The Value of Effective Followers in Swedish Companies

by

Guggenheimer, Hannes, & Karlsson, Nicklas

May 2017

Master's Programme in Management

Abstract

The academic field of followership is, in relation to leadership, considerably unexplored. Numerous academic subfields and theories have emerged within the school, the most influential being a four frame model developed by Robert E. Kelley. The model divides followers on the two dimensions *active* and *critical thinking,* into five categories: *Sheep*, *alienated*, *pragmatist*, *yes-people* and *effective followers.* According to a vast majority of scholars within the field, *effective followers* are superior in any organizational setting, compared to the other archetypes.

This thesis investigates to what extent effective follower qualities are valued and seen as important in Swedish companies. To investigate the preference of Swedish companies, a mixed method design is used. The respondents, people with an overarching responsibility for questions regarding human resources (HR), are surveyed using a questionnaire. Furthermore, interviews are conducted to gain a more in-depth understanding.

Our findings show that Swedish companies are not interested in having *effective followers*. It is further established that the quality *active* is higher valued than the quality *critical thinking*. It is therefore evident that a research-practice gap exists. Thus, a conclusion is reached that it is of interest for researchers to investigate the source(s) of the gap. It is also concluded that the findings show potential for improvement in Swedish companies. A change in preference of the desired qualities in followers can expectedly result in better functioning organizations.

Keywords: Followership, Leadership, Effective Followers, Four Frame Model, Active, Critical Thinking, Follower, Research, Practice, Gap, HR, Robert Kelley, Swedish, Companies

Acknowledgements

To those who offered guidance and support along the way

Stein Kleppestø

Helge Helmersson

Participants

Family and Friends

Thank you

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1   Introduction

A century ago Frederick Winslow Taylor published his iconic and influential book *The Principles of Scientific Management*. It was published in 1911, a time when automatisation was still in its cradle. In his work Taylor argues for a clear division between workers and managers, where it is up to management to manage and for workers to execute orders.

Since then a vast amount of literature covering the subjects leadership and management has been published and numerous branches has emerged (Kiechel, 2012; Grint, 2011). Although these branches are emphasizing different aspects of the leadership area they all put their primary focus on the leader and their qualities such as attributes, traits and behaviors, rather than the qualities of the follower. This intrigues the question of why is this the case. Arguably there can be no leaders without followers (Graen & Uhl-Bien 1995, Hollander 1993, Jermier, 1993, Klein & House, 1995, Kellerman, 2007; Carsten, Uhl-Bien, West, Patera & McGregor, 2010; Sy, 2010) and, arguably, there are more followers than leaders in most organizations (Kelley, 1988; Meindl, Ehrlich & Duckerich, 1985; Shamir, 2007).

Despite this, a Google search on leadership today (2017-05-21) results in 538 million hits, while a search on followership only results in 673 000 hits. A search in the Ebscohost database results in a similar imbalance, finding 495 000 entries on leadership in academic journals compared to 1 800 concerning followership. This discrepancy truly indicates a difference in the written quantities of leadership and followership and the view that followership is a less researched area compared to leadership is well supported (Oc & Bashshur, 2013; Malakyan, 2014; Jin, McDonald & Park, 2016; Manning & Robertson, 2016; Kelley, 2008; Shamir, 2007; Uhl-Bien, Riggio, Lowe & Carsten, 2014). This unequal attention between the two concepts resulted in an interest in the subject, especially since the concepts are evidentially dependent on one another.

Although leadership is still dominating academia, there has been an increased interest in followership over the last decade (Carsten et al, 2010; Baker, 2007). The underlying factors for this development can likely be traced to that an increasing number of individuals are *knowledge workers* (Matson & Prusak 2010) i.e. followers who are bound to know more about their specialized field than their leaders (Igielski, 2015; Wartzman, 2014). This leads to the diminishing feasibility of leaving the management to managers, as proposed by Taylor. With managers lessened ability to give direct orders due to a more flexible working environment and more specialized tasks (Igielski, 2015; Wartzman, 2014) there is arguably a growing need for a new set of qualities among followers.

Followership qualities are defined as skills, traits, and attributes that are not directly related to technical astuteness or know-how, but rather personal qualities (Kelley, 1988; Meindl, 1995). These facts are what Robert E. Kelley draws upon when creating his pioneering framework of follower qualities and his well-renowned archetype, the *effective follower*, which is seen as a cornerstone of the followership school by many of its scholars (Kelley, 1988; Baker, 2007; Bjugstad, Tach, Thompson & Morris, 2006). Both will be discussed extensively in the theoretical framework.

Academia has identified some, assumed to be desirable qualities in followers, but the question remains whether corporations align with the ideas of the scholars. In other words, is followership a subject by scholars, for scholars or do corporate organizations reason in a similar fashion? We will expand on this question in our purpose below.

1.1 Purpose

In this thesis, we will investigate to which extent follower qualities are valued and seen as important in organizations today. We will also investigate if practitioners' and scholars' understanding of the importance of the qualities defining an *effective follower* align or deviate from one another. The qualities will be derived from an extensive literature review of the subject, resulting in a synthesized definition of an *effective follower*. The scope will be Swedish companies with more than 100 employees.

The purpose is to gain an understanding of what type of follower qualities, describing an *effective follower*, are of importance for organizations today. To achieve our purpose we will create a tool that measures the importance of follower qualities according to Swedish companies, since to our knowledge no such tool exists.

There is a value for both parties to determine whether there is a research-practice gap.The research conducted in this thesis will gather data from practitioners, which researchers will be able to use in order to gain an understanding of how their counterparts reason. This could be used to guide future research efforts. In order for research and practice to synergize from one another, there needs to be communication regarding the perceptions and ideas of each party.

1.2 Definitions

Some of the concepts that will be used in this thesis are multifaceted and complex. In this section we therefore aim to clarify some of them by synthesizing the concepts into broadly accepted definitions.

A leader is (at least partially) responsible for the accomplishment of their subordinates and motivating them to reach (often joint) goals (Yanmarino, Salas, Serban & Shuffler 2012; Carson, Tesluk & Marrone 2007; Galvin, Balkundi & Waldman 2010; Bass & Steidlmeier, 1999; Biemann, Kearney & Marggraf, 2015; Zhang & Bartol, 2010; Jansen, Vera & Crossan 2009; Bass & Avolio, 1994; Parris & Peachey, 2013; Drath, McCauley, Palus, Van Velsor, O'Connor & McGuire, 2008; Behrendt, Matz & Göritz 2016; Buchanan, 2007; Pearce & Manz, 2005). A leader can, however, also be a follower in relation to a board or a higher ranking manager (Zhang & Bartol, 2010; Bass & Avolio, 1994; Buchanan, 2007).

A follower, on the other hand, is subordinate to (at least) one leader and has no staff responsibility of their own (Hollander, 1993; Meindl, Ehrlich & Duckerich, 1985; Dinh & Lord, 2012; Bass, 1985; Shamir, 2007; Hersey & Blanchard, 1977).

As stated in the introduction followership qualities are defined as skills, traits, characteristics and attributes that are not directly related to technical astuteness or know-how of the subordinate. But rather, personal qualities that are important to be considered an effective follower. What these qualities entail will be expanded upon in the theoretical framework. (Kelley, 2008; Kelley, 1988; Can & Aktas, 2012).

2 Theoretical Framework

In order to approach the question of how companies reason in terms of follower qualities, we must first survey the foundations of followership theory, since this puts our research into a context and illuminates the followership school's principal characteristics. It thus gives us guidelines on how to approach the purpose and how the theory as such can be used in the process. There are, however, a multitude of ideas and branches within the school of followership. In this chapter we therefore aim to give an overview of the fundamental ideas constituting the followership school.

2.1 The Tripartite Organizational Benefits of Fostering Followership

Depending on the understanding and view of the concept *followership*, different areas of interest appear. According to previous research the benefits of fostering followership within an organization, can broadly be put into three categories:
1) Increasing employee effectiveness and motivation
2) Providing a cure to sub-optimal or toxic leadership
3) Reducing risks faced by the organizations
(Uken, 2008; Lipman-Blumen, 2007; Lipman-Blumen, 2008; Meindl, Ehrlich & Duckerich, 1985; Meindl, 1995; Graen & Uhl-Bien, 1995; Lord & Brown, 2004).

The first category is viewing the *leadership-followership interaction* (Kleiner, 2008; Lord & Brown, 2001; Klein & House, 1995). In this case the focal point becomes leaders transferring information to the followers. The follower's role then is to communicate to the leader what s/he needs to learn in order to be efficient in their role. When done properly this will result in a development of the followers ability, that in turn will cause better interplay between leaders and followers, thus fostering employee engagement and effectiveness (Shamir, 2007; Kellerman, 2008; Graen & Uhl-Bien, 1995).

The second category claims that the main role of the follower is that s/he is to protect the organization from *toxic leaders*, that is, leaders who have an undesirable effect on the organization or team (Thomas, Gentzler & Salvatorelli, 2016). With this view on followership, developing followers becomes a way for organizations to minimize the damages that can be done to the organization by a single leader (Lipman-Blumen 2007; Lipman-Blumen, 2008).

Finally, the last category focuses on the fact that developing followers can reduce elements of risks for the organization (Uken, 2008). The argument here is that insights and information of the people closest to the customer and the operating core i.e individuals who often do not have a leader position and are found at the bottom of the organizational chart should be taken

into account to a higher extent (Mintzberg, 1979; Lunenburg, 2012). These individuals gather important data throughout their workday. The company can therefore reduce their risk when followers dare to speak up against business decisions that does not make sense to them, and use their expertise and know-how in order to steer away from possible risks (Uken, 2008; Brown & Thornborrow, 1996; Can & Aktas, 2012).

The three beneficial organizational aspects described above rest on a foundation of agreement within the followership school. Outlined below is a foundational consensus within the theory regarding several crucial aspects:

- There are more followers than leaders in organizations, and in the world (Kelley, 1988, Kelley, 2008; Can & Aktas;).
- There are a number of qualities that adhere to the different archetypes of followers (Shamir, 2007; Klein & House, 1995; Kellerman, 2007).
- These follower qualities can be used to reduce elements of risk, prevent toxic leadership and to make the organization more efficient and successful (Buchanan, 2007; Klingensmith, 2016; Uhl-Bien et al, 2014; Kelley, 1988).
- There is an overall lower emphasis on followership in comparison to leadership in academia (Shamir, 2007; Klein & House, 1995; Kellerman, 2007).
- Followership qualities needs to be trained and sustained (Shamir, 2007; Meindl, Ehrlich & Duckerich, 1985; Jermier, 1993, Klein & House, 1995, Kellerman, 2007).

