

TRANSFORMATION OF FEMALE LEADERSHIP IN TERMS OF CHANGES IN LEADERSHIP COMPETENCY

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Abstract

The constructs perceived by many people in a traditional way underwent a transformation at the end of the 20th century and the beginning of the 21st century. This gave rise to new aspects of the matters that were being researched for a long time. The necessity to adapt to the constant changes in the modern day world reflect a significant turning point and fundamental shifts of the social role of females as well as the concept of woman as a leader. The underlying transformation processes also progress in terms of the concept of the phenomenon of leadership by accentuating the ever broader access to leadership expression. The focus on the need of leadership competency on the level of individual experience in relation to female leadership allows formulating the scientific problem: to determine the changes of which constituents of leadership competency are crucial for the transformation of female leadership in terms of long-term individual career. The theoretical analysis allowed identifying the fundamental trends of female leadership research. The empirical basis of this article is constituted of the results of the longitudinal study carried out in the years 2010 and 2012.

The type of the article: Research paper.

Keywords: leadership, female leadership, competency.

JEL Classification: M12.

1. Introduction

At the junction of XX - XXI centuries, the transformation of many traditionally perceived constructs has brought the new aspects of a long time researched phenomena. The need to adapt to the constant changes in the modern world represents a major breakthrough and key changes in a female social role, and at the same time, in a female as the leader perceptions. The prevalent conception of leadership is approached as a process of influence and interaction between the leader, possessing some certain traits (Mann, 1959; Stogdil, 1974; Blake & Mouton, 1985), and his/her followers (Gardner, 1995; Rost, 1995; Conger & Kanungo, 1998; Bass, 2000). This approach caused the issue of gender peculiarities in leadership due to the leadership was deemed to be exclusively an area of male activity. These days the possibilities of the traditional leadership has been limited by the undergoing global dynamic changes, and has influenced the emergence of the female leadership as an independent phenomenon and its separation from the male leadership (Šilingienė & Stukaitė, 2013). The research started the intense scientific discussions on the advantages and disadvantages of female leadership and on the female leadership style (Wood, 2005; Jogulu & Glenice, 2006; Eagly, 2007; Werhane, 2007). However, one limiting factor should be noted - the researchers often equate female leadership with the leadership expressed by the female leaders, which in practice can be very different. Meanwhile, the research of female leadership as an independent phenomenon is not sufficient yet.

The substantial processes of transformation also emerge in the conception of leadership phenomenon focusing on a wider approach to leadership. Millions of people view leadership as an opportunity and a challenge to realize themselves, thus the importance of leadership is recognized not only in organization management, but also at all levels, where the identity of common and personal values and goals is preferred. Considering the fact that the recent year's concept of

leadership as competency has formed (Clark, 1996; Stramer, 1998, Mumford, Zaccaro, Harding, Jacobs & Fleishman, 2000), consequently new possibilities to expand the research of female leadership have occurred: to identify the female leadership peculiarities through leadership competency, without associating it with any particular organization environment.

The necessity of leadership competency is focused on the individual level, and interface with the female leadership allows to determine *the scientific issue* - what changes of the leadership competency elements are dominating in the transformation of female leadership in terms of an individual long-term career.

The goal of the paper is to identify the changes of the female leadership competency in the context of a long-term personal career.

The paper includes the abstract of the theoretical research of female leadership and the leadership competency based on the research methodology and results received. The key theoretical insights and the conclusions of the empirical research results are employed in the scientific discussion.

Theoretical background

The scientific basis of this paper is the integration of two essential research insights associated with female leadership:

1. Formation of female leadership as an independent phenomenon;
2. Approach to leadership as competency.

Formation of female leadership as an independent phenomenon. The phenomenon of female leadership is a controversial object in the contemporary studies of leadership. On the one hand, for a long period researchers were challenged to define in essence whether female leadership could emerge and develop as an independent phenomenon. On the other hand, gender has always been distinguished as one of the significant traits of personal leadership (Zaleznik, 1977). According to Chin's (2007) consideration, the context of gender can be traced in all main evolution stages of leadership theories.

