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Proflexion

A New Integrated Mixed Methods Research Paradigm tested on a Gender & Career Issue

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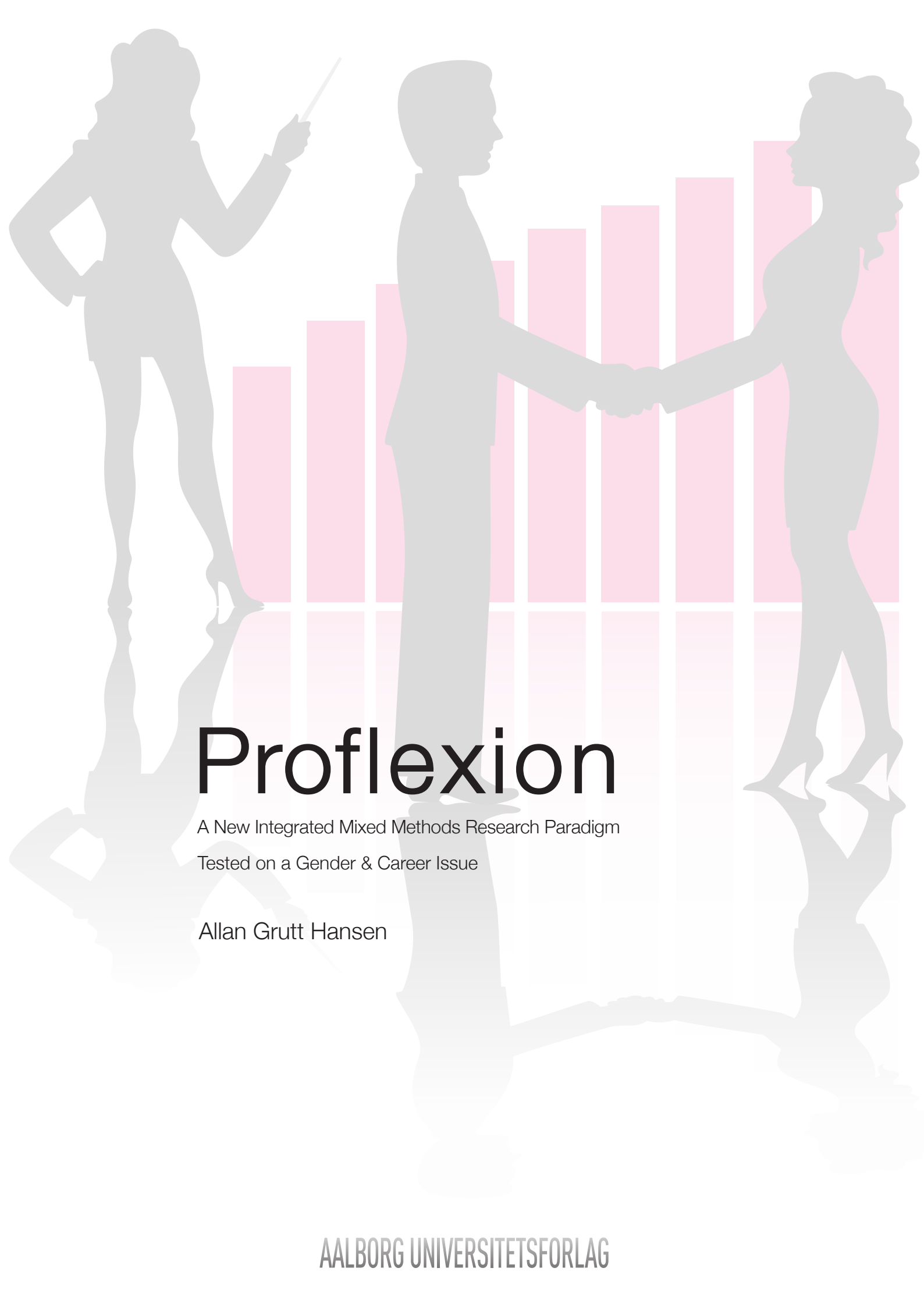
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Foreword

On 4 February 2007 Peter Rod, Senior Consultant, Lecturer and Cand. pæd established an Internet debating forum on "Proflexion". That day can be considered as the birthday of the term and Peter Rod as its father. Prior to that date neither Danish nor international Internet searches could find any reference to the term. Proflexion is opposite to reflexion and implies the handling of specific material with the future in focus rather than concentrating only on what has already happened. Our understanding and possible retrieval of past experience for use in future situations is the essence of the importance of reflexion. If we are to be truly innovative and creative in our future dealings we must replace the "re" process with a "pro" process; a proflexion (Rod 2010). A conscious action in the present where we cast ourselves into the unknown and discover what happens. We test several possibilities simultaneously and in different ways. It's about using curiosity and experimenting with the limitations and possibilities of paradoxes. No real strategy exists and we have to see what appears and what works in the real "here and now" situation (Rennison 2013).

Throughout the past ten years I have been occupied with developing the concept of "proflexion" into a practical integration tool for Mixed Methods Research. In this book the term is tested on a Gender & Career issue. In that connection I would like to give sincere thanks to my beloved Mirka, whom I have been fortunate to know for all those years, for her great patience with me throughout my gender research work. Each year I give her a bouquet of flowers on Women's Rights Day in accordance with the tradition in Poland, her homeland where the problems associated with gender issues have never been as acute or twisted as they are in western countries. Right back through the communist era, women have always been active in the labor markets and have always enjoyed equality with men with regard to remuneration, conditions and opportunities and the percentage representation of women in management and on boards of directors is among the highest in the world without being influenced by quotas or other laws or rules specifically made to favor women, at work or in management. Neither is it necessary there, as it is in Sweden to resort to sickly artificial means to develop or change girl- and boy-children into a common genderless "it" to replace their natural "she" and "he". On the contrary, the natural qualities and values of men and women are respected and recognized in the labor markets as strengths.

Aalborg University March 2017

Introduction

As the male author of this Mixed Methods Research project my first perception of equality for women was that it is discriminatory against men. However, during the 10-year cycle of the study from 2006 - 2016 I came to realize that gender quotas are not merely discriminatory against men, but even more a form of compensation for the structural discrimination against women. Women's professional qualifications tend to be subconsciously assessed as inferior to those of men. Examples of this include:

- Two groups of students (A and B) are asked to evaluate the same prospective investment scenario. Group A is told that the director of the company is a woman and Group B that the director is a man. Group B invests three times more in the company than Group A and also gives 16% more to the director in salary.
- A university student scores more in an American test for the same written assignment by submitting it under the name John instead of Joan.
- Three quarters of approx. 100 university staff psychologists indicated a preference for hiring Dr. Brian Miller rather than Dr. Karen Miller, although the two fictitious applications were identical (Ledelseidag.dk. 10/2010, Djøf-bladet no. 16 2009).

My subsequent basic research on "Gender & Career" revealed that masculine and feminine values are mutually complementary and that we can greatly benefit from them in the work environment. However, we cannot do so artificially through government regulations and quotas, but only by seeking genuine equality based on realistic nuances and the fragmentation of gender-based performance. Because men and women are not exactly equal it is not feasible to ignore and neglect gender and simply assimilate them into a unisex concept.

> "To treat men and women as equal will only result in equal treatment if indeed they are equal. If, however they are not, to treat them as if they are equals will, by definition, result in unequal treatment" (Nentwich 2006).

A major Danish bank is selected as the problem-solving model for testing the application of the scientific methodology; both practical and theoretical bases for pro-reflexive integration in a Mixed Methods Research paradigm. From the very starting point of the pro-reflexive problem-solving approach full consideration is given to trying to understand the male-dominated culture interpretation framework of the

role of women in the management of the bank. Getting this male-dominated culture to a new understanding is done through a new "shaping process" that mirrors situations from the real environment into dual notion templates that also incorporate female-masculinity and male-femininity. For a paradigm shift in the pro-reflexive conclusion, the dimensions of the link between gender diversity and performance can be seen and understood in the way that women make tougher demands, while the men make softer demands on the management level chosen for the installation of a new hegemonic leadership concept. A feminine characteristic is adopted whereby the male leaders take on femininity and use it as modern, contemporary management while all the time the traditional male management continues to dominate; even being applauded by the female employees.

The Mixed Methods Research Project incorporating the pro-reflexion phenomenon is tested through the integration of Mixed Methods Research as a prototype for a new integrated Mixed Methods Research paradigm within the context of Gender & Career.

Scientific approach methodology

This Mixed Methods Research project is an empirical, qualitative and quantitative analysis of "Gender & Career" among staff of a large but anonymous Danish bank, hereinafter referred to only as "the Bank". The analysis is based on a qualitative and quantitative study of both the problems and the methods associated with the treatment of the topic "Gender & Career" within the bank. Methodical Science (Andersen 1994) was selected as the basis for the empirical scientific approach to investigating "Gender & Career" throughout the Bank from hypothetical-inductive and - deductive angles. Firstly, empirical, inductive knowledge is collected from all members of staff in the Bank through an electronic questionnaire and later used deductively in the form of an assemblage of the cross-tabulated questions and responses in between each sub-topic of the total topic, "Gender & Career". The inductive part of the Mixed Methods Research project will be fundamentally based on two approaches respectively dealing with internal and external barriers. For example, the external barriers to a management job (if you either are or aspire to be a manager) could include the age of the youngest child, division of labor in the home, education, income, working hours etc. The barriers within the Bank (internal) could include, for example, the attractiveness of the management job, qualifications, job content etc. How the barriers specifically affect women then has to be studied deductively; for example, if merely being a woman renders women weaker in respect of a management appointment. The Mixed Methods Research Project is not a theoretical pre-treatment of the focal point of the empirical study; namely that men and women apparently do not have equal opportunities for career advancement. It is more an approach to the methodology and measurement of "Gender & Career" as a scientific Mixed Methods Research observation tool. Perceptions of reality can lead to different perceptions of truth and corresponding methods with which to explore the world (Törnebohm 1974). Generally, there is a difference between those who believe in objective knowledge and those who do not. The one who believes in objective knowledge (the positivist) uses the empirical-analytic science to obtain accord between knowledge and reality. In any case, there is a part- or total denial of the existence of other methods than empirical that can provide valid knowledge. In other words, there is a reduction / narrowing towards the belief that there is only one type of knowledge. The one who does not believe in objective knowledge (the interpretivist) is not convinced that his realization is valid. Therefore, he tries through dialogue to reach consensus where the inner logic and consistency are the scientific tools. The focal point of this Mixed Methods Research

project is thus to avoid reductionism while maintaining a scientific method that provides valid knowledge. In addition, the deductive and inductive angles are combined. The basic knowledge production process thus becomes "a flow with no beginning or end" (Andersen 1990).