2.2   The Sub-Schools Within Followership Theory

The general consensus above does however not eliminate the fact that there still are a number of different sub-schools within followership. In the well-renowned and comprehensive article *Followership Theory: A Review and Research Agenda* Mary Uhl-Bien, Ronald Riggio, Kevin Lowe and Melissa Carsten divides the followership school into five sub-schools: *Leader-centric theories, follower-centric theories, relational theories, role-based theories* and *constructionist theories* (Uhl-Bien et al, 2014). In order to understand the width and the dimensions of the academic followership school, we will scrutinize and discuss the five sub-schools below. See appendix A for a complete list of all branches within the sub-schools of followership theory.
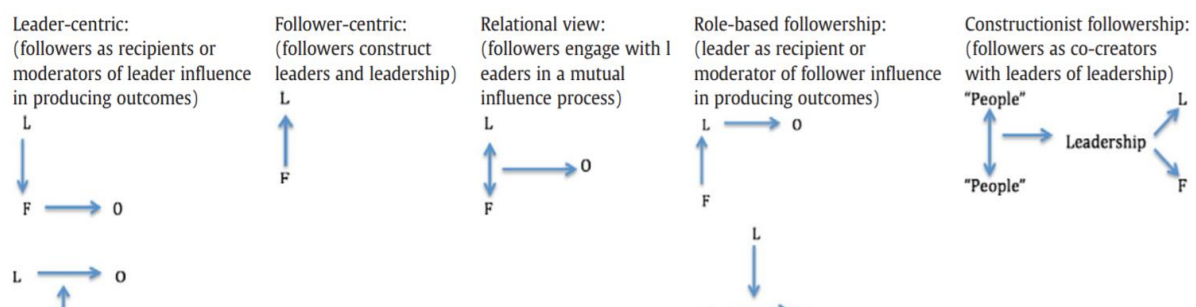
Figur 1 Differences between the five schools of followership (Uhl-Bien et al, 2014, p. 85)

2.2.1 Leader-centric theories

The leader-centric theories see the follower in relation to the leader, and usually view the follower as a mean for the leaders cause (Meindl, Ehrlich & Duckerich, 1985; Hollander, 1993, Uhl-Bien et al, 2014). The follower is hierarchically subordinate to the leader at all times and is portrayed as dependent on said leader (Shamir, 2007). The leader-centric theories claim that the follower almost solely should act on the orders or direction of the leader (Kelley, 1988; Bass, 1985). Among the more well known theories within the leader-centric school one find Frederick Taylor's *Scientific Management* (Taylor, 1911), but also *contingency theories* (Hersey & Blanchard, 1977) and *trait theories* (Dinh & Lord, 2012). Contingency theories are generally emphasizing the value and autonomy of the leader and portray followers as elements that need to be manipulated in order for the leader's ideas to be materialized (Uhl-Bien et al, 2014; Hersey & Blanchard, 1977). The theories claim that the leader is the one who should take initiative and point directions, but that followers should feel included in the process, if possible. Whether the followers feel involved by contributing is however subject to the fact that the course is set, and monitored, by the leader (Vroom & Yetton, 1973, Uhl-Bien et al, 2014). Trait theories rest on the foundation that there are certain qualities that are needed in different situations (Graen & Uhl-Bien, 1995). Although some variation can be found, there is general consensus on which qualities that are overall important for leaders and followers (Lipman-Blumen, 2007; Oc & Bashshur, 2013).

2.2.2 Follower-centric theories

The follower-centric theories are reversing the lense of the leader-centric theories and are viewing the follower as constructor of the leader (Uhl-Bien et al, 2014; Meindl, Ehrlich & Duckerich, 1985). The core of the sub-school can therefore be summarized with Chester Barnard's argument that the authority of the leaders is for the follower to create, rather than the leader himself (Barnard, 1938). That is, leaders emerge since there is a need for leadership from the follower collective (Chemers, 2001; Yukl, 2001). The argument is derived from *social constructionism*, which is a perspective in between of *realism* i.e. that the world is viewed objectively and similarly by all (Donnelly, 2013; Dunne & Schmidt, 2011; Morgenthau, 1948) and the critical perspectives such as *post-structuralism*, which has an opposite stance (Devetak, 2013a; Devetak, 2013b; Hansen, 2011). To clarify, the social constructionism (see section "constructionist theories" for a further explanation) therefore believes that the world is real, but shaped by ideas and opinions of individuals (Reus-Smit, 2013; Barnett, 2011; Hopf, 1998). The follower-centric school therefore acknowledges the benefits of leadership, but at the same time criticizes the so-called *romancing of leadership.* That is, the phenomenon of viewing the leader as the most important individual in any group setting and diminishing the other parties (Meindl, Ehrlich & Duckerich, 1985; Meindl, 1990; Alvesson & Sveningsson, 2016; Alvesson & Sveningsson, 2003; Blom & Alvesson, 2015). An important discourse within the follower-centric sub-school also concerns qualities, but primarily qualities inherited by followers rather than leaders (Kelley, 1988; Meindl, 1990). The quality related theories are therefore to be considered a significant part of the followership school regardless of which lense one applies when scrutinizing followership theories (Kelley, 1988; Dinh & Lord, 2012; Klein & House, 1995; Chaleff, 2008; Shamir, 2007; Hollander, 1993).

2.2.3 Relational theories

The relational theories are not solely applying either the leader-centric nor the follower-centric lense, but rather believes that the two parties jointly and in consensus, create the outcome (Uhl-Bien et al, 2014; Lord & Brown, 2001). The parties are conjoined by a dynamic relation where the best result is achieved through synergies that the leader and follower shape in a symbiotic relationship. Several of the branches within relational theories are emphasizing the importance of *charisma* among the two parties in this relation, such as Klein & House (1995) and Weirter (1997). The former claims that the possible outcomes and achievements is amplified by a relationship where the leader emits charisma, which the follower is the recipient of (Klein & House, 1995). In practice, Klein & House (1995) argues that this is done through the leader being accommodating, proactive, present and inviting towards the follower. Although the leader is the one emitting charisma, the follower can still choose to reject the invite, thus extinguishing the flare initiated by the leader and thereby causing the relationship to stagnate (Klein & House, 1995). Both parties are through this procedure inheriting a number of qualities that come to use differently in the charismatic and dynamic relationship process, but both are responsible for the prosperity of the organization. Weirter (1997) views the charismatic process slightly differently and claims that both leaders and followers can be emitters as well as recipients of charisma, and that there are different forms of charisma that appeal to different personalities (Weirter, 1997). Active and outgoing individuals generally prefer charismatic communication that concerns their qualities, i.e the emitter praising the receiver, while passive and retractive individuals prefer the charismatic communication to concerns the emitter, i.e the emitter praising performing self-praise (Weirter, 1997). Both types of charismatic relationships and relational theories in general do however, similar to the leader-centric and follower-centric perspectives, emphasize the importance of acknowledging certain leader- and follower related qualities (Klein & House, 1995, Weirter, 1997, Lord & Brown, 2001; Lord, 2013).

2.2.4 Role-based theories

The role-based theories claim that leaders and followers are to perform jointly in a hierarchical role setting. The role-based theories are, in other words, arguing that there should be a hierarchical rift between the parties. The sub-school is primarily concerned with the level of hierarchy and what qualities that either party should inherit in the interplay (Graen & Uhl-Bien, 1995; Sy, 2010). One of the most recognized branches within the role-based school is the *typology branch*. The branch was initially coined by Abraham Zaleznik in 1965 and concerns the idea that subordinates, as he calls employees, can be categorized into different typologies based on two axes: dominance - submission and active - passive (Zaleznik, 1965). Zaleznik's typology classifies the subordinate into either of four categories depending on where in the matrix the follower is located, which are *impulsive subordinate* (active and dominant), *compulsive subordinate* (passive and dominant), *masochistic subordinate* (active and submissive) and *withdrawn subordinate* (passive and submissive) (Zaleznik, 1965; Zaleznik & de Vries, 1975). Zaleznik's framework primarily served as a tool for leaders to categorize their subordinates to learn how they should be dealt with respectively, and contains many elements from Frederick Taylor's *Scientific Management* (Taylor, 1911). The theory is overall considered outdated by academia (Uhl-Bien et al, 2014; Bjugstad et al, 2006). The typology did, however, lay ground for Robert E. Kelley's framework (Kelley, 1988; Kelley, 1992). Kelley's creation is in many ways a renewed and modernized version of Zaleznik's matrix, with the important difference that the follower now is attributed a higher human value.

In addition Kelley's model has an explorative stance, rather than merely being a tool for managerial control (Uhl-Bien et al, 2014; Kelley, 2008). The modern role-based theories within followership research has therefore reversed the lense that Zaleznik, Taylor and previous scholars have applied and are now viewing it from a follower perspective. In addition to Robert Kelley, other scholars such as Ira Chaleff (2003; 2008), Boas Shamir (2007) and Edwin Hollander (1993) are all advocating the reversed approach. It is therefore evident that the idea of typologies and dimensions for categorizing followers into typologies or archetypes based on qualities is a cornerstone of the followership school, and that Kelley's revision of Zaleznik's framework is key to understand the fundamentals of followership theory (Shamir, 2007; Uhl-Bien et al, 2014; Can & Aktas, 2012; Klingensmith, 2016; Brown & Thornborrow, 2016; Buchanan, 2007)

2.2.5   Constructionist theories

The constructionist theories are, as the name implies, derived from the *constructivist school* described briefly in section *Follower-centric theories*. As previously stated the constructivist school is in many ways the bridge between the realism and post-structuralism (Barnett, 2011; Devetak, 2013a; Donnelly, 2013; Hopf, 1998). In other words, the school advocates an ontology claiming that the reality is constructed in the social dynamics of human interaction (Hollis, 1994; Reus-Smit, 2013; Barnett, 2011). It claims that the reality is constituted of human beliefs and social norms, which shape concepts such as leadership and followership over time (Uhl-Bien et al, 2014). To simplify, both leadership and followership are considered social constructs and are assigned values by individuals and the environment (Reus-Smit, 2013; Hopf, 1998). A central aspect within constructivist theories is the construction of identities (Shamir, 2007). In order for the leader to have voluntarily followers the latter must accept the premise that the leader is entitled to lead them. Much like within relational followership theories the leader- and follower identities are created in the interplay between the parties in which both sides needs to acknowledge the needs, wants and qualities of the other party in order for the relationship to be symbiotic and for the organization to thrive (Shamir, 2007; Fairhurst & Grant, 2010).

2.2.6   Summary of Findings from Followership Sub-Schools

The internal spectrum of followership theory is, as showed above, covering a wide range. The sub-schools rest on somewhat varying foundations and are emphasizing different aspects as important for their respective view. A circumstance which, however, is present in all sub-schools is the discussion about follower related qualities and the interplay between the follower and the organization. It is evident to the reader that this is not coincidental and that followership theory is relying heavily on the importance of followership related qualities for the prospering of organizations (Uhl-Bien et al, 2014; Shamir, 2007; Fairhurst & Grant, 2010; Kelley, 1988; Klein & House, 1995; Meindl, Ehrlich & Duckerich, 1985; Dinh & Lord, 2012).

2.3   The Followership Archetypes

The most renowned model within followership theory in general and follower qualities theory in particular is Robert E. Kelley's four frame model from his 1988 Harvard Business Review publication *In Praise of Followers* (Thomas, Gentzler & Salvatorelli, 2016; Can & Aktas, 2012; Baker, 2007; Klingensmith, 2016; Buchanan, 2007; Brown & Thornborrow, 1996; Manning & Robertsson, 2016; Berg, 2014). The model sorts followers into five different archetypes based on two dimensions: *Acitve-Passive* and *Independent/Critical thinking-Dependent/uncritical thinking* (Kelley, 1988). Kelley developed a self-assessment questionnaire aimed towards the follower that tests these two dimensions (Kelley, 1992). The different archetypes and the current understanding of these archetypes will be presented below.
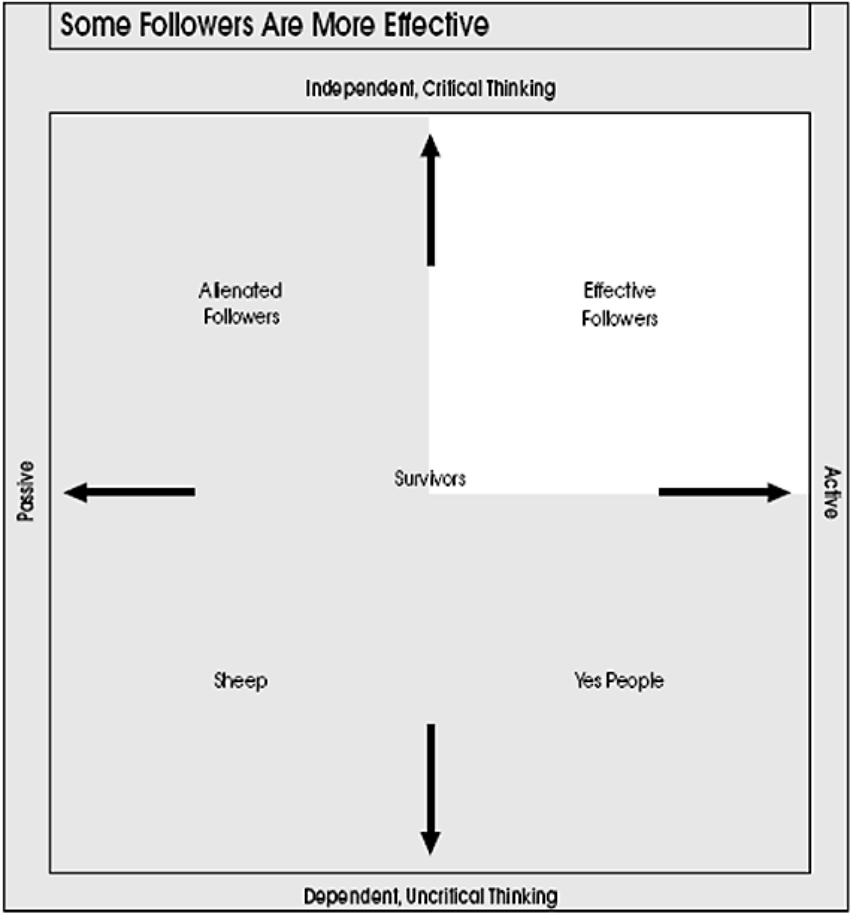
Figur 2 The Four Frame Model (Kelley 1988)

