., 2009).

As mentioned previously the competing values model is a generic model not specifically developed for the public sector. Also as has been argued previously, Norwegian leadership has distinct characteristics such as a strong participative and interpersonal focus. Researches also suggest Norwegian leaders favour cooperation, involvement and non-confrontation. Furthermore as the participants in this study are asked to reflect freely about their leadership without the use of pre-specified categories, it is possible that information will be generated relevant to the topic of leadership that cannot be accounted for by the competing values model. It is also important to consider this information as it might provide insight into aspects of Norwegian public sector leadership.

**Hypotheses.** In order to consider the tensions in the opposing values in the competing values model it is necessary to examine the collaborate quadrant in relation to its diagonally opposite value, the compete quadrant (see figure 1). In the collaborate quadrant the focus is on

dimensions such as interpersonal relationships, involvement and employee's professional development. These are aspects that are found in Norwegian management, the Norwegian public sector *and* are important characteristics of Norwegian labour laws and statutes. As the organizations are public sector organizations where there is little or no competition from a market, elements that relate to the compete quadrant will not be very significant for these organizations.

1. The collaborate quadrant will account for a larger amount of the statements than the compete quadrant

The control quadrant is diagonally opposed to the create quadrant and therefore the tension between these two values will be examined. The organizations in this study are knowledge intensive organizations, therefore a focus on innovation, new ideas and adaptability will be likely and dimensions within the create quadrant will be relevant to the organizations. On the other hand, the organizations are governmental public sector organizations which are usually bureaucratic and hierarchical and where the focus is on managing internal processes. It is therefore expected that the control quadrant will be heavily emphasized and will account for more of the statements generated from the participants than the create quadrant.

2. The control quadrant will account for a larger amount of the statements than the create quadrant

There is debate as to whether a generic leadership model such as the competing values framework can be applied to the public sector, as it is argued that the public sector is distinctly different from the private sector. Also information generated from interviews without pre-specified categories might generate information relevant to the topic of leadership that the competing values model cannot account for. For instance Hoff, Straumsheim, Bjørkli and Bjørklund (2009) found that SWOT based interviews generated information that could not be accounted for, when mapped onto the scales of two psychosocial work environment surveys. Little research has focused on public sector leadership in terms of the competing values perspective, however some argue that the model is applicable to the public sector, but unique characteristic of leadership in such a setting as the public sector, needs to be taken into

account (Hooijberg & Choi, 2001) Therefore it is important to examine information that the competing values framework *cannot* account for, and to examine if that information is meaningful in relation to leadership in the Norwegian public sector.

3. The statements not accounted for by CVM will provide statements with relevant content about leadership challenges that are specific to the public sector.

## **Method**

**Participants and sampling procedure.** The organizations in the study were three public sector knowledge intensive organizations. There were 40 participants in the sample (Male=17, 43%, Female= 23, 57%) and all held leadership positions within the organizations. In organization no. 1 there were 12 participants (Male= 6, Female=6), in organization no. 2 there were 17 participants (Male= 8, Female= 9). In organization no.3 there were 11 participants (Male=3, Female=8). The project was a collaboration between the institute of Psychology at the University of Oslo and an external governmental agency. This agency was responsible for selecting the organizations for the study and for providing the author and the other master student with a contact person in each of the selected organizations. In collaboration with the contact person we devised an e-mail invitation that was sent out to all leaders with personnel functions in the three organizations (N=103). The sampling procedure was therefore self-selected sampling. Of the 103 potential participants, 40 (38%) participants responded and agreed to be interviewed. The invitation included information about the project, the format of the questions we would ask, and the estimated duration of the interview would be maximum one hour.

**Interviews/ measures.** Interviews were held at the participants' office or in a conference room depending on the participant's preference. There was one interviewer per interview. Written consent was obtained from all 40 participants prior to the start of each interview. The interviews were conducted during October-November 2009. The consent form (see appendix B) explicitly stated that that participation in the study was voluntary and anonymous, and that participants were free to withdraw from the study at any time. 19 interviews were conducted by the author and 21 interviews were conducted by the fellow master student.

Data was collected through a semi-structured interview format. The interview guide (see appendix C) consisted of four main questions in the SWOT format and one final question about the document *Leadership in Norway's Civil Service* (2008).

