GÖTEBORGS UNIVERSITET
INSTITUTIONEN FÖR PEDAGOGIK OCH DIDAKTIK

Same same or different

A study of culture's impact on leadership

Maria Fredriksson

Abstract

Due to the globalisation countries, people, cultures and organisations have changed. The purpose of this thesis is to study how the view on leadership can differ in different cultures and what the impact is on leadership when different cultures meet. In the study four Swedish leaders were interviewed to se there apprehension of the phenomenon.

One of the theories that the study is based on is that leadership and our knowledge about it is something socially constructed. In other words, our knowledge about leadership is created in the interaction with other people. So the view on leadership and what an effective leadership is in one culture might be different in another.

The study is a qualitative study and the empirical material that was gathered in the study was based on interviews, done with four Swedish persons, working as leaders in different companies in Brazil. The gathered empiricism was then put up against earlier studies made in the field of cross-culture, cultural dimensions, cultural differences in leadership, global leadership behaviour and Swedish leadership

The result from the gathered empiricism showed that the leaders had experienced cultural differences in the leadership. And that some had felt a need to change their leadership in order to fit the new context.

Acknowledgements

One year ago I started the journey that that took me to Brazil and back and I must say that it has not exactly been a walk in the park. Right now I am sitting here with my finished thesis, thinking that it is my work. But at the same time I realize that it would not have been possible without the people that have, in different ways, participated in the making of it. I would hereby like to take this opportunity to thank the people that made the writing of this thesis possible.

First of all I would like to thank the four respondents for taking their time to be interviewed and for sharing their thoughts and experiences with me. Without them this study would not have been possible. I would also like to thank my contact person at the Swedish consulate for her help with everything, without her I would have been lost in Rio.

Last but not least I would like to thank Johannes Roberts. You made this study possible because without you I would never been able to go to Brazil. Your support during, not just the writing of this thesis, but also during my years of studying has been invaluable to me.

Maria Fredriksson

2011-04-14

Innehållsförteckning

1 Introduction

In today's society we can see a trend striving towards globalization. The fact that it today is much easier to move across the nation's border has led to new opportunities for both companies as well as private persons. Many companies move their productions to less developed countries, people go abroad to work and people are coming to Sweden from other cultures to live and work. This leads to a cultural variety in countries as well as in organizations. Here companies and people must learn to adjust to the new situation and learn to understand the cultural diversity. It can be very lucrative for a company that knows how to take advantage of this diversity in the workforce but it can also be a problem if the company does not know how to handle the situation the right way. Being aware of the cultural differences makes it easier for the company to handle them because different cultures may demands different styles in leadership (Den Hartog et al, 1999).

In order to study the importance of cultural background and the impact it has on people I have conducted a study on Swedish leadership in companies in Brazil, a country where many Swedish industrial companies are established. Today there are more than 220 Swedish companies in Brazil and that number is increasing as Swedens medium sized businesses are also finding their way into the country. Companies as Electrolux, ABB, Tetra Pac, SKF, Telia, Helix and Volvo all have production in Brazil (Swedbank nyhetsbrev, 2011). According to the Swedish Chamber of commerce Swedish industrial companies in Brazil are so well established that it has resulted in the development of a *little Sweden* in São Paulo (Näringslivsfrämjandet 2011).

1.1 Background

A countries national culture can be seen as an aspect that affects leadership. Most scholars today agree that there are differences in preferences in leadership between different cultures. One explanation of that is that is that the leadership style is determined by a society´s culture. The affect of this could be that a universal standard will never be developed in a culture due to cultural differences (Evans, Hau & Sculli, 1995). There are several studies that that align themselves with this explanation and showing that leadership is an aspect that can be strongly cultural bound i.e. House, (2004).

Since companies today are getting more and more cultural diverse workforces it puts different demands on the leadership since different cultures have different views on leadership. To become a good leader it is important that the leader knows and respects his or hers employees different cultural background to be able to make the best usage of their knowledge. Since this is being a challenge for many organizations I think it is important to explore this area further.

Professor Hofstede conducted in 1972 *Cultures consequences,* this is probably the most comprehensive study on how values in the workplace are affected by culture. This will be presented later on in the study. In his study Hofstede found that Sweden and Brazil were two countries with different cultural contexts. This gave me an indication that the view on leadership might be very different between the two countries. To get a deeper understanding of this phenomenon I wanted to study how Swedish leaders, taken from their original context experience working in a different cultural context.

In the discussion above it shows that a countries culture has large impacts on its view on leadership and that the Swedish and Brazilian culture differ from one another in some aspects. This should indicate that there is a difference in the countries view on leadership. When looking at a person's culture as something deeply founded in their societies heritage

(Hofstede, 2005) it can be hard for leaders to lead followers from a different cultural background.

1.2 Purpose

The aim of this study is to, on the basis of earlier studies of cultural differences and leadership in different countries, examine how some Swedish leaders view their leadership in the Brazilian context.

1.3 Research questions

To give a sense of direction two research questions have been formulated.

1. How do the Swedish leaders express their role as leaders in the Brazilian context?

2. How can we understand the impact of the Brazilian context on the way Swedish leaders express their leadership in relation to earlier studies of culture and leadership.

1.4 Disposition

In this section I would like to give you as a reader a clear picture of the thesis and it will be explained here chapter by chapter.

The study has been divided into seven chapters. In Chapter one the area of research is explained, the background and the purpose of the study. In chapter two the earlier research chosen for the study will be presented. In chapter three I present my theoretical framework where the earlier studies in the field of leadership, culture and cultural effects on leadership is presented In chapter 4 the method used for this study will be presented and explained, the selection, how the data was collected and then processed and analysed. I also wanted to show background on the interviewed people as well as a background on Brazil as a country to give the reader a clearer view of the country where the study took place. In chapter five the result will be presented and analysed. In chapter six a discussion will be held regarding the result of the study and the study is finished with some conclusions and ideas for future research in chapter seven.

2. Earlier studies

In this part the earlier research is presented that provides the background to my research questions and that has been used as the foundation for the analysis; cross-cultural studies, cultural dimensions, global leadership, and Swedish leadership.

2.1 Earlier cross-cultural studies.

The cross-cultural studies have developed over the years. When it first started focus was on documenting cultural differences, today the aim is rather to identify meaningful dimensions of cultural variability. The earlier cross-cultural studies can be divided into generations based on its particular methodology (Bond, 2004)**.** In the first phase, called the Cross-Cultural Comparison, the focus was on finding differences between cultural groups. River´s (1905) did one of the first cross cultural studies. In the study differences in comprehensions between individuals from India, England and New Guinea were demonstrated. There were some limitations though in the first phase. Countries, ethnical groups and racial groups may differ in many ways, some of them are cultural but some are not. The problem is when researchers, based on their inferences, attribute the source of group differences without being empirically justified. Another problem in cross-cultural studies is the problem of defining culture. Scientists have tried for over one hundred years to define culture and still today there is no one accepted definition in either psychology, sociology or anthropology. In most of the definitions today certain characteristics are shared though. In general culture is defined as meanings and information shared by a group and transmitted through generations (Matsumoto 2006). The interpretation of cross-cultural differences is very limited and because of that, psychologists had to instead identify dimensions of cultural variability that were meaningful and could describe the subjective elements of culture to make it easier for researchers to decipher their findings. One of the researchers that were able to do this was Hofstede (2005).

2.2 Hofstede´s cultural dimensions

Prof. Geert Hofstede published in 1980 *Cultures consequences* which based on the most comprehensive study of how values in the workplace are influenced by culture. The study was done as an inductive investigation based primarily on the analysis of quantitative data. Here statistical analysis that was based on factor analysis formed the basis. In the study the database consisted of 117,000 self-completion questionnaires covering employees from 72 countries. From the result of the statistic analysis Hofstede developed a model that identifies five primary dimensions that could be used to describe and differentiate cultures. Ever since then Hofstede´s influential study has been used as a source of references about value differences around the world (Hofstede, 2005). In Hofstedes compilation he managed to separate four different categories. These categories where then used as a scale where he tried to numerically establish where each culture placed itself. The following categories were found:

1. *Power distance Index (PDI):* describes the extent to which the member of an organization or institution that is less powerful accept and expect unequal power distribution. In cultures with a high degree of Power Distance members of organizations accept an uneven distribution of power. In those cultures organizations are often very hierarchical and the leader is often very respected and admired. In countries with low degree of Power Distance the structure of the organizations are often flatter and power is more evenly distributed.

2. *Individualism (IDV) vs. collectivism*: There is individualism on one side and collectivism on the other and it shows to what degree individuals are integrated into groups. In

individualistic cultures the ties between individuals are low and people are only expected to look after themselves and their immediate family. In collectivistic cultures the ties between people are high and the "we" group is distinct from other groups. Weather a culture is seen as individualistic or collectivistic also has its impacts on the leadership. In collectivistic cultures the leaders often want to have control over everything. Individualistic cultures are characterized by individuals that take more responsibilities for themselves. Here the employees are encouraged to take their own responsibilities and initiatives.

3. *Masculinity (MAS) vs. femininity*: Here the distribution of roles between the genders is measured. Men and women all over the world share the same biological differences; even so there are differences in what is considered to be masculine or feminine among different cultures. In a masculine society men are supposed to be assertive, tough and focused on material success and the women are supposed to be more modest, tender and more concerned with the quality of life as an opposed to a feminine culture where both the men and women are supposed to share all of the above (Hofstede, 2005). Masculinity and femininity does not just reflect how men and women are supposed to act, it also reflects to what extent tough and masculine values like assertiveness, success and competition are emphasised and rewarded in the culture. In masculine countries a machismo style of leadership are more accepted then in feminine cultures and individual achievements, confrontations and independents are highly valued (Doney, Cannon, & Mullen, 1998).

4. *Uncertainty Avoidance Index* (UAI): looks at the society´s tolerance for uncertainty and ambiguity. It shows to what extent a culture programs its members to feel either uncomfortable or comfortable in situations that are unstructured. Cultures that are uncertainty avoiding seeks to minimize unstructured situations by strict laws and rules, safety and security measures not just in the society but also in the workplace. On the philosophical and religious level there is just one truth. In uncertainty acceptance cultures people are more tolerant to different opinions. There they have fewer rules and regulations and in religion they are more open minded to the fact that there are people with different religions from them (Hofstede homepage 2010). In figure 1 Sweden and Brazils scores are shown.
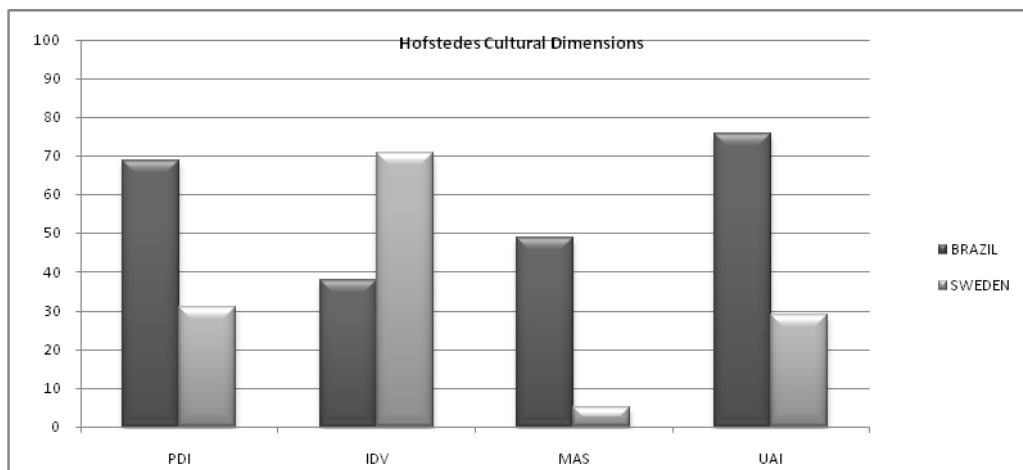

Figure 1. Brazil´s and Sweden's scores. Hofstede´s homepage (2011).