2.3.1   Sheep

The archetype in the bottom left corner (*passive* and *dependent*) is generally referred to as *sheep* (Kelley, 1988; Kelley 2008; Uhl-Bien et al, 2014; Thomas, Gentzler & Salvatorelli, 2016; Klingensmith, 2016; Buchanan, 2007; Brown & Thornborrow, 1996) but also as *passive* by some scholars (Can & Aktas, 2012). The *sheep* is characterized by being highly

dependent on clear and frequent instructions from the leader. They are unable to take initiative, generally do not generate ideas of their own and lack ambition as well as commitment to the organization that employs them (Uhl-Bien et al, 2014, Thomas, Gentzler & Salvatorelli, 2016). With well-defined instructions and highly limited mandates the *sheep* may however prove to be useful to the organization, but has to be watched due to the inherent tendency to fall into passiveness once no clear task is presented (Buchanan, 2007; Brown & Thornborrow, 1996; Klingensmith, 2016).

2.3.2   Alienated Follower

The archetype in the upper left corner (*passive* and *independent*) is referred to as *alienated follower* (Kelley, 1988; Kelley 2008; Thomas, Gentzler & Salvatorelli, 2016; Klingensmith, 2016; Buchanan, 2007; Brown & Thornborrow, 1996). The *alienated followers* are characterized by being disconnected from the majority of the employees and are often obstructing changes and ideas, since they usually possess little or no faith in the rest of the organization. They are not hesitant to show a cynical side and often spread negativity around themselves and are thus hard to cooperate with (Uhl-Bien et al, 2014; Can & Aktas, 2012).

2.3.3   Yes-people

The archetype in the bottom right corner (*active* and *dependent*) is referred to as *Yes-people* or *conformists* and are described as active but dependent, uncritical thinkers (Kelley, 2008; Uhl-Bien et al, 2014). They are positive (Kelley, 2008, Klingensmith, 2016) and always in agreement with the leader (Kelley, 2008, Klingensmith, 2016, Uhl-Bien et al, 2014; Buchanan, 2007). Although active, they rely on the leader to do the thinking and give them direction, which they then follow blindly. (Kelley, 2008; Klingensmith, 2016; Uhl-Bien et al, 2014; Brown & Thornborrow 1996; Can & Aktas, 2012).

2.3.4   Pragmatic Follower

Pragmatists or *survivors* are placed in the middle of Kelley's two-dimensional model. They are the chameleons of the organization (Thomas, Gentzler & Salvatorelli, 2016; Brown & Thornborrow 1996; Can & Aktas, 2012). The *pragmatists* are neither the first, nor the last to accept a new idea or organizational change but sits on the fence, until they have figured out how the wind blows (Kelley, 2008; Klingensmith, 2016; Brown & Thornborrow 1996; Can & Aktas, 2012). The pragmatists see themselves as the preserver of the status quo within the organization (Kelley, 2008; Klingensmith, 2016).

2.3.5   Effective Follower

The archetype in the upper right corner (*active* and *independent*) is referred to as *effective follower* by Robert E Kelley (1988; 1992), but is also known as *star follower* (Kelley 2008; Klingensmith 2016), and *exemplary follower* (Uhl-Bien et al, 2014; Berg, 2014; Brown &

Thornborrow, 1996; Can & Aktas, 2012) in academia. The *effective follower* is characterized by being courageous, independent and energetic (Brown & Thornborrow 1996; Can & Aktas 2012; Uhl-Bien et al, 2014). With great commitment to the organization the effective followers strives for progress by being proactive and self-managing (Kelley 2008; Buchanan, 2007). The effective followers are capable of critical analysis and are not afraid to voice their ideas and concerns when needed, which in turn prevents toxic leadership (Thomas, Gentzler & Salvatorelli, 2016; Manning & Robertsson, 2016). Additional advantages with the effective follower in comparison to other follower archetypes is high levels of commitment to the organization, a continuous strive for individual and organizational improvement, frequently giving and adapting to feedback, energetic and ambitious (Kelley, 1988; Can & Aktas, 2012; Buchanan, 2007; Berg, 2014). The effective follower archetype is by far the most discussed one in academia and is viewed as the superior followership type by a vast majority of the scholars, who argue that all organizations should strive for a setting containing only *effective followers* (Kelley, 1988; Kelley, 1992; Kelley 2008; Thomas, Gentzler & Salvatorelli, 2016; Can & Aktas, 2012; Buchanan, 2007; Brown & Thornborrow, 1996; Klingensmith, 2016).

2.4   Concluding Remarks – Theoretical Framework

In the sections above the theoretical spectrum of followership has been outlined and Robert Kelley's framework for followership qualities has been discussed extensively. Although our findings showed a somewhat fragmented theoretical basis, common ground could be found regarding the importance of followership qualities for organizational development. In other words, a majority of the scholars emphasized the impact that followers have on the organization they reside in. By scrutinizing the broadly supported model of Robert Kelley it was possible to derive that a vast majority of academia claim that the archetype *effective follower* is the most beneficial from an organizational perspective i.e. the archetype organizations should strive for to recruit and cultivate. It is now truly possible to proceed to the question of whether Swedish companies agree with academia in this matter.

3 Methodology

In order to pursue our purpose we have defined the main targets for our empirical research to be Swedish companies with more than 100 employees. Since we aim to answer the question of what follower qualities are of importance for large Swedish companies today, we will seek out the person within the company who has the overarching responsibility for HR related questions. This since we argue that this person is most likely to have insights into the qualities the company is looking for in their followers, and therefore can provide us with the most valuable information. This in accordance with the principle of *centrality*, where the subject at hand is as close to the actual data as possible (Esaiasson, Gilljam, Oscarsson, Towns, Wägnerud, 2012). We argue that the respondent therefore is likely to be an HR manager, but also could be a HR generalist or the CEO. Since the person, regardless of position, will be responsible for questions regarding human resource activities, which is the criteria that needs to be fulfilled in order to qualify as a respondent, we will, in order to be consistent, refer to these individuals as HR managers.

There are primarily three reasons for the decision to target a scope of more than 100 employees. Firstly, we want the companies to have a clearly defined operating core. Secondly, we want the companies to be large enough to be assumed to have clearly defined leader- and follower roles within the company. Lastly, we want the companies to be of a size where it is reasonable to assume that there are well defined roles within the company. To clarify, the underlying reason for this is to ensure that the respondents mentally are able to clearly separate between leaders and follower within their organization.

Data will be collected in two steps with two different approaches, using an *explanatory sequential mixed method design.* The first step being a quantitative approach to give our research width and offer generalizability, and the second a qualitative, to help us gain a greater understanding of the data gathered in the first step (Creswell, 2014).

The first step will be to gather data using a questionnaire with a Likert-type scoring system, asking the respondent to rate how important certain qualities are in followers in their organization. These qualities are derived from an extensive literature review within the field of followership, identifying the scholars who cite and expand upon Robert Kelley's four frame model. Using the questionnaire, we aim to answer if HR managers of Swedish companies want effective followers, as defined by researchers within the field.

The second step of the data gathering process will be to perform in-depth interviews with a sample from the respondents of the questionnaire, in accordance with the *explanatory sequential mixed method design* (Creswell, 2014). Using open ended questions, we aim to gain a greater insight in the practitioners thought process during the completion of the questionnaire. Practitioners in this case refer to people who work with questions regarding human resources in any sense of the word. They might for example be responsible for tasks such as hiring, skill development and employee retention. The qualitative approach is used to identify if there has been any ambiguity or unclarity that could affect our quantitative results in any way, as well as validate the scale. Since the data gathered and analyzed from the

qualitative approach will be used to understand the data gathered using the quantitative approach, the qualitative data analysis will be performed first and the quantitative second, even though the data collection was performed in the opposite order.

3.1 Creating the Items

An important step in our methodology is to create questionnaire items that measure the importance of qualities which can be used to describe what followers our respondents see are needed in their organizations. To achieve this, an extensive literature review was conducted. A list of 77 items were identified describing what qualities effective followers possess. Using a *content analysis* (Boréus & Bergström, 2012) identifying recurring themes in the material it is clear that all items identified were related to either the *active* or *critical* dimension, or were assumed to be an expression for a behavior that is a combination of the two dimensions. This resulted in a list of 22 items, which were used to create the questionnaire, where six items measured the active dimension, six the critical dimension, and 10 a combination of the two.

3.2 Quantitative Data Collection

The first step in our data gathering process is a quantitative data collection using a questionnaire with the aim to collect answers from 50 Swedish HR managers. The list of companies that we intend to contact are derived from www.allabolag.se, and contained companies with a reported number of 100 employees or more. In total, a list of 887 companies was constructed gathering data from allabolag.se. In an effort to maximize response rates, the companies will be contacted via phone and we will ask to get in contact with the person in charge of HR related questions. If connected the person will be asked if s/he wants to participate and if so to what email-address the questionnaire can be sent. If, however, the HR manager is not available we will ask the reception desk for their email-address and send the questionnaire accompanied with a personalized email. Furthermore, the questionnaire has been developed to take no more than five minutes to complete, and this is emphasized in the communication with the HR manager. This since a questionnaire that takes long to complete have lower response rates (Körner & Wahlgren, 2012) and a low response rate might compromise our validity (Esaiasson et al, 2012). Lastly, during the phone call we will ensure that the person that we are sending the questionnaire to is responsible for HR, speaks Swedish (since the questionnaire is written in Swedish) and that the company does have at least 100 employees.

The questionnaire will contain an introduction to the study as well as information about how to complete the task of filling out the questionnaire. To ensure that the participant has understood the instructions, an initial control-question with a skill that is highly unlikely to be sought-after (the ability to walk on one's hands) will be displayed right after the instructions. The use of this is two-fold: Firstly, the respondent can, if realizing that s/he has not understood the instructions, go back and read them again. Secondly, we can remove those respondents that seems to not have understood the instructions by analyzing the answer to the control question.

After the control question the respondent will face 22 questions (see appendix B for both original questions in Swedish as well as questions translated to English) with the aim to, on a scale from 0, "not at all" to 6, "crucial," answer how important the particular quality is for an average follower within the organization. This since we argue that this approach, visualizing an average follower, will offer greater generalizability of our findings. Since the 22 qualities that we measure are derived from the theories regarding the *effective follower*, we operationalize that the value 6 is the score representing an *effective follower.* Of the 22 questions, six has been developed to measure the dimension *active/passive* and six the dimension *critical/uncritical thinking*. The other ten questions, concern qualities which can be seen as combinations of the two dimensions and will be referred to as *mixed dimension items*. These are some qualities that are commonly referred to as qualities often possessed by effective followers in the literature.