The questions were:

- What do you consider to be your strengths as a leader?
- What do you consider to be your weaknesses as a leader?
- What do you consider your opportunities as a leader?
- What do you consider to be threats to you as a leader?
- What do you think about the document *Leadership in Norway's Civil Service*?

The SWOT format (Strengths, Weakness, Opportunities and Threats) was used in order to get participants to reflect on leadership in the here and now orientation, the strength and weaknesses. When asking about opportunities and threats, the intention was to get participants to reflect on the future orientation. In addition the interviewer asked follow up questions or probing questions in order to attain additional information or to clarify the participant's meaning (e.g. Could you elaborate....?, What do you mean by....? etc.). The average duration of the interviews was 34 min 37 seconds. The duration of the interviews ranged from approximately 6 min, to 1 h and 5 min. The reason the shortest interview was not withdrawn was that it contained similar amount of statements as other interviews of longer duration, and so it was considered to yield important information. The interviews were tape-recorded and transcribed using Digital Voice Editor 3. The participants were informed that the transcriptions would only be used by the interviewers and would be erased at the completion of the project. The two interviewers transcribed 20 interviews each. The interviewers decided on the format for transcription and the transcriptions were crosschecked. The sound quality of the interviews varied and if it was problematic to understand, the interviewers decided on the meaning of the participant to best of their ability. The interviewers were at all times careful in ensuring the integrity of the participant and ensuring the accuracy and meaning of the information provided by the participants. Kvale (1996) argues that in order to ensure reliability and quality of transcribed interviews it is important to establish clear and concise guidelines for how the transcription process should be conducted and also to compare them to the audio recording afterwards. The author and fellow master student developed a procedure for transcribing the interviews. In addition, before starting the transcription process, the author and the master student transcribed a randomly selected interview together and compared it to the audio recording in order to ensure reliability. In addition, information such

as names, organization, organizational division etc. was excluded from the transcriptions in order to retain the anonymity of the participants.

**Preparation for interviews.** The interviewers attended a training course in PEACE interview technique (Clarke & Milne, 2001). PEACE is a mnemonic for planning and preparation, engage and explain, account, closure and evaluation. It is a framework for interviewing in any situation and draws on conversation management or the cognitive interview in facilitating the production of a detailed account (Clarke & Milne, 2001, p. 1). Furthermore one pilot interview was conducted with one observer present in order to evaluate the interview process.

**Research design.** A content analysis was conducted on the transcribed material in order to systematically analyze the content of the interviews by categorizing the frequency of statements according to predefined categories ( Davies & Mosdell, 2006). According to Flick (2002) a statement was defined as the smallest meaningful unit that reflects the informants understanding and experience of the topic of interest i.e. leadership and this definition is used in other studies (Hoff et al., 2009). We used Model Driven SWOT (M-SWOT) which is a method for mapping statements generated by participants, on to a research based model (CVM) in a specific domain (leadership) (Hoff et al., 2009). The reasoning behind the use of M-SWOT is that participants can reflect on a topic without the use of pre-specified categories that might cue the participants in a specific way (Hoff et al., 2009).

The transcribed data was coded using Nvivo 8, a program used for coding and categorizing textual data. The use of Nvivo 8 enabled us to extract the meaningful statements from the data. When the statements had been extracted by the author and the other master degree student they were subsequently transferred into SPSS 16.0 for further analysis.

The coding in SPSS was conducted in two phases. Firstly the author and the other master student coded the statements in SWOT and IGLO (Individual, Group, Leader and Organization) categories, thereby using consensus based coding. A statement could only be coded into one of the SWOT categories and one of the IGLO categories. In this study the IGLO categories were not used in subsequent analysis. In phase two, the author coded the data on the four quadrants of the Competing Values Framework (Quinn et al., 1983; Cameron et al., 2006) using SPSS. The dimensions within each quadrant of the framework were based on leadership competencies developed by Cameron et al. (2006). Each quadrant had five underlying dimensions relating to leadership competencies specific to each quadrant (see appendix) and these leadership competencies were used to operationalize the coding

categories. Each statement extracted from the interview transcriptions could only be coded onto one of the four quadrants *or* in the category of statements not accounted for by CVM.