PDI = Power Distance Index
IDV = Individualism
MAS = Masculinity
UAI = Uncertainty Avoidance Index

Country	PDI	IDV	MAS	UAI
Brazil	69	38	49	76
Sweden	31	71	5	29

Looking at the table it would seem like Sweden and Brazil have cultures that are opposite from each other. Sweden is a country that is regarded to have a culture that is Individualistic and Feminine with a low Power distance and Uncertainty avoidance whilst Brazil have a culture that is more Collectivistic and Masculine with a high Power distance and Uncertainty avoidance.

Why Hofstede chose to call it dimensions is because they could occur in almost all possible combinations, and they are largely independent of each other, (Hofstede, 1983). The result of the study was published in 1980, in Hofstede´s Cultures Consequences and today Hofstede´s five fundamental dimensions are used as basic fundamental criteria in most interdisciplinary, cross-cultural comparative research (Hofstede & McCrae, 2004). Here Hofstede has managed to document those cultural differences and identify dimensions of cultural variability. Most behavioural science disciplines have used Hofstede´s cultural framework and applied it in a wide variety of contexts for example to examine cross-cultural differences in management and to compare stereotypes in different cultures. (Soutar, Grainger & Hedges 1998).

Even if Hofstede study has been used as a source of references about value differences around the world many scientists have questioned the applicability of his cultural value and Mc Sweeney is one of them. The main critique in Mc Sweeneys (2002) report is that surveys are not considered to be a suitable way to measure cultural differences and also nations are not considered to be the best unit for cultural studies. Hofstede have also been criticised by Mc Sweeney for studying cultural in an international organisation, the result was then accredited to the entire countries culture. Mc Sweeney also criticized the data used in the survey, considering it to obsolete and recommending additional research to be undertaken to adapt them to the 21st century. (Mc Sweeney, 2002).

Hofstede´s work focuses on the differences between cultures and is considered to be the most influential scholarly work in the area of culture. There are though some limitations in the study in my opinion. First of all the study only gives a general picture of countries culture. The fact that there can in some countries be wide differences within the same culture has not been taken into consideration. Second of all, the study took place at an international company where employees working there gave their view on leadership. What was not taken into to consideration was the impact the organisational culture has on the employee´s assumption of leadership. A company´s culture is related to the members of the organisations common assumption, priorities and values and so the culture of the organisation affects the way that the members of the organisation thinks, feels, acts and reacts to ideas that are common for the group. How a company is controlled has its impact on the members of the organisation (Alvesson, 2001). Despite all of the above generalisation can be of interest. Here it can be used as a frame of reference when studying cultural differences. In this thesis I will study how Swedish leaders experience their role as leaders in Brazil and if they had to change it to fit into the new context. Hofstede´s dimensions will be a helpful tool in this search because it shows the differences in culture between Sweden and Brazil and it reflects the countries view on leadership.

2.3 Cultural differences in leadership

The interest of studying background characteristics of leadership behaviours of managers and how they differ among cultures have increased over the years. (Euwema, Wendt, Van Emmerik, 2008). According to House (2004) there are in many Western nations a very positive connotation connected to the word leadership which is not universal and in some societies leadership and also leaders are seen upon with very sceptical eyes. Our interpretation of our social environment is something that is strongly influenced by our cultural background and therefore according to Den Hartog, House, Hanges, Ruiz-Quintanilla and Dorfman (1999) it can be assumed that those characteristics typical for leaders may strongly vary in different cultures. Scientists do agree that leadership is culturally contingent but the problem is that nobody knows to which extent. The result of this is that today the awareness has increased regarding the need for a better understanding of how leadership is practiced in different cultures (House 2004). Also there is a need for an empirically grounded theory on how leadership is connected to effectiveness across cultures (Dorfman, 1996).

2.4 Global leader behaviours

The Global Leadership and Organizational Behaviour Effective research program (GLOBE) is a multiphase and multi-method project that is dealing with cross-cultural studies (House, Hanges, Javidan, Dorfman and Gupta, 2004). GLOBE started in 1993 a ten year research program which was based on a cross-level integrated theory and was designed to conceptualize, test, operationalize and validate the relationship between culture and societal, organizational and leadership effectiveness. In the study values that were associated with leadership were measured t concurrently with ideal and actual leadership behaviours (Bond et al. 2004). The data in the study came from questionnaire responses from more than 17,000 managers in 62 societies. In the GLOBE study one of the objectives were to collect data on attitudes and values relevant to "outstanding leadership" provided that the total country profiles of the leadership scale scores represent the culturally endorsed implicit theories on leadership. In their study they wanted to see to which extent specific leadership characteristics and actions were universally endorsed and how they were linked to cultural characteristics. The study consisted of three phases and in phase one questionnaires were tested and research concepts were built. In phase 2 the focus were on culturally endorsed leadership perceptions and cultural, societal and organizational values and practices. Phase 3 was a study of chief operating officers (COO) where practiced leadership behaviours, subordinates motivation, work related values, commitment and the self perception of managers were investigated. The data was collected by CCI (Globes country co-investigators) which in most cases were natives of the country where the data was collected (House *et al*, 2004).

One of the major questions on the project regarded differentiating attributes of societal and organizational cultures. Based on prior literature and their own theorizing GLOBE developed 735 question items that was used in a pilot study in order to differentiate those. The questionnaire for the GLOBE Leaders Attributes and Behaviours included 112 attributes and behaviour items regarding leaders that in their view distinguish (contributing to, or impeding) outstanding leadership. The questions were based on prior literature findings relevant to leadership, on a focus group, media analysis and interviews (House *et al*, 2004, Tuulik & Alas, 2009). Those attributes were then rated 1 through 7 where 1 indicated "This behaviour or characteristic greatly inhibits a person from being an outstanding leader" and 7 indicated; "This behaviour or characteristic contributes greatly to person being an outstanding leader". The test were then analysed by conventional psychometric procedures like item analysis,

factor analysis, cluster analysis and generalizability analysis which resulted in the identification of 21 leadership subscales (House *et al*, 2004). A second order analysis of those scales resulted in four factors and two of them were divided into two subscales each, giving six global leader behaviours or dimensions; Each of these dimensions can be seen as; "*a summary of the characteristics, skills and abilities culturally perceived to contribute to, or inhibit outstanding leadership*", House et al, (2004;675). The dimensions that were found was; *Charismatic/Value-Based leadership*- The dimension that reflects how, by using firmly held core values, leaders can motivate and inspire employees and at the same time expect high performance results. *Team-oriented leadership*- Here the dimension stresses effective team-building as well as the implementation of common goals among team members. *Participative Leadership*- This dimension shows at what level managers involve their employees when making & implementing decisions. *Human oriented leadership*- This dimension shows the level of supportiveness and consideration that is shown in the leadership, as well as compassion and generosity. *Autonomous leadership*- The dimension reflects leadership attributes that are independent and individualistic. *Self protective leadership*- The focus here is on ensuring the safety and security of the group through status enhancement and the loss of dignity and prestige. (House *et al*, 2004).

2.5 Swedish leadership

Comparative studies have been done using the data collected from the GLOBE study to compare individual cultures with the findings from GLOBE. The aim in those studies is to establish whether leadership expectations in individual cultures differ from the global leader expectations, for example Tuulik & Alas (2009) study *Leadership in transformational Estonia,* and Holmberg & Åkerblom (2006) *Modelling leadership- Implicit leadership theories in Sweden.*

Holmberg & Åkerblom (2006) investigated in their study Swedish leadership styles relative to globalization and possible converging processes of value formation. The study wanted to show the relationship between cultural settings and ideals of leaders. This was done by comparing Swedish middle managers view on "outstanding leadership" in three different industries with similar data from sixty-one other nationalities from the GLOBE study. By showing that a Swedish leadership style is a useful tool to create a better understanding of cross cultural interactions and leadership work they want to challenge the simplified version of global convergence. They also want to show that the fundamental aspects of leadership ideals, connected to culture do not change as fast as some scholars are suggesting.

To be able to do this they first had to deal with the question regarding whether or not a Swedish leadership is identifiable. To define that the authors used Grenness (2003) two conditions that need to be fulfilled in order to claim that a Swedish leadership style is a meaningful concept. In the first condition Swedish leadership must be recognized as such in the leadership literature. Here they referred to Lawrence and Spybey (1986) study *Management and society in Sweden*. In their study Lawrence and Spybey found Swedish leadership to be participative where it is normal for managers to consult their employees in order to get their opinion. Further in their literature study the authors found that in Swedish leadership there is a strong desire to achieve consensus and decisions should be taken through democratic processes and cooperation (Bjerke, 1999).

   In the second condition the Swedish leadership must show a significant difference from that of other countries. The study made by Smith *et al* (2003) *In search of Nordic management styles* the Nordic or Scandinavian countries were clustered together to show a more general picture of their leadership. But in that study Smith *et al* (2003) were able to show that the Swedish leadership style differs from that of the rest of the Scandinavian. Based

on their literature review they then stated that there is plenty of evidence supporting their assumption that there are middle managers preferred leadership styles containing elements that could be commonly perceived as typically Swedish.

The authors then used the data collected by the GLOBE study regarding Sweden (The study is explained above). The Swedish part of the GLOBE study was collected between 1996 and 1998 by questionnaires from almost 900 middle managers working in food processing, finance and telecommunication. The sample was first of all collected for a comparison between countries but due to its size it enabled comparisons within the country as well. The Swedish data from the GLOBE study of implicit leadership that were first analysed "within" and then analysed in comparison with the global data from the 61 other countries. This was done in order to enable them to distinguish leadership characters that are typical for Sweden from those that are more broadly endorsed. The result from the two analyses showed that what could be seen as important from a within-country perspective may not be confirmed in a global comparison and vice versa. In the comparison they managed to identify certain leadership ideals that are important and distinctive to Swedish middle managers where the scored high in comparison, *team orientation, autonomous* and *participative.* In Sweden there are also implicit norms that leaders should not be non-participative, status-conscious or self-centred. They also found in their study that it is still meaningful to have a notion on Swedish leadership styles because leadership prototypes that are identified as being culture-specific can, according to the authors, prove to be useful in cross-cultural interactions because they offer a repertoire of possible actions and therefore should be used in further research regarding leadership in cross-cultural interactions (Holmberg & Åkerblom, 2006).