Trait theory of leadership was one of the first systematic and consistent attempts to study leadership. Trait approach focused on identifying the personal attributes (or traits) of leaders and emphasized the importance of traits in leadership. For years in multitude academic studies individual's characteristics such as intelligence, masculinity, dominance, ambition, courage and self-confidence contributed to leadership solely associated with masculine area and male activity (Mann, 1959; Zaleznik, 1977).

Around the mid-20th century, several major studies questioned a universal set of leaders' traits. As a result, scientific attention shifted to *modern theories of skills*, centering around the significance of technical, communicative, and conceptual skills necessary for effective leadership itself instead of focusing only on leaders' traits employed in the process of leadership (Katz, 1955; Mumford, etc., 2000; Northouse, 2009). Leadership studies declared the presence of significantly different skills that male and female possess as leaders. In comparison, male leaders are more prone to an individual decision making, impersonal reaction; tend to avoid analyzing the subtleties of interpersonal relationships. Meanwhile, the female leaders are rather proactive in communication, exhibiting the superior sociable skills with team members, appreciating collaboration.

Leadership theories determine leadership as a process of influence and interaction between leaders and followers in terms of setting and achieving goals (Bass, 2000; Gardner, 1995; Rost, 1995). The importance of gender issue in leadership is best reflected in the dominance of different leadership styles. Based on studies, male leaders tend to represent the transactional leadership style focusing on task and goal achievement while the female leadership style is often described as a transformational, oriented to visions and creative changes, based on personal respect, team formation and mutual trust (Werhane, 2007; Jogulu, Glenice, 2006; Wood, 2005).

Perspectively, the evolution of gender leadership theories has presupposed three essential trends of research associated with female leadership:

- the first is derived directly from the studies of trait leadership and researches male as well as female leaders' personal traits and essential skills;
- the second is referred to leadership approach and focuses on the research of male and female leadership styles;
- the third is evolved from the broader approach to leadership phenomenon and its subject and concentrates on the research of female leadership as an independent phenomenon, evidently distinguishing it both from male leadership and from female leaders.

When identifying the peculiarities of female leadership based on two first trends of studies, researchers face some difficulties. Most scientists of these trends attempt to determine and focus mainly on similarities and differences in male and female leadership in terms of personal attributes, skills, and behavior characteristics. Two substantial approaches to manifestation of gender differences in leadership have been prevailed in the recent years' studies. The first approach alleges the absence of gender differences in leadership, i.e. male and female leaders should be viewed equally (Brinia, 2011; Andersen, Hansson, 2010). The second approach declares the existence of differences of male and female leadership, and the necessity to approach each gender's leadership differently (Powell, 2012; Arnold, Loughlin, 2013). Despite the scientific argumentation of both approaches, it has been identified, however, that female leaders do not always lead according to typical female leadership style. Often women who possess the inherent male leadership traits strive for high-ranking positions and elite executive roles.

Therefore, the latest scientific studies have revealed the importance of one fact: an evident separation of female leadership and female leaders. Chin *et al.* (2007) notes that in the English language the words "feminine" and "feminist" phonetically are quite similar, however, each of them conveys different meaning. The first describes the behavior, which is characterized by female gender, whereas the second relates to the women's movement for the equal rights and opportunities. Women pursue leadership in order to ensure social equality, the implementation of their visions of change and ethical principles, which often vary from male leaders' showcasing of aspiration for power and status in a demonstrative manner (Chin *et al.*, 2007).

Thus, two significant scientific assumptions have emerged. On the one hand, the researchers argue that female leaders can very differently express leadership itself. On the other hand, female leadership is not only important for a woman who is appointed in a high ranking or key position, but also for one who is employed in other dynamic areas of social life: raising the children, doing not necessarily very important and responsible work. Female leadership is broadly manifested in all levels of life, and is not limited solely to work environment. This paper focuses on the deeper analysis of female leadership as an independent phenomenon rather than on female leadership itself.