In addition, a content analysis was conducted on the statements not accounted for by the competing values framework using SPSS 16.0. In a content analysis the unit of analysis tends to be a word or a phrase which are counted and frequency is calculated. However in the content analysis of the *statements not accounted for*, statements were grouped into *themes* in order to examine whether they contained relevant information about leadership in the Norwegian public sector. Boyantzis (cited in Braun and Clarke, 2006) argues that it is useful to use a thematic approach in content analysis (i.e. that the unit of analysis is a theme, not a phrase or a word). By looking for patterns in terms of themes it is similar to thematic analysis, however Braun and Clarke (2006) argues that thematic analysis does not usually quantify themes.

**Statistical analysis.** In order to test hypothesis one and two, that the collaborate quadrant could account for more of the statements than the compete quadrant *and* that the control quadrant would account for more of the statements than the create quadrant, a repeated measures ANOVA with Greenhouse-Geisser correction was used. The Greenhouse-Geisser correction was used as the Mauchly's test of sphericity was violated. Therefore such a correction was deemed necessary as it reduces the degrees of freedom in order to ensure a more accurate significance value (Howell, 1997). In addition several post hoc comparisons were used in order to test both hypothesis one and two. In order to reduce the probability of a type I error it is common to use a correction method such as Dunnett's or Bonferroni, though this increases the risk of committing a type II error. However in this study there was a small selection sample (n=40) and a correction of the *alpha* level would reduce the statistical power of the data material and so such a correction was not used. Erfelder (2010) argues that it is important to calculate and report the effect size. This is because if samples are large, test statistics can be significant even though "the effect in the underlying population is negligible" (Erfelder, 2010, p.1). Conversely if the sample size is small, large effects can remain undetected by tests. (Erfelder, 2010). In this study the effects sizes are reported using Cohen's criteria for effect sizes (as cited in Pallant, 2005). In addition a paired sample t-test was used to assess the difference between statements accounted for by the CVM and the statements not accounted for.

**Inter-rater reliability.** Unfortunately, in this study inter-rater reliability was not measured due to the illness of one of the students in the project.

## Results

The table below (table 1) shows that the competing values framework accounted for 1286 statements (64.7%) of the total amount of statements. The total amount of statements were 1987 (100%). The statements not accounted for by the competing values model are 701 statements (35.3 %). The collaborate quadrant accounted for 598 statements (30.1%) and the create quadrant accounted for 281 statements (14.1%). The compete quadrant accounted for the smallest amount of statements, 46 (2.3%) and the control quadrant accounted for 361 statements (18.2%).

Table 1.

Frequency of statements across the competing values dimensions (n=40)

Dimensions	Frequency	Frequency (%)	<i>M</i>	<i>SD</i>
Collaborate	598	30.1	14.95	7.47
Create	281	14.1	7.03	4.56
Compete	46	2.3	1.15	1.31
Control	361	18.2	9.03	4.49
Total CVM	1286	64.7	32.20	12.32
N/A	701	35.3	17.53	8.05
Total	1987	100	49.68	18.30

N/A = Not accounted for, *M*= mean, *SD*= standard deviation

In order to test hypothesis 1 and 2, a repeated measure ANOVA with Greenhouse-Geisser correction was conducted. There was a significant main effect for differences between the dimensions  $F(2.1,83.4)= 61.9, p<.001$ . The effect size was large (partial eta squared =.617) according to guidelines proposed by Cohen (cited in Pallant, 2005).

Post hoc comparisons revealed that the collaborate dimension was significantly different from the compete dimension ( $MD= 13.9, SE= 1.22, p<.001$ ) as the collaborate quadrant accounted for more of the statements (coded onto the model), than the compete quadrant, and hypothesis 1 was confirmed (see table 1 for means and standard deviations for the dimensions).

In relation to hypothesis 2, the post hoc comparisons revealed that the control and create dimensions were significantly different from each other ( $MD=2.0, SE=.92, p<.035$ ) as the control quadrant accounted for more statements at than the create quadrant and so

hypothesis 2 was confirmed (see table 1 for means and standard deviations for the dimensions).