Method awareness

According to etymological sources the word "method" means "a way / path that leads to a destination" (Kvale 1997). With the production of knowledge, it is important to be aware of how a researcher relates to his / her study-area. In this connection the aim is to explain the scientific process of cognition, as well as the methodological starting point. As a producer of knowledge it is essential to have first clarified for oneself how the cognitive process to be used will be certain to be derived from and developed within a robust framework of the most stringent and well considered procedures. There exists a range of different methodological angles of approach to how one as a researcher shall relate to his / her chosen area of study. Each of these operates individually with a view of when a researcher might designate something as certain knowledge (Sohlberg *et al.* 2004). This means that researchers who have used different methods of approach to the same area of study can also relate to it differently. It is, therefore, essential to clarify the entire conceptual process of understanding to be involved along with the direction in which the Mixed Methods Research is to take. In this connection a model for methodology is used.
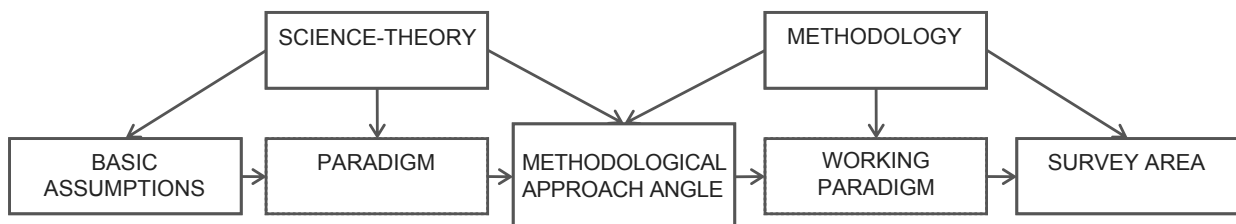
Figure 1 - Methodology (Arbnor & Bjerke 1997: 17)

The first part of the model of basic assumptions - paradigm - methodical approach will be considered below in order to obtain an overview of the area of scientific theory. The second part of the model, on methodical angle of approach - working paradigm - study area will then be considered, based on the methodological approach that forms the basis for the analysis.

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Basic assumptions and paradigm concept

The observations we make are based on our basic assumptions about how reality is formed. The basic assumptions held by the researcher shape his / her perception of the world. Scientific theory has developed the concept of *paradigm* to describe the relationship between the basic philosophical assumptions and methodological angles of approach (Arbnor & Bjerke 1997: 15). A paradigm is a cohesive summary of the ontological, epistemological and methodological angles of approach in terms of research tradition. Multiple paradigms do not exist simultaneously, but they do supersede and replace each other (Sohlberg *et al.* 2004). In contrast to the idea of only one paradigm at a time in the research (Kuhn 1970), the following supposition is that six paradigms coexist and compete through the systematic differences between them (Lakatos & Musgrave 1970).

POSITIVISM	FUNCTIONALISM	SYSTEM THEORY	PRAGMATISM	SOCIAL-CONSTRUCTIVISM	PHENOMENOLOGY
REALITY AS A SPECIFIC AND INDEPENDENT BOUND BY LAW BY THE OBSERVER	REALITY AS A SPECIFIC DETERMINANT PROCESS	REALITY AS MUTUAL DEPENDENT FIELDS OF INFORMATION	REALITY AS A WORLD OF NOMINAL DISCOURSE	REALITY AS A SOCIAL CONSTRUCTION	REALITY AS A MANIFESTATION OF HUMAN INTENTIONS

← ANALYTICAL VISION →

← SYSTEM VISION →

← ACTOR VISION →

EXPLANATION BUILDING | UNDERSTANDING BUILDING

Figure 2 - Paradigms and methodological approaches (Arbnor & Bjerke 1997: 44 + 46)

These six scientific paradigms are subsequently divided into three methodological approaches; respectively the analytical vision, system vision and actor vision.

Methodological approaches

The differences in these three methodological approaches are clarified as follows:

Analytical vision

The analytical surveys that characterize large parts of this Mixed Methods Research project indicate that the entire quantitative analysis is deeply rooted in the positivist scientific tradition and has an objective view of reality. It is assumed that reality is objectively structured and available to the researcher, but independent of the

<div align="center">11</div>

researcher's subjective experience of reality. It further assumes that all parts of the delineated reality are combined to give a total picture of the reality. Thus the reality is of a summative nature in which the independent wholes are equal to the sum of them all. In the search for general laws / rules the analytical vision is exclusively, empirically given through observation, and logical reflection through experience with the analytical methods used. The objective is to identify the components of an assay; i.e. to actually make a functionalist approach while explaining the causal relationships (Davis 1985) between these components.

System vision

By contrast the system approach perceives reality as being composed of systems that consist of components and the relationships between them. The reality is objectively available to the researcher just as the analytic version is. However, unlike the analytical approach, the system approach does not have a summative perception because synergy effects arise between the components from the relationships that exist within and between them. Inspired by the Human Science research tradition, the Mixed Methods Research project focused on understanding and interpreting the entire system and its individual elements (Burrel & Morgan 1979) which, together will produce a greater or lesser effect than the sum of its parts. The scientific ideal of using the system approach in the Mixed Methods Research project is to *explain* the operation of the system from its guiding objectives as derived from the research questions to hypotheses that are thus included in the system and its working towards the project objectives. Each component of the research questions has a function in the system and, through hypotheses, towards the overall objective. The actual research interviews and questions contribute to maintaining the system. Thus it is the system-theoretical approach that combines the qualitative (Henderson 2002) and quantitative methodological approaches. The system approach also determines the methods used for data collection. Even the interpretation, and thereby the understanding, takes place based on the respondents' answers during the interviews and to the questions to give a pragmatic dimension.

Actor vision

Basically the difference between the actor vision and the other two methods of perception is that it considers the reality to be subjective and accessible dependently of the actor. The actor perception creates reality from the individual actions and opinions of the individual actors in a social construction. Each actor's subjective logic and perceptions are viewed in relation to the context in which they are

rooted. Actor vision in the run up to this Mixed Methods Research project is *inductive* and significantly influenced by the Humanities research tradition, where the aim is to achieve a higher level of understanding (Føllesdal, Walløe & Elster 2005: 86-89) of the topic, Gender & Career that is the subject of analysis. To achieve this understanding the initial research is conducted through a dialectic process in qualitative focus group interviews (Krueger 1994) where opinion structures are studied by discussing the topic from several different angles. Thus, knowledge of the subject, Gender & Careers, is generated from dialogue (Alvesson & Sköldberg, 2000) with stakeholder representatives in the initial focus groups, where the participants' opinions and perceptions are related to each other. Finally, *deductive* knowledge is created on the subject, Gender & Careers, from the actor vision in an observed reality derived from interpretation of the analysis data gleaned from the individual responses to actions and opinions in a social construction (Berger & Luckmann, 1983) both inside and outside the Bank; i.e. phenomenological approach (Collin & Koppe, 2008) to understanding the causal relationships between these phenomena.

Operational method approach

This explains the other part of Fig. 1 (the second part of the model of methodical approach - working paradigm -study area) that deals with the relationship between the methodical approach and the study area that influence the working paradigm. The next chapter outlines the study area; i.e. the main problem.

Working paradigm

According to the model, methodology forms the link between the methodological approach (analytical-, system- and actor visions) and the study area (based on the problem for which quantitative analysis is conducted) and shows how this fits into the specific study topic, Gender & Career. Through this particular link in the production of knowledge on the topic, Gender & Career, the methodology will provide insight and understanding concerning how the working paradigm is developed and constructed. The working paradigm is in two parts; the methodological procedures, and the methodology. Methodological procedures are organized and adapted measurement techniques for the quantitative analysis, while the use of those techniques represents the methodology.

Methodological procedures

The qualitative data (Denzin & Lincoln, 1994) will consist of interviews with three focus groups (two male and one female), where all

participants are embarking on management careers in the Bank. The purpose is to examine the attitudes of male and female management aspirants towards becoming managers, including the factors that promote or inhibit the ambitions and opportunities of women and men respectively to actually becoming managers. A number of topics have to be investigated within a structured framework. The participants are entirely free to raise the topics they wish without any steering or leading questions. In a Mixed Methods Research perspective (Creswell & Clark 2007 and Teddlie & Tashakkori 2009) the themes raised (Denzin 1989) during the qualitative study have to be tested (Wagner 1997) in the quantitative analysis. This means that these themes also exist and are in play throughout the entire organization of the Bank. The borders between the qualitative and quantitative method used (Jensen 1990) are not absolutely precise (Grutt, Hansen & Jensen 1992). The argument for actually making a quantitative analysis as part of these methodological procedures is first to identify the existence of any distorted gender career management choices. The quantitative analysis must be conducted as a CAWI (Computer-Assisted Web Interview) in which all the Bank's employees are invited to participate via an E-mail. All E-mails must include an active link to the activation of the questionnaire. The objective of the empirical quantitative analysis is to obtain knowledge about the background and possible causes of gender-distorted apportioning of management positions within the Bank, and should contribute to a basis for decisions on how the Bank will work with Gender & Career, including the prioritizing of target interventions. The above methodological procedures lead to key research questions for the empirical, quantitative analysis. This leads to hypotheses for the use of the questionnaire after which the final questionnaire can be produced.

Methodology

The purpose of the empirical quantitative analysis is to lead to an objective understanding of reality within the Gender & Career study area. As the objective reality is not immediately thought to be present, the focus is directed at finding similarities between subjective understandings of the reality via cross-tabulation, which through a process of interpretation and transformation will lead to the ultimate objective understanding of the reality. This will be achieved through a triangulation of the use of all three methodological approaches described above in the movement from the inductive to the deductive direction throughout the entire Mixed Methods Research project. See also this direction from the explanatory to the understanding levels shown in fig. 2 (Føllesdal, Walløe & Elster 2005: 96-97).

The hermeneutic interpretation science.

The ambition level of this transformation methodological approach is based on the hermeneutic interpretation science and enables a deeper understanding of the Gender & Career study area through three successive phases; respectively pre-understanding, understanding and post-understanding.