Approach to leadership as competency. The scientific studies so far perceive certain limitations in terms of female leadership. The issue of limitations is consequently conditioned by relatively narrow concept of leadership approach. Most scientists identify female leadership with female leadership style, which in turn indicates certain behavior peculiarities. Researchers have aimed to prove that the separate set of particular female traits assists in forming female leadership style (Werhane, 2007; Jogulu, Glenice, 2006; Wood, 2005). Regarding the aspects of female leadership manifestation on an individual level has caused a limited approach issue in Female leadership is viewed involving into a reasonably wider context. From this perspective, the direct relation to the shifts in the contemporary leadership paradigm influenced the occurrence of modifications in the concept of the leadership phenomenon and its subject. Thereby, the scientific studies observed certain tendencies further developing controversially both the object of leadership, i.e. which is comprehended as leadership, and its subject, i.e. in terms of what or who leadership is applied or analyzed. The research of process leadership clearly discerns two subjects: a leader possessing relevant leadership traits and behavior model, and a follower possessing some traits and attributes inherent to a leader.

The first researchers of trait leadership Mann (1959), Bleik and Mouton (1985), and Stogdil (1974) focused on identifying the innate qualities and characteristics possessed by leaders. It was believed that people were born with these traits, and that leader traits could not be developed or

acquired. However, the theoretical research concentrated on determining the specific leadership traits and failed to reveal them fully. This way the approach of trait leadership has resulted in perception that people without specific leader attributes are prevented from becoming a leader. Later findings of Bennis and Nanus (1998) expanded trait leadership approach, which stated that leadership skills could be developed and acquired. Research has made a transit from studying leader traits to defining the prerequisite skills and competency for a leader Clark, 1996; Mumford *et al.*, 2000; Bristow and others, 2005). According to Bristow *et al.* (2005), leadership is best defined as a set of skills assisting to direct the activities of others towards achievement of common goals. Thus, the approach to leadership itself has expanded, i.e. leadership has been studied not only as a process of influence and interaction between the leaders and the followers but also as a competency prerequisite to a successful operation (Šilingienė, 2011).

However, in terms of leadership competency its clear separation from leader's competencies is needed to be highlighted. In the scientific literature as well as in practice competencies of leader are most frequently identified as such extending beyond the traditional range of competencies. Back in 1995, Katz suggested a three-skill model according to which an efficient leadership depended on three consecutive key skill groups: technical, human and conceptual (Katz, 1955). Stramer (1998) proposed to use a leadership pyramid consisting of several levels, starting with the technical knowledge ending with personal attributes. In these models, leadership competency is approached as an integrated part of the general competency model. Leadership is defined as competency by employing its incorporation in the general competency model (see Figure 1).

Leadership competency is revealed in the fourth and the fifth levels of competencies. The following two qualitatively different groups are assigned to leadership competency: personal attributes of the leader and leadership skills. Personal attributes of the leader cover all skills related to an individual's personal qualities, attitudes, self-perception and values. This level of competencies also conditions personal views and abilities to focus on a successful activity. The highest level of competencies presents leadership skills associated with superior ability to work purposefully in terms of striving for personal goals as well as commanding others to achieve common goals.

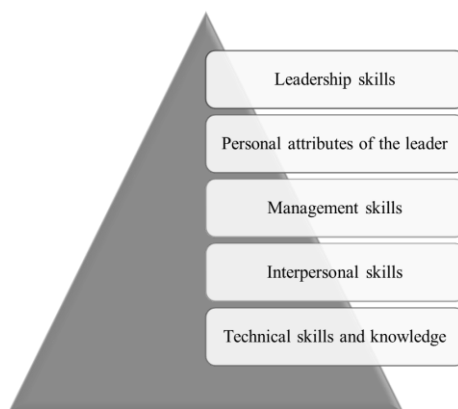


Figure 1. General Competency model
designed by the authors

The competency models have generated some conceptual shortcomings. Nevertheless, these models are widely applied in management practice. When hiring managers, they are used in the processes of selection, assessment, self-analysis and feedback as well as an instrument to create the programs of education and development (Skaržauskienė, 2010). During the recent years, the practice of competency models has spread extensively in various fields of human resources management.