In order to test hypothesis 3, that statements not accounted for by the CVM would wield statements with relevant content about leadership challenges specific to the public sector, a paired samples t-test was conducted in order to examine the difference between the statements CVM could account for and what it did not account for (see table 2 for means and standard deviations). There was a statistical significant difference between the statements the CVM accounted for and the statements the CVM did not account for [ $M= 17.53$ ,  $SD=8.04$ ,  $t(39)=9.83$ ,  $p.<001$ ]. In addition, a content analysis of the statements not accounted for was conducted. The statements were grouped into themes and divided into 7 categories. Results from the content analysis are presented in table 2.

Table 2.

Statements not accounted for by competing values model

Categories	No. of Statements	Statements (%)	<i>M</i>	<i>SD</i>
Non-leadership related issues	217	10.9	5.43	3.47
PLS*	127	6.3	3.18	3.00
Political environment**	111	5.6	2.78	2.66
Leadership style and personality	89	4.5	2.23	1.44
Leadership development	77	3.9	1.93	1.83
Work related attitudes	45	2.3	1.13	1.51
Formalization of administrative procedures	35	1.8	0.88	1.73
N/A	701	35.3	17.53	8.05

\*Category of statements regarding the document *Leadership in Norway's Civil Service*.

\*\* Political environment and issues related to working in the public sector.

Statements (%)= percent of statements not accounted for by CVM. *M*=Mean, *SD*=

Standard Deviation. N/A =total amount of statements not accounted for by the CVM

The content analysis indicated that the statements not accounted for contained relevant information about leadership in the public sector.

The category of *Non-leadership related issues* contained 217 statements that were not related to leadership. The category of PLS contained 127 statements and were in regards to the document *Leadership in Norway's Civil Service* (2008) and were kept separate from the other statements in the coding process. This was also due to the interview guide where the question relating to this document was not part of the SWOT format.

The category of *Political environment* contained 111 statements relating to political environment and issues and challenges of working in public sector organizations. *Leadership style and personality* category contained 89 statements and referred to the participants own view of their style of leadership, and aspects of their personality in relation to practicing leadership. *Leadership development* contained 77 statements and referred to participants' views and experience of leadership development courses that they were offered or participated in. The category of *work related attitudes* refers to the participants own views on their motivation and job satisfaction for the job they did in the organization and this category contain 45 statements. *Formalization of administrative procedures* refers to leaders' perception of levels of decision making and authority in terms of personnel policies etc as such aspects are regulated and formalized in the organizations. This category contained 35 statements (see table 2 for means and standard deviations for each of the categories).

### **Discussion**

The aim of this study was to examine leadership in public sector KIFs . Qualitative interviews using the SWOT method were conducted with leaders in three Norwegian Civil Service organizations. The information generated from participants was mapped onto the competing values model in order to examine what this leadership model could account for in terms of participants' reflections about leadership. The results indicated that the competing values model accounted for 1286 (64.7%) of the total amount of statements generated from the interviews (1987 statements,  $M=49.68$ ,  $SD=18.30$ ). Of the total amount of statements, 701 (35.3%) statements were not accounted for by the competing values framework and these statements were examined in order to see if this information could provide insight into leadership challenges in public sector KIFs.

### **Findings.**

Hypothesis one was confirmed as the collaborate quadrant accounted for 598 (30.1%) of the statements coded on to CVM. The compete quadrant accounted for 46 (2.3%) of the statements coded on to the competing values framework. This indicates that participants reflections about leadership were in terms of aspects specific to the collaborate quadrant, such as interpersonal relationships, helping others develop competencies, teamwork and cooperation. That the compete quadrant accounted for 46 of all statements mapped on to the CVM suggests that issues relating to this quadrant are not very relevant to the participants.

Aspects of the compete quadrant are, among other things, a focus on beating the competition, having a good relationship with customers and striving for higher achievements.

The control quadrant accounted for 361 (18.2%) of the total amount of statements coded on the competing values model. The create quadrant accounted for 281 (14.2%) of the total statements, and so hypothesis two was confirmed as the control quadrant accounted for more of the total amount of statements than the create quadrant. Reflections by participants captured by the control quadrant relate to measurement and control of internal processes, ensuring smooth flowing processes, ensuring accuracy and precision of work etc. The create quadrant emphasizes aspects such as creativity, adaptability, focus on improvements and facilitating visions and strategy.