Tollergerdt - Andersson (1996) conducted a study in 1995 regarding Swedish leaders view on their leadership. The aim of the study was to identify and analyse attitudes, values and demands on leaders in seven European countries, where Sweden was one of them. Based on the results the author then did a study comparing the other countries with Sweden to get a perception on possible links between leadership attitudes and demands. The background of the study was based on former Swedish research in leadership, done by the author, on leader´s spontaneous leadership where job listings for managers had been studied in order to get a view on those characteristics and behaviours that are requested. Those characteristics and behaviours found were then used to formulate questions. The method that was used in the study was interviews where the questions regarded; relation between leader´s and employees, leadership philosophies for a successful leadership, organisational structures and delegation Tollergerdt-Andersson (1996).

What are interesting for this study are the results from the Swedish leaders where they describe their view on leadership and what is needed from the leader in order to have a successful leadership. Sixteen Swedish leaders were interviewed for this study, both in top managing positions as well as in middle management positions.

To start with the Swedish leaders were asked about their view on a successful leadership in general. A major part of the Swedish leaders thought that a successful leadership is based on the ability to formulate goals, being able to listen to their employees and in the end have the ability to form good management teams. The leaders also discussed the importance of creating an open environment where employees were encouraged to take part in decision making process. The Swedish leaders regarded a strong personal- and relational oriented leadership with a focus on individuals as well as the group to be important in order to have a successful leadership Tollergerdt-Andersson (1996).

Important parts of the leadership work for the Swedish leaders were the ability to delegate tasks in order to divide the workload as well as showing faith for their employees which would include letting go of some of their control. What was also described as important by

the Swedish leaders was to have a good collaboration between leaders and employees as well as amongst the employees. Another aspect that the Swedish leaders stressed was the communication, it was important for them to have a good communication with their employees where both parts could be straightforward and honest Tollergerdt-Andersson (1996).

Criticism that can be given to both studies on Swedish leadership regards generalisation. I do not think that it is possible to generalise leaders from one culture. There are of course differences that exist among leaders within a certain culture. What it can be used as is an indication that there are some common values that are shared among leaders within a certain culture. Based on the assumption that the view on leadership is socially created (Northouse, 2007) culture will have an impact on our view on leadership, it can show indications that there exist common attitudes and values important to leaders. In this study it will be used as guidelines to try to track what in the Swedish leaders that can be related to their cultural background.

3 Theoretical framework

Here my theoretical starting point will be presented. To understand what a leader's role is in the organization I want to give a clearer picture of leadership. In this study the base lies on leadership as something socially constructed which had its impact on my study and will therefore be explained. In this study leadership also viewed as something influenced by culture.

3.1 Leadership

Leadership studies are an interdisciplinary field that has its origins in sociology, psychology, anthropology, philosophy and philosophical science. Those theories used in the area derive from discoveries from different disciplines (Eriksson & Wåhlin, 1998). Looking into the earlier studies in leadership and management one will find different theoretical approaches that tries to explain the process of leadership that is rather complex (Northouse, 2007). In the beginning of the 20th century the international research on leadership regarded mostly the development of different leadership typologies and the focus was on individual traits and the so called *great-man-theory* evolved (Hagström, 1990). In the next step situational and structural elements were noticed and theories on *situational leadership* evolved and the contextual factors that influences the leadership process was emphasized (Yukl, 2002). Later on the *contingency theory* evolved and the leadership and its functions were related to structure of the management where the leader gets its power from a structural power position (Lawrence & Lorsch, 1967). In recent years researchers have started to involve more than one variable in their study of leadership which is what Yukl (2002) refers to as an *Integrative approach.* In the beginning of the 21st researchers started describing leadership as a *social construction.* Leadership is seen as something that is created and developed in the interaction between leaders and developers. These can be seen as more universal theories that describe aspects of leadership that can be applied in most situations. Other theories has evolved also the focus has now moved from just the leaders and is instead looking at the leader in relation to its surroundings.

Even if the leadership is created in the interaction the surroundings has a strong impact on the leadership. Here we can talk about a *situational leadership*, in that sense contextual factors affects how leaders can and should act in different situations, Yukl (2002). Examples of such factors are the organisational structure, the culture and the surroundings. For a leader to be able to know how to act as a leader it is important for leaders to regularly evaluate their employees to get a sense of their knowledge, skills and motivation. This is not something that is stable over time so within situational leadership it is suggested that the leadership should be adjusted to meet the needs of their employees (Hersey & Blanchard, 1993).

Leadership is all about influencing others to reach a common goal and there are two behaviours that can be used to accomplish that. *Directive behaviours* - Here the leader set goals and decides how to reach them, defines the roles of the subordinates and gives directions.

Supportive behaviours – This is where there is a two-way communication and the leader shows support, both social and emotional and where the members of a group feel comfortable. In order for the leadership to be effective it is important that the leader can see where the employees are on the developmental continuum and also that they can determine the nature of the situation. What is the task? Do the subordinates have the right skills and knowledge to perform the task? And, are they motivated to do so? By answering these questions the leader can determine at what development level their employees are and what type of leadership is needed (Northouse 2007).

For much of the 20th century leadership has been a topic for study for social scientists but still they have not managed to reach a universal consensus of the word. Our surroundings are constantly changing and therefore our view on leadership also changes (Tullberg, 2003). Researchers within different scholarly traditions have usually defined the word according to their individual perspectives but in most definitions though there is a core concerning influence or how leaders influence others to help accomplishing objectives, either at group or organisational levels (Yukl, 2002).

The GLOBE study defines leadership as: *the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization of which they are members.* (House and Javidan, 2004: 15). The GLOBE definition was the result of the work of fifty-four researchers from 38 countries that met on the GLOBE research conference and managed to agree on a definition that reflected their diverse viewpoints. In this definition GLOBE has taken into consideration that leadership and how it is enacted with organisational processes are likely to vary across cultures and therefore it is a definition I have chosen for this study. What they were striving for was to find those aspects of leadership that would be considered to be universally endorsed as effective or ineffective (House and Javidan, 2004).

3.2 Social constuctionism

Social constructionism focuses on the process of creating meaning where individuals by them self and in interaction with others, create meaning of what they talk about in that situation. It also stresses the concept, language and theories which the culture and the environment in which we were born into have already created for us (Berger & Luckmann, 1998).

Social constructionism is not a uniform scientific approach, it contains of a number of varieties. The social constructionism considers our understanding and knowledge of the world to be socially constructed and the world should be studied as a sense creating process (Järvinen & Bertilsson, 1998). Instead of having a dualistic view of reality with an assumption that individuals and the reality exist independently of each other, the researchers within social constructionism considers individuals and reality to be inseparable. Individuals experiences through life helps them create a picture of the world and therefore it is impossible to produce an uniform description of the world since every humans description is coloured by their cultural, historical and linguistic understanding of the reality according to Sandberg (1999) . The language is very important because it is through the language that we communicate (Burr, 1995). There can be differences in different cultures, but it does not mean that our cultures way of looking at something has to be more right than any other cultures. But even though social constructions differ between most cultures it is constantly changing (Burr, 1995).

In many of the theories about leadership that exist until now it was assumed that leadership, and how it was enacted, were connected to the organization. Leadership was based on individuals and the effect that groups and organizations have over others and the researchers have stressed the differences between leaders and the followers (Northouse, 2007). With a socialconstructionistic approach leadership is considered to be something socially constructed and its meaning is something that is developed among groups and individuals in their interaction with each other. There is no longer a focus on the leaders as individuals, but instead it is seen as a dimension in the interaction that takes place (Northouse, 2007). Researchers have found that some social constructions have a wider rootedness than

others; they are more global whilst others are more local. Looking at leadership as something socially constructed, one can expect there to be differences among cultures and there way of looking at leadership. But also the picture of leadership is constantly changing among the cultures (Northouse, 2007).

3.3 Culture

In this study I want to show how culture can affect both groups as well as individuals, it is therefore important to show how culture is understood as well as defined in this study.

The word culture comes from the Latin word *colere* that means build on or to foster (Dahl, 2004). The word culture can be used to describe different concepts and is seen upon as an abstract entity which involves a number of *"man made collectives and shared artefacts and behavioural patterns, values or other concepts which is taken from the culture as whole"*(Dahl, 2004). Stier (2009) shows four different descriptions of culture, it can be behavioural, functionalistic, cognitively or symbolical. The shared culture then influence peoples way of thinking and acting in the society.

Cultural differences can be seen in many different ways. Some cultural differences can sometimes be sent by observing the other person, but what we see on the surface is just the top of the iceberg. Hofstede (2005) has managed to distinguish four different layers in which cultural differences can be seen. *Symbols:* could be gestures and objects, words, or even clothes that have a deeper meaning to the people in a culture. *Heroes:* these are people that can be dead or alive, or even fictional, that has traits that are highly appraised within the culture. *Rituals:* the joint activities that do not exactly have a purpose or a goal but are considered to be social important within a culture. The last manifestation is *Values:* these are personal preferences if something is bad or good, allowed or forbidden, decent or improper, beautiful or ugly for example.

Values are the deepest cultural manifestation whilst symbols are the most external, and in between are heroes and rituals. People learn early in life the different symbols, hero's rituals and values that are accepted in their culture that they grow up in. But they do not have to live in a country to learn a culture. Children that are growing up with their parents in a different culture than their parents comes from will most likely be affected by their parents culture since culture is something permanent that stays with us for life. If we are once coloured by a culture it is hard to erase that, even if we are moving to another culture (Hofstede, 2005).

Lustig and Koester (2010:25) define culture as: *"a learned set of shared interpretations about beliefs, values, norms and social practice, which affects the behaviour of relatively large groups of people".* In this definition that I have chosen to stand behind culture is seen upon as something that we learn and it is not something that we are born with instead it is something that we learn from our environment. It will, based on the definition, be assumed that the environment that we grow up in will have large impact on our beliefs, values, norms and social practice.

4 Method

In this chapter I will present my work and the methods that I used in this study. It will show the steps I have taken and also explain my approaches. It will also give the reader background information on the interviewed persons as well as on Brazil.

4.1 Choice of Method

For my study I wanted to obtain a deeper understanding on how a certain phenomenon is perceived. A qualitative study can provide that perception of a social phenomenon where humans are involved (Maykut & Morehouse, 1994). By using qualitative interviews I was given the opportunity to experience how the reality is perceived by the interviewee. The result from the interview can then be interpreted from a theoretical perspective (Trost, 2005).