Competency models have bonded experience and knowledge, and it has turned them to become a useful mean to guide in expanding organization (Hollenbeck *et al.*, 2006). The provision of this paper aims to reveal that leadership competency model can be applied to identify the peculiarities of female leadership.

The modern attitude towards organization management and the need of personal leadership in the contemporary world conditioned the approach stating that leadership is an attribute required both for the leaders in high-ranking official positions and for all the people on the individual level. This way, the approach to the leadership subject has expanded as well, i.e. on the organization level; leadership competency has been assigned to manager as well as employee, and on the individual level – to an individual person seeking his/her personal and career goals. Thus, a new and far wider approach of researching gendered leadership was formed: identifying the manifestation of the peculiarities of female leadership on the individual level via leadership competency without associating it with the specific organization.

Summing up the contemporary research approaches to complex gender leadership allows stating that the unified scientific consensus has not been reached. Identifying new facts about female leadership requires purposeful widening of the scientific research of this field with the new aspects of leadership. Therefore, a consequent integration of female leadership as an independent phenomenon and leadership as competency leads to a certain transformation involving the importance of leadership competency in female leadership in terms of successful personal long-term career. This in turn presupposes the necessity of further scientific research of this field.

2. Method

The empirical research of this paper has two main objectives:

1. To identify the importance of leadership competency;
2. To determine the changes of the leadership competency elements in the context of individual's personal career.

The choice of research method - longitudinal study – was conditioned by the research objectives. Longitudinal study enables not only to perceive and reveal the dynamics of social processes, but also to assess the intensity and trend of changes (Taljūnaitė, 2008). Ahlstrom and Karlsson (2009) state the following concerning longitudinal studies “Conducting longitudinal research implies studying the phenomena over time“. The research method of tendencies, identifying change model, was applied based on the objectives of this empirical research and the types of longitudinal study (Menard, 2002). Trend research is one of the most popular types of longitudinal study (Ruspini, 2002). The study researches the same phenomenon (in this case – female leadership) at different time points. Female leadership was empirically researched twice: first - in 2010, second - in 2012. Both times a convenience sample was used: the researcher employs any subjects available to participate in the research study, in this case, female students studying for master's degree in business and management at Kaunas University of Technology. In both cases, the respondents varied, however, the same questionnaire was used. Such study ensures the comparability of the research results.

The results obtained by the scientific literature method of analysis and synthesis founded the methodological basis of questionnaire. This resulted both designing and improving leadership competency model and the need to identify the elements describing competency (see Table 1).

Leadership competency model presented is general and is not associated with a particular area of activity or position held at work.

The survey was carried out in writing. The respondents received 16 concepts, corresponding to the identified elements of leadership competency. The participants had to evaluate them by responding to the question: "How important is it for your personal career?" The assessment of importance was performed by employing the Likert 5-point scale (1-completely irrelevant, 5-very important). The research results were analyzed according to the descriptive statistics ratings: as mean, standard deviation. The calculation of the mean of scores given by the respondents showed the importance of the elements of leadership competency groups. The importance of a certain competency group was defined by the mean importance of its elements. The changes of the elements of leadership competency groups in terms of time passage were identified by comparing the results of two researches (the importance of elements and the importance of leadership competency groups) carried out throughout 2010 and 2012.

Table 1. Elements of leadership competency model

Leadership competency group	Elements	Authors
Personal attributes of a leader	charisma	House, 1977; Bryman, 1992; Bass, 1985; Conger, Kanungo, 1987
	self-confidence	Spencer, L. M. & Spencer, S.M.; Byham, Smith, Peace, 2002; Stramer, 1998; Boyatzis, McKee, 2006
	responsibility and commitment	Stramer, 1998
	inspiring motivation	Bass, 1985; Mumford <i>et al.</i> , 2000
	empathy	Stramer, 1998; Boyatzis, McKee, 2006
	positive thinking	Byham, Smith, Peace, 2002
	initiative	Byham, Smith, Peace, 2002
	courage	Hersey, Blanchard, Jonson, 2007
Leadership skills	decisiveness	Conger, Kanungo, 1987; Hersey, Blanchard, Jonson, 2007
	formulation of vision and goals	Byham, Smith, Peace, 2002, Bass, 1985; Bryman, 1992; Conger, Kanungo, 1987
	presentation of vision and goals	Byham, Smith, Peace, 2002; Bass, 1985; Bryman, 1992; Conger, Kanungo, 1987
	emotional competence	Goleman, Boyatzis, McKee (2007)
	self-presentation skills	Byham, Smith, Peace, 2002
	image building	Byham, Smith, Peace, 2002
	public speaking skills	Boyatzis, R.E.
empowerment	Byham, Smith, Peace, 2002	