A t-test was conducted to assess the differences between the statements that the competing values model could account for and the statements that were not accounted for. There was a significant difference between the statements not accounted for, and the statements coded onto the CVM. In addition a content analysis was conducted on the statements not accounted for. This content analysis revealed categories that contained information relevant to leadership in a public sector organization. The categories that had the highest amount of frequency of statements were *Non-leadership related issues* and *PLS (Leadership in the Civil Service)*. These two categories did not provide insight into aspects of the Norwegian public sector organizations. However the other categories of statements, *Political environment, leadership style and personality, leadership development, work related attitudes and formalization of administrative procedures*, did provide relevant information about leadership challenges and issues in the Norwegian public sector. For instance one participant stated (from the category of *political environment*):

“One of the most exciting things about working in the organization is that you work in the interface between politics and administration. There are professional challenges where I get to use my background and education. In addition I get to work in a political system that is dynamic and characterized by many interesting political issues. That I get to work both within my professional field and also to work with politics, is what is most exciting and best characterizes the leadership position I hold in this organization.” [Participant 18, Organization No. 2]

This statement illustrates the unique aspects of the work participants do in the organizations. However even though this was considered as a positive aspect of working in the organization it also presented some challenges, as one participant stated:

“Our job here is to advise the political leadership. And often, though not always, the advice we give in a certain professional field is crystal clear. However at the same time, that advice can also be a political sensitive issue in terms of what one should or can do.” [Participant 36, Organization No. 3]

*Leadership style and personality* contained statements about how the individual participant perceived his or her own personality and style in terms of the leadership job they did. In the *leadership development* category, participants talked about the leadership development programmes that they were offered or participated in or the different programmes relevance or usefulness. *Work related attitudes* referred to job motivation, satisfaction etc. One participant stated:

“To work in this organization, for us who have an above average interest in society and politics, it is where things happen. I think it is incredibly rewarding to work here.” [Participant 34, Organization No. 3]

The motivation and commitment to the job the participants were doing was considered very important to many of the participants. Another participant stated:

“The most important thing for me is the motivation and commitment I feel for this job. And I think if that motivation and commitment to having this job disappears, then that would make me a poor leader.” [Participant 4, Organization No. 1]

Commitment, motivation or a passion for the job the participants were doing, was considered to be for many a vital aspect of why they worked in the organization. Also in order to be a good leader who inspired others, a personal commitment to the job was important. The category of *formalization of administrative procedures* refers to statements regarding challenges leaders face in terms of having the authority to determine the pay, promotion, recruitment and dismissal of employees as such procedures are strictly regulated. A common sentiment was that leaders argued that employees in public sector organizations have many rights in terms of legislative statues and labour laws, and that even though this is true for the private sector as well, the leaders in the public sector have less authority and discretion in such matters, and that this was a challenge. The content analysis provided useful insights into leadership issues and challenges that the competing values framework could not account for.

### **General discussion.**

The findings in this study indicates that it is possible to use a generic leadership model such as the competing values framework to study leadership research within the Norwegian

public sector. However the results indicate that some information generated from SWOT based interviews provided relevant information about leadership in the Norwegian public sector that could not be accounted for by the competing values model. This suggest that even though the model integrates many aspect of leadership theory, some aspects of public sector leadership must be taken into account in future research in order to gain a fuller understanding of leadership in the public sector.

In terms of the tensions between the different values in the competing values model the findings in this study illustrates the tensions between the collaborate quadrant in relation to the compete quadrant, and the tensions between the control quadrant and the create quadrant. Research on leadership and management in Norway has found that Norwegian leadership is characterized by a participative style, a focus on interpersonal relations and employee involvement and codetermination (Grenness, 2003; Schramm-Nielsen et al., 2004). Several legislative statutes and policy documents also explicitly outline the rights employees have in terms of participation in decision making and involvement etc. (The Basic Agreement for the Civil Service 2006, Leadership in Norway's Civil Service 2008). These are aspects relevant in terms of the collaborate values of leadership. This suggests that leadership in these organizations emphasizes collaborate aspects to a larger extent than the diagonally opposite value of the compete quadrant.