In the end of the questionnaire the respondents can freely report some information about themselves. This information is gathered in the end to avoid any potential priming effects and is voluntary to be able to ensure all respondents the level of anonymity that they feel comfortable with. Such information includes for how long they have worked at the current company, for how long they have been working with HR questions, and for how long they have been HR managers at their current company. Lastly, they are asked to participate in the second step of the research, in which we will contact them and ask them some clarifying questions regarding the questionnaire.

Furthermore, in accordance with the recommendation of Körner and Wahlgren (2012) we ensure that the instructions were easy to follow by performing a beta test. Five non-HR managers were asked to perform the test and report back if anything was out of place or hard to understand. All five beta-testers reported back that they could not identify any unclarity nor mistakes in the questionnaire. This lead us to conclude that the questionnaire was well constructed and suitable for our data gathering.

The sample cannot be seen as random, as with random sampling everyone in the population has an equal chance of being part of the sample population (Svartdal, 2010). A nonrandom sample limits the external validity since the sample might be skewed. To make a sample as representative as possible it is viable to borrow as many techniques from random sampling as possible (Svartdal, 2010). First, we gathered the names of many companies from allabolag.se, with a large range of size and geographical location. We then imported our data into the Customer Relationship Management (CRM)-system to keep track of who had been contacted and not. When choosing who to contact from the list we used a *stratified sampling method* (Esaiasson et al, 2012) to ensure that we had a mix of companies of varying size and geographical location. Using this technique, we can be reasonably certain that we have a good spread among our respondents and therefore can generalize our findings to a larger population.

3.3   Quantitative Data Analysis

We aim to run statistical analysis on the data we gather from the questionnaires. Firstly, we will test the internal reliability of our items. This will let us exclude items that does not seem

to measure the same construct as the others. We will then perform correlational analyses, investigating if and how our variables correlate with each other, this to give us an overview of the material.

To answer whether HR managers prefer one quality over the other, a paired samples t-test will be performed, using the two unmasked questions (question 21 and 22 in appendix B) in the questionnaire, created to most clearly measure the importance of the quality active and critical thinking. A significant result here will let us know if the respondents rank one quality higher than the other indicating which one they consider most important.

Since our questionnaire contains many items, with some assumed to measure the same construct on the same dimension, and some assumed to measure the same construct but on both dimensions, a factor analysis will be performed, to uncover any underlying structures in our material. Factor analysis is a statistical method that can be used to identify underlying structures of correlations among large sets of variables, and grouping those variables together making the results easier to interpret (Hair et al, 1998; Aron & Aron, 2008; Pallant, 2013).

Furthermore, a cluster analysis will be performed to see if we can identify any profiles using our data. That is, if we can identify groups of respondents that describe a certain type of follower. Cluster analysis is a multivariate technique that can group our respondents based on their answers in the questionnaire (Hair et al, 1998). Clustering arranges the respondents so that those with the most similar response pattern are grouped first. The analysis keeps grouping the most similar respondents with other respondents or groups until all participants belong to the same cluster (Hair et al, 1998). Cluster analysis is of interest, since, if the analysis results in an output with clearly defined clusters this indicates that our respondents have different preferences regarding follower qualities.

Lastly if the factor- and cluster analysis are successful in identifying factors and creating clusters we intend to perform a discriminant analysis using the outputs from those analyses. Discriminant analysis is used to see which variable best can predict group membership. The discriminant analysis will show to what extent our factors can explain the separation of our clusters and map the clusters based on the factors. Thus, leaving us with a presentation of, on what dimensions our different profiles vary, and to what degree our factors help explain the creation of the clusters (Hair et al, 1998). Combining this information with our overall descriptive statistics we aim to identify different preferences in follower attributes among our different clusters.

3.4   Qualitative Data Collection

To further validate the questionnaire as well as gain a greater insight to our respondents thought process during the completion of the questionnaire, we aim to conduct interviews with some of them. This will be done using a semi-structured interviewing method. Esaiasson et. al. (2012) recommends using interviews as a method when trying to understand how humans are perceiving their surroundings. Since we are interested in how HR managers view qualities of the followers in their companies we deem this to be a highly relevant method. To ensure consistency over the interviews an interview guide was created. We offer the interviewees the option to be anonymous in order to offer confidentiality, which in turn

ensure the trustworthiness of the collected data, since giving this option removes the incentives to lie.

Based on the descriptive data derived from the quantitative analysis of the questionnaire, we will identify those questions with a larger range. This to gather data on how respondents who has scored differently on the same items has reasoned when giving their scores. The goal with this is to gain an understanding regarding what the different scores meant for the different respondents on the particular question. That is, if different scores on the item also means that they in the interview convey different levels of importance for the quality among their followers.

We will also identify, within each interviewee's responses, ratings covering as large of a scope of the range as possible, and ask them to elaborate on how they reasoned, regarding what the different numbers on the scale represented to them, as they filled out the questionnaire. If the respondents are missing an answer within the scale they will be asked what that number means to them as well as to give an example of a question they would have answered with their missing value. Furthermore, we will ask the respondents to assign values to all the steps of the scale by asking them to put words to how they perceive each score.

Apart from gaining a better understanding of how the respondents understood and used the scale, we will also ask questions regarding how the respondents understood the instructions, if there was anything that they struggled with, and how they reasoned when creating an average follower in their mind. All in all this will help us gain greater insight to the respondents thought process and understanding of the questionnaire during the completion of the task. Furthermore, the interviews will be recorded and thereafter transcribed to ensure that our note taking does not disturb the flow of the interview and that nothing important is missed out (Willig, 2013).

In total, we sent out 192 questionnaires and received 57 responses, resulting in a response rate of 29,7%. Due to the respondents' possibility of anonymity, the collection method did not allow for any type of non-respondent analysis. Of the 57 responses, all could be used in the data analysis.

3.5 Qualitative Data Analysis

The transcriptions from the interviews will be analyzed with the method *qualitative content analysis* (Boréus & Bergström, 2012). This method uses the framework elaborated by the quantitative content analysis i.e. to try to discover patterns in extensive text materials (Krippendorff, 2004), but also weighs in aspects such as the setting and the context. In other words, the qualitative content analysis is slightly more flexible than its quantitative counterpart and serves as a suitable tool for analyzing a medium sized material, which is the size we aim for with 5-10 interviews.

The common foundation that both the quantitative and qualitative content analysis rests on is characterized by a strive to simplify complex materials by looking for key patterns (Krippendorff, 2004). Through this method it is therefore possible to grasp the essence of extensive materials. The principal reasons for choosing this method is, in our case, two-fold.

Firstly, we are interested in disentangling the underlying factors for the possible variation in our questionnaires, which is an aspect where the content analysis will be a useful tool. Secondly, we are also interested in validating the scale and the answers in order to be able to conduct a quantitative analysis on the material as a whole. In other words, the results that we derive from the questionnaire will not be applicable to a larger population if the respondents have been understanding the questions differently and have various understandings or the scale. An important element of the content analysis is therefore to get an overview of the respondents understanding in these core areas.

4 Results

4.1 Qualitative

4.1.1 Introduction to Qualitative Results

As stated in the methodology chapter the qualitative content analysis will, among other things, be used for validating the questionnaire and the scale. If both these aspects are understood in a similar fashion among the respondents it will add strength to the result derived from the quantitative analysis. In order to realize the validation, we conducted semi-structured interviews with seven of the respondents. The respondents were selected on the basis of conation through an optional field in the questionnaire, where the subjects had the possibility to enter contact information and submit for a deep interview. We deem this the best selection method for the interviews, since, to get enough data for a meaningful analysis we must rely on the respondent's cooperation.

Of the 57 respondents who completed the questionnaire, 17 were open to further participation in the study, which consisted of an interview regarding their thought process while completing the questionnaire. Of those 17 respondents, 15 were invited to be part of the next step in the research. The ones excluded from the second step became that as a result of a late responses of the questionnaire. Of the 15 who were invited to participate in the second step of the research, 7 accepted our invitation. The other 8 had to decline for various reasons, primarily time constraints. We had to reschedule 3 of the interviews due to emergent matters on the interviewees' sides, which further confirmed the idea of the need of voluntary commitment from the respondents' side. We did, however, manage to conduct all 7 interviews in the end. All interviewees accepted that we recorded the conversation, which were conducted in Swedish in order to avoid misunderstandings and to encourage the interviewees to speak freely. All recordings have been listened to thoroughly and transcribed.

4.1.2 Understanding the Questionnaire

The first element of the interview concerns the question of whether the interviewees properly had understood the questionnaire. All 7 respondents clearly stated that they fully understood both the form and the question, which strongly increases the likelihood that the other 50 respondents also managed to understand it well (Esaiasson et al, 2012). This fundamental understanding marks an important step for our possibility to continue and conduct further analysis on the material.

4.1.3   Visualization of the Average Employee

The second element of the interviews concerns the image of an *average employee*. A significant part of our questionnaire and therefore our thesis in general is using the expression average employee. Although we are giving the respondents some guidelines in how they can picture the average employee, such as trying to portray an individual without any staff responsibility and who could be seen as a mean of all employees weighed together, we reckoned that the results still could vary. Regardless of the guidelines outlined by us in the introduction to the questionnaire this is still a quite complex task for the respondent to conduct. It was therefore vital to scrutinize the interviewees' understanding of the average employee in order to ensure that the respondents have somewhat the same image of this aspect. The content analysis showed three broad patterns:

Fictional Average Employee

The first pattern was that all seven respondents created a fictional average employee rather than resort to an existing person. In practice this was, however done a bit differently from case to case. Two respondents incorporated every department of the company and created an average employee where the characteristics of the biggest profession groups had the most significant impact on how they perceived the average employee. The other respondents used a slightly less sophisticated method where they established their image of the average employee based on the biggest occupational group in the company, and did therefore not weigh in other professions into the construct. Both methods were indeed sufficient since all respondents pictured an imagined employee and thus avoided the thought trap of picturing a real person, and weigh his/her individual characteristics into the equation. Since all interviewees used this higher form of portraying the average employee, we deem it likely that most, if not all, respondents also did this.

Within the Operating Core

Another pattern that can be traced with the qualitative content analysis is that the interviewees tended to picture an average employee within the operative dimensions of the company i.e what Mintzberg (1979) and Lunenburg, (2012) would refer to as the operating core. Based on the logic above this is a highly reasonable result, given that the operating core usually is the largest section of a company. The fact that the HR managers imagined an average worker from the operative core is highly beneficial for the results, since this part of the organizations tend to vary more between companies in comparison to the technostructure and support staff.

An Ideal Employee

The last pattern that emerges in the material is that all but one respondent pictured an *ideal average employee* i.e an employee that is in line with the company's values and strategies rather than ones they necessarily have at this moment.

Conclusion

The patterns illuminated above jointly form an important foundation and prove that the construct of the average employee is constituted in a similar way by all respondents. The average employee has for most respondents been an ideal, fictional follower, in the company's operating core. This verifies that the understanding of the average employee has been similar to the degree that continuous analysis of the material is to be considered valid.