4.2 Selection

The selection of country came up during my reading of Hofstede (2005). When I saw how different the cultures and the view on leadership were in Sweden and Brazil I decided to do a literature study on the subject, comparing leadership styles in Brazil and Sweden. But before I got started with that I was given the opportunity to go to Brazil for three month so I decided go to there and do interviews instead. The original thought was to do interviews with both Brazilian and Swedish leaders working in Brazil and then do a comparison to find similarities as well as differences in their apprehension about leadership. But due to language difficulties and the time limit I felt that it was not possible.

Bryman (1992) describes how there are different strategies when selecting participants for an interview study. In my case my selection was based on people that were available at the time. This is what the author would call a comfort selection. Before I went to Rio I came in contact with woman working at the Swedish consulate in Rio that was able to help me get in contact with candidates for my interviews. A list was sent over to her with my requirements for the candidates for the interviews. The selection of participants in a study should be based on the problem formulation of the study (Patel & Davidson, 2003). The requirements for my interviewees were that they were Swedish leaders, working in higher positions in different companies with staff responsibilities. Later on I received contact information to six Swedish managers that fulfilled my requirements. I sent an e-mail to the Swedish managers where I described myself, the study and what it should be used for. Four of the contacted persons responded in the end.

4.3 The design of the questions

The purpose of the interviews was exploratory, I wanted to explore a certain area that was cultures affect on leadership. This was the purpose so the questions for my interview were designed according to that. An exploratory purpose is used when there is an area that should be identified and afterwards the interviewer follow up on the answers given by the respondent by searching for new information in the area (Kvale, 2008).

In order to gain knowledge on leadership and culture before writing the questions for the interview I did a literature review to get a better overview on the earlier studies done on the subject. According to Patel & Davidson (2003) it is probably an advantage to have knowledge of the area that should be investigated and in my case I think it worked both to my advantage as well as to my disadvantage while writing the questions. The questions were created based

on the understanding of leadership and what leadership involves that I had gathered by studying earlier research end theories found in the area. Alvesson & Sköldberg (2008) stresses the importance that the scientist is aware of his or hers pre-understanding and preconceptions so it will not lead to wrong conclusions. When I was writing the questions I was to trying to separate my view on leadership from a general view on leadership. My goal was to study cultures affect on leadership, and therefore it is important to have in mind that my culture that I grew up in has affected my view on leadership. It is not possible to erase it so therefore I must try to be aware of it. The result this could have is that some of the questions are there mainly because of my pre-understanding of leadership.

4.4 Implementation of the interviews

The interviews then took place on different locations. For two of the leaders the interviews took place in their homes after working hours. For one of the leaders the interview took place at my home after working hours and for the last leader the interview took place in his office. All the interviews started off by me telling them about the ethical considerations; the aim of the study and what it would be used for, that the interviews were completely voluntary and that they could choose not to answer any questions, or stop the interview at any time. All the interviews was recorded on the computer for later transliteration.

During my interviews I used a half-structured interview guide where I had all the questions outlined, (Kvale, 2001). The guide over the interview questions started with easy questions on the interviewer's background, for example name, age, position and so on. This was to start soft and make them feel comfortable and it would also make it easy for me to keep the transcribed interviews separated afterwards. The rest of the questions were then divided into categories with follow up questions. The interview guide was used more as a foundation during the conversation because I felt that it was not possible for me to strictly follow the questions. The reason for that was that many times when the respondents answered my question they would answer two questions in one and sometimes they would go back, answering the same question again but slightly different. Therefore I would sometimes go around some questions and instead get back to them later on in the interview when I felt it was a better time for them. The interviews took between 35-90 minutes and the feeling I had during all of them was that the respondents were relaxed and answered as truly as they could.

4.5 Processing the data and analysis

After every interview I transcribed the data as accurately as possible which according to Kvale (2008) is very important in order to have the same basis when interpreting the material just to make it easier to find common patterns in the answers. After all the data had been transcribed I started reading them through over and over in order to clear it up a bit and take away parts that I considered as not relevant for the study, this is what Kvale (2008) refers to as clarifying the material. When I considered myself to have a clear view of the data I then started dividing it into two parts, based on which of the research questions I thought they answered. The data under each part were then read through and compared to each other to see if it was possible to divide them into some kind of categories that described the content.

4.6 Comparing my results to earlier studies

In the study I have chosen to gather the result for question one under four categories. These categories overlap the dimensions and categories that are presented in the studies of leadership. The reason why I have chosen these is because they correspond well with the

interview material that I have exceeded from. From this data my aim is to identify dimensions where different leadership cultures are separated but also can be referred to earlier studies done in the same subject.

For the second question the following categories were found; organisational structure, changes in their leadership, the importance of control and, difficulties and limitations in their leadership. In the result chapter the findings under each category was shown and compared to earlier research. For this second question, where differences between the two cultures was found it was not possible to divide it into single characteristics instead categories were created based on the data.

The next step in this study was then to relate the result from the interviews with earlier studies in the field. To make a direct comparison here is not possible due to the fact that two of the studies (Hofstede 2005, GLOBE, 2004) were quantitative. The study made by Tollergerdt-Andersson (1996) was a qualitative study but with a different base.

During my analysis I was both looking for statements that could strengthen as well as contradict theories and studies found earlier. In the result quotations from the respondents have been used to make it more vivid and clear to the reader. The quotation have not been divided up equally, instead I have chosen those quotations that I feel would give a clearer picture of the result. All the respondents have been anonymous and also the companies they work for. Instead they have been given the names interviewee A-D because I do not think that information is relevant for the study. The result found in the text was based in the visible obvious components called the manifest content. The aim was to see what was actually being said instead of trying to interpret the underlying meaning (Downe- Wambolt, 1992).

4.7 Background on interviewed people

Since the people I have been interviewing all works in different companies and in different positions I wanted here give short description of them. I also wanted to give a short explanation of their employees and their educational background because I wanted to show the different situations that these leaders exerted their leadership in.

Interviewed person:	Age:	Gender:	Position:	Years working in Brazil:
Interviewee A	63	Male	Partner and president	32
Interviewee B	48	Male	Director and partner	8
Interviewee C	49	Male	Engineer manager	3,5
Interviewee D	56	Male	President	20

Interviewee A: Is the partner and president for one of Brazil's larger ship broking companies where he has thirty-three employees, all with a higher education from the University. Out of the thirty-two years that he has been working in Brazil he has been working for twenty-two years in his current position. Before that he was the wise president of the same company. Interviewee A´s company can be seen as more of an international company even if it is located only in Brazil. The reason for that is that his company works mostly Brazil and out and some of his partners are from Scandinavia.

Interviewee B: Is the director of a travel agency in Brazil where he has seven employees which all except one has a degree from the university. He has been working in his current

position for eight years. Interviewee B is working for the smallest company that consists of eight people including himself.

Interviewee C: Is the engineering manager in Brazil for an international company that is operating in the commercial vehicle industry. He has 12 employees that he is in charge of, seven people in the sales organization and five working in the assembly line. The people working in the sales organization all have a degree from the university whilst the five working in the assembly line have not even finished high school. He has been working in his current position for two and a half years. Before that he was working as a consultant from the foundation bank in the same company in Brazil. Interviewee C is the only middle manager among the interviewees and he is also the one that has spent the least amount of time in the country.

Interviewee D: Is the president in Brazil for an international company that develops, manufactures and sells their products and are today the market leaders in their brand. As a president he is in charge of around seven-hundred people in Brazil in all kinds of positions, from the management teams to the people working in the factories, all with different educational background. Before he reached his current position in 2004 he was working as Chief Financial Officer for the same company for fourteen years.

4.8 Background on Brazil

To increase the understanding about Brazil I wanted to give a short description of the country.

Swedish companies have a long tradition in Brazil, it already started in 1891 when Ericsson exported its first telephone switchboard to Brazil. Since then it has exploded and for the last decades Brazil has been, together with Gothenburg, Sweden's biggest manufacturing towns. And it is growing since more and more Swedish companies moving there constantly trying to explore new areas (Swedcham.com.br).

Brazil is not just the biggest country in South America Brazil also constitute half of South America in area and GNP. In 2009 the total population of Brazil were 193 700 000 people. Since the beginning of the 20th century Brazil has opened up towards the global economy (Swedish trade council, 2011). Brazil today has the potential to become one of the world strongest economies but because of political neglect of the country, lack of educated workforce and corruption it has failed in that area (LO, Swedish Trade Union Confederation, 2011). According to the CPI Index on corruption from 2009 Brazil scored 3.7 on a scale from 1-10 where 10 is close to no corruption as compared, Sweden that scored 9,2 (CPI, 2010).

Criminality and poverty are major problems in Brazil (NE, 2010). The distribution of income in Brazil is one of the most uneven in the world. 20% of the richest people in Brazil are living out of 61,1% of the countries assets whilst those 20% that are the poorest have to live of 2,8% of the assets. The minimum wage in Brazil was raised in 2009 and is today 510 reais per month which is approximately 251 US $. Today it is estimated that one third of the labour, 27 million workers, earns the minimum wage or less (Sydsvenskan, 2010).

4.9 Quality of the study

When measuring the quality of a study words as reliability and validity is often used. Having a good validity means that one has managed to measure what they have claimed to measure (Olsen & Sörensen, 2001). Reliability in a study regards whether the result is reliable or not. If a result is reliable several people that study the same thing should get the same or very

similar results (Lundahl & Skärvad, 1999). To measure validity and reliability is very good in a quantitative study. On this qualitative study I would rather use the terms *credibility* and *transferability* (Graneheim & Lundman, 2003). Credibility regards the focus of the research and how well the data and the analysis process address the focus. When deciding on the focus of the study, selection of respondent and the context credibility should be considered. Also, when choosing respondents it is beneficial that they have different backgrounds and experience because it gives a larger variety of aspects. Choosing the best method for collecting data and the right amount of data is also important. Transferability measures whether the result can be transferred to other, similar contexts or groups (Graneheim & Lundman, 2003).

Regarding the credibility of this study I have aimed towards credibility by trying to give a clear picture of my methods used for this study, the collection of the data and my respondents throughout this study. When it comes to transferability I would say that it is not possible to measure. All the respondents were working in somewhat unique situations and therefore I think it would be hard to transfer the result to other Swedish leaders in Brazil and expect them to have the same comprehension about their situation.

4.10 Ethical considerations

During the interviews my aim was to keep the respondents confidential, during the entire study we were only two people that knew who the interviewed persons were, me and my contact person at the Swedish consulate.

The cover letter or the missive that were sent out to the interviewees before the interview took place informed the respondents about the ethical parts. It explained that is was voluntarily to take part in the study, and that they, if nothing else being said, approved of the study, the aim of the study, for and also the confidential aspect was explained. By doing this I was following the Swedish Research Councils rules and guidelines regarding information, approval, confidentiality and use. (Vetenskapsrådet, 2011).