PRE-UNDERSTANDING

POST-UNDERSTANDING   UNDERSTANDING
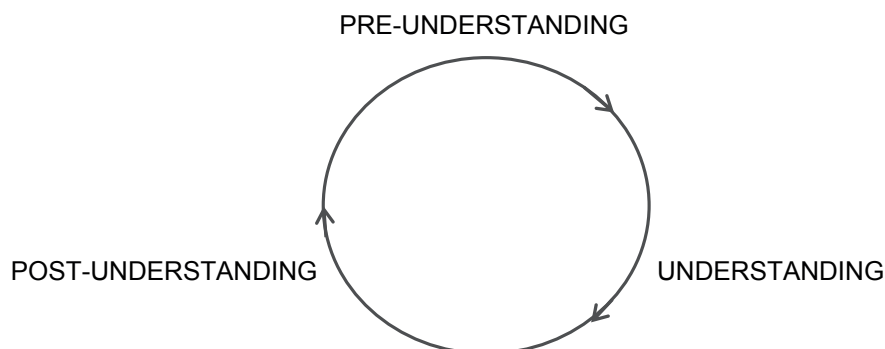
Figure 3 - The hermeneutic circle (inspiration from Heldbjerg 1997)

The somewhat misleading term "circle" suggests that the pre- and post- positions are equidistant without really getting anywhere, whereas progress might instead take the form of a dynamic spiral of confrontation in which you can never return to the starting point simply because you cannot opt out of knowledge (Andersen 1990). The initial phase, pre-understanding (Collin & Koppe 2008), is based on observation of factual information and relevant documents procured on the Gender & Career topic by undertaking initial dialogue and interpretation with participants in focus group interviews. It is not necessary for all employees of the Bank to participate in the dialogue; only the ones who are identified as dominant or as opinion shapers in relation to the Gender & Career topic. The realization that emerged from this phase of the qualitative part of the study constitutes the conceptual basis for the increased understanding that is subsequently further expanded in the understanding phase; i.e. in the quantitative part of the study. We seek a framework within which the relationship between qualitative and quantitative methods arise from the same basic epistemology as hermeneutics (Hjarvard 1997). In the understanding phase a series of subjective perceptions of the understanding of reality is presented. In this engaging phase, the respondents provide, via the quantitative data already collected, information through externalized specifications (questions and answers) of subjects within Gender & Career. This shapes the subsequent foundation in the Mixed Methods Research project for new interpretations in the distance-phase (hypothesis treatment). Thus, the comprehension-phase will be about identifying the field of research,

Gender & Career, through interpretation and reflection of the respondents' subjective understanding of how it is actually constructed. The *post-understanding* with the knowledge about the intention of the solution and the purpose of the analysis assesses if any perception of consensus has emerged with a view to the pivot of the study. In these successive progressive levels of ambition the post-understanding can result in new pre-understanding, i.e. putting the field of research, Gender & Career, into a new perspective.

Methodological considerations and structure

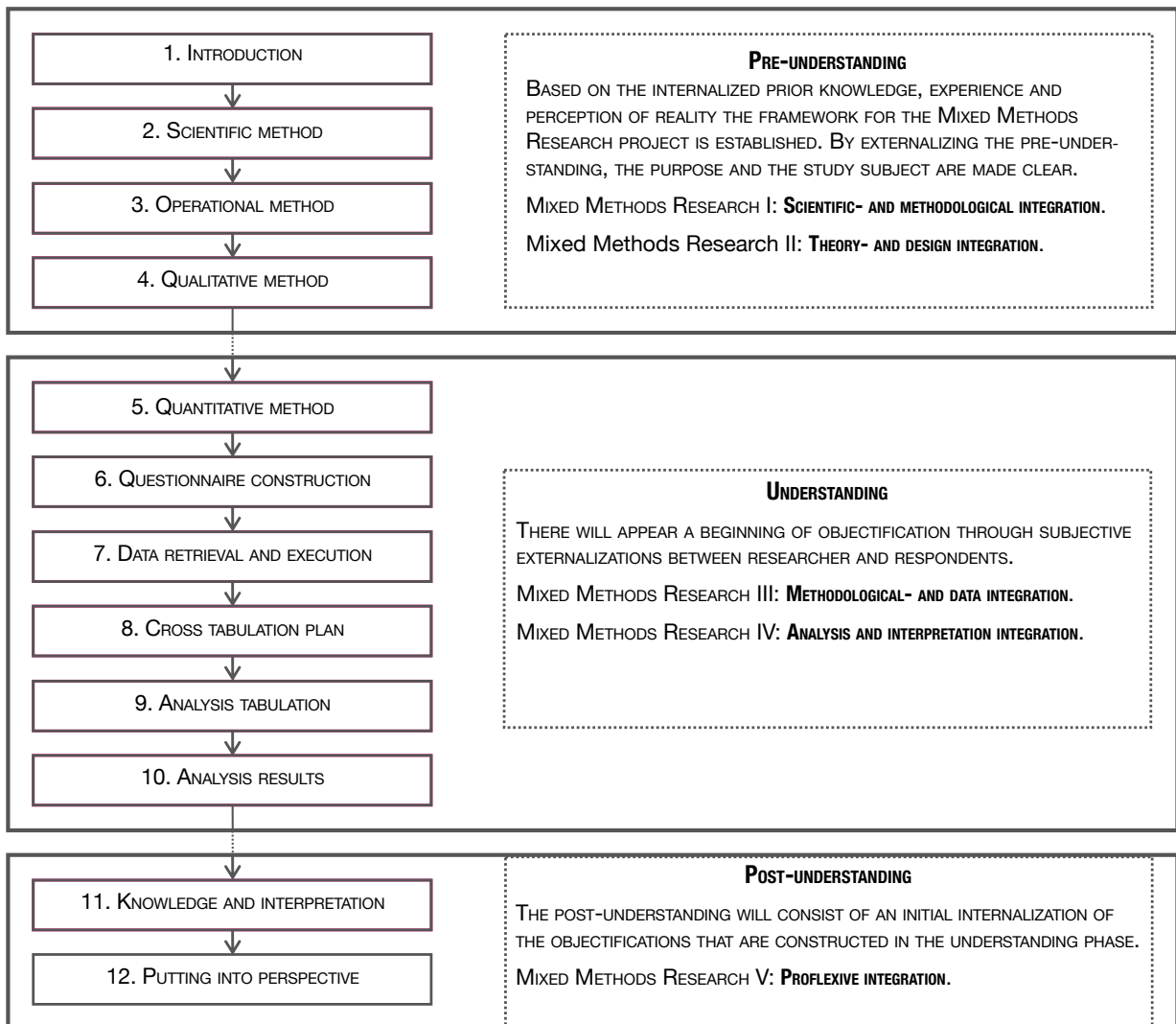The overall structure for the Mixed Methods Research project is shown below.

Figure 4: Proflexion - Methodological considerations relative to Mixed Methods Research project structure

Study area

As the basis for defining the main problem, the quantitative analysis to be carried out is explained here through existing literature on the subject. The main theoretical problem to be solved arises from surprise at the gender-related differences in management careers in a culture of equal opportunity such as exists in Denmark.

Main problem: *How can it be that in Denmark, where there is a strong culture of equal opportunity, there continue to be significant gender differences in relation to management careers?*

Sub-problem I: *In the history of labor division, what indications of possible gender inequality exist in relation to management careers?*

Sub-problem II: *Which gender-specific indicators can be identified as barriers with regard to ensuring gender-based equality in management careers?*

Sub-problem III: *What gender-specific measures can be developed to ensure gender-specific equality in relation to management careers?*

Sub-problem I

From the early 1900s to the early beginnings of the welfare state female doctors, dentists and nurses etc. have taken part in the development of modern society outside of the family environment (Sjørup 2009a). However, it is only in the 1960s and 1970s that women first begin to feature seriously in the labor market despite the fact that various female unions had existed for a hundred years and, since the turn of the century had been organized into the Women Workers' Union that had fought for reasonable wages for women who partly or wholly had to contribute to supporting themselves and their families. In addition, women increasingly sought education and training as more and more women no longer interrupted their education and career in order to have children. Women's participation in the labor market had largely been through part-time work. From the mid-1980s women took another step up the corporate ladder in the form of better education; so much so that today many women are better educated than men. Families gradually became dependent on two simultaneous incomes. The "female-friendly" Welfare State increasingly offered services and benefits to women who were mainly full-time rather than part-time employed as previously, where their main working environment had been within the home (Hernes 1987). Instead, women had increasingly taken on the role of "working-mothers" having more in common with other female wage-earners than in terms of equality with men because parenthood was still principally considered to be the responsibility of women. Similarly, the earlier tasks of women within the family have been increasingly transferred to the labor market, where they are thought to be particularly suited to women.

The horizontal gender division of labor

Two main categories of gender segregation are present in the Danish labor market; respectively, the horizontal gender division of labor and the vertical gender division of labor (Emerek & Holt 2008). In the horizontal division of labor, two people work at the same level but with different job functions; i.e. a female school teacher and a policewoman. In the vertical division, there are two people within the same function but at different levels; i.e. a director and a middle manager. In the labor market there is significant gender difference in both the horizontal and vertical dimensions (Sjørup 2009b), which are explained as follows: There are two forms of gender divisions of labor in between the horizontal and vertical dimensions (Emerek & Holt 2008). In one form it is possible to improve one's situation through formal education / training, experience or merit leading to greater job scope and responsibility, which should also lead to improved access to highly qualified jobs; e.g. within the Public Sector. In this "intermediate" dimension women can improve their positions and move into more responsible jobs but they still have great difficulty reaching the absolute top of the management tree.

The "sliding" gender division of labor

In the second "intermediate" dimension a "gliding" gender division of labor can be seen (Emerek & Holt 2008) in the form of differences in job content, working conditions, development opportunities and salaries that frequently exist between the genders even though the genders have the same education and training. There are also two categories within the "sliding" gender division of labor (Sjørup 2009b). One category is denoted by specialization; for example, male lawyers being used as lawyers and female lawyers being used as caseworkers, or when male doctors are surgeons and female doctors are psychiatrists. Various segments consisting of different working conditions leading to differences in remuneration levels between the genders. The second category is less gender-specific and includes both men and women where the crucial factor is the definition of "an attractive worker" for designation, for example, as having extra responsibility within a group. In other words, how the distribution of "good tasks" is decided and which in turn also have an effect on remuneration levels. For example, in police forces and public prosecutors' offices there is a tendency to see women in academic management functions and men in practical executive functions.

The vertical gender division of labor

The vertical gender distribution of labor in Denmark is characterized by a very simple tendency; i.e. the higher you go in the management

hierarchy, the greater the proportion of men employed and this distortion is generally the same in all branches as well as in both the public and private sectors (Højgaard 2002a). Even though the women's educational level is equally high the female management capital is little used because significant inertia arises between the genders in the vertical division of labor that ensures that only few women reach the highest levels of management.