4.1.4 Validation of the Scale

Consistent Understanding of the Scale

The scale that we used for assigning points ranges between 0 and 6, where the importance ranges between "not at all" (0) and "crucial" (6). The intermediate positions were purposefully not labeled in order to let the interviewees themselves interpret the stages in between. By not labeling the middle stages we deemed it possible to validate the scale and its stages by asking the respondent to label the stages themselves in the interview. This in order to determine whether they used the same expressions for categorizing the different positions. Two of the respondents, declined to answer this question due to an inability to concretize the numbers. The results from the five respondents providing answers were however, overall coherent. All respondents used the expression "very important" to describe the value 5 and all but one used the expression "important" to describe the value 4, whilst the last respondent could not find a suitable word. The perception of the value 3 was also overall coherent with expressions such as "neutral", "of medium importance", "in the middle" among the answers. Value number 2 was the one where the answers differed the most. Two respondents labeled the value "less important" while two other, referred to the value as "rather important" and one abstained from labeling this value. The coherency of the interviewees' interpretation of the values rose in regard to value 1, where all but one labeled it as "not so important" whereas the last respondent named it "less important". The coherent understanding of the scale among the respondents, leads to the conclusion that the scale is to be considered valid.

Consistent Usage of the Scale between respondents

In order to further validate the scale, we selected question with high range among the seven interviewees. This to investigate if their answers in the questionnaire corresponded well with their description of the quality as more, less, or as important in relation to other respondents with a lower, higher or equal score.

Four questions from the survey was selected on the basis of a high range in response values in the questionnaire from the seven interviewees:
1. How important is it that your employees start new projects on their own initiative?
2. How important is it that your employees are able to critically analyze proposals from their superiors?
3. How important is it that your employees dare to take risk within their position?
4. How important is it that your employees are critical thinkers?

What could be observed throughout the analysis of the questions and the corresponding answers is the pattern that respondents who assigned a question a higher score in the questionnaire also described it as more important during the interview. This can be compared to the respondents who assigned the question a lower value in the questionnaire. That is a person who had assigned an item the value 4, systematically also gave a description of the quality as being of more importance to a follower within their organization compared to a respondent who had assigned the same item the value 3. Furthermore, it was noted that the more similar the respondents assigned score were, the more similar they reasoned verbally when elaborating on their answer. Since the respondents, as previously concluded, interpreted the numbers in a similar fashion this further strengthens the validation of the scale.

4.1.5 Additional Interesting Findings

When investigating how the respondents translated their questionnaire scores to verbal reasoning during the interviews, an additional interesting insight emerged. The insight arose during the discussion concerning the question regarding starting new projects. This question aimed to measure an ability to take initiative but was rather understood in a corporate context of budgeting, where only certain people within the company were supposed to be allowed to start new projects. The respondents also mentioned that they reasoned in a similar way when answering the question "How important is it that your employees organize activities on their own initiative?" i.e. that these were not tasks that were expected to be included in an average follower's job outline. This fact should be taken into consideration when conducting further analysis on these specific items.

4.1.6 Conclusion Qualitative Results

The interview questions regarding the validation of the scale have brought highly important insights. The interviews have ensured that the scale was understood in a similar fashion by all interviewees and that the scale had been used accordingly. The results were overall satisfying in ensuring high validity. That is, the analysis highlights that the scale has been used in a coherent way, and understood as intended.

Furthermore, the average employee has been interpreted as an ideal, fictional follower, in the company's operating core. Fictional, as in the follower does not exist but is rather an imagined weighted average follower in the organization. Operating core, as in, the follower is working close to value creating operations. Ideal, as in, not their current followers but rather the followers they desire. Meaning that we can interpret our data in relation to how they want their followers to be, rather than how they are today.

4.2 Quantitative

4.2.1 The Questionnaire and Respondents

The questionnaire contained, as previously mentioned, a total of 22 items, of which 6 aimed to measure the dimension *active* and 6 aimed to measure the *critical* dimension. The other 10 items were intended as hybrid or mixed dimension items, operationalizations of qualities commonly used to describe an *effective follower*.

Of the total 57 respondents 48 reported for how many years they had worked at their current company. This varied between 0 and 34 years, with a mean of 6,9 and a standard deviation of 7,2 years. The same amount of respondents reported for how many years in total they had held a position as an HR manager. This varied between 0 and 38 years with a mean of 8,8 and a standard deviation of 8,3 years. Lastly, we asked the respondents for how long they had held their current position at their current employer. The 48 respondents had a range between 0 and 16 years, with a mean of 3,5 and a standard deviation of 3. Furthermore, the respondents stemmed from a large variety of different industries. Meaning that we had a wide range of

respondents, both when it came to industry, time spent in the company and within their position, offering greater generalizability of our findings.

4.2.2   Quantitative Results

Cronbach's Alpha

To test the internal consistency of the items in the questionnaire we did a reliability analysis using Cronbach's alpha. Cronbach's alpha gives a value between 0 and 1, where 0 signifies that the items in no aspect measures the same construct and 1, indicating that all items are measuring exactly the same underlying construct. High internal consistency is therefore preferable, with consistency levels of 0.6 to 0.7 seen as the lower limits of an acceptable score (Hair, Anderson, Tatham, Black, 1998).

A test for internal consistency was performed using all 22 items (see appendix C for output). This since all items are assumed to measure the same construct (effective follower), although on different dimensions. With a Cronbach's alpha of 0,895 we conclude that our items are considered to have high internal consistency. To further ensure the consistency of the scale we looked at the Corrected Item-Total Correlation. Analyzing the output, we could find four items with noteworthy low scores as defined by Hair et al (1998) as below 0,3, indicating that they might not belong to the same construct as the other items. These items, marked with red squares in appendix C, were therefore excluded from any further analysis.

Mean and Standard Deviation

The mean for the items in the questionnaire varied between 2,96 and 5,58 with standard deviations between 0,596 to 1,511, indicating that although some variance, most respondents had primarily used the upper half of the scale when answering the questionnaire. Our initial overview of our dataset indicated that our participants overall had scored high with the mean respondent's mean-score over all items being 4,41.

Paired sample T-test

To see if we could identify any difference in how sought-after the two qualities *active* and *critical* were, we performed a paired sample t-test using the two unmasked items (Q21 and Q22 in Appendix B) as variables. With n=57 and df=56, the paired sample t-test revealed a statistically significant difference where *active* (M=5,09, SD=0,872) was significantly more sought-after than *critical thinking* (M=4,39, SD=1,25), conditions (t)=-5,12, (p<0,005). Although both qualities overall can be described as on average desirable qualities, an *active* follower seems to be of more importance than *critically thinking* follower.

Correlations

The next step was to perform a correlation analysis on all items in the questionnaire. This procedure was initiated to better understand the material and especially if, and how the mixed dimension items correlated with the *active* and *critical* items. Furthermore, we were interested in whether the amount of years in the role as HR manager or time spent at a company could be tied to any item. To assure linearity, all questionnaire items were first plotted against each other. When linearity was assured the analysis was performed (see appendix D for output). No significant correlations were found in regard to years in the role or company. Many of the other variables did however, to various degrees, correlate with each other. This came to no

surprise since many of the variables were purposely built to measure either specifically an *active* or *critical* dimension, or a combination of the two.

Factor Analysis

Since the questionnaire was constructed in a way where a high number of questions were aimed to measure the same aspects, there was limited surprise when the results showed a high internal consistency as well as a high number of correlating variables. The next step in the data analysis then became to perform a factor analysis.

Our results showed a Kaiser-Meyer-Olkin (KMO) score of 0,826, placing it in the upper half of acceptable scores, meaning that our dataset passes the test for sampling adequacy, and is therefore deemed to be suitable for factor analysis (Hair et al. 1998). Since we purposely built the questionnaire around the dimensions *active* and *critical* as well as adding items related to both of the dimensions, we decided to not limit the amount of factors to be identified, but rather held a more explorative stance. This in order to ensure that no important aspects were left out due to chance. As the scree plot below (figure 3) visualizes, two factors turned out to explain a large proportion of the variance in the dataset. Together two factors accounted for a total of 51,501% of the variance in the dataset compared to the 19,871% that the following three factors offered to explain, meaning that the two first factors explained more than twice as much variance than the following three (see appendix E for component matrix). To enhance the interpretability of the data, a rotation was performed, resulting in the two independent factors explaining a total of 35,904% of the variance in the dataset (See appendix F for rotated component matrix). The loss of explained variance due to the rotation came to no surprise since the correlational analysis clearly indicated correlations across many items assumed to measure the qualities on both, or different dimension. The large amount of total variance explained in the two factors compared to the following three led us to the conclusion that in order to make our results more easily understood and interpretable all but two factors were to be excluded from any further analysis.
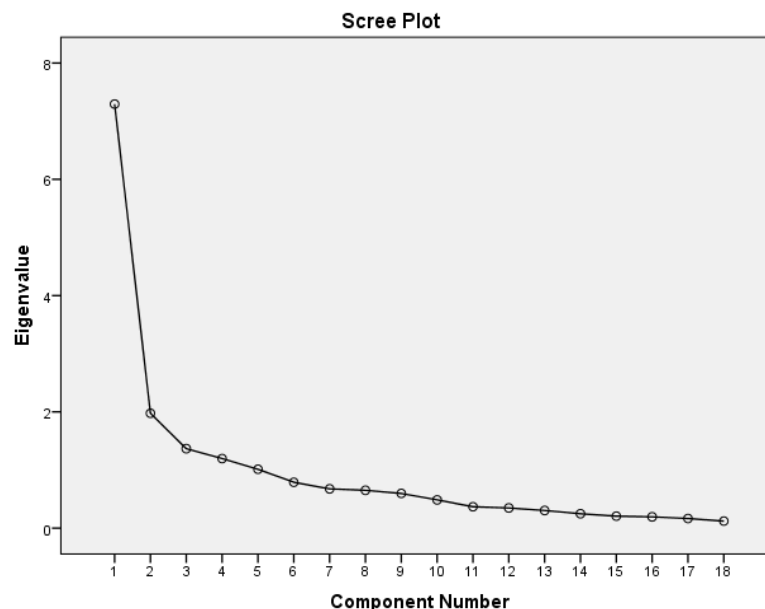
Figure 3 As visualized by the scree plot, most of the variance was explained by the first two factors.

Factor 1 contains 5 items and of those 5 items 4 are items that we, when initially designed the questionnaire argued should measure the dimension *Critical thinking*. Furthermore, our control- or unmasked question aimed to be the most obvious measure of *critical thinking* is part of the factor. Furthermore, factor 2 contains 4 items and of those 4 items 3 are items that we, when designing the questionnaire, intended to measure the dimension *active*. In factor 2, the unmasked control questions measuring *activity*, is part of the factor. 3 of the items assumed to measure the dimension *active* was not part of factor 2. For 2 of the 3 items that initially were assumed to measure the level of activity ended up not being part of factor 2. Two were as we have discussed in the qualitative analysis, perceived by the respondents in another light than we initially anticipated. This might explain why they did not group well with the other items assumed to measure the same dimension. See appendix F, rotated component matrix, for an overview of all items included in each factor.

By scrutinizing the two factors with the highest percentage of explained variance, it became clear that they followed two distinct themes related to our research. The first factor contained items related to the follower's level of activity in terms of *active* and *passive*. The second factor contained items related to the followers *critical thinking* ability. When studying the variable components of the other factors, no clear such pattern emerged. This solidified our conclusion that the two factors that explain a high degree of variance are the ones we should keep for further analysis. To make the analysis of the factors clearer we decided to name the first factor *Critical* as we argued that it measured the critical dimension of the model we investigate. With the same logic, we named the second factor *Active*.

In conclusion, by doing a factor analysis we could identify two factors that went well in line with the theory we set out to investigate. These factors further explained a much larger proportion of the variance in our data set compared to the other factors, thus making these two factors the main focus for our future analysis.

Cluster Analysis

The next step of the study was to continue to approach our purpose and find out what type of qualities in followers Swedish HR managers of large Swedish companies consider important in their organizations, as well as in extension investigate whether there is a research-practice gap. To proceed in this direction a cluster analysis was performed.