Competing values theory also suggest that control values are important for leadership in public sector organizations. Such organizations focus on internal processes, stability, measurement, accuracy and flow of process as they are important in bureaucratic, hierarchical organizations. Though the control quadrant accounted for more of the statements in this study than the diagonally opposite create quadrant, the create quadrant still accounted for a substantial amount of the statements in the study. There are several possible reasons for this. The Norwegian public sector is distinctly knowledge intensive and research into knowledge intensive organizations indicate that transformational leadership elements such as strategic thinking, creating and facilitating visions are important aspects of knowledge intensive firms. In addition the guidelines set out in the Leadership in Norway's Civil Service (2008) highlight the importance of attracting and retaining creative employees and facilitating creative problem solving.

The dimensions underlying the create quadrant emphasize such aspect. Public organizations have often been perceived as an environment that impedes innovation and creativity because such organizations are bureaucratic, internally focused and concerned with maintaining the status quo. However Borins (2002) argues that this is not the case and found

that there is evidence for innovation in governmental organizations. Furthermore leaders at all levels are essential in creating an environment that encourages innovation and creative thinking (Borins, 2002). The findings suggest that leaders reflect both in terms of control values, but also focus on aspects relevant to the create quadrant.

By using the competing values framework to consider leadership in these organizations it highlights the values leaders in these organizations emphasize in their leadership. This study provides a good starting point in understanding how leaders perceive their leadership in the organizations and that the competing values framework is useful in organizing the leaders' perceptions. However even though this leadership model proved useful in studying leadership in the organizations, certain aspects of what leaders said about leadership in the interviews could not be accounted for by the framework. These statements were also considered in this study.

The statements not accounted for highlight unique aspects of leadership in the Norwegian public sector organizations in this study. The category of *political environment* is relevant to leadership in that it highlight issues and challenges in terms what it is like to practise leadership in the cross section of politics, administration and the professional field the leaders operate in. Pandey and Wright (2006) argue that research has not sufficiently taken into account the stresses that public managers face by working in a political environment. For instance, they argue that managers are confronted with conflicting signals from a range of various sources in the polity (Pandey & Wright, 2006). In addition *work related attitudes* are important in organizational research and is a much researched topic. This category included statements about work motivation, satisfactions and work values and motives. Motivation for doing public service and doing work that benefitted society was important to the leaders in the organization. Other studies into work values and motives of public sector vs. private sector respondents have found that public sector employees tend to rate such issues as more important to them then respondents from the private sector (Crewson, 1997). The category of leadership style and personality suggest that leaders reflect around such issues. It is perhaps not surprising that the competing values model did not account for statements about personality, as Cameron et al. (2006) argues that the CVM does not account for personality characteristics. The category of *formalization of administrative procedures* refers to leaders experience or perception of the amount of authority or levels of decision making they have in terms of administrative procedures such as promoting, hiring and firing employees etc. Statements in this category suggest that leaders perceived their authority was somewhat

limited in these matters and findings in other studies support this view (Rainey & Bozeman, 2000).

By considering the information generated in the interviews in terms of the competing values framework and additionally taking into account what the framework could not account for, some insights into Norwegian public sector leadership are provided by this study. However it is also important to consider the limitations of this study as well as to consider possibilities for future research and this is set out in the following sections.

### **Limitations.**

**Interviews.** The rationale for using semi-structured interviews in examining leadership in the public sector is that an interview provides richer and fuller information than a pre defined questionnaire. In addition by using an open format such as the SWOT format it is thought that participants can reflect freely on a topic and not be influenced by predefined categories. However there are some limitations in using interviews. Firstly, the participant might have been influenced by the interviewer in the interview situation through the follow up-and probing questions, as well as body language. Also when asked by an outsider to reflect on leadership it could be that the participant presented an idealized view of his or her leadership, or was disinclined to share information about negative aspects of the organization in relation to leadership, to an outsider. In addition one cannot rule out the problem of social desirability response, that participants provide socially acceptable answers in the interview session. As participants were highly educated leaders with some knowledge of management and leadership theories, it is possible that their reflections were influenced by mainstream leadership perceptions of “good” and “bad” leadership. Social desirability response is a problem for research in psychology in general, not just qualitative interviews, but it is important to be aware of the problem.