Gender distribution in management positions

Before initiating the current study on Gender & Career it will be interesting to see what the status quo is in relation to the actual gender-related distribution of management positions (Højgaard 2008). According to official Danish statistics (2005) women account for 25.6 % of the top management positions. The same allocations of 27% women and 73 % men are repeated in "The Danish Management Barometer" (*Danish Management* 2005) in the category of senior executives; a study that covers gender differences in major employment sectors that shows that the allocations of management positions in the private sector are 84 % to men and 16 % to women. The 16 % allocated to women are represented as 13 % in senior management, 18 % in middle management and 16% in lower management. The difference is not as pronounced in the public sector where management positions are held by 55 % and 45 % men and women respectively with men holding 66 % of the senior positions and 52 % of the middle management positions, but it is noteworthy that 60% of the lower level management positions are held by women. It is also interesting to note that the relatively high proportion of women in the lower level management positions is largely confined to the public sector intuitions at regional and municipal level but not within the national state institutions, where only 35 % of the lower-level management jobs are held by women (Danish Ministry for Gender Equality 2005), It is also in the regional and municipal public sector institutions that there is a predominance of female employees (78%) who have no management responsibilities. This suggests that the homo-sociality tends to indicate that where there are more female managers there are also more female employees. The difference between the proportion of 13 % women in top management jobs in the private sector and 34 % in the public sector is significant, but even more pronounced is the gender segregation by organizational level and employment sector (Dansk Ledelse 2005). The public sector's proportion is 28%, which is much higher than the 4% found in the private sector. However, common to both sectors is the phenomenon that 88% of the male managers are employed in organizations with a male superior and 31% of the female managers have a female superior. This suggests

that a much higher proportion of male managers work in a same-gender universe than is the case with female managers. The female share of management positions in different industrial / commercial branches within the private sector (Kossowska, Smith, Smith & Verner 2005) shows that there are individual branches (primary industry) with senior executive jobs only filled by males, but no branches that do not have females in the middle and lower layers of management. Thus, male enclaves exist in the private sector. When the recruitment layer is equal to the managerial, which is under the top management (Højgaard, 2008), the recruitment of female leaders from one's own roster is small in the private sector, while the recruitment of female leaders in the public sector is much larger. The vertical gender distribution on management positions is not only a question of management hierarchy, but also about the complex relations underlying the horizontal gender distribution in terms of gender specific indicators, that act as barriers for leadership to become gender neutral.

Sub-problem II

The identification of gender-related indicators that act as barriers to gender-neutral management can start by defining a gender-neutral structure for the labor market (Haavind 2000). Namely that males and females are equally represented in different target areas where there exist a number of stable - albeit adjustable and alterable - personal and socio common, or gender specific characteristics that arise mainly as a result of different social status or jobs. Were this so it would be natural to seek an explanation for the gender-gap in management that was documented in the previous section through the gender patterns evident in management activities in the specific target areas (Wajcman 1999, Vianelo & Moore 2000, Skjele & Teigen 2003, Højgaard 2002a and b 2004). It is also about the male and female gender patterns evident in their respective career pursuits, family relationships and their attitudes towards management.

The gender patterns

In a study of Danish attitudes to women as managers (IFKA 2003) women score marginally higher than men for "good governance". Men who have female superiors give their superior higher ratings than men with male superiors. If the superior is male every third man employed will feel encouraged to apply for management positions while only one in four females will feel similarly encouraged. If, however, the superior is female both genders feel equally encouraged. Another study (Ledernes Hovedorganisation 2003) covering 900 male and female superiors shows that two thirds of the male and only one quarter of the female superiors in the public sector employed a

man last time they employed a manager. In the private sector the corresponding figure is two thirds each both male and female superiors who employed a man last time they employed a manager. The same study also identifies three management qualities considered to be important; namely coaching subordinates, communicating with and informing subordinates and creating a good working environment. Women are assessed by both males and females alike as being most effective in these three areas of management. The fourth important quality is identified as obtaining results on the "bottom line" and men are assessed as being best in this area. Finally the same study shows that, in order to hold a management position men and women have to be equally qualified and also participate equally in management networks, but that women have a lower level of ambition measured by their intentions to seek further promotion within the management hierarchy. The greatest barriers to the continued advancement of women in management are considered by both males and females (although to a greater extent by females) to be that the top echelon of management is male-dominated, the absence of good female role models at the higher levels and that female applicants for managerial jobs have to be better than the male applicants. In addition, there are domestic barriers that hinder the advancement of women in management; for example, parental leave and child-care leave for women. Compared to the gender distortions in both the vertical and horizontal gender-related labor allocations respectively, the differences between the managerial qualities, attitudes and behaviors of men and women do not differ significantly. However, there remain some factors that still hinder the creation of gender-neutrality in the allocations of managerial jobs. That women applicants must be better than male applicants, the absence of good female role models and male-domination in the higher echelons of management do not readily explain gender segregation in management.

The gender-related interpretation framework

Gender segregation is about how gender gap is produced and maintained. In other words, how management connotations along with the male and female connotations are made relevant (Ellehave & Søndergaard 2006a), for example when, how and how much of a balance appears between gender-related identities, and how all of this contributes to the perceptions of individual employees (Haavind 1987 & 1998, Ellehave & Søndergaard 2006a, Davies 2000). The importance of "hard" and "soft" management and how one can be one or the other; i.e. a "hard" or "soft" male or female manager; the choice being shaped by the gender interpretation framework. The

"hard" is a connotation of "masculine" management and the "soft" is a connotation of "feminine" management (Gherardi 1995). Thus the "hard" management style is associated with the male manager and the "soft" with the female manager. The "soft" management style can be used strategically by male managers to ease the impact of "hard" management and ensure that it doesn't become excessive. Thus "hard" and "soft" styles of management can be injected at will. Use of the "hard" management style by women has to be pronounced in order to give it credibility, and must also be handled in a balanced way so as not to appear un-womanly. Similarly, the natural "soft" management style of women must not become dominant enough to hide the capability for using the "hard" management style (Gherardi 1994). Male managers can act as authentic "hard" managers because there is natural confidence in their ability to "handle things like men" and they have to be careful to maintain the "soft" style capability. The female managers questioned their own ability to act as "hard" and non-feminine thus leading to a risk of becoming too "soft" in management. The women found it difficult to emulate the masculine tendencies to be self-promotional and "loud", thus appearing as authentic hard and competent managers. However when doing so, the women could not simultaneously project themselves as sympathetic and "natural". This characteristic contributes to gender distortion in recruiting (Ellehave & Søndergaard 2006b), with women being less frequently recruited for management jobs than men. Therefore, women have a problem demonstrating their ability while at the same time preserving their femininity. Even where men find women to be equally qualified and competent, they still tend to assess them as being less forward than men and don't identify them as "talented" simply because they don't draw enough attention to themselves and don't say clearly what they want. Within the gender-related interpretation framework women cannot adequately take on the masculine behaviors necessary to project their true competence and suitability for management. Thus there are gender distortions that can make it difficult for women to be easily accepted as competent female managers equal to competent male managers.

Sub-problem III
Male managers therefore achieve respect in the management team through professional competence and authority, while women only achieve respect through professional competence. The gender-related interpretation framework includes different gender-related conditions for informal contact and communications that lead to networking issues (Staunæs & Søndergaard, 2006).

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Gender-related perception frameworks

Women can only participate in management networks where the exchanges are solely about professional matters because, as soon as the exchanges shift into "informal man-talk" women can no longer participate naturally. Women can find it difficult to project themselves to men in management networks because the informal contact and communication can also be misunderstood as having sexual connotations, thereby leading to uncertainty on the part of the women about the exact impressions they might be conveying. Women do not have this problem when they communicate with other women. In male networks the communication combines natural authority with one's own position within the hierarchy. In other words, to cultivate fellowship through so-called male bonding (ibid: 24). Invitations to join a male network are often brokered by a mentor who guarantees the new member's trustworthiness in return for the new member's unconditional loyalty, thus establishing some complex relationships in the context of gender perceptions. Female management can only gain access to such networks with their skills if they waive their right to also participate in the male bonding process; i.e. the informal communication process. It becomes even worse for women within their own gendered self-understandings (Ellehave & Søndergaard 2006b:15-16), which makes them seem self-reinforcing. When women are encouraged to apply for management jobs the gendered perception networks work from the premise that the applications arise from self-deprecating convictions that they were too lazy to apply because of passivity and lack of ambition. However, when men are encouraged to apply for management positions the gendered perception frameworks work from the premise that this is a confirmation of their own competence.

Gendered truisms

Identifying gender-specific measures that can be developed into gender equality of opportunities in relation to careers in management is a matter or neutralizing the gender segregation that is produced and maintained within the organizational culture in the higher echelons of management. These cultural processes are active and productive forces (Haavind 1987 & 1998, Søndergaard 1996, Davies 2000); i.e. it is in these processes and relationships that gender becomes part of a decision-making system in the contests between males and females mentioned in the previous section on perceptions of masculinity and femininity. Together, these perceptions form the gender-relation interpretation frameworks through which both men and women can make themselves understood and recognizable through cohesive templates and patterns of orientation. These discursive practices

that generate, shape and distribute power discourse between genders that they themselves have woven into the possibility curve and genesis conditions available to the organization at any time through the gender-related interpretation frameworks. It is a matter of discursive practices (Foucault 1994 & 1995, Geertz 1973, Hastrup 1989 & 1995, Hasse 2002) that are shaping and creating, and about distributed power discourse between the genders in which they spun themselves on the possibility and creation conditions, the cultural interpretation framework provides at any given time in the organization. There can even be cultures with a network of meanings (Bruner 1990) for common negotiation terms between the genders. This becomes important in the gendered interpretation frameworks from which the members of these cultures can understand themselves as well as each other (Haavind, 1987, 1994). The cultural significance and interpretations frameworks work only when they arrange or create common rules for what is negotiable and what must be retained as truisms (Ellehave & Søndergaard 2006b:6) within the organization. The conceptions about men and women as belonging to their respective homogenous groups are generations of meaning that can be neutralized to reduce the gender segregation. Manifestation and reproduction of feminine and masculine connotated notions respectively gather their generation of meaning via their mutual opposition in an antagonistic relationship. Truisms in terms of interpretation premises are stabilizing factors in organizations. If these meanings are fixed, opposed and given interpretation legitimacy, where female/masculinity and male/femininity also occurs, i.e. in two-part performance templates, prominent meaning-setting premises can occur, so that not only men have masculine connoted expressions and women have feminine connoted expressions (Søndergaard 1996). The cultural interpretation frameworks will be in constant negotiation when it is not possible to be both man and woman simultaneously. Meaning and interpretation frameworks work not only through obvious ways to understand and respond to, but the two-part performance templates are also active creative processes in unpredictable movements. The genders may choose to accept or reject the creation proposals during the creation process as mirroring proposals surrounding the shaping process of new self-understanding.