The cluster analysis was performed with the two factors from the factor analysis using *Ward's method*. By analyzing the differences between coefficients for different numbers of clusters we could identify how similar the merged participants or cluster were. The larger the increase in cluster coefficients (Ward's coefficient, squared Euclidean method) the more dissimilar the two merged groups or respondents were.

Using this method, a large increase in cluster coefficient for a three versus two clusters solution was identified, indicating two very different groups being merged together (9,554 for 3 clusters versus 29,395 for 2). This is further illustrated in the graph (see appendix G) with a large distance between a two and three cluster solution. Using this method, we identified three clusters as the most suitable number of clusters, indicating that we had identified three groups, or profiles, of respondents whose answers were more similar to their cluster than those belonging to other clusters. These three clusters had 34, 11 and 12 members respectively.

Discriminant Analysis

With a factor analysis having identified two clear factors explaining a large portion of the variance and a cluster analysis having identified three clusters within our dataset, we now turned to the discriminant analysis. Using discriminant analysis we could interpret the clusters, identify if there were any patterns among the respondents that were recurring and what the driver behind the clustering i.e. what item(s) that seemed to separate the groups. Since a factor analysis was used to identify our independent variables, i.e. the factors, that explain most of the variance in our data set, and those factors were used to create our dependent variables, the clusters, we expected our model to perform well on this task. As expected the discriminant analysis could group most of our cases correctly, more specifically the model grouped 98,2% of the cases correctly

As visualized in figure 5 below the discriminant analysis mapped three centroids, indicating the most common position for any respondent from a specific group (Hair et al, 1998). This visualisation together with our centroid coordinates and our descriptive data enabled us to analyze the three clusters on the dimensions *active* and *critical* as derived from the factor analysis.

The proportion of variance in the eigenvalue tells us how much discriminating ability the function possessed, in this case meaning to what extent the variable helped to separate the clusters. Factor one, named *Critical,* explained 60% whereas factor two, *Active* explain the other 40%. This means that although both clusters to a large extent contributed to the separation of the clusters the *Critical factor* contributes more. This comes to no surprise since we already in the factor analysis could see that factor one could explain more of the variance than factor two. Furthermore, as we can see in the *Functions at Group Centroids* table, as well as visualized in the graph below, the functions did to some extent overlap. This can be connected back to the correlational analysis which indicated that our hybrid variables correlated with both the *Active* and *Critical* variables.

Functions at Group Centroids

Ward Method	Function 1	Function 2
1	,965	,251
2	-1,989	1,072
3	-,813	-1,944

Unstandardized canonical discriminant functions evaluated at group means

Figur 4 Functions at groups centroids
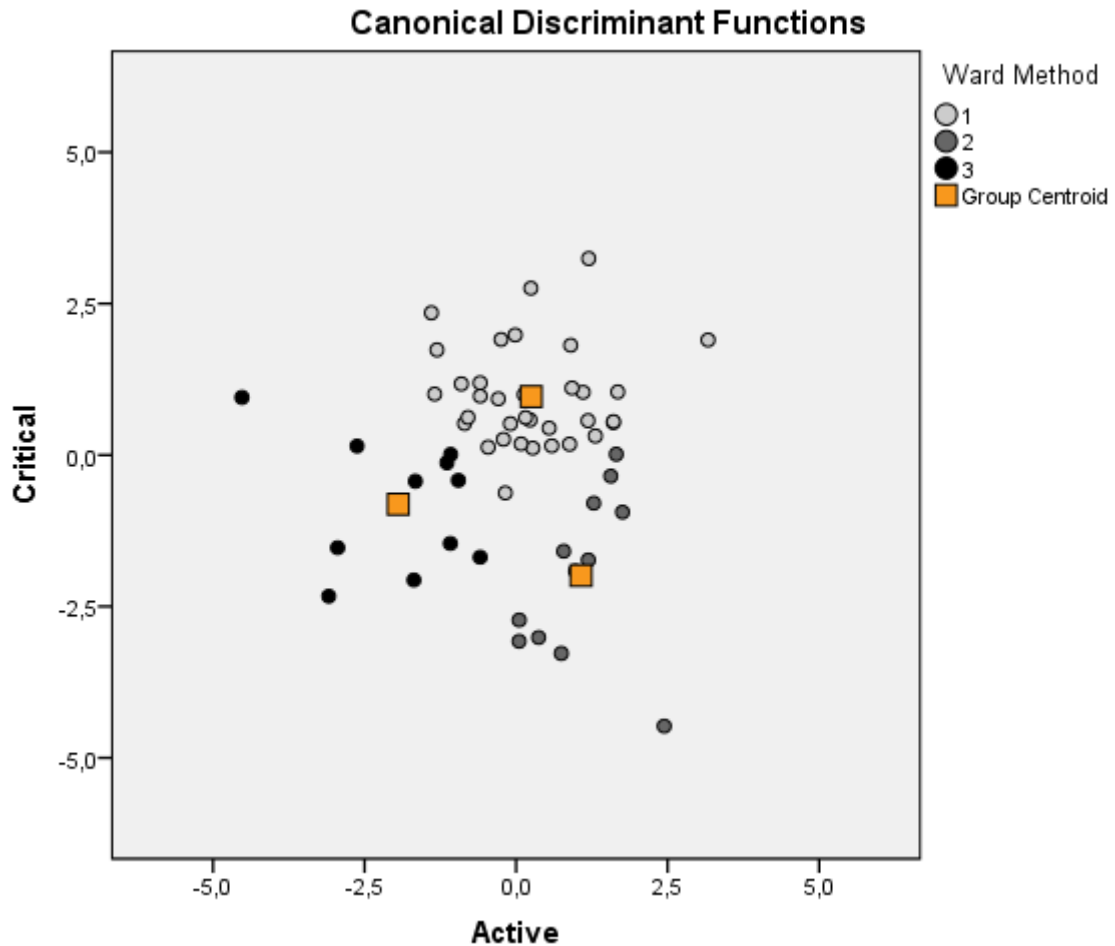
Figur 5 Canonical discriminant functions, plotted

The cluster one centroid, represented by the orange square surrounded by light grey dots, in the top right corner, is the cluster with the most respondents. These respondents were characterized by wanting the most critical followers and the second most active followers. Cluster two respondents wanted the least critical, but the most active followers. Lastly, the salient characteristic of cluster three is the far lower emphasis on activity. These results will be further analyzed in the discussion.

4.2.3 Conclusion Quantitative Results

With our analysis performed, a summary of our findings is in place. As our initial analysis of means and standard deviations showed, the participants overall scored with a mean respondent's mean-score over all items 4,41. If we look at the mean score for our factors, we find a similar pattern with a mean of 4,046 for the *Critical* factor and 5,136 for the *Active*. Our paired sample t-test further gave us the insight that our participants scored significantly higher on the unmasked variable *Active* rather than *Critical thinking* showing that *Active* is a more important attribute in followers compared to *Critical thinking*.

To make our items more interpretable we turned to factor analysis, deriving at two factors that correspond well with the theory that we were investigating. Furthermore, our cluster analysis revealed that our respondents could be divided into three distinct clusters and, lastly the discriminant analysis showed along what variables and to what degree the factors explains the different clusters.

Turning to our discriminant analysis, as concluded, *Critical* and *Active* were close to equally good at separating the clusters. Therefore, we cannot say that one rather than the other really seem to be driving the sorting into clusters. This could also be visually seen in the graph. If one factor had a much larger effect than the other, then the distance between the centroids would be a lot greater on one axis compared to the other, this is however not the case. These results will be further discussed in the following sections.

5 Conclusion

The purpose of this study was to gain an understanding of what type of follower qualities were of importance for organizations today. In order to fulfil the purpose a synthesized definition of an *effective follower* was created, derived from a thorough literature review. Based on this review a questionnaire was then created which allowed measurement of to what extent Swedish companies wanted *effective followers,* as described by researchers within the field of followership.

To understand the *effective follower* in the sense this phenomenon is described in academia today, an extensive literature review was conducted covering all five sub-schools (*leader-centric, follower-centric, relational, role-based* and *constructionist*) within the academic field of followership. Through this review it was possible to identify how the scholars of followership understood the concept of *effective follower,* and which qualities of the *effective follower* that were most frequently mentioned in academia.

Based on the information gathered in the literature review it was possible to identify 77 items describing the *effective follower* and synthesize these into 22 qualities, which multiple scholars within the field, highlighted as key for the *effective follower* to have. All these qualities were related to the two dimensions: *Active* and *critical thinking*. This information was then used to create a questionnaire, which served to measure the importance of these qualities in large Swedish companies today. In order to validate the scale and ensure the understanding of the questionnaire, in-depth interviews with several of the respondents were performed. By the completion of these interviews it stood clear that the questionnaire was perceived as easy to understand. None of the respondents stated that there were any confusion regarding the content of the questions. In addition, the interviews validated the scale and clearly showed that the respondents used the scale in a similar fashion to one another, which indicated usage of the scale in a hierarchical order as intended e.g. a 4 consistently indicated a lower score than a 5. When asked to give values to the numbers 1,2,3,4, and 5 the vast majority of the respondents used similar words to describe the values, which thereby showed a mutual understanding of the scale. Lastly, when asked to describe the procedure of how they created an average follower within their organization, the respondents' answers aligned to a high degree. The respondents imagined an ideal follower within the organizations operating core. To summarize, the high congruence among the interviewees indicated that the questionnaire was easily understood and well-constructed. This in turn validated the questionnaire, assuring that the statistical data collected can be used for further analysis with meaningful outcome.

To discover how the construct of the *effective follower* was accepted by Swedish companies and whether they agreed with academia, a questionnaire was distributed. 57 respondents answered the questionnaire and the conclusion was that both *active* and *critical thinking* were sought-after qualities in followers, however *active* more so than *critical thinking*. Overall the average respondents had a mean score of 4,41, a number which was interpreted as between "important" and "very important" by the interviewees. This indicated that overall, all qualities measuring an *effective follower* were highly valued. The discriminant analysis could however

identify three groups with three different profiles who valued the two dimensions *Active* and *Critical* differently. These results will be expanded upon in the discussion below.

5.1 Discussion

The conclusion outlined above will, in this section, be put into context and potential implications derived from our results will be discussed. Primarily the discussion will concern to what extent the *effective followers* is valued in Swedish companies today and whether there is a research-practice gap between how researchers and practitioners value the importance of effective followers in organizations today.

As discussed in the conclusion both the *Active* and *Critical* dimensions constituting the *effective follower* contain sought-after qualities according to the respondents, however, *Active* significantly more than *Critical*. Furthermore, we have identified three distinct profiles showing different preferences for combinations of the two dimensions. The profiles further give us a more nuanced understanding of our respondents, indicating that the largest grouping of respondents value the two qualities almost equally, most closely representing an *effective follower* of the three groups. We further have one cluster of respondents who clearly values *active* over *critical thinking*, indicating, to a larger extent than the first profile that these respondents wants *Yes-people,* followers who execute orders but do not ask questions. A third cluster with a result somewhat harder to interpret, valuing *active* followers the least, arguably the group most closely corresponding with the description of a *pragmatic follower*.

Although it is clear that both the *Active* and *Critical* dimensions are valued to some extent by the respondents, the question of whether Swedish companies desire *effective followers* still remain. The argument found in academia is coherent, in this matter. A clear majority of the scholars within followership theory are, as showed in the theoretical framework, clear on the fact that organizations should only want *effective followers*. As explained in the methodological chapter, we operationalize the value 6 as the score representing an *effective follower*. Furthermore, our qualitative research showed that the interviewees visualized the organization's *ideal follower* i.e. the follower the company desired the most, rather than the followers they currently had. Although visualizing the ideal follower i.e. even though they visualized the follower they desired the most, the respondents still assigned moderate values to the qualities. We therefore conclude that effective followers, as they are described in academia, are not currently valued in Swedish companies with more than 100 employees. In addition, this also leads to the conclusion that there is a research-practice gap where researchers see a value in effective followers that practitioners do not.