4.11 Reflection over the method

During my entire study I was inspired by an abductive reasoning (Alvesson & Sköldberg, 2008). I constantly searched for earlier studies and theories in the field of the styles of leadership collaterally with the gathering of data. I also considered the earlier studies found in the leadership field and the theories and used them as an inspiration during my interpretation of my gathered data. This because the goal of my study was not to try to find generalizable result, my goal was rather to try o find something unique in my case by interweaving earlier studies with my collected data (Alvesson & Sköldberg, 2008).

Using interviews as method I think was the best way for this study. I wanted to capture each leader's apprehension on their leadership and then try to compare them to each other to see if I could find any similarities. Having only four respondents did have a large impact on the result of the study though and I think that if it would have been possible to have more, it would have given me a different result, making it possible to make more general conclusions.

Since the first aim of the study was to interview Swedish as well as Brazilian leaders and then do a comparison of the data I started of writing everything in English. Once I found out that it was not possible to interview Brazilian leaders I had already written an extensive part of the thesis in English and did not want to go back and change it. Why I choose to do the interviews in English as well was because if I were to translate them from Swedish to English in the end

I might lose important information in the translation since there can be so many words describing one word. The language is not unequivocal and there is always room for alternative interpretations. To get rid of some of this problem I choose not to translate but to instead do everything in English. Afterwards I have seen that doing the interviews in English was no problem. All of the leaders were so fluent in English so they did not have any problems in expressing themselves.

Afterwards I have also thought about the location where the interviews actually took place. The fact that only one of the interviews took place in that leader´s workplace and the rest in either mine or the leader´s apartment is not something I think was bad for interview. Actually, doing the interviews in the apartments took away all the distractions that otherwise could be in an office. And to do the interviews in their or mine apartment was always their suggestion so I can assume they felt comfortable with it as well.

My perspective during this entire study has been that knowledge is constantly constructed in the speech there is no objective describable reality; everything is depending on what kind of perspective you have. In my interviews I assumed from the interviewed persons perspective but I also realise that my perspective had an impact on my findings in the result.

In this study genus has not been taken into consideration. All of the leaders that were interviewed happened to be men in this study which was haphazard. The aim of the study was never to be a question about gender, but what have been taken into consideration is that the result might have looked different if I would have had female respondents as well. What can be misleading in the study though is that Hofstede (2005) has chosen to name one of his categories Masculine / Feminine. Here I have regarded the description of men as assertive tough and focused to be connected to their leadership style and will also assume that the same leadership style would occur for women in cultures that are considered to be Masculine.

5 Result

In this chapter the result from the interviews will be presented and related to the previous studies in the field. The chapter has been divided into two parts, based on the questionnaire, and have been divided into categories. In the first part the Swedish leader´s comprehension of their leadership is related to earlier studies on Swedish leadership. In the other part the Swedish leader's comprehension of their leadership is related to earlier studies on culture and leadership.

5.1 How do Swedish leaders express their role as leaders in the Brazilian context?

Based on the leaders statements from the result four categories were identified as important for the Swedish leaders in role as leaders; Communication, Collaboration and participation, Delegation and Motivation. These results will then be analysed by the use of earlier studies found.

5.1.1 Communication

In Tollergerdt-Andersson, (1996) study it appeared that communication was regarded to be an important element. The leaders were keen to stress that the communication with their employees they had today were good but there had been problems with the communication for two of the leaders when they first arrived in the country. Interviewee C explained; "*The first day I came here I was having a meeting. When I got there I realised that I was the only one that was not speaking Portuguese in that room, and I was the one that held the meeting and nobody spoke English*". When I asked the respondent how he communicated with his employees the respondent explained that the white board and gestures were used to communicate with his employees. But still today he argues that the best way to communicate with his employees is to show them. He would have no hesitations going down to work with them and show them how they can improve the job.

When being asked about the communication the respondents stressed the importance of having a good communication with their employees. Interviewee B explains; "*I think they have to be able to socialise, communicate directly and frankly, that is how I want it*". Interviewee A explained that he had created an open office where he sits among his employees in order to help create a good environment for his employees where they can have an open communication. Here he explains the benefits he gets from sitting among his employees. "*I am sitting in the middle, I have my room which I never use, I am sitting in the middle of them /.../ but day to day business is, you have to listen to what the others talk about. That is the way that you increase your knowledge all the time*". Interviewee C also explained how he had moved his office out to the workers, creating an open landscape making himself available for his employees at all times.

To be able to socialise and communicate directly with his employees was for interviewee B part of being a good leader. Interviewee D was the only one that still had his own office but with a door that was always open so that his employees always could feel welcome and talk to him whenever they felt they had a problem or a question.

Today all of the leaders are more or less fluent in Portuguese but Interviewee A explained that when he first arrived in the country he was chocked that no one spoke English so he was

forced to learn Portuguese "*Luckily we worked in shipping, people had to understand a bit of English because the spoken language is English so that helped me a lot*".

Tollergerdt-Andersson (1996) was in her study able to show indications that Swedish leaders considered having a good communication with their employees to be important. The result of this study showed that that was the case for the four respondents as well. Statements showed that it was important for them to be able to have an open communication where they could be straight and honest with each other. Two of the leaders, interviewee A and C explained that they had created open offices in an effort to foster the communication with their employees which had yield results. Those same two respondents also expressed having problems with the communication when first arrived in the country due to difficulties in language. Even if there are similarities in leader A and C´s statements there working situation is very different. Interviewee A is working with highly educated people which most of them speak more or less fluent English and also he had been in the country for 32 years. Interviewee C is a middle manager who has several employees that are uneducated. None of them speak English and so he was forced to learn Portuguese in order to lead his employees. Even so, he is reported to have a good communication with his employees today. In order to have a successful leadership it is important for leaders to communicate with their employees Tollergerdt-Andersson (1996).

5.1.2 Collaboration and participation.

In the study conducted by Tollgerdt-Andersson (1996) a strong belief among the leaders was that their employees were able to collaborate in order to reach common goals. When being asked on how their employees normally work to solve problems, in groups or more individual interviewee C explains that where he works there is a lot of individual work but he has an assembly team, with new members every time, who meets once a week to have a meeting where they discuss possible ways to improve their work. "*The group has to sit down and see what they can do to improve the situation, not only the salary because salary is coming every week, but how they work /.../ the best suggestion each month get a reward*"

To have their employees working in groups to solve problems was common for three of the leaders, interviewee B were the only leaders who´s employees did not work in groups, instead it was more common for them to work alone due to their task. Interviewee D explained the differences that he had noticed when working in Brazil regarding the need to reach consensus. "*It is quite a lot of group-work. It is not like in Sweden when you sit in a conference room all the time. If you don´t come to a consensus then you call for another group. That is the Swedish way of doing it. That is not the way we do it here, we don´t leave the room until we have decided*".

Even if none of the leaders expressed a need to reach consensus in discussions with their employees they all strived towards involving their employees when making decisions Interviewee C explains his situation; "*I try to listen to them, many times, even if I think that this does not matter I think, I let them have it their way so that they feel at least like they are belonging to the group*". It can be deduced from respondent A statement that it is not common for employees to take part of the decision making process in Brazil. "*Sweden has a different type where you kind of discuss more. In Brazil, normal business leaders today don´t discuss, they just take decisions*". Even so all of the Swedish leaders thought that it was important to involve their employees in discussions as a part of their leadership.

When interviewee D talks about how decisions is made among his employees he explains that it is important for his employees to be able to be part of the decision making process. "*/.../ to*

not be afraid to give their opinion, but once a decision has been taken everybody should accept that. But it should be open to discuss, everybody should be able to give their opinion". What could be sensed in the answers from the leaders regarding the decision making process is that all of the leaders tried to involve their employees when making decisions.

Bjerke (1999) argues that in Swedish leadership decisions should be taken through a democratic process and that there is a desire to reach consensus. Based on the statements given by the leaders they all aimed to involve their employees when taking decisions regarding them. They want them to give their opinion even if the final word belongs to the leaders that are the once taking the final decision. But they have not expressed a need to reach consensus when making decisions. In Holmberg & Åkerblom (2006) study they were able to identify collaboration and participative as leadership ideals that are important and distinctive to Swedish middle managers. Looking at interviewee D´s statement one can sense that it is probably not as common for Brazilian leaders to involve their employees when making decisions regarding them and that their way of doing it could indicate traces of their Swedish view on leadership Part of empowering employees is to let them be part of the decision making process.

5.1.3 Delegation

By encouraging employees to have influence and be initiators the gaps between the levels can be reduces as the employees get more power. One way often used by leaders Sweden to empower their employees is delegating tasks to them Tollergerdt-Andersson (1996). When the interviewees were asked if they would delegate task to their employees everyone agreed on doing so and said it was part of their job. When being asked why they would delegate tasks the responses differed for some. The majority of the respondent explained that they delegated tasks to the employees to reduce their own workload. Only one of the leaders, interviewee C, declared that he delegated tasks to the employees to try to get them to develop. *"If you don´t delegate you are going to stand still most of the time".*

The most difficult part in the delegation process that could be deduced from the statements was delegating tasks to the right person. Before delegating tasks it is important to know that the person that is being assigned the task has the right knowledge and skills to complete the assignment. Interviewee D tells us his view on the matter; *"My beliefs is that tasks should be delegated to the right person, otherwise you will end up doing everything yourself".* One of the other respondents, interviewee C, explained that he had often discovered that the task that he had delegated to his employees either not had been completed, or not had been done at all. Only then when being confronted with it the employees would admit that they did not have enough knowledge to fulfil the job. Interviewee A explained how he would go through with the delegation process to avoid that problem; *"First of all they work together with me for a time, when I see that they have the right touch and everything I normally just withdraw".*

I asked the leaders whether they felt confident enough to let their employees decide for themselves how they choose to perform the tasks that has been delegated to them. All of the leaders expressed a need to monitor their employees after having delegated a task to them, especially in the beginning. One of the leaders, interviewee D, reported; *"I also very often give guidance so that they don´t spend time on things that they are not supposed to do because if they approach the problem from an angle that is not my idea, then it is better to correct them from the beginning to save time".* Interviewee A also described how he, even if he had signed over the assignment to his employee, would always monitor them to make sure that no mistakes were made. Interviewee C had another approach; he never gave solutions to

his employees on how they should solve the problem. Instead he asked them to try first. He explained; "*I want to push them to get their self esteem up all the time*". He always wanted to give them a chance to find the solution for themselves first. If they could not find any solutions, they could always come to him for help.

Interviewee C delegated tasks slightly different, he explained that when he delegated tasks he would never give his employees the solutions on how to perform the tasks; instead he would push them to try to solve it themselves. He always aimed to push them forward, but even if he requested them to work for themselves, he would always have them under surveillance.