Summary

To understand the relations between leaders across genders, the gendered interpretation framework has to be mapped and understood internally; i.e. within the organization. Internally generated mechanisms in the organization can cause the gender related understanding to shift to the gender related understanding of external

interpretations of men's and women's behavior outside the organization; i.e. the culturally gendered interpretations of women's passivity and reluctance towards men's similar activity and self-promotion. When women participate in the management network, their definition of management network is not necessarily the same as that of men. If the management network definitions for men and women are not aligned, they cannot be used interchangeably. It is a matter of complex relationships of gendered interpretations of women's connoted meanings, rather than women's lack of ambition to rise in the management hierarchy. This continues to how a request to apply for a management position can be interpreted if you are a woman. It can be hard to minimize the gender segregation in the management layer, if there is only a male-dominated culture as an explanation of the gender inequality in the management layer. By opening up and understanding the male-dominated culture's interpretation framework of women in management, it is possible to get this male-dominated culture, through mirroring proposals from the environment in shaping processes of new self-understanding, reverted to two-part performance templates, where woman/masculinity and man/femininity can also occur, in organizations. The forthcoming study on Gender & Career in the Bank is aimed at developing a proflexion tool to minimize gender segregation in the management layer.

Mixed Methods Research I

While conducting a Mixed Methods Research project, a researcher can be introspective and ask questions about the purpose and main problem statement and if they can be adapted, including how the study subject is to be presented, and how to which degree the Bank is interesting and representative for the main problem statement. Alternatively, there should be an explanation of the case study and, furthermore an account of the Bank's role in the Mixed Methods Research project. This Mixed Method study subject is a study of a large organization, specifically a bank. But the main object and the main source of empirical data are not presented explicitly. Therefore, a presentation of the organization, which represents the research area, is necessary along with an account of the relation between the Bank and the Mixed Methods Research project, where the organization's role in the project becomes apparent. Additionally, and more importantly, there is no justification or discussion of the selection of a bank as study subject. Likewise, the study subject's representation is not discussed. Specifically, the following questions are missing: "Why is the Bank selected and why the financial sector?"; "Why are the Bank and the financial sector interesting with regard to the main problem?"; "Is the Bank representative of the financial sector, and are the Bank and the financial sector representative of the whole population, i.e. the conditions in Denmark that the problem statement delineates as the study subject? And how?" These questions should be answered, documented or discussed. Alternatively the researcher should consider if the approach is a case-study, where the problem is delineated to one organization or institution (the Bank) where there is no asserted representation. Where appropriate, the method would be a case-study where R.K. Yin (2008) and others could become relevant. In other words, there is a need to adapt the objective and problem.

Scientific- and methodological integration

The Mixed Methods Research project's methodological focal point can be supported in R.K. Yin's point of departure in "the reality is that there can be many different 'mixes' or combinations of methods" (Yin, 2006, p. 41) and is a dismissal of the separation of applying qualitative and quantitative methods respectively (Bergman 2008), where the lines between the applied qualitative and quantitative methods are blurred (Grutt, Hansen & Jensen 1992). Different research traditions, e.g. the Bourdieu tradition (Bourdieu et al. 1991), use multiple methods simultaneously, where a strong methodic and theoretic approach is the point of departure for using multiple methods. The differences between the methods weigh far less than the overall results

of the study and the use of multiple methods does not need to be justified. The differences between qualitative and quantitative methods are not decisive. However, the difference between positivism (objective structure) and phenomenology (subjective experience) is (fig. 2). This assumption stems from the explicit epistemological view, that knowledge of social reality, which is between the objective structure or the subjective experience, has to be gathered via social praxis through the researcher's own analytical and reflective capacity and experience (Frederiksen, 2013). A number of general circumstances are known beforehand about a study subject and about how attributes unfold empirically from theory. Choosing the study subject and method depends on being true to the theoretical point of departure. With Mixed Methods Research it is the integrated theory that provides guidelines for choosing the study subject, method and data. Focus on the reflective capacity depends on the theoretical point of departure and the relationship between the qualitative and quantitative studies. In the initial theoretical and methodological steps in the use of Mixed Methods, the partial study (qualitative and quantitative studies of the Bank) is integrated later from the procedures that specified the relationship between the single parts by using and developing integrated methodical positions, and even use additional theoretical positions to produce the questionnaire in the quantitative study. In the Mixed Methods Research project's field of research it is the necessary theoretical bridges within the operational method approach (the Mixed Methods Research project's methodological considerations) on which the methods (the Mixed Methods Research project's scientific approach) depend for clarification of the study subject, and not the other way around.

The Casing Method

The point of departure for the casing method (Ragin, 1987, Ragin & Becker 1992, Ragin 2009, Rihoux & Ragin 2009) is that the study subject, or case, is non-existent prior to a study that enables it to emerge; i.e. as a phenomenon that results from a given research process. The casing method has been used in the Mixed Methods Research project to eliminate the incorrect distinction between qualitative as well as quantitative research's proposal of continuous revision and re-interpretation of a context that the Bank perceives as an existing phenomenon (Gender & Career) with which the Bank could integrate. Qualitative research accounts for how the phenomenon is an extreme or critical representative for a given context. Quantitative research makes the phenomenon probable as a representative for the present context (Byrne, 2009). Both are equally right *without* distinction because the work consists primarily of delimitation and defi-

nition of the phenomenon in a context. Combining the two methods in the Mixed Methods Research project stems from this notion. The less confident the researcher is on the case or the study subject as phenomena, the better the research process and analysis (Becker, 1992). Thus, the Mixed Methods Research project is an iterative process that aims at varying between qualitative as well as quantitative suggestions on what the context of Gender & Career actually is, and how the Bank can be used proflexively throughout the course of the study in order to gain insight into the research process. The Bank is, therefore, neither chosen exclusively as a study subject nor a case study for the gender specific problem. The Bank is chosen as the solution from the scientifically methodic, methodological and theoretical points of departure, which will become proflexively integrated in a Mixed Methods Research methodic perspective.

The Financial Sector

The *financial sector* has been selected as a distinctive example for the male homo-social enclaves of management leadership. Thus the Bank has been chosen in the Mixed Methods Research project as the *study subject* because of previous knowledge about a very imbalanced distribution of genders across management, which is also very typical for the financial sector as a whole (Holt et al., 2006). The *gender distribution* in the Bank's group as a whole was 54% women and 46% men in 2009, even though 80% of the men were managers at that time. The quantitative analysis confirmed this distribution later in the Mixed Methods Research project at a census with a response rate of 71% of all the Bank's employees, where it was also determined that 78% of the managers were men.

Spread across different management levels in the Bank, 69% of the middle-management were male and 31% female; among the board of directors 93% male and 7% female and exclusively men in the senior management. Prior to 2009 the Bank had already had years of experience with a career development program designed to cope with the equal recruitment into management of both male and female employees. However, the majority who advanced to a management career were men. The prior knowledge about the imbalanced distribution of managers in the Bank, combined with the Bank's own wish to conduct an investigation that can lay the foundation for future work with a gender policy in the Bank to redress the uneven management distribution, provided the reason to continue the work from a theoretical point of view to integrate the choice of the Bank as the study subject along with the integration of method and data. From the theoretical mapping of the sub-problems, the gender distribution on management posts, gender-related work distribu-

tion, gender-related patterns and interpretation frameworks, and the gender-related perception framework and truisms in an operational method approach with the methodological considerations combined with the preceding scientific considerations, the Bank became the study subject via the qualitative method approach, which will unfold from a series of research questions and hypotheses in the quantitative method approach. These integrated methodological and additional theoretical positions in the quantitative questionnaire composition were used in the Mixed Methods Research project's recurring themes; network, recruitment, managerial attractiveness, managerial motivation, experience of barriers and options for actions – with the Bank as a study subject.

The Bank as Case

In the Bank as a *case,* the management requested that the workers on both employee- and management levels should be made up of both men and women. The reality at the management levels were different so the Bank took the initiative to hire more women into management. The Gender & Career project was a result of this initiative and became a general focus area for the Bank, both centrally and decentrally. The aim was to attract and activate the female employees' professional- and managerial potential to enable both genders to be able to pursue a management career in the Bank. The overall goal was to make more women interested in management careers by improving the retention of managers of both genders by, among other things, balancing career with leisure time and time spent with family. This was to be achieved by offering flexible working hours in a work/life balance from individually flexed working hours; either permanently or temporarily for specific purposes; e.g. child care, further education etc.. The provisional aim is to increase the number of applications from women for the management vacancies in the Bank. A project organization was established in HR consisting of a work groups comprising both management and employee representatives. They were tasked with the responsibility to support and staff the Bank with equal gender and age distribution, as well as an even geographic spread. The work groups' objective was to determine a goal for the Bank and to launch the central initiatives to ensure the desired development in a gender-equal recruitment and retention strategy. The board of directors and middle-management in the decentralized organization were still responsible for identifying and encouraging females with management aptitudes to apply for a management position. The work group prepared an *inspiration catalogue* of recommendations provided from the Ministry for Equality's charter, along with the ex-

perience network that the work group had established around the Gender & Career theme with participation from a number of corporations and research institutions, including the "Communication and Culture in Professional Contexts" research group at Aalborg University. The work group was tasked specifically with the evaluation of the company's job adverts to ensure that the profiles attracted both genders equally. Additionally, a mentor arrangement was established to assist in finding and promoting management ambitions in prospective female management candidates. Finally, the work group was tasked with instigating a change in the company's stance via articles in the employee magazines and the intranet, to stimulate a non-taboo company culture about Gender and Career. Thus, the Bank independently worked towards gender initiatives five years before it became mandatory by law in Denmark in 2014, when the government required the country's 1100 largest corporations to enforce "Explanation of the Gender Related Composition in Management Bodies" (Erhvervstyrelsen 2013).

Qualitative Approach

The research group "Communication and Culture in Professional Contexts" (KoKuProf, 2008) at Aalborg University has collaborated with the Bank's head office based HR department to analyze interview data generated by the internal project "Gender and Career" and which consists of data previously collected from focus group interviews during winter 2006 (i.e. December 2006 – January 2007). This data comes from interviews with three focus groups (two male groups and one female group) where the participants were all currently pursuing their careers in middle management at the Bank. The three focus groups consisted of 11 and 6 men and 6 women respectively. The purpose was to examine male and female management candidates' attitudes towards management jobs, including what kinds of relationship might promote or limit the ambitions and possibilities for men and women to become managers. The gender-related distribution of managers in the Bank is uneven and this is also reflected in the recruitment and screening requirements for the focus groups themselves; i.e. 1 female focus versus 2 male focus groups.