Since Swedish companies today do not see the same value of effective followers as academia, there is a research-practice gap. Firstly, we argue that this gap leads to the implication that scholars within the field of followership should research why the gap exists. Do researchers need to improve the way they communicate their findings or do the academic findings lack practical application? In other words; is followership a subject for scholar by scholars?

Secondly, our findings result in implications for companies. Swedish companies should ask themselves why they do not value *effective followers*. Followership research points out that there are numerous advantages, and no drawbacks, with having only *effective followers* in the

company. *Effective followers* are committed to the organization, self-managing, energetic, ambitious, handles feedback, and motivate others. Why would organizations not only want this type of followers? We argue that our findings show potential for improvement among Swedish companies. A change in mindset regarding the desired quality in followers can expectedly result in a better operating organization.

5.1.1 Limitations

Our research is not without its limitations. Firstly, we have focused our research efforts on Swedish companies, which to some extent limits the generalizability of our results. This since it is reasonable to assume that corporate cultures, which arguably affects who a desirable follower is, will differ to some extent across nations.

Secondly, we have decided to focus our research on companies with more than 100 employees since, as argued for in the method section, we wanted to be reasonably certain that there was a clear division of labor with both leaders and followers well defined in the organization, something we argue is more likely to be the case in larger organizations. A scope of companies with more than 100 employees is still a large scope, however we argue that this was the most suitable population for our research, since research regarding practical application of followership theory is still in an explorative phase.

Lastly, we decided to contact a person within the organization that was in charge of the overarching HR questions in the company. That is, we primarily gathered data from HR managers or people performing tasks often related to an HR management position. These people might have a different view on what type of followers they want to see in the organization compared to other managers, such as site managers, line managers or middle managers closer to the operating core of the organization. The question then become, whose opinion matters the most? We argue for the use of people within an HR position as a good scope for this study, since this person is close to the strategic decision making regarding HR questions. Therefore, their opinions will most likely line up with the organization's overall view on followers.

5.1.2 Future Research

One of the ambitions of this study was to take a first steps towards developing a tool, our questionnaire, aimed to measure what type of follower's managers want to see in their organization. No such questionnaire has to our knowledge previously existed. Since our tool has showed promising results we argue that future research could focus on developing and validating the questionnaire further. This could lead to an even more well validated measuring tool that can outline manager's follower-preference mapping it on the four frame model. The tool could potentially be used in a variety of situations, such as recruitment processes as well as in efforts to develop organizations and the people in it.

We argue that the limitations discussed above could be further investigated in future research. We see three obvious possibilities to both widen the scope and gain more in-depth knowledge about desired follower qualities in Swedish companies.

One possible alteration of this study would be to target other types of managers such as middle, line or site managers rather than HR managers and compare the results. This since it would be interesting to determine whether the difference in centrality and relation to the followers would affect the outcome.

Additionally, an interesting approach for further research would be to narrow the scope in terms of company size, as measured by number of employees. A viable method would be to create two samples of companies containing different amounts of employees, in order to examine if the difference in size would affect the preference of follower qualities.

Lastly, future research efforts could narrow the scope by focusing on specific industries. Future research could also, however, do comparative studies between industries to investigate if there are any systematic differences in desired follower qualities.

In summary, these potential studies would result in a deeper knowledge of the field followership and a more thorough understanding of what follower qualities are valued in companies. Bridging the research-practice gap would both guide scholars in their research as well as highlight potential for improvement for companies.

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Appendix A

Scientific management
Trait approaches
Behavior approaches
Contingency approaches
Charismatic & transformational leadership approaches
Romance of leadership
Implicit leadership theories
Social identity theory of leadership
Lord's connectionist information-processing
Weierter's charismatic relationships
Follett's *power with*
Hollander's relational view
Leader–member exchange theory
Klein & House's "Charisma On Fire"
Padilla, Hogan & Kaiser's "toxic triangle"
Followership typology approaches
Carsten's followership role orientations
Sy's implicit followership theories
Followers as shapers of leaders' actions
Followership behaviors
DeRue & Ashford's leadership identity construction process
Shamir's co-production
Collinson's post-structuralist identity view
Fairhurst & Uhl-Bien's relational (discursive) approach

Leader-centric:
(followers as recipients or moderators of leader influence in producing outcomes)

Follower-centric:
(followers construct leaders and leadership)

Relational view:
(followers engage with leaders in a mutual influence process)

Role-based followership:
(leader as recipient or moderator of follower influence in producing outcomes)

Constructionist followership:
(followers as co-creators with leaders of leadership)

Visualization of branches within followership theory

Appendix B

1 Hur viktigt är det att era medarbetare tar egna initiativ?
0 inte alls till 6 avgörande

How important is it that your employees can take own initiatives?

0 not at all to 6 crucial

2 Hur viktigt är det att era medarbetare tar sig an sitt arbete med mycket energi?
0 inte alls till 6 avgörande

How important is it that your employees has a high energy output at work?

0 not at all to 6 crucial

3 Hur viktigt är det att era medarbetare på eget initiativ tar eget ansvar?
0 inte alls till 6 avgörande

How important is it that your employees take responsibility on their own initiative?

0 not at all to 6 crucial

4 Hur viktigt är det att era medarbetare på eget initiativ startar nya projekt?
0 inte alls till 6 avgörande

How important is it that your employees start new projects on their own initiative?

0 not at all to 6 crucial

5 Hur viktigt är det att era medarbetare på eget initiativ anordnar aktiviteter?
0 inte alls till 6 avgörande

How important is it that your employees organize activities on their own initiative?

0 not at all to 6 crucial

6 Hur viktigt är det att era medarbetare självständigt kan lösa problem?
0 inte alls till 6 avgörande

How important is it that your employees independently can solve problems?

0 not at all to 6 crucial

7 Hur viktigt är det att era medarbetare kan kritiskt granska information?
0 inte alls till 6 avgörande

How important is it that your employees are able to critically analyze information?

0 not at all to 6 crucial

8 Hur viktigt är det att era medarbetare tänker självständigt?
0 inte alls till 6 avgörande

How important is it that your employees think for themselves?

0 not at all to 6 crucial

9 Hur viktigt är det att era medarbetare kan kritiskt granska interna förslag från andra medarbetare?
0 inte alls till 6 avgörande

How important is it that your employees are able to critically analyze internal proposals from

0 not at all to 6 crucial

10 Hur viktigt är det att era medarbetare kan kritiskt granska förslag från överordnade?
0 inte alls till 6 avgörande
How important is it that your employees are able to critically analyze proposals from their superiors?
0 not at all to 6 crucial

11 Hur viktigt är det att era medarbetare har en stark inre motivation?
0 inte alls till 6 avgörande
How important is it that your employees have a strong inner motivation?
0 not at all to 6 crucial

12 Hur viktigt är det att era medarbetare känner tillhörighet till organisationen?
0 inte alls till 6 avgörande
How important is it that your employees feel committed to the organization?
0 not at all to 6 crucial

13 Hur viktigt är det att era medarbetare alltid talar sanning?
0 inte alls till 6 avgörande
How important is it that your employees always speak the truth?
0 not at all to 6 crucial

14 Hur viktigt är det att era medarbetare är ödmjuka?
0 inte alls till 6 avgörande
How important is it that your employees are humble?
0 not at all to 6 crucial

15 Hur viktigt är det att era medarbetare upplevs som trovärdiga?
0 inte alls till 6 avgörande
How important is it that your employees are perceived as credible?
0 not at all to 6 crucial

16 Hur viktigt är det att era medarbetare vågar yttra sina åsikter?
0 inte alls till 6 avgörande
How important is it that your employees dare to voice their opinions?
0 not at all to 6 crucial

17 Hur viktigt är det att era medarbetare kan stå fast vid sina argument?
0 inte alls till 6 avgörande
How important is it that your employees can stand by their arguments?
0 not at all to 6 crucial

18 Hur viktigt är det att era medarbetare kan ge konstruktiv feedback?
0 inte alls till 6 avgörande
How important is it that your employees can give constructive feedback?
0 not at all to 6 crucial

19 Hur viktigt är det att era medarbetare kan ta konstruktiv feedback?
0 inte alls till 6 avgörande

How important is it that your employees can take constructive feedback?
0 not at all to 6 crucial

20 Hur viktigt är det att era medarbetare vågar ta risker i sin arbetsroll?
0 inte alls till 6 avgörande

How important is it that your employees dare to take risk within their position?
0 not at all to 6 crucial

21 Hur viktigt är det för er att era medarbetare är kritiska tänkare?
0 inte alls till 6 avgörande

How important is it that your employees are critical thinkers?
0 not at all to 6 crucial

22 Hur viktigt är det för er att era medarbetare är självgående
0 inte alls till 6 avgörande

How important is it that your employees are self-starting
0 not at all to 6 crucial

Appendix C

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Take initiative	94,32	149,220	,535	,889
2. High energy	94,25	150,224	,529	,890
3. Take responsibility	93,89	151,239	,589	,889
4. Start projects	96,32	139,363	,567	,889
5. Organize activities	96,28	141,741	,527	,890
6. Independently solve problems	94,33	148,619	,532	,889
7. Critically analyze information	94,88	146,895	,632	,887
8. Think for themselves	94,18	149,754	,591	,889
9. Analyze proposals from employees	95,44	144,393	,607	,887
10. Analyze proposals from superiors	95,23	142,965	,703	,885
11. Strong motivation	94,39	147,527	,553	,889
12. Committed to organization	93,70	157,177	,291	,894
13. Always speak the truth	94,35	156,018	,159	,900
14. Are humble	94,75	153,974	,291	,895
15. Perceived as credible	93,86	152,230	,526	,890
16. Dare voice their opinion	94,39	145,063	,624	,887
17. Stand by their arguments	95,74	149,447	,440	,892
18. Give constructive feedback	94,93	146,852	,551	,889
19. Take constructive feedback	94,39	156,563	,228	,896
20. Dare to take risks	96,21	145,991	,389	,895
21. Are criticall thinkers	94,89	137,953	,762	,882
22. Are self-starting	94,19	148,123	,613	,888