The respondents of the research were a group of students (female) studying for master's degree in business and management. The participants of the survey in 2010 included 34 women while the respondents of the survey in 2012 consisted of 14 women.

3. Results

The empirical research of this paper is based on the results of the longitudinal study conducted in 2010 and 2012 the study. The goal of the study was to identify the need of leadership competency and determine the changes of the leadership competency elements. The research results revealed what elements of leadership competency are important and what the essential changes of female leadership competency occurred. The theoretical statement that leadership is important to any person who strives for his/her personal goals and is not associated with a high-ranking management position within organization was confirmed: both leadership competency group (personal attributes of a leader and leadership skills) are important in a long-term personal career context. The changes of importance of these competency group have highlighted two specific results. While the importance of personal attributes of a leader remained almost unchanged, the need of leadership skills increased highly. The most significant changes noticed in assessing the importance of the separate elements of female leadership competency.

The need of leadership competency. Based on the analysis of the results obtained in 2010 and 2012, it can be noted that the importance of both leadership competency groups is sufficiently great. According to the assessment, the mean value is higher than 4 in all cases (see Table 2).

Table 2. Importance of leadership competency groups throughout 2010 and 2010

	Personal attributes of the leader		Leadership skills	
	2010	2012	2010	2012
Mean	4.24	4.19	4.11	4.40
St.Dev.	0.54	0.32	0.57	0.41
Minimum	3.11	3.67	3.71	3.14
Maximum	5.00	4.78	5.00	5.00

When comparing the shifts of the importance of leadership competency groups with each other, it should be noted that in 2010 the competency group *personal attributes of the leader* was more important than the competency group *leadership skills*. Meanwhile, in 2012 the importance of these leadership competency groups shifted: the importance of *leadership skills* became greater than the importance of *personal attributes of the leader*. The analysis of the changes of the importance of the specific leadership competency group in terms of time passage states that the importance of the group *personal attributes of the leader* has decreased (a difference of - 0.05) and the importance of the group *leadership skills* has increased in 0.29 points. These changes were conditioned by the shifts in the respondents' opinion when assessing the importance of the separate elements of leadership competency groups. The assessment of the key five elements of leadership competency throughout 2010 and 2012 (see Table 3) has revealed the certain changes. While in 2010 the respondents' choice of priority was the competency elements included in *personal attributes of the leader* (4 elements of 5, when 3 of them were the most important ones, and 1 in 5th place), in 2012 the importance of *personal attributes of the leader* and *leadership skills* shifted. The elements of *leadership skills* group were dominating in the first two places in terms of the distribution of the key elements. It should be noted that throughout 2010 and 2012 the list of the top five elements slightly changed. In 2012, compared with 2010, *self-presentation skills* were included in the top-5 list and *positive thinking* excluded from it. The presented data can affirm that a qualitative research of what leadership competency elements are the most important is based on the perception of the relevance of these elements for the individual's career in general rather than on the practice in the certain organization or the positions held.

Table 3. The importance of the top-5 leadership competency elements throughout 2010 and 2012

2010		2012	
Competency elements	Mean	Competency elements	Mean
1. <i>responsibility and commitment</i>	4.853	1. public speaking skills	4.786
2. <i>self-confidence</i>	4.588	2. self-presentation skills	4.571
3. <i>the initiative</i>	4.412	3. <i>responsibility and commitment</i>	4.500
4. public speaking skills	4.412	4. <i>self-confidence</i>	4.500
5. <i>positive thinking</i>	4.353	5. <i>the initiative</i>	4.429

Note: in the table, the competency elements of the *personal attributes of the leader* group appear in the italic style.