All the leaders reported delegating task to their employees which is, according to Tollergerdt-Andersson (1996) something that is part of an effective Swedish leadership. Why and how delegate the tasks differed among the leaders, but something they all had in common was that they felt a need to do checkups. None of the leaders felt safe delegating tasks and then leave the employees to decide. Only interviewee C showed in his statements that he was having some faith in his employees to solve problem even so, he would not let them finish the task by themselves.

5.1.4 Motivation

Part of the leadership process is also to encourage employees and they all used different motivation systems to do so. This part shows the leaders view on motivation and also how they motivate their employees. The result from the interviews shows that all the leaders shared the same beliefs about motivation and its importance and that they all reported having some kind of reward system for their employees but they all differed depending on if we were talking about officials or the workers in the factory. Interviewee A and B explained how they used partnership as a motivation. Interviewee A stated; "*When they start of they have a flat salary, by the time they get more independent they come in on a shared system. They are getting part of the business, if they are very good they are getting partners in the company*". Also interviewee B explains how his employees also have the opportunity to become partners in the company as a reward if they were to work hard. It is not clear from the statements given by leader A or B but when making employees partners they are getting empowered making the gaps between the leaders and the employees the hierarchical steps between them are being erased.

How they motivated the officials was similar in all the cases. They had all different kinds of bonus systems where increased salary was part of the motivation. How they motivated their workers was very different. Here none of the two leaders that work with workers report using increased salary to motivate them. Interviewee C explained "*The leading group is not hard to motivate, it is harder to motivate the assembly team*". Further he explains; "*You want a lot more and I am 100% sure that if people were more motivated, of course if they have higher salary we should produce more*". To educate the employees about their job and the product they were making was something that was being used by interviewee C as a way to motivate them. This was done to show them their place in the production chain; he wanted them to know the importance of their work in the steps of making the final product. He tells me that when he first arrived; "*half of the guys in the assembly team did not know what the product they were making was used for*". His first step was to show his employees what it was they were making, what it was used for and also what could happened if they made a mistake and it got them more motivated to do a good job. Interviewee D explained how they had installed a gym for their employees. They had also bought in computers with internet connection that employees could use during their lunch or after working hours. They had also started a

schooling system in the factory for those that have not finished the 2nd grade that enables for them to do so, and also they have a health program for employees.

To raise the salary for the leading teams was not often a problem according to the leaders, but to raise the salary for the people working in the factories was not an option because of the rules prevailed at the companies. Interviewee C tried to implement a new rewarding system for his workers; *"What I am working on now is to have a kind of accordance, they are getting extra paid if they are making more pieces /.../but there I have a little problem with the president"*. Interviewee C also explains that according to the Brazilian law, to give individual rewards to workers are not allowed but he had managed to go around that system. What he did was to give a reward to the group, it could be a bike or a TV, and then they had to decide whose turn it was to receive the reward in the group. All the leaders explained that money was the single best way to motivate their employees. Interviewee B describes how it works; *"This is what counts in Brazil, it is money. It is probably the same all over the world, but here is more"*.

What could be seen here was that all of the leaders felt that motivating their employees was important. The ways of motivating their employees differed, a raised salary was often used for leading teams which can be seen as an outer motivation whilst the workers instead was motivated by creating a better workplace for them, a so called inner motivation. What can be deduced form leaders C statement was that it was not possible for him to motivate his employees at the assembly team with money so instead he found alternative ways to motivate them. The importance of motivating employees in order to have a good leadership was also something that the Swedish leaders stressed in Tollergerdt-Andersson (1996) study. Interviewee A and reported using possible partnership as motivation. This might be connected to empowering employees. By making them partners the distance between the employees and their leader would most likely be reduced.

5.2 How can we understand the impact of the Brazilian context on the way Swedish leaders express their leadership in relation to earlier studies of culture and leadership.

When going through the interviews I was able to deduce four categories that described how the leaders felt the Brazilian context had affected their leadership; Organisational structures in Brazil, Changes that they felt had to be done in their leadership to fit the new context, The importance of control and Difficulties in their leadership.

5.2.1 Organisational structures

My result showed that all of the leaders had experienced differences in the Swedish and Brazilian leadership styles many of them were related to those hierarchical structures that exists in the organisations in Brazil. Interviewee C that is working as a middle manager in a factory is the only leader that has an Brazilian leader as well as Brazilian employees, he explains what he sees as the biggest different; *"Leaders from Brazil, now I am talking about in high levels they have a quite different way to see, to look at their employees. They see them as, something not even human beings; they are more like units /.../ they are seen upon as dogs"*. Interviewee B also shared similar apprehensions of leadership in Brazil *"Brazilians unfortunately are very humble, so he takes a lot of crap from a lot of people which he should not have"*. Both interviewee B and C explained that they as leaders were working against that

and were instead treating their employees with respect regardless of their position. Their employees were instead given responsibilities and were trying to create a good environment for the employees to work in.

Looking at Hofstede´s (2005) study on cultural dimensions one can see that Brazil is a country that scored considerable higher than Sweden in Power distance. What this indicates is that in Brazil members of an organisation that are less powerful accept and also expect the power distribution to be unequal (Hofstede, 2005). Organisations in Brazil have hierarchical structures where the leaders have the power and the responsibility. Interviewee C explains; *"They work a little bit different here comparing to Sweden, the organisations, it is not flat like we have in Sweden"* In countries that scored low on Power distance, like Sweden, the structure of the organisations are mostly flatter and the power are distributed among the employees making them more equal their leaders in a way. In Brazil it is obviously very different, the leaders decide and controls everything whilst the followers do what they are being told. Interviewee D explains his view: *"Like we Swedes, we have a culture that we want to reach consensus in decisions and so on, but that might be little bit less here".* But the leaders reported to encourage their employees to take part when decisions are to be taken. Interviewee D that had spent twenty years working as a leader in Brazil states; *"I promote here for the people to be more open, I want them to speak up if they have a problem or if they think something is wrong, To not be afraid to give their opinion/.../".*

For respondent A his situation is slightly different from the others. The company that he is president for should be seen as a more international company. He explains *"We have an advantage, we work Brazil and out. We also work internationally /.../ forty percent of our business is done worldwide, without involvement from Brazil. So that means that we are an international company sitting in Brazil".* He also states *"I would like to emphasise that my situation is very different from an industrialist that comes to Brazil /.../ The education of the people that are working with us are higher, they are working with foreign companies and they have to speak fluent English, they are more internationally minded, if they were not, they would not even be with us."* Based on these statements it can be assumed that the company's culture has a large impact on its members (Alvesson, 2001). In his case, as he said the workers are more internationally minded and that could mean that it demands a different leadership style.

5.2.2 Changes in their leadership

Interviewee C explains that when he first arrived in Brazil he was trying to practice the same leadership as he was used to from Sweden but found it to be difficult; *"...I have tried it, it was hard. My first six months here was hard. I could not get anything through my hands".* When that did not work the respondent explained that he changed his way a bit and learned *"to point with his entire hand".* He explained that he was expected to do so by his employees in order to get them to work.

Looking at Hofstede´s (2005) result on Masculinity Sweden and Brazil once again scored very different. Sweden is considered to be a very feminine country whilst Brazil is considered to be more masculine. Masculinity and femininity does not just reflect how man and women are supposed to act, it also reflects to what extent tough and masculine values like assertiveness, success and competition are emphasised and rewarded in the culture. In masculine countries a machismo style of leadership are more accepted then in feminine cultures and individual achievements, confrontations and independents are highly valued (Hofstede, 2005). Looking at the leadership style in Brazil that has been described by the respondent's one can see traces of a masculine leadership. Employees in Brazil are used to having tough leaders that acts in a certain way. Interviewee B and C both reported having

difficulties in the beginning because their employees demanded a harder leadership from them where they were being told what to do then rather than being asked. When being asked if his view on leadership has changed since he came to Brazil respondent B said; "*Yes, I am more harsh now*". When I asked him if he thought that he had to change his leadership if he were to move back to Sweden again the answer was yes. According to interviewee A and B their view on leadership has changed since they came to Brazil as can be seen in the statement from interviewee A; "*It is difficult for me to say /.../ but my view of course has changed, it has adapted to the Brazilian situation*".

5.2.3 The importance of control

Three of the respondents have explained that they did not feel comfortable to let go of their control and instead they all felt there was a need to supervise and control their employees if delegating a task to them. Interviewee B explains his situation: "*they want me to monitor them because it is like this; the responsibility in the end is always mine so if someone o something wrong there is a lot of money involved and who is going to pay for that?*" Similar statements was given by interviewee D; "*I don´t like to delegate and then let that person give answers to superiors. I always want to check it before that and approve it*". This clearly shows that the Swedish leaders where having problems to let go of their control and trusting their employees. Whether it was because they did not want to lose control or because they were not able to trust their employers could not be deduced from their statements.

When being asked what kind of knowledge and competence that was needed from them the answers differ. Interviewee B explained that part of a good leadership was to be able to have control over everything at the same time as he was trying to make his employees responsible for their own work. He explains that he had some difficulties in that area; "*people are used to be treated like dogs and not have the responsibility so, it has taken a long journey to make people responsible for their own work. It is very different from Sweden*". Interviewee B also explained how the consequences of this could be that he gave responsibilities to his employees that they could not handle. This forced him to always be over his employees shoulder, making sure the job was getting done, and to always having control over everything. Only interviewee C explained feeling comfortable trusting his employees when delegating tasks to them or leaving them alone; "*In the beginning I was monitoring them but not now, that is why I feel confident to go home now*".

The result in Hofstede´s (2005) study indicated that Brazil has a strong presence of what he refers to as collectivistic culture. For leaders in such cultures it is common to have a control over everything, leaving little or no responsibilities to their employees (Hofstede 2005). Sweden on the other hand is, according to Hofstede´s study a culture with high individualism, here leaders encourage employees to take their own responsibilities. Interviewee C was the only leader that expressed a comfort in his employee's abilities. There can be several explanations for that; Yukl (2002) described the importance of having a so called situational leadership where the leaders are able to adjusting the leadership according to the situation. The leadership should be based on contextual factors and it is important for the leader to evaluate their employees to know their skills and knowledge "*I am one of few that knows everybody /.../ I work that way, I must know the guy and what he can do*" Interviewee C. The leadership should then be adjusted to the situation, either directive or supportive. Interviewee C seem to be the one leaders that have a situational leadership which is illustrated with the following statement ; "*A couple of weeks ago I was standing nearly half a shift going from station to station showing them how to do it or how to do it faster*". None of the other leaders have expressed such clear adjustment in their leadership to the new situation.

5.2.4 Difficulties and limitations in their leadership

When the leaders were being asked if they could see any limitations for them in their leadership interviewee B and D had somewhat similar opinions. Interviewee D said; *"It is a complicated environment in Brazil they for example have the most complicated tax laws in the world".* And a similar statement comes from interviewee B; *"Yes sometimes yes, because you are entering a bureaucracy that you are not used to /.../ you just bang your head to the wall like that you know because it is really, really ridiculous".* The result of this was that a lot of time was spent on *"the wrong thing"* as interviewee B stated with a result that time could sometimes become a scarce commodity.