Red lines highlighting items removed

Appendix D

Correlations

		1. Take initiative	2. High energy	3. Take responsibility	4. Start projects	5. Organize activities	6. Independently solve problems	7. Critically analyze information	8. Think for themselves	9. Analyze proposals from employees	10. Analyze proposals from superiors	11. Strongly motivated / credible	15. Perceived as their opinion	16. Dare voice their arguments	17. Stand by their constructive feedback	18. Give constructive feedback	20. Dare to take risks	21. Are critical thinkers	22. Are self-starting
1. Take initiative	Pearson Correlation	1	,329	,444	,208	,233	,370	,380	,625	,224	,374	,303	,429	,226	,372	,096	,438	,705	
	Sig. (2-tailed)		,013	,001	,121	,081	,005	,004	,000	,093	,004	,022	,001	,091	,004	,476	,001	,000	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
2. High energy	Pearson Correlation	,329	1	,218	,337	,323	,291	,302	,420	,253	,317	,304	,368	,279	,391	,302	,291	,287	
	Sig. (2-tailed)	,013		,103	,010	,014	,028	,022	,001	,058	,016	,021	,005	,035	,003	,023	,028	,031	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
3. Take responsibility	Pearson Correlation	,444	,218	1	,333	,443	,539	,362	,471	,468	,381	,351	,251	,170	,275	,391	,438	,557	
	Sig. (2-tailed)	,001	,103		,011	,001	,000	,006	,000	,000	,003	,007	,060	,206	,038	,003	,001	,000	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
4. Start projects	Pearson Correlation	,208	,337	,333	1	,328	,383	,394	,182	,516	,481	,248	,370	,268	,502	,537	,301		
	Sig. (2-tailed)	,121	,010	,011		,013	,003	,002	,177	,000	,000	,062	,005	,044	,000	,000	,023		
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57		
5. Organize activities	Pearson Correlation	,233	,323	,443	,328	1	,208	,282	,453	,367	,433	,287	,176	,296	,306	,321	,331	,342	
	Sig. (2-tailed)	,081	,014	,001	,013		,120	,033	,000	,005	,001	,030	,191	,025	,021	,015	,012	,009	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
6. Independently solve problems	Pearson Correlation	,370	,291	,539	,383	,208	1	,410	,385	,412	,410	,296	,352	,306	,321	,182	,482	,543	
	Sig. (2-tailed)	,005	,028	,000	,003	,120		,002	,003	,001	,002	,026	,000	,007	,015	,175	,000	,000	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
7. Critically analyze information	Pearson Correlation	,380	,302	,362	,394	,282	,410	1	,233	,670	,672	,475	,359	,431	,332	,177	,667	,355	
	Sig. (2-tailed)	,004	,022	,006	,002	,033	,002		,081	,000	,000	,000	,006	,001	,012	,188	,000	,007	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	
8. Think for themselves	Pearson Correlation	,625	,420	,471	,182	,453	,385	,233	1	,180	,439	,534	,270	,486	,165	,364	,163	,480	,682
	Sig. (2-tailed)	,000	,001	,000	,177	,000	,003	,081		,179	,001	,000	,042	,000	,220	,005	,227	,000	,000
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
9. Analyze proposals from employees	Pearson Correlation	,224	,253	,468	,516	,367	,412	,670	,180	1	,718	,210	,290	,307	,470	,187	,368	,364	
	Sig. (2-tailed)	,093	,058	,000	,000	,005	,001	,000	,179		,000	,116	,028	,020	,000	,164	,005	,000	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	

		1	2	3	4	5	6	7	8	9	10	11	15	16	17	18	20	21	22
10. Analyze proposals from superiors	Pearson Correlation	,374**	,317*	,381**	,481**	,433**	,410**	,672**	,439**	,718**	1	,446**	,304*	,440**	,438**	,290*	,367**	,740**	,517**
	Sig. (2-tailed)	,004	,016	,003	,000	,001	,002	,000	,001	,000		,000	,021	,001	,000	,029	,005	,000	,000
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
11. Strong motivation	Pearson Correlation	,492**	,600**	,367**	,140	,287*	,296*	,319*	,534**	,210	,446**	1	,446**	,504**	,107	,518**	,103	,292*	,464**
	Sig. (2-tailed)	,000	,000	,005	,299	,030	,026	,015	,000	,116	,000		,000	,000	,429	,000	,444	,028	,000
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
15. Perceived as credible	Pearson Correlation	,303*	,304*	,351**	,248	,176	,512**	,475**	,270*	,290*	,304*	,446**	1	,327*	,215	,378**	-,046	,399**	,374**
	Sig. (2-tailed)	,022	,021	,007	,062	,191	,000	,000	,042	,028	,021	,000		,013	,108	,004	,732	,002	,004
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
16. Dare voice their opinion	Pearson Correlation	,429**	,368**	,251	,370**	,296*	,352**	,359**	,486**	,307*	,440**	,504**	,327*	1	,231	,394**	,378**	,441**	,402**
	Sig. (2-tailed)	,001	,005	,060	,005	,025	,007	,006	,000	,020	,001	,000	,013		,084	,002	,004	,001	,002
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
17. Stand by their arguments	Pearson Correlation	,226	,279*	,170	,416**	,306*	,011	,431**	,165	,470**	,438**	,107	,215	,231	1	,262*	,241	,462**	,180
	Sig. (2-tailed)	,091	,035	,206	,001	,021	,934	,001	,220	,000	,000	,429	,108	,084		,049	,070	,000	,179
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
18. Give constructive feedback	Pearson Correlation	,372**	,391**	,275*	,268*	,321*	,252	,332*	,364**	,187	,290*	,518**	,378**	,394**	,262*	1	,288*	,373**	,260
	Sig. (2-tailed)	,004	,003	,038	,044	,015	,058	,012	,005	,164	,029	,000	,004	,002	,049		,030	,004	,051
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
20. Dare to take risks	Pearson Correlation	,096	,302*	,391**	,502**	,331*	,182	,177	,163	,368**	,367**	,103	-,046	,378**	,241	,288*	1	,346**	,107
	Sig. (2-tailed)	,476	,023	,003	,000	,012	,175	,188	,227	,005	,005	,444	,732	,004	,070	,030		,008	,428
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
21. Are critical thinkers	Pearson Correlation	,438**	,291*	,438**	,537**	,506**	,482**	,667**	,480**	,634**	,740**	,292*	,399**	,441**	,462**	,373**	,346**	1	,575**
	Sig. (2-tailed)	,001	,028	,001	,000	,000	,000	,000	,000	,000	,000	,028	,002	,001	,000	,004	,008		,000
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57
22. Are self-starting	Pearson Correlation	,705**	,287*	,557**	,301*	,342**	,543**	,355**	,682**	,364**	,517**	,464**	,374**	,402**	,180	,260	,107	,575**	1
	Sig. (2-tailed)	,000	,031	,000	,023	,009	,000	,007	,000	,005	,000	,000	,004	,002	,179	,051	,428	,000	
	N	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix E

Component Matrix[a]

	Component				
	1	2	3	4	5
21. Are criticall thinkers	,816	,249	-,160	-,021	-,154
10. Analyze proposals from superiors	,780	,298	-,120	,012	-,188
22. Are self-starting	,724	-,340	-,296	-,260	-,173
7. Critically analyze information	,701	,278	-,268	,362	-,066
9. Analyze proposals from employees	,681	,509	-,215	,038	,007
8. Think for themselves	,671	-,465	,076	-,275	-,260
3. Take responsibility	,658	-,073	-,181	-,401	,224
1. Take initiative	,647	-,429	-,102	-,093	-,279
16. Dare voice their opinion	,641	-,137	,272	,043	,072
6. Independently solve problems	,629	-,136	-,397	-,095	,486
11. Strong motivation	,615	-,508	,250	,248	,041
4. Start projects	,601	,441	,128	-,068	,249
5. Organize activities	,578	,106	,241	-,288	-,187
2. High energy	,563	-,180	,459	,228	,116
18. Give constructive feedback	,557	-,192	,389	,276	,110
15. Perceived as credible	,555	-,206	-,282	,488	,295
17. Stand by their arguments	,479	,446	,166	,274	-,418
20. Dare to take risks	,442	,395	,485	-,388	,310

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

Unrotated factor analysis output

Appendix F

Rotated Component Matrix[a]

|	Component				
	1	2	3	4	5
7. Critically analyze information	,776	,116	,226	-,044	,327
9. Analyze proposals from employees	,763	,115	,005	,298	,294
17. Stand by their arguments	,755	,040	,215	,090	-,283
10. Analyze proposals from superiors	,726	,352	,145	,224	,156
21. Are criticall thinkers	,701	,405	,145	,227	,221
8. Think for themselves	,070	,821	,351	,104	,038
22. Are self-starting	,235	,806	,128	,020	,322
1. Take initiative	,186	,738	,311	-,089	,126
3. Take responsibility	,153	,517	,053	,403	,476
11. Strong motivation	,045	,386	,761	-,053	,169
2. High energy	,143	,136	,735	,211	,038
18. Give constructive feedback	,165	,129	,719	,141	,077
16. Dare voice their opinion	,207	,301	,541	,260	,127
20. Dare to take risks	,154	,009	,188	,879	,014
4. Start projects	,480	-,005	,184	,561	,244
5. Organize activities	,310	,433	,189	,434	-,113
6. Independently solve problems	,156	,300	,136	,178	,808
15. Perceived as credible	,308	,064	,463	-,243	,618

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Factor one and two indicated with red lines

Appendix G
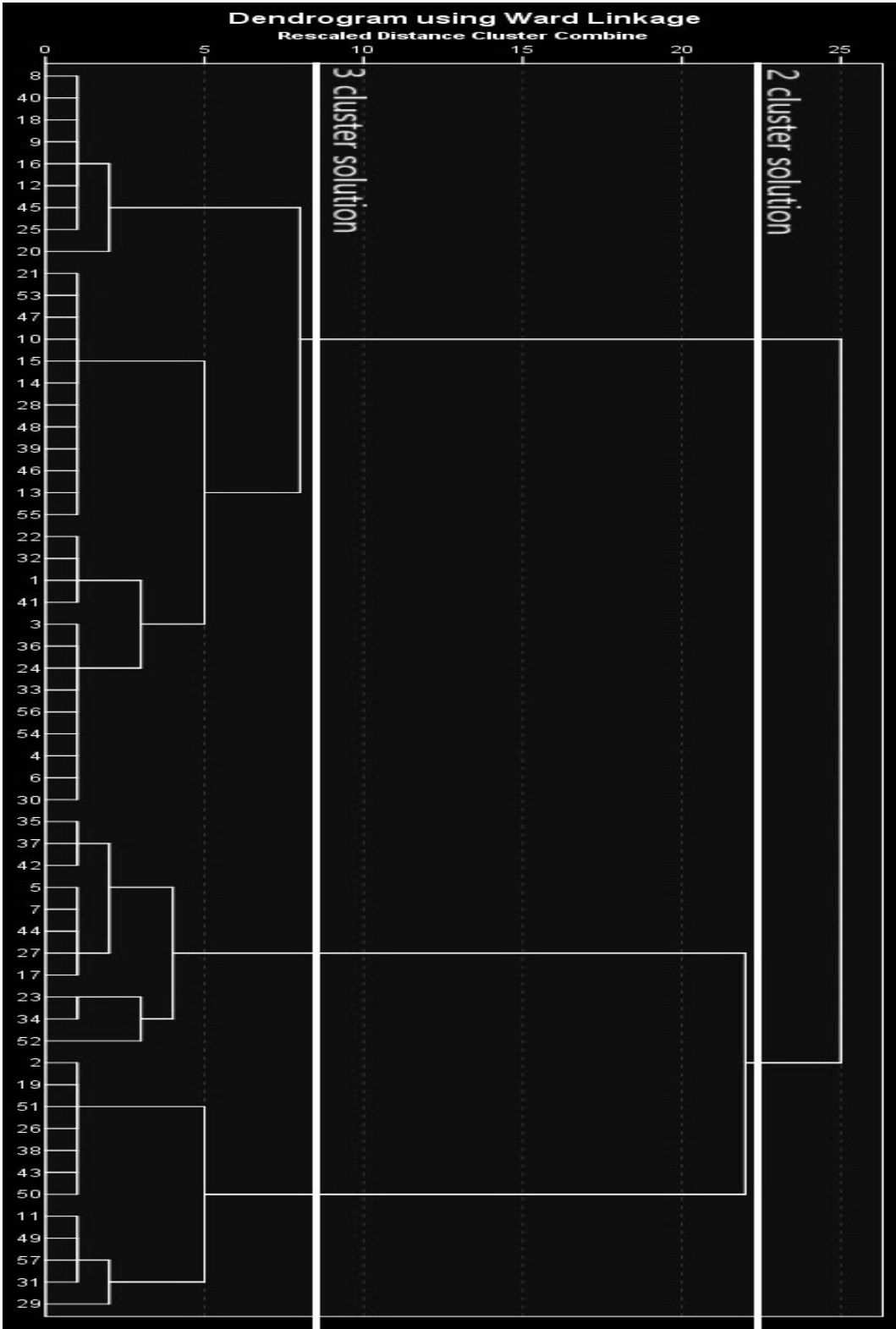
Visual presentation of cluster analysis. The thick white lines indicate where we decided to divide the entire cluster into three groups due to coefficients indicating a large jump between three and two clusters.