The interview was conducted over a period of two months, and it is possible that as the interviewers became more practised in the interview technique over time and this might have had an effect on the interviews.

**Sampling.** In this study a self selected sampling method was used. All leaders with personnel responsibilities in three organizations were asked to participate and only those who volunteered participated in the study. It is important to be cautious in generalizing the findings. It could be that individuals who volunteer for studies provide different information than those who chose to not volunteer or that the people who volunteer have specific

motivations for participating. However it is difficult to counter this problem as participants must be volunteers in order to adhere to the ethical considerations in psychological research.

**Coding.** In relation to the coding process there were several limitations. Firstly, inter-rater reliability was not measured statistically in either phase of the coding process. However both the author and the fellow master student collaborated on coding the data in the first phase of the coding procedure (i.e. coding of the SWOT and IGLO categories). Secondly, it is a complex and time-consuming method of coding and a lot of information is processed and interpreted. This makes it somewhat difficult to replicate the steps in the coding process. In the second phase of the coding, the statements were coded on to the competing values framework by the author. The competing values leadership competencies developed by Cameron et al. (2006) were used as a basis for the dimensions underling the four factors or quadrants of the CVM. However it was difficult to operationalize these dimensions and coding along the dimensions were done according to the subjective interpretation of the author. There are also some limitations in quantifying the qualitative statements. In this study each statement counted as one statement. When answering a questionnaire, participants decide the weight of their response along scale (e.g. a Likert scale). However when quantifying the qualitative statements and giving them the same value as another statement, it excludes the possibility that the participant considers some statements as more important than other statements.

### **Future Research.**

The findings of this study suggest that it is useful to consider generic leadership models in terms of leadership in the public sector. On the other hand, there is a need to consider contextual variables specific to the public sector in more detail. The competing values framework could not account for all the statements generated by participants on the topic of leadership. The categories of the statements not accounted for indicates that there are aspects to leadership in the public sector that need to be explored in greater detail such as how the political environment influences leaders public organizations. This study focused only on the public sector. It would be useful to utilize the competing values framework across sectors (public and private) in order to further our understanding of which leadership aspects are unique to the public sector and which aspects are universal across sectors. The participants in this sample were Norwegian and as stated previously, Scandinavian management and the Norwegian context are markedly different from that of other countries. Therefore cross-cultural comparisons would be useful in order to further examine whether the statements not

accounted for by the model are unique to Norwegian leadership or if they are similar in public sectors in other countries. Cross cultural-studies would also be useful in order to examine and compare what values public sector leaders in other countries emphasize in terms of the competing values framework.

The use of semi-structured interviews provided insight into leadership in the three public sector organizations in this study. In addition the SWOT based interviews generated more information relevant to leadership, which the framework could not account for. This is arguably a great strength of qualitative interviews, especially the SWOT based approach, and it would be useful to use this method in future studies of leadership.

Bryman (2004) also argues that in order to advance leadership research it is useful to consider ways of combining qualitative and quantitative methods in terms of leadership research, as it is often difficult to generalize findings from qualitative studies. Future studies should combine the use of questionnaires and the SWOT interview method within the framework of the competing values, as these two methodologies would offer distinct, valuable findings and perspectives on leadership.

In this study only leaders were interviewed about their leadership, and future studies should include more participants at different levels in relation to the leaders in this study. Hooijberg and Choi (2001) collected data from managers, subordinates and superiors of managers and compared the findings from each of the levels. This revealed some differences in what leadership roles the participants rated as most effective. It would be interesting to interview more participants from the same organizations in this study, and compare the information generated from the leaders' work colleagues at different levels and considered their views on leadership in comparison to the perceptions of the leaders in this study.

## **Conclusion**

The competing values model accounted for 64.7% of the statements generated in the interviews with leaders. By using the competing values model in terms of leadership, it managed to capture the complexities and tensions between the opposing values that leaders communicate in the interview situation. Using the competing values framework to consider leadership in Norwegian public sector organizations provides insight into how leaders actually reflect and talk about their leadership. The data generated from the SWOT interviews also provided information that could not be accounted for by the competing values model. This data provided insight into public sector leadership in these organizations and suggests

the usefulness of a qualitative interview technique, such as the SWOT method, to further our understanding of leadership in the Norwegian public sector.