Research Design

In the qualitative analysis a number of methods will be used to set up the research design analytically with regard to gathering insight through interviews along with existing knowledge of gender diversification and its rationale. The situational analysis method (Clarke, 2005) will be used with specific interview techniques; the narrative interview (Chase, 1995). This means that both male and female mid-

dle managers are given "voice" (Lather 2000, Mazzei 2009) in contrasting and complex interview situations, that are intersectional; i.e. through multiple categories simultaneously (Staunæs 2003, Søndergaard 2005, Højgaard 2007, Staunæs & Søndergaard 2005 & 2008, Højgaard & Søndergaard 2006 & 2009). The Bank wanted to investigate and identify the following subjects in an interview guide

1. The attitudes of both men and women towards the role and lives of managers, and also towards each other and themselves as managers at the Bank
2. Men and women's experience of career-constraining/-promoting conditions in the Bank
3. The significance of language use and identity perceptions for career opportunities within the Bank

The participants were free to choose the themes, which they then discussed in such a way that ensured there were no "steering questions" in the interview guide. The KoKuProf group received a considerable amount of data from the Bank in the form of transcriptions from the three focus groups, which the research group analyzed and were thus able to identify a number of central themes:

a Career promoting factors
b Career constraining factors
c Men's perceptions of men
d Men's perceptions of women
e Men's perceptions of family and children
f Women's perceptions of women
g Women's perceptions of men

The above-mentioned breakdown establishes the frame for the assessment and analysis of the qualitative data, which will be summarized in the following sections (Wolcott, 1990).

Career-promoting and career-constraining factors
Firstly, the factors that the focus group participants produce as career-constraining are presented and compared. The comparison is made of the factors men and women put forward as gender specific statements.

Comparison of career-promoting and career-constraining factors
The two factors are tabulated in opposing columns below (table 1) and lined up correspondingly where they cover the same subject:

Career-promoting factors	Career-constraining factors
Belief in own skills/self-confidence	Lack of belief in own skills/self-confidence
Professional competency and experience	Lack of education
Support from the Bank	Lack support from the Bank
Support from the family	Lack of support from the family
Men and men's network	Women's exclusion from men's network
Networking and feedback with women	Women in men's network
Will and ambition	Insecurity from the Jante law*
Flexibility/time	Time constraint
Inherent management abilities/natural leader	
Individual result orientation	
Social Intelligence	Lack of reward
	General bias about female managers

Table 1. Career-promoting and career-constraining factors (KoKuProf, 2008:4) * The *Jante Law*: an informal behavioral rule" between Danes that demands; "you should not think that you are more or better than the others"

Most of the factors, that promote careers, are identical to the factors that constrain them, i.e. most of the career-promoting and career-constraining factors are each other's opposite. This implies that most of the views that the focus group participants' consider important (to career-promoting) are also the factors that participants feel insecure about (career-constraining factors).

Men and women's perception of career promoting and constraining factors

Therefore it will be interesting to highlight the gender specific factors that are typically perceived as career-promoting and career-constraining by men and women respectively. Below are the career-promoting factors allocated by gender:

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Career promoting factors	Most men	Most women	Both genders
Belief in own skills/self-confidence	X		
Professional competency and experience	X		
Support from the Bank			X
Support from the family	X		
Men and men's network	X		
Networking and feedback with women	X		
Will and ambition	X		
Flexibility/time	X		
Inherent leadership talent/ natural leader		X	
Individual result orientation	X		
Social intelligence		X	

Table 2: Gender specific career-promoting factors (KoKuProf, 2008:5)

There is a big difference between the factors that men and women primarily regard as career-promoting. The only place where both genders agree is 'support from the Bank'. The only factors that only women find to be career-promoting are having inherent management skills, being a natural leader and social intelligence. Similarly, the career-constraining factors have been listed in the following table:

Career-constraining factors	Most men	Most women	Both genders
Lack of belief in own skills/self-confidence	X		
Lack of education	X		
Lack of support from the Bank			X
Lack of support from the family			X

Career-constraining factors	Most men	Most women	Both genders
Women's exclusion from men's network		X	
Women in men's network	X		
Insecurity from the Jante law			X
Time constraint			X
Lack of reward			X
General bias about female leaders		X	

Table 3: Career-promoting factors (KoKuProf, 2008:5)

In contrast to the career-promoting factors, there is a wide concurrence from both men and women on the career-constraining factors that are not gender specific statements; i.e. lack of support from the Bank and family, the Jante law, time constraints and lack of reward. Women, however, find it career-constraining to be excluded from the male networks, and also the general bias about female managers. Men, on the other hand experience women in the network as having lack of confidence and belief in their own skills and lack of education, and consider these to be career-constraining.

Men's perception of men
Here, the men's perception of men is analyzed, i.e. the way men regard their own gender as manager and colleague. The table below summarizes these stereotype statements, which will then be commented on:

Stereotypes
Men have influence
Men have more focus on business
Men are better businessmen
Men are determined
Men are at the top
Men have confidence

Men want to make decisions
Men hire men
Men are one-sided
Men are ego-centric
Men have to be able to do everything

Table 4: Men about men as managers and colleagues (KoKuProf, 2008:6)

Men view themselves as the obvious choice for management positions, because they think that they meet all the traditional requirements associated with the job and upward movement through the hierarchy. In order to gain influence and contest a management position, it is pivotal to have an investigative personality and a flair for business, as well as self-confidence and determination. The above list of stereotypical statements is compiled on the basis of men's argumentation in a plus/minus list for men's own perception of themselves in relation to women. Characteristics widely highlighted as positive in men are highlighted as negative in women. Men's abilities are widely considered as positive in relation to the same characteristics that are highlighted as negative characteristics in women. Men's confidence is revealed in remarks on how they never doubt that they can handle a management job with a minimum fulfilment to the position's requirements. The men believe that the women do not possess the same level of confidence. Women that fulfill all of to the position's requirements still have a need to feel overqualified in order to be sure that they can handle the position.

The male focus group participants also believes that they are exceptionally adept at prioritizing decision-making and business transactions because of their gender's innate determination and focus. On the other hand, when women are much more focused on details and nuances, the men believe that the women are not qualified to be managers. In male circles it is not considered acceptable to openly express one's desire to obtain a management position. Nor is it considered as acceptable among men to openly proclaim any wish to be part of the managerial or decision-making elite. Men demand less egocentrism in these areas and actually seek to serve the community's interests; something that they also believe women to be capable of. Although the focus group interviews among men suggest that men can see past immediate personal benefits, such as power and influence, and thereby the benefits of the groups social life and welfare, they do not regard woman as potential candidates for leader positions. Men do not consider woman as potential competitors and men only want to hire men as managers.

Men's perception of women

Men's perception of women's skills and values as managers and colleagues is summarized in the stereotypical statements table below:

Stereotypes
Women have other positive values
Women have other positive skills
Women account for soft values, make a difference
Women are not conflict-averse
Women get preferential treatment
Women have no ambition
Women are not career minded
Women of child-bearing age is a problem
Women must be beautiful, not overweight
Women have no value in network
Men network with men
Skilled women are a threat; men are threatened by skilled women
Female managers sitting in female jobs
Women are only good for bearing children

Table 5 – Men on women as managers and colleagues (KoKuProf 2008:7)

The male focus group participants' express different attitudes towards their female colleagues as managers. On the one hand, some of the men indicate that women bring positive values to the otherwise male dominated world of banking, thus adding value, i.e. female managers are a considered additional asset. Women are not afraid of problems, i.e. men perceive women as less conflict-averse than themselves. On the other hand, other men feel that women's contribution is softer in the management team, as they are more concerned about emotional aspects than making money. The men perceive women as non-career minded with very few ambitions. When the Bank's management formulates policy incentives to women in management positions, some men perceive this as a distortion of an otherwise natural competition. Only if women express initiative and commitment will an immediate positive attitude for women as leaders be shown, i.e. the perception of women having to compete with men on equal terms with men. In general the

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men assess women's management potential as less suitable, even when women show that they are competing with the men on equal terms. Thus some men state that an ambitious woman is not necessarily a good thing, i.e. women's management ambition can be perceived as a threat to the advancement possibilities for men. However, it is clear that the men's perception of the positive dynamics of a network is highly dependent on the participation of women, i.e. men do not perceive women as a general threat to their own possibilities for a career advancement. However, this seems contrary to the fact that no requests have been made to include women in the networks. Thus, the men believe that nursing contacts in a network with influential people in the organization is a deciding factor for women being included in the networks. Men also perceive women's lack of management ambitions as related to the interest of women in children and family rather than in the pursuit of a career. This relationship works for some men as a pretence to legitimize opting women out of recruitment; especially young women where men are automatically granted precedence, even though their qualifications are no better than the women's. Therefore, if women wish to make a career, they should deselect or down prioritize children and family, so they do not create any problems for themselves or the Bank. The men's stereotyped perception of female managers is reinforced by the view that women should be beautiful and attractive, and that they cannot be allowed to be obese.

Men's perception of family and children
Men perceive the gender imbalanced distribution of management positions in the Bank as inherent. The inherent traits are gender specific according to the men because women do not have the same interest and opportunities to make a career as the men do i.e. because the well-being of the family is more important.

Men on men's relationship with family and children
The male focus group participants' very traditional and stereotypical view of their own gender's relationship to family and children is evident in the following statements:

Stereotypes
Men drive the career
Men accept the consequences of top jobs
Men prioritize salary

Men do not prioritize the family
Men who want to make career have "invisible" children
Men ("real" men) do not take parental leave
Men will not be caretakers of children

Table 6 – Men on men's relationship with family and children (KoKuProf 2008: 9)

Some of the male focus group participants consider down prioritizing of the role as fathers and husbands, parental leave, childcare and time with the family as quite natural when they also believe that they are more career minded than women and that they take better care of their careers and thereby get a bigger salary and increasing influence in management. Therefore, the men will not trade their careers for the care and upbringing aspects of family life. The consequence of this is that the man will be the one who primarily earns the family's keep and puts food on the table. This attitude is further reinforced by the fact that other males also consider taking advantage of the statutory rights to parental leave as a weakness.

Men on women's relationship with family and children

The men's stereotyped perception of a woman's relationship to family and children is referred to as "women at home" and not as a statement about going on an internal level within the Bank. It must therefore be the traditional family in a wider societal perspective that dictates the difference between the genders in the following statements:

Stereotypes
Women have other values
Women only care about having children
Women have no ambition
Women earn less than men
Women want to spend money

Table 7 – Men on women's relationship with family and children (KoKu-Prof 2008: 10)

On the one hand the men are irritated by their stereotyped perception of their female partner's lack of focus on career and by their stronger focus on flexible work scheduling so as to be able to pick up their children on time at the nursery or kindergarten; i.e. lacking focus on

making the money while also believing that women want to spend the money. Thus the men do not reflect on how everyday life with family will be when they have a demanding managerial job.