Cultures that are characterized of high uncertainty avoidance often seek to minimize unstructured situations by having very strict rules and laws for everything (Hofstede, 2005). Members of cultures with high uncertainty avoidance do not like to feel uncertainty in their every day or at work. Interviewee C had experienced situations when this had shown, "*I experienced from the beginning they always said yes and nothing happened and when I asked why they told me that they did not know exactly how to do it*". Today he has managed to teach his employees to explain if they felt they did not have enough knowledge to perform the task instead of avoiding the problem.

6 Discussion

The aim of this study is, on the basis of earlier studies of cultural differences and leadership in different countries examine how some Swedish leaders view their leadership in the Brazilian context. The aim of the study will be discussed based on the two questions in the question formulation.

6.1 How do the Swedish leaders express their role as leaders in the Brazilian context?

To be a leader involves many things, leadership is described by House *et al* (2004) as the ability to influence, motivate and enable others to contribute towards the effectiveness and success of the organization of which they are members. Even so leadership can differ among cultures and organizations. What the four Swedish leaders considered most important for their leadership was first of all to be able to have a good communication with their employees. Two of the leaders, interviewee A and C explained that they had created open offices in an effort to foster the communication with their employees which had yield results.

The leaders also felt it was important that their employees could collaborate and work in teams to reach common goals. The employees was also constantly encouraged to participate and come up with ideas when decisions were to be made making. But even if their employees were encouraged to participative, none of the leaders expressed a need to reach consensus when making decisions. Instead interviewee D said that he thought it was important that everybody accepts decisions that hasve been taken. In Holmberg & Åkerblom's (2006) study it was found that in Swedish leadership there was a strong desire for leaders to reach consensus and decision should be taken in democratic process. The statements given by the leaders do not contradict nor support such idea. What is interesting to see though is that all of the leaders, regardless of how long they have been in the Brazil still consider it to be important for their employees to participate when decisions are taken. Working as leaders in a different culture where people are used to having leaders that take decisions regardless of the employee's views could have had an impact on leaders after a while.

Delegation was also something that was considered to be important. All of the leaders reported delegating tasks to their employees but when being asked why they delegated three of the leaders said they delegated to reduce their own workload whilst one leader explained that he delegated in order for his employees to develop. What is interesting to see here is that all leaders said they were delegating but only one did it fully. Part of the delegation process is to let go of the control and giving employees more responsibilities. Based on the statement given by all of the leader's only one of the leaders were actually able to do so. What is interesting as well here is that the one leader that actually delegated is the same leader that explained that he delegated in order to make his employers develop. What the other leaders did was more of assigning task to their employees, task that they then were then constantly controlling.

To constantly motivating their employees was also part of their leadership. All the leaders had increased salary as a motivation for their leading teams which was according to some leaders the only thing that counted in Brazil. Two of the leaders explained that their employees could be offered to become partners if they would do a good job. These two leaders ran their own businesses which made it possible for them to offer that. The two interviewees that had employees working in factories explained that they used a different kind of motivation. For

them instead they used more collective rewards as motivation when they were considered to have done a good job. Many Swedish companies have moved their production to Brazil probably because of the low labour cost, one of the requirements for it to continue is probably that it continues like that. Interviewee C, the only middle manager that worked close to the workers in the factory every day tried therefore to come up with alternative ways to motivate them to work harder.

What the Swedish leaders regarded to be most important in their leadership can be related with the result that Tollergerdt-Andersson (1996) got from their study. This could indicate the existence of a Swedish leadership with common attitudes and values. In Holmberg & Åkerblom's (2006) study they were able to show that a Swedish leadership is identifiable. With this said the Swedish leadership is probably not applicable to all Swedish leaders, instead it can be used as guidance on how leadership is viewed in the Swedish culture.

6.2 How can we understand the impact of the Brazilian context on the way Swedish leaders express their leadership in relation to earlier studies of culture and leadership.

The impact that the Brazilian context has on their leadership was divided into four categories. First of all it is the way that organisations in Brazil have a very hierarchical structure. According to two of the leaders it is not uncommon for leaders in Brazil to treat their workers bad. Coming from a culture where organisations are constantly working towards getting flatter this has affected the leaders. In Sweden there are even rules to prevent leaders to treat their employees bad. In the result it showed that two of the leaders were trying to work towards having flatter organisations by trying to create good environments for the employees to work in and also give them more responsibilities. Doing this could be a way to empower their employees in order to get them to feel more equal to the leaders and contributing to get flatter organisations, more similar to Swedish.

Three of the leaders admitted having to change their leadership in order to fit the Brazilian context. Two of the interviewees explained that they had to be harder or as one leader explained it he learned to "*point with his entire hand*". One of the leaders had a hard time to say but then came to the conclusion that his view on leadership have adapted to the Brazilian situation, In the process of leadership there is not just the leader, there is also the followers. The leadership must fit the demands of the followers in order to be successful. As was discussed above Brazilian leaders seem to have a tougher leadership which sometimes results in the employees are being badly treated. Being used to having a leader telling them what to do and then all of a sudden having a leader asking them to do things probably affects the employees as well.

To always have control over everything that goes on in the organisation was something three of the leaders saw as important. In Swedish organisations responsibilities are most often distributed among the employees which creates flatter organisations. Swedish workers are used to having responsibilities and leaders often feel safe giving it to them. As we can see above Brazilian workers, especially those in the lower part of the hierarchy, are not used to having so much responsibilities. This could be one of the reasons why the Swedish leaders felt they had to have a control over everything, simply because they do not trust their employees. This was not something that was actually said by the leaders but it can be assumed that it is the case. There was one leader that was feeling confident in his employee's

knowledge and sense of responsible, interviewee C. What is interesting here is that this leader was working the closest to employees at the bottom layer in the hierarchical structure, in other words, the ones with least knowledge and skills. But he was still feeling comfortable in them doing their job in a satisfying way. The reason for this could be that he was working so close to them on a regular basis that he knew his workers and their skills and abilities.

Some of the leaders felt there were some things that made their role as leaders more difficult, one of them was the bureaucracy and the second, which can be connected to the first, is the tax-laws in Brazil that is said to be one of complicated in the world. Brazil is a country that is controlled by a lot of rules and regulations in comparison to Sweden. Looking at Brazil as a country there is a lot of people living there, a lot of them are poor. One way for the society to control their citizens are probably by having strict rules and laws for everything. The problem in Brazil is that this has not seemed to help so much, the country still has a big problem with criminality (NE, 2010). This was obviously something that has affected the leaders work in the end, making it more difficult. But apart from this none of the leaders felt there were any bigger limitations for them in their leadership which could be a sign that they have adopted well to the new culture.

In the GLOBE study on "outstanding leadership" values associated with leadership were found and then compared with ideal and actual leadership behaviours, House et al (2004). Those six leadership dimensions that were part of the result from the study showed leadership behaviours that can be considered to be universal or global. Looking at the statements given by the Swedish leaders several of the ways they describe their leadership styles can be connected to both Swedish and Global leadership behaviours.

For example; all of the leaders that have been interviewed for this study all stressed the importance of involving their employees when making decisions and they all strived towards giving them responsibilities. It would be easy here to make a connection to their Swedish cultural background and leadership traits regarded as Swedish. Looking at global leadership behaviours identified by GLOBE this can also be seen as the global leadership behaviour; *participative leadership* (House *et al,* 2004). There are also other traits in their leadership that can be connected to other GLOBAL dimensions, for example *team-oriented leadership* and *autonomous leadership.*

In their study Holmberg & Åkerblom (2006) noticed that Sweden scored noticeable higher than the mean on *participative, Team oriented,* and *Autonomous* as factors contributing to outstanding leadership, making those leadership ideals something that Swedish middle managers considered to be important and can somewhat distinctive to them. In their study Holmberg & Åkerblom (2006) argued that there is a need to show a Swedish leadership style because it is a useful tool that can be used to create a better understanding of leadership work in cross cultural interactions.

I agree on Holmberg & Åkerbloms arguments, based on the assumption that this study is based on. Leadership is considered to be a social construction which means that individuals in interaction with others and by themselves create meaning about the word. It is also assumed that our culture also has a large effect on our construction of the word and our understanding of, which includes the view on leadership. Culture is described as *a learned set of shared interpretations about beliefs, values, norms and social practice which affect the behaviour of relatively large groups of people* (Lustig & Koester, 2010). People from the same culture are assumed to share similar beliefs values and norms. Values are the deepest cultural manifestation and it regards personal preferences on what is good-bad, allowed-forbidden or decent and improper (Hofstede, 2005). The conclusion of this is that people that share the same culture should be sharing the same values regarding leadership as it is seen as socially

constructed. With this said, the view on leadership can therefore be similar between cultures, but it can also differ. Having an assumption on how the view on leadership is for example in Sweden is very important.

7 Conclusions

When I was writing the questions for my interview guide my pre-understanding have most likely affected the formulation of the question. It can also be assumed that when the Swedish leaders are being interviewed on their view on Swedish and Brazilian leadership they would ascribe the Swedish leadership some more positive features, in other words they are stereotyping. This is all normal and should be taken into consideration. Despite all that the leaders still showed some substantial examples on how they showed an attitude towards their employees that can be considered to be widespread in Brazil. The result also showed that the leaders felt they had to adopt their leadership and that they had acquired different views on how they should behave in the Brazilian context. The leaders all worked under different conditions and the result showed that the differences in relation to Swedish conditions were largest at the company where the education was lowest among the employees.

7.1 Future research

With the globalisation companies are becoming more and more international. One very interesting future research would be to do an ethnographical study on global companies, to see how leadership is practiced by leaders from different countries and the affect that it has on its employees. Hofstede (2005) finished his study on cultural dimensions in 1973 and a lot has happened since then, the globalisation has changed cultures as well as company´s cultures all over the world as it is becoming more and more multicultural. Therefore it would have been interesting to perform a new study today, to see the changes that have occurred.

Bibliography

Printed sources

Alvesson, M. (2001). Organisationskultur och ledning. Malmö, Liber Ekonomi

Alvesson, M. and Sköldberg, K. (2008). *Tolkning och reflektion - vetenskapsfilosofi och kvalitativ metod.* Lund, Studentlitteratur.

Berger, P. & Luckmann, T. (1998). *Kunskapssociologi- Hur individen uppfattar och formar sin sociala verklighet.* Falun, Wahlström och Widstrand

Bjerke, B. (1999). Business, leadership and culture. Cheltenham: Edward Elgar Publishing.

Bryman, A. (1992). *Charisma and leadership in organizations.* London, Sage.

Burr, V. (2003). *An Introduction to Social Constructionism.* London, Routledge

Bond et al (2004). Culture_level dimensions of social axioms and their correlates across 41 cultures. *Journal of Cross-Cultural Psychology.* 35(5): 548-570.