The analysis of the changes of leadership competency elements within the group, leads to observation that the key elements of each group shifted differently (see Table 4). The key five elements in the group of *personal attributes of the leader* have remained the same while their importance decreased in all cases. In the group of *leadership skills*, only two key elements have not changed, but their importance has grown significantly (0.374 points in terms of *public speaking skills* and 0.366 points in terms of *self-presentation skills*).

In the respect of the general research results in terms of the importance of the shifts of elements, it can be noted that in 2010 the significance of three leadership competency elements was evaluated to be less than 4 (according to the 5-point rating scale). The contribution of the ratings showed the following values: *Charisma* (3.912; in the group *personal attributes of the leader*), *Empathy* (3.294; in the group *personal attributes of the leader*), *Empowerment* (3.912; in the group *leadership skills*). In 2012, all the elements of the *leadership skills* group were of greater significance (value higher than 4 points), while only one element *Courage* (3.929) in the group of *personal attributes of the leader* was rated less than 4 points.

Table 4. The importance of the elements of leadership competency groups

Personal attributes of the leader			
2010		2012	
Competency elements	Mean	Competency elements	Mean
1. Responsibility and commitment	4.853	1. Responsibility and commitment	4.500
2. Self-confidence	4.588	2. Self-confidence	4.500
3. Initiative	4.412	3. Initiative	4.429
4. Positive thinking	4.353	4. Positive thinking	4.143
5. Courage	4.324	5. Inspiring motivation	4.143
6. Decisiveness	4.265	6. Charisma	4.143
7. Inspiring motivation	4.147	7. Decisiveness	4.000
8. Charisma	3.912	8. Empathy	4.000
9. Empathy	3.294	9. Courage	3.929
Leadership skills			
2010		2012	
Competency elements	Mean	Competency elements	Mean
1. Public speaking skills	4.412	1. Public speaking skills	4.786
2. Self-presentation skills	4.206	2. Self-presentation skills	4.571
3. Image building	4.088	3. Presentation of vision and goals	4.429
4. Formulation of the vision and goals	4.059	4. Emotional competence	4.286
5. Presentation of vision and goals	4.059	5. Empowerment	4.286
6. Emotional competence	4.000	6. Formulation of the vision and goals	4.214
7. Empowerment	3.912	7. Image building	4.214

If the importance of the elements such as *Empathy*, *Charisma*, and *Initiative* in the group of *personal attributes of the leader* grew in terms of the significance of the changes of leadership competency elements, the importance of the rest elements fell (see Figure 2). Regardless of the greatest surge of the *Empathy* importance (0.706 points), this element remains among the least important ones. The significance of *Responsibility and commitment* and *Courage* plummeted down sharply (0.353 and 0.395 points respectively). Within the group of *Leadership skills*, the importance of entirely all elements has increased more in 2012 than in 2010. *Public speaking skills* and *Empowerment* have emerged as the most important elements (0.374 points each), and *Self-presentation skills* and *Presentation of vision and goals* – as less important (0.370 and 0.366 points respectively). The least shift in the respondents’ opinion has noticed in terms of the *Formulation of the vision and goals* and *Image building* elements: their importance has increased 0.155 and 0.126 points accordingly.