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## Appendix A.

The competing values framework (leadership competencies) adapted from Cameron et al. (2006 p. 116-117)

**The collaborate quadrant**

Leading through teamwork

Leading through interpersonal relationships

Leading the development of human capital

Leading through cooperation and community

Leading through compassion and caring

---

**The create quadrant**

Leading through innovation and entrepreneurship

Leading the future

Leading through improvement and change

Leading through creativity

Leading through flexibility and agility

---

**The compete quadrant**

Leading through competitiveness

Leading through customer relationships

Leading through speed

Leading with intensity

Leading for results

---

**The control quadrant**

Leading through rational analysis

Leading through information clarity

Leading through high reliability

Leading through processes

Leading through measurement

---

## Appendix B.

Consent form (In original language-Norwegian)

**Informert samtykke – intervju om ledelse i staten.**

Som et ledd i vår masteroppgave i organisasjonspsykologi ved Psykologisk institutt, Universitetet i Oslo, ønsker vi å intervjuere ledere i staten om synspunkter de har om ledelse. Professor Roald Bjørklund er ansatt ved instituttet og er faglig ansvarlig for masteroppgavene våre sammen med to andre faglærere (Thomas Hoff og Cato Bjørkli).

Vi kommer til å stille noen spørsmål om ledelse, hvor disse spørsmålene er bygd opp på grunnlag av SWOT – strategien.

- Hvilke styrker ser du ved deg som leder?
- Hvilke svakheter ser du ved deg som leder?
- Hvilke muligheter finnes det for at du kan bli en bedre leder?
- Hva tenker du kan gjøre det vanskelig å være en god leder?

Intervjuene og resultatbehandlingen følger faglige etiske retningslinjer. For at vi skal få med oss all informasjon blir intervjuene tatt opp med lydopptaker.

Alle opplysningene som fremkommer under intervjuet blir behandlet konfidensielt, og lydopptakene slettes i henhold til faglige retningslinjer for denne type informasjonsinnhenting. Det vil i masteroppgavene ikke være mulig å kjenne igjen synspunkter fra noen av de enkelte deltagerne i intervjuene.

Det er frivillig å delta og erfaringsvis tar intervjuet ca times tid, men tiden kan variere noe.

Dersom du aksepterer å være med på intervjuet under disse betingelsene ønsker vi at du skal undertegne nedenfor.

Samtykkeerklæring:

Jeg er kjent med denne orienteringen om intervju i forbindelse med ledelse ved min arbeidsplass.

Signatur .....

Dato.....

## Appendix C.

Interview guide, SWOT format (Original language-Norwegian)

*Intervjuguide: Om ledelse i staten*

Hensikten med denne undersøkelsen er å samle inn data om hvilke synspunkter ledere i staten har om ledelse. Deltagelse til denne undersøkelsen er frivillig og det er mulig å trekke seg underveis skulle man ønske det. Erfaringsvis tar intervjuet ca en time. For at vi skal få med oss all informasjon vil intervjuet bli tatt opp med lydopptaker. Opplysningene som fremkommer under intervjuet vil bli behandlet konfidensielt og lydopptakene slettes etter at intervjuet er transkribert. Det vil i masteroppgavene ikke være mulig å kjenne igjen synspunkter fra noen av de enkelte deltagerne i intervjuene. Datamaterialet vil kun være tilgjengelig for forskningsgruppen fra Universitet i Oslo.

Basert på SWOT-formatet vil intervjuet fokusere på styrker, svakheter, muligheter og trusler knyttet til ledelse i staten. Informanten vil bli oppfordret til å reflektere over sin egen erfaring med ledelse. Intervjuet består av fire hovedspørsmål:

1. *Styrker:* Hvilke styrker ser du ved deg som leder?
2. *Svakheter:* Hvilke svakheter ser du ved deg som leder ?
3. *Muligheter:* Hvilke muligheter ser du for å bli en bedre leder?
4. *Hindringer:* Hva kan gjøre det vanskelig for deg å være en god leder?

I tillegg til de fire hovedspørsmålene vil vi stille et oppfølgingsspørsmål knyttet til lederplattformen.

1. Hva slags inntrykk har du av lederplattformen?