Women's perception of men and women

In the women's focus group the female middle managers expressed very clear perceptions of the potential for women to become managers. They describe how women generally differ from men in terms of female personal characteristics, and also how female managers differ from male managers in terms of specific management qualities.

Women on women as individuals and leaders

The following perceptions of women's personal and leadership qualities are divided into intrinsic and extrinsic factors.

Intrinsic factors
Women are more human and display emotions
Women are caring
Women have empathy
Women are not afraid to admit weakness or ignorance
Women do not have hidden agendas
Women are indirect
Women are fragile and lack confidence
Women focus on what they are not capable of
Women are perfectionists
Extrinsic factors
Women are responsible for the children and cannot take on overtime

Table 8 – Women on women as individuals and managers (KoKuProf 2008: 11)

On the one hand the results from the female focus group show that the women consider themselves as better suited than men to hold management positions where female values such as caring, empathy and the will to ensure fair play are emphasized. Especially if they are combined with the ability to say "no". On the other hand, the women feel vulnerable to the outside world's view of them when they more generally describe themselves as cautious, too timid to de-

mand and lacking self-confidence. Therefore, women try to gain recognition through perfectionism and performing all tasks to the fullest. The above mentioned conditions are generalizations used by women to explain the overrepresentation of male managers. If these conditions are combined with the fact that women, according to their own statements, often bear the responsibility for the children at home, the women's access to management positions is limited even further.

Women on men as individuals and managers

The women in the focus group interview consider themselves better suited for management than the men, which is contrary to the beliefs of the outside world. Here the women share a more positive view of their own management skills and also share negative feelings towards men as managers.

Intrinsic factors
Men are direct and have drive
Men focus on what they can
Men are result oriented
Men are conflict averse
Men hide their emotions
Men are afraid to admit weakness or ignorance
Men play games
Men have no conscience
Men employ themselves

Table 9 – Women on men as individuals and managers (KoKuProf 2008: 12)

It is interesting to observe that the women in table 8 primarily emphasized intrinsic factors on an overall and general level as an explanation of their vulnerability to the outside world's view of them. In table 9 they only emphasizes perceptions of men that all base on intrinsic factors. Thus, according to women's perception, it is not extrinsic factors that hinder the men from reaching management jobs. Likewise, the values ascribed to men, such as pride, conflict aversion, lack of apathy and fear of displaying emotions stand in stark contrast to the values that women ascribe to themselves. This has led to female middle managers describing men and male managers as direct and result oriented with focus on their own competencies. Finally the women believe that they stand for fair play while male leaders do not. The men often use strategies to reach their goals; strategies that take away the women's opportunities for promotion. According to the

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women, the men make particular use of special networks for men, which leads to male leaders frequent employment of men.

Women's stereotyping of the good manager

When the female middle managers in the focus group interview look at their own management roles from equal intrinsic factors for themselves as for the opposite gender, it could prove relevant, in closing, to elucidate the women's view of the important qualities of a good manager. A good manager's most important qualities are:

Social intelligence
Honesty
Openness
Trust
Desire to develop other people
Humor
Positive attitude
Professionalism

Table 10 – Women's stereotyping of the good manager (KoKuProf 2008: 12)

These characteristics show a certain convergence with earlier female values. The female values that a good manager should possess are social intelligence, honesty, openness and trust. From the focus group interview, it appears that women perceive themselves as being qualified for management jobs even when other values such as humor, a positive attitude, desire to develop other people and the necessary professional competencies are stated as important for good management. Indirectly, the statements indicate that the male leaders lack exactly these qualities. Paradoxically, the women are not hired as often as the men - according to the women's own statements. In closing, the women believe that they are motivated by the idea that they possess natural management skills that are at least as good as the men's; maybe even better. And simultaneously the women express a desire to affect the development of the job and develop the employees, which they characterize as qualities a good manager should possess.

Summary

The purpose of the three focus group interviews was to examine male and female candidates for management positions, including

the conditions that either assist or prevent women's and men's ambitions and possibilities to become managers. The conclusions of the qualitative analysis are based on the majority opinions express by respondents. These opinions do not necessarily reflect the Bank's position. The following summation of preceding qualitative data collected from the focus group interviews will be used to account for the research question. In the following section, this summation will act as a basis for collecting quantitative data from all the Bank's employees. Based on the qualitative analysis of the three focus group interviews, the Bank is presented with an organization and environment where the coming quantitative analysis of the whole Bank will be relevant to map out in order to find out whether it is the masculine values that primarily dominate in the whole organization. The employees' future career possibilities are at stake, depending on how they articulate themselves if the masculine values are dominating. Feminine values and abilities have less significance compared to the masculine values and abilities in the qualitative analysis of the career promoting factors that are emphasized as being decisive for one's career. The female values are considered as valuable, but not decisive for whether or not one can make a career in a male dominated environment. If the Bank wants more women in management positions, the coming quantitative analysis will have to investigate how the feminine career promoting factors, such as social intelligence and inherent management talents can be identified. It will be necessary to identify which initiatives hinder the male career promoting factors, if more women are to occupy management positions, so they do not become self-assured in relation to the prevalent male discourse about what promotes a career. In the qualitative analysis of the career restraining factors, there is a consensus across the genders, that there are a number of other conditions such as support from the Bank and family, time pressure, the Jante Law and lack of reward, that can be more restraining for one's possibilities to make a career, than male or female career restraining factors. The same consensus will be explained in the quantitative analysis, whether it exists or not, and if there is talk about any concrete factors that require solutions from the Bank's side. In the qualitative analysis of men's perceptions of men, it was yet again established that men perceive their own gender to be natural leaders compared to women and that they possess good and dynamic management skills with results on the bottom line. Despite their recognition of own shortcomings and inappropriate behavior. Even though men recognize that women possess the skills that the men do not, the men do not accept women as competition. In the quantitative analysis, the same conditions will be examined for the entire Bank in order to investigate possibilities for creating a natural balance be-

tween female and male management skills by employing more female managers. It was revealed during the qualitative analysis of the men's perception of women, that there is a generally negative view of women's ability and value as managers, especially in combination with the problems concerning child birth and parental leave where young women and female managers in their child-bearing age are deselected by default regardless of qualifications. The need for more women as managers requires a change in attitude and an adjustment of values on multiple levels that are more than merely nice words and declarations of intent. In the qualitative analysis of the men's perception of family and children, the male perception that career is primarily the man's area of responsibility is reinforced. Child care and parental leave are primarily a woman's area of responsibility, where the man's role is to provide. In order to investigate if these conditions are true, a mapping out is necessary concurrent with the quantitative analysis in the private homes of the male leaders. If that is the case, it is hard to put an end to the traditional and stereotyped view of gender and career. Finally, the qualitative analysis of the women's perception of men and women showed that female middle managers are both ready and feel competent to take on management responsibilities. In the quantitative analysis, those invisible barriers will have to be identified that are based on male values that are career restraining in order to attract more women to top jobs. The female values, such as caring, sense of empathy and desire for fair play should not replace the male values. Both values should be combined in order for the Bank to increase focus on the most important tools to create good managers and thus improve women's inclination to and possibilities for making a career.

Mixed Methods Research II

In what context are the themes proposed? Are they common statements or are they specific to the Bank? Should the statements and results have been contextualized in the final instance and portrayed organizationally? How did the analysis arrive at the different assertions or statements? What role did the Bank play in the investigation?

Theory- and design integration

The theoretical assumptions and arguments (the Mixed Methods Research project's study area) are linked to the Mixed Methods Research project's empirical parts as epistemological frameworks tied to the coherent study topic (Greene 2007, Evans et al. 2011); i.e. the Bank. The theoretical assumptions and arguments relate to the different empirical parts of the Mixed Methods Research project (qualitative as quantitative) in an integrated design. The theory serving as a point of departure for the already tied in empirical preunderstanding (the Mixed Methods Research projects study area) of the study topic, is described through the identification of a number of perceptions of gender management and career terms in the qualitative investigation. Design integration of the empirical qualitative and quantitative parts of an investigation can progress in parallel, sequential, embedded or prioritized (Tashakkori & Teddlie 2010, Creswell & Plano Clark 2011, Plowright 2011) in relation to the overriding theory with the already tied empirical preunderstanding. If a parallel design approach is taken, the qualitative and quantitative methods are used independently of one another. When a sequential design approach is taken, the results from the qualitative investigation are used to prepare a questionnaire in the quantitative investigation. If, however, an embedded design approach is taken the qualitative and quantitative methods are used simultaneously on the same sample. Where the prioritized design approach is taken, the qualitative and quantitative methods with weighted analysis of separate data sets work as one coherence analysis.

The design integration is conducted sequentially in the Mixed Methods Research project and becomes meaningful only when both the qualitative and quantitative investigations are executed with specifications on the individual investigator's role in relation to the overall theory related to the already tied empirical preunderstanding and the additional theoretical positions in the quantitative questionnaire. Integration is the creation of a tangible relationship between the separate parts (Moran-Ellis et al. 2006) where the separate parts of the Mixed Methods Research project are not combined, thus becoming a new unit. Instead a link is created between the individual

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parts which can then be disconnected from one part and connected to another part of the Mixed Methods Research project. This can be compared to an integrated transport system (Moran-Ellis et al. 2006), where it is possible to switch from a bus to a train and with a number of common structures in zone and ticket systems in which busses and trains have not become more alike or merged together to form a new type of transport unit, but only function together as a dynamically integrated unit. Henceforth, in the Mixed Methods Research project, the author's own definition of proflexion in the Mixed Methods Research project will be used; i.e.

A dynamic process in loops incorporating continuous attempts to improve past understanding of reality, fitted into the present reality as each part of the Mixed Methods Research project always opens up new possibilities for moving ahead - the present is always a new beginning onwards.

Focus group interviews

The focus group interviews were originally conducted internally in the Bank as part of the corporate internal project Gender and Career, with the Bank's own HR development consultant as moderator. Data from interview transcripts were kept anonymous and inaccessible to the public as well as to the Mixed Methods Research project. In terms of method, that could be problematic due to the fact that the moderator was employed by the Bank thus creating doubt as to whether or not the objective approach might have been inadequate. The results of the focus group interview can also be disputed, as interview bias could have influenced how the focus group participants expressed themselves; for example, due to pressure from the moderator regardless of whether the pressure to express oneself in a certain way was perceived by the participants themselves or insinuated by the moderator. These potential interview effects have been disregarded in the Mixed Methods Research project, as they should not have been there in the first place. During the winter of 2006, the Bank approached the research group "Kommunikation og Kultur I Professionelle Sammenhænge" (KoKuProf) to seek aid in analyzing the results generated from the focus group interviews (KoKuProf 2008). Prior to the execution of the interviews the Bank's moderator put forward a number of items in an "interview guideline" that the Bank wished to identify and investigate without influence from leading questions during the interviews. The focus group participants should be free to put forward themes for discussion unimpeded by leading questions. However, this could also constitute a systematic error in the interpretation of certain aspects of the interview responses if one wishes to obtain the

unadulterated knowledge that the relevant views represented. One can imagine that the synergy with other naturally occurring response-angles could have had a decisive significance for the outcomes but without any clear explanation or justification.