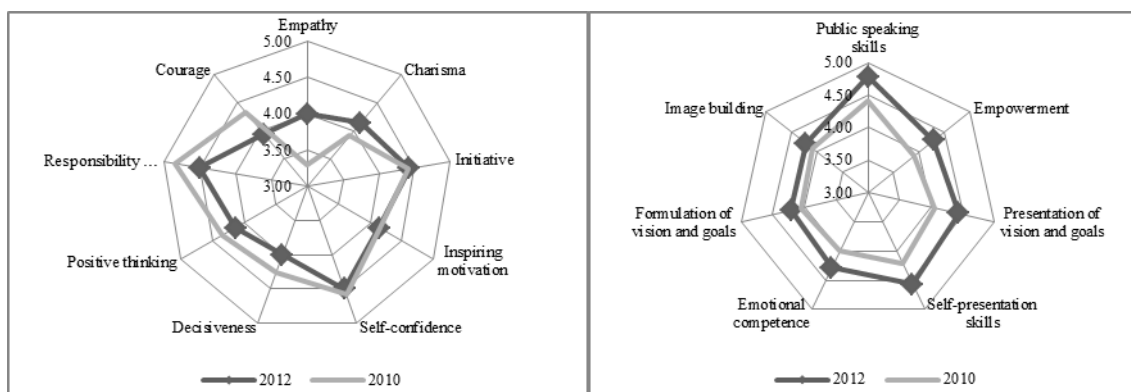


Figure 2. Changes in the importance of *Personal attributes of the leader* and *Leadership skills* elements within the leadership competency groups throughout 2010 and 2012

Summing up the research results it can be concluded that leadership is important to every person who has certain goals in life and is not directly related to the managing position in an organization. The results received demonstrate that in the context of personal career the importance of leadership competency elements varies depending on the changing environment and the requirements for a person in terms of success.

4. Discussion

The paper is of scientific relevance due to both revealing the new insights on female leadership and expanding the object of this research. The approach towards the changes in leadership competency affects the transformation of female leadership in the context of an individual long-term career, and implements the transition of this research phenomenon from the traditional aspects to the new ones. It should be noted that the results received from the empirical research have confirmed the theoretical insights on the importance of female leadership on the individual level, focusing not on the organization environment but rather on the fulfillment of the personal career goals. The possibility to define the implementation of the female leadership peculiarities is considered as a significant result of this empirical research. Female leadership in terms of the personal attributes of a leader is primarily based on the responsibility and commitment, self-confidence and initiative. The emphasis on the personal attributes proves the fact that in the contemporary world the female activity has increased in all areas of life. This increase is conditioned by the strong surge in the females' inner perception of self-value. New insights confirm the scientific (Jogulu & Glenice, 2006, Chin *et al.*, 2007) statements that from the beginning of XX century, when the first female movement wave gained a right to vote, female leadership has undergone major changes expanding female leadership from family to politics, science and business environment. The manifestation of female leadership is specific by demonstrating the leadership skills: good public speaking skills, the ability to present themselves and their visions and goals. From the perspective of changes in leadership competency in terms of time passage, it can be stated that the need in leadership skills has increased remarkably indeed. The results in terms of personal career identify that the importance of the leadership competency elements may vary depending on the changing environment. The latter empirical results concur with Chin's *et al.* (2007) statement that the theories of skills and processes were rather important in female leadership emphasizing the possibility for leadership skills development, and presuppose a personal development perspective and can be actually applied to creating the programs of personal training and education. The results received assert Lundeman & Erlandson (2007) statement that the relevant skills for organization managers are not obtained naturally, thus, they are to be acquired and developed. In summary, the empirical research data confirms the present occurrence of the major changes in leadership. Since the research is not representative, it does not allow us to bring the comprehensive conclusions and state the definite qualitative changes in female leadership. The further and deeper research is required. The research is valuable due to a number of new issues arisen for discussion.

On the other hand, a number of new issues for discussion arise. Is the need of female leadership completely identified with its manifestation? Is the leadership competency manifested in feminine leadership as well? How is the female leadership different itself in the different contexts of environment? All this opens up the new prospects for the research of female leadership as an independent phenomenon from the various angles.

Firstly, the further research of the competency in female leadership is needed to determine not only the significance of this type leadership, however, and its inherent character. The expanded study would allow setting both a more balanced point of view towards the manifestation of female leadership and the key perspectives in the programs of personal training and education. The second important strand for the further research relates to the necessity to base the existing empirical insights on the differences in feminine leadership *vs.* female leadership. In recognition of these differences, it is also important to identify that the key attributes influencing the occurrence of differences exists. The third trend of research would include the manifestation of female leadership

on the organizational and individual levels. The future results received would disclose the relevant scientific facts about how the changing environment influences the peculiarities of female leadership.

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