Dahl, S. (2004) Intercultural research: The current state of knowledge. *Middlesex University Discussion Paper. 26.*

Den Hartog, Deanne N., House, Robert J., Hanges, Paul J., Ruiz-Quintanilla, S. Antonio, Dorfman, Peter W., (1999). Culture specific and cross-culturally generalizable implicit leadership theories: are attributes of charismatic/transformational leadership universally endorsed? *Leadership Quarterly*, 10(2) 219-256.

Doney, P.M., Cannon, J. P., & Mullen, M, R. (1998). Understanding the influence of national culture on the development of trust. *Academy of Management Review, 23,* 601-620.

Dorfman, P.W. (1996). International and cross-cultural leadership. In B. J. Punnett&O. Shenkar (Eds.), *Handbook for international management research* (pp. 267-349). Cambridge, MA: Blackwell.

Downe-Wamboldt, B. (1992). Content Analysis: method, applications, and issues. *Healthcare for Women International* 13(3), 313-321.

Eriksson, L. & Wåhlin, N. (1998). *Ledarskapsforskning.* Lund; Academic Adacta AB.

Euwema, M. C., Wendt, H. and Van Emmerik, H. (2008). Leadership behaviours around the world. The relative importance of gender versus cultural background. *Cross Cultural Management* 8 (3). 297-315.

Evans, W. A., Hau, K.C. & Sculli, D. (1989). A cross-cultural Comparison of management Style. *Journal of management Development,* 8(3):5-13

Graneheim, U H. & Lundman, B. (2003). Qualitative content analysis in nursing research:concept, procedures and measures to achieve trustworthiness. *Nurse Education Today.* 2004 (24), 105-112.

Grenness, T. (2003). Scandinavian managers on Scandinavian management. *International Journey on Value- Based Management (16),*9-21.

Hagström, B. (1990) *Chef i offentlig förvaltning. Forskning kring offentligt ledarskap.* Lund. Studentlitteratur.

Hersey ,P. & Blanchard, K.H. (1993). *Management of organizational Behavior.* Englewood Cliffs, N.J. Prentice Hall.

Holmberg, I. and Åkerblom, S. (2006). Modelling leadership- Implicit leadership theories in Sweden. *Scandinavian journal of management,* 22. pp 307-329.

Hofstede, G. (1999/2005). *Organisationer och kultur*. Lund, Studentlitteratur.

Hofstede, G. (1984). *Cultures consequences,* 2nd edn, Beverly Hills, CA: Sage Publication

Hofstede, G. & McCrae, R M. (2004). Personality and Culture Revisted: Linking Traits and Dimensions of Culture. *Cross-Cultural Research* 38(1), 52-88

House, R.J. Hanges, P.J. Javidan. M. Dorfman.P.W and Gupta V (2003). *Culture, Leadership and Organizations*. The GLOBE study of 62 Societies. Newbury Park, CA: Sage

House, R.J. (2004) Illustrative examples of GLOBE findings in R.J. House, P.J. Hanges, M. Javidan, P.W. Dorfman and V Gupta (eds) *Culture, Leadership and organizations: The GLOBE study of 62 Societies,* pp. 3-8. Thousand Oaks, CA: Sage.

Järvinen, M. & Bertilsson, M. (1998). *Socialkonstruktivismen- bidrag till en kritisk diskussion*. Köpenhamn, Hans Reitzels Förlag

Kvale, A. (2001). *Den kvalitativa forskningsintervjun*. Lund, Studentlitteratur.

Lawrence, P.R & Lorsch, J.W. (1967). *Organization and environment; managing deifferentiation and integration*. Boston, Mass.

Lawrence, P. & Spybey, T. (1986) *Management and society in Sweden.* London: Routledge.

Lundahl, U. & Skärvad, P-H. (1999). *Utredningsmetodik för samhällsvetare och ekonomer*. Lund, Studentlitteratur.

Lustig, M W. & Koester, J. (2010). *Intercultural competence, interpersonal communication across cultures*. USA, Pearson Education, Inc.

Matsumoto, D. (2006). Culture and cultural worldviews: Do verbal descriptions about culture reflect anything other than verbal descriptions about culture? *Culture and Psychology, 12,* 33-62

Maykut, P. & Morehouse, R. (1994). *Beginning qualitative research- a philosophic and practical guide*. London, Falmer

Mc Sweeney, B. (2002). Hofstedes Model of National Cultural Differences and Their Consequences: A Triumph or Faith- A failure of Analysis. *Human Relations*, 55(1): 89-118

Northouse, P G. (2007). *Leadership- theory and practice*. Thousand Oaks. CA: Sage

Olsen, H. & Sörensen, S. (2001). *Forskningsprocessen- kvalitativa och kvantitativa perspektiv*. Stockholm, Lieber.

Patel, R. & Davidson, B. (2003). *Forskningsmetodikens grunder. Att planera, genomföra och rapportera en undersökning*. Lund. Studentlitteratur

Rivers, W.H.R. (1905). Observation on the senses of the Todas. *British Journal of Psychology, 1,* 321-396

Sandberg, J. (1999). Konstruktioner av socialkonstruktionism, in Sjöstrand, S-E., Sandberg. J. & Tyrstrup, M. *Osynlig företagsledning.* Lund. Studentlitteratur.

Smith, P. B., Andersen, J. A., Eklund, B., Graversen, G., & Ropo, A. (2003) In search of Nordic management styles. *Scandinavian journal of Management (19)*, 491-507.

Stier, J. (2009). *Kulturmöten; en introduktion till interkulturella studier.* Lund, Studentlitteratur.

Tollergerdt – Andersson, I. (1996). *Svenskt ledarskap i Europa*. Malmö: Liber-Hermods

Trost, J. (2005). *Kvalitativa intervjuer*. Lund, Studentlitteratur.

Tullberg, M. (2003). Tyvärr, så är det ofta fel personer som blir chefer här… From Holmberg, I. & Henning, R. *Offentligt ledarskap. Om förändring, förnyelse och ledarideal.* Lund. Studentlitteratur.

Tuulik, K. & Alas, R. (2009). Leadership in transformational Estonia. *Baltic Journal of Management*, 4:2. 169-187

Yukl, G. (2006). *Leadership in organizations*. Upper Saddle River, New Jersey, Pearson Education Inc.

Internet sources

Corruption Perceptions Index, CPI. (Accessed January 2011)
http://www.transparency.org/policy_research/surveys_indices/cpi/2009/cpi_2009_table

Homepage of Geert Hofstede. (Accessed January 2011).
www.geert-hofstede.com/

Swedish trade Council, Svenska exportrådet. (Accessed March 2011)
www.swedishtrade.se/sv/vara-kontor/amerika/brasilien/Om-Brasilien/Svenska-foretg-i-Brasilien/

Swedish Trade Union Confederation, LO. (Accessed January 2011).
http://www.lotcobistand.org//node/4546

Sydsvenskan.se. (Accessed February 2010)
http://www.sydsvenskan.se/varlden/article207131/Lula-lovar-satta-fart-pa-Brasiliens-ekonomi.html

The National Encyclopedia, NE, on Brazil.
http://www.ne.se/brasilien

Näringslivsfrämjandet, regeringskansliet. Accessed February 2011.
http://www.sweden.gov.se/sb/d/3875

Swedbank homepage. Accessed February 2011.
http://swedbank-nyhetsbrev.allready.net/ftg/2007/09/brasilien_ar_porten_till_sydamerika.csp

Swedish Research Council. Vetenskapsrådet. Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning. (Accessed March,2011).
www.ibl.liu.se/student/bvg/filarkiv/1.77549/Forskningsetiska_principer_fix.pdf

Appendix 1
Interview guide

<u>Person</u>:

Name:

Age:

Nationality:

Position:

Educational background:

<u>Background:</u>

For how long have you been working in this company?
> In your current position as a leader?
> Can you describe your carrier development in this company?

How did you reach your current position?
> Applied?
> Promoted?

How is the organization structured?
> How many people are you responsible for?
> How many people are above you?

Can you describe a regular day of work?
> How many hours a day do you work?
> How many days a week?

Have you ever worked in another country as a leader?
> Where?
> Where there any differences / likenesses?

Have you ever worked in another company as a leader?
> Where?
> Where there any differences / likenesses?

Leadership:

What characterizes a leaders work according to you?

What makes a good leader according to you?

Do you think leaders from different countries have different views on leadership?

In that case, how do you think they differ?

Has the view of leadership in Brazil changed over time?
How?

Have your view on leadership changed over time?
How?

Do you see a difference in leadership trends?
How?
Why?

Do you feel that you had to change your way of being a leader to fit the Brazilian context?
How?

You as a leader:

What kind of knowledge and competence is needed from you, as a leader?
Most important?

Is there any kind of competence or knowledge that you wished you had more of?
What?
Why?

Can you feel that there are some kinds of limits for in your leadership?
What
Why/how?

EMPLOYEES

How do you normally communicate with your employees?

Do you feel that you can delegate task to your employees?
Why do you delegate task to your employees?
What kind of tasks do you delegate to your employees?

How do you distribute the task to your employees?

Can the employees decide how they are going to perform the work task?

When making decisions that concerns your employees? Can they take part in the decision-making process?
How?

How often do you meet your employees? How much time do you spent with them?

In their everyday work, do you feel that you have to give tasks to your employees and monitor them or do you more guide them?

How do you encourage your employees, give support, feedback?
    Do you think it is important?

How do you motivate your employees to do a good job?

Is it hard to motivate them?
    Why?

Do you feel that you need to constantly motivate them or do they run themselves?

How do you reward your employees?

How do you correct your employees if they are not performing a good job?

Is it common for your employees to work in groups to solve problems or is it more an individual work?
    Do they take their own initiatives?

What kind of relation do you have to your employees?

Is it possible to spend time with them of work?
    How
    Why?

Do you think it is important for you to keep a distance to your employees?
    Why?
    How?

Anything else that you would like to ad, or do you have any questions?

Appendix 2

Accompanying note

My aim with this study is to examine how a group of Swedish leaders, working in Brazil experience their role as a leader in the different context. To be able to take part of your experiences in this area will be an important contribution to my study.

I would like to inform you on forehand that the participation is **totally voluntary** and that you have the right to at any time disrupt the interview, and also if you feel reluctant to answer any questions, just inform me and the that question will be ignored.

Your participation will be **confidential,** which means that it will not be possible to identify the interviewee. While prosecuting the material and later on in the thesis your names and workplace will be coded. In the finished thesis quotations from the interview will be used but also those will be coded. I, the interviewer will be the only one that will have access to the recorded material during the entire time and after it has been used it will be deleted.

If you have any questions or thoughts regarding the study you are more than welcome to contact me by phone or e-mail.

E-mail: xxxxxxxxxx
Telephone: 8373xxxx

Thank you for participating in this study.

Best regards
Maria Fredriksson