However, the Mixed Methods Research project remained methodical and theoretical right up to the qualitative interviews that could have affected the entire Mixed Methods Research project. Therefore, the qualitative interview data from the three focus group participants was transcribed and handed over to the research group, which analyzed the results and presented them in a summative report that has not been made publicly available. The three transcribed focus group interviews made up a large volume of data that the research group, independently of the Bank, strived to make more usefully relevant through a number of centrally self-imposed themes. This thematic sub-division established the framework for the review and analysis of the focus group interview data in a full report to which the Mixed Methods Research project was also not allowed access for reasons of internal corporate confidentiality. Instead they were provided with a confidential summary that did use the Mixed Methods Research project's further work as a point of reference. KoKuProf has conducted an analysis of the linguistic and communicative aspects and have thus focused on the participants' own terminology, articulations and perceptions of the gender-related career issues without the original leading questions from the interview guide. The most common general statements were chosen from the male and female focus groups respectively - for which the screening, recruitment and composition also reflect the gender-skewed management distribution in the Bank. A clear discrepancy appeared between what the Bank wanted to achieve with the interview guide that was put forward about the contextual points concerning the Bank's internal organization through a semantic drift with the focus group interview participants' own articulations and perceptions concerning the gender-related and career conditions both internally and outside the Bank. Here, the stereotypical perceptions between the genders were established as common statements with the exception of the statement about support from the Bank, that was neither common nor specific to either gender. It is precisely in this spectrum of contextual and common statements that the Mixed Methods Research project rationale for the qualitative analysis methods in a research framework design was established.

Qualitative analysis methods and design
KoKuProf identified stereotypical gender-related perceptions from their qualitative analysis of the data collection process (cf. the research design), which were qualified in the Mixed Methods Research

project to enable the acquisition of knowledge about the gender differentiation significance. The research design opens up opportunities for a number of qualitative analysis methods to clarify the gender stereotype as perceptions within the gender category (Højgaard & Søndergaard 2006 & 2009) where the visible and symbolic duality (Gherardi 1995) between genders became apparent (Mazzei 2009) in the interplay between the contextual and common statements - institutional and interpersonal respectively - in the focus groups. The statements were categorized by the genders' perceptions of each other as managers and individuals). Within the institutional context gender differentiation with reasons (Højgaard & Søndergaard 2009) and the mutual gender positioning of each other were much higher for men than for women (Chase 1995, Staunæs & Søndergaard 2005), as were the identity perceptions and positioning of themselves in relation to the opposite gender. This tendency developed rapidly to include common statements about female stereotypes that were not necessarily only about women in management, but also as individuals in the workplace at the Bank (e.g. that women have to be pretty, not obese, and can only be used for child bearing). The institutional gender differentiation of women by men was on a much more impersonal level than the gender differentiation of men by women. On the contrary, the women's perceptions of men are based on inherent factors. The interesting point here is that the perception of gender categories for both men and women only exist through the opinion-content (Højgaard 2007). This is why we introduce the concept of gendered codes (Søndergaard 1996) within certain limited interpretation frameworks (Haavind 2000). This can occur as a matter of course with gender segregation and be present in the form of opinion flows between the focus group participants themselves and with the moderator, who by the way was a woman. The interview guide introduced by the moderator and the subsequent themes added by the focus group participants, were all introduced with gender significance for management as certain connotations with relevant descriptions (Clarke 2005). The activation of the gendered interpretation frameworks depended on the intentions of the moderator with regard to the focus group participants' responses. The gender-specific focus groups might have had an impact on the outcome of the gendered interpretation frameworks; for example, compared to a mixed gender focus group. Both male and female interpretation frameworks and mutual positions were enhanced by keeping the focus groups divided into male and female groups. Hence there are two dimensions of the focus groups that can be split up analytically; i.e. the relation between the parties (focus group participants and the moderator) and the knowledge and content that the qualitative analysis creates.

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Quantitative method approach

The Bank is experiencing an increasing need for new managers due to a generation shift within management. The challenge of recruiting managers with the necessary qualifications and knowledge will persist. Apparently, men and women do not have equal opportunities to make a career in the Bank. Despite almost even distribution of men and women in the workforce, the gender distribution becomes increasingly uneven with upward progress through the management levels. The purpose with "Gender & Career" as a focus area is to release the management and work-capacity that resides in the employees, regardless of gender so that both genders have equal opportunities to make a career. Subsequently attracting, retaining and developing the potentials and competencies with both genders in the management recruitment and development process as well as with other career paths. Finally, more women are to be brought into management. The empirical, quantitative analysis (Malhotra & Birks 1999) has to be conducted as gender-neutral as possible because the priority of knowledge and release of barriers for a management career for both genders are equally important. Men as well as women can be under-represented in management positions. The Bank has no defined goals about having equal gender distribution within the Bank, but does want men and women with interest in management to have equal access and opportunities for a management career.

Research Questions

The purpose of the empirical, quantitative analysis is to create knowledge about background and possible causes of the uneven gender distribution among managers in the Bank, and to form the basis for decisions about how the Bank must work with Gender & Career and target and prioritize initiatives, that can:

a support men and women's career opportunities
b improve the accessibility of management positions for both genders equally
c make management positions attractive for both genders equally

The above mentioned problem background and purpose leads to the following two executive research questions, for the empirical, quantitative analysis:

1. Why is the gender distribution of managers uneven in the Bank?
2. How can the Bank create equal opportunities for management positions, for both genders?

Hypothesis formulation

The following hypotheses are put forward for the empirical, quantitative analysis:

"Women are equally interested in management careers in the Bank as men are". The management motivation has to be analyzed among men and women.

"Management positions in the Bank are equally attractive to men and women". Whether or not management positions are more attractive for men than for women has to be analyzed. Whether or not management positions are attractive at all has to be analyzed based on how the motivation of men and women respectively compare with regard to a management career; including how the two genders perceive management from the masculine or feminine viewpoints in their own networks.

"Recruitment into management positions has influence on both management motivation and attraction in the Bank". How the recruitment into management position is conducted must be analyzed to determine whether or not the recruitment process is the same for both genders, i.e. is there a difference in how men and women are encouraged and lined up for a management career.

"The uneven gender distribution increases as we ascend the management hierarchy". Whether women lose interest for management at top level, or are having a harder time advancing than men, has to be analyzed.

"Men and women have different conditions for pursuing a management career in the Bank". Background variables, such as family and education, has to be analyzed.

No subsequent statistical hypothesis tests (Bagozzi & Baumgartner 1994) have been made on the data. The hypothesis is only used in the methodic process of constructing the coming questionnaire.

Questionnaire's scope

Preceding hypotheses establish the background for the scope of the questionnaire to include the following subjects areas:

1. Network
2. Recruitment paths
3. Management attraction
4. Experience of barriers
5. Options for initiatives
6. Background facts

Based on the above-mentioned topics, the questionnaire is structured (Dillman, Sinclair & Clark, J. 1993) to make a survey in collaboration with the Bank's HR-department.

Data-collection and execution

The analysis is completed as CAWI (Computer Assisted Web Interview), where all of the Bank's employees are invited to participate. The inspiration for choosing online research came from Batinic, Reips & Bosnjak (2002) and therefore other data-collection methods where not chosen (Grutt, Hansen & Jensen 1992). Inspiration for arranging the web-based questionnaire came from Dillman (2000) and Witmer, Colman & Katzman (1999), and from Beistell & Nitterhouse (2001) for the question formulation. The answer categories were inspired by Albaum, Best & Hawkins (1977) with determination of scaling (Coombs 1950, Taylor 1977) of ranked data (Bennet & Hays 1960). Multidimensional (Borg 1981, Carrol 1972) scaling methods (Green, Carmone & Smith 1989, Green & Rao 1970, Kruskal & Wish 1978) were not used in the subsequent data processing (Miller, Shephard & Chang 1964) and technically neither were they non-metrical (Kruskal 1964).

The Questionnaire's Structure

The reason for the uneven gender distribution must be investigated in certain contexts, where people in organizations are creating their own identity through behavior and strategies (Nkomo & Cox 1999). There will be gender-specific managerial jobs and career behavior as defined in ways that take a gender division of labor for granted based on to gender division of labor in the home (Holt 1994 & 1996, Højgaard 2002b). Explanations about gender, career and management related to gender division of labor at home and transferred to the organization, and management culture and gender stereotyping that shape the social interplay inside the organization.

Network

Are there any differences between the gender networks, i.e. are there two types of network influenced by gender; an exclusively male network ("Huey, Dewey, and Louie") that primarily acts as a career and information network, and one without men ("April, May and June") that acts as socially supportive and confirming for women (Waldstrøm 2006). Uniformity within a network strengthens the relationships along with the mutual dependence and influence (Ibarra 1993), thus meaning that the network becomes a closed unit. The vertical gender work division in the management hierarchy in male networks increases. Thus, it must be determined if network has an impact on the possibilities for a management career and if the benefit of networking in the Bank is dependent on gender.

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Recruitment paths

Is there a glass ceiling to the upper management levels for women; an invisible ceiling that prevents women from reaching the highest levels? Or are there glass walls or firewalls that exclude women from the male career paths, while men are not excluded from the women's career paths (Bendl & Smidt 2005, Hebson & Rubery 2004)? Are managers recruited in a certain way, and are there differences in respect of gender? How quickly will men advance in comparison to women? Is the organization permeated by masculinity such as rational-logic, objectivity and analytical capacity for abstraction and planning, and the ability to disregard personal and emotional relationships, cognitive superiority at problem-solving and competitive orientation (Collinson & Hearn 1996, Wajckman 1998)? If this does not match the traditional female manager type, is it then more challenging for women to apply for a management job, i.e. does it affect the recruitment of women into management?

Management attraction

Feminization of management puts greater emphasis on relationship skills, learning stimulation, use of intuition and emotional intelligence as management styles along with teamwork and coaching; all being inspired by caring competencies in the family (Hatcher 2003). Gender and management characteristics must therefore be mapped, i.e. how do men and women characterize themselves, and is there a difference between their responses? Likewise for management attraction and motivation. Do the management development programs in the Bank motivate differently according to gender? Is there a gender difference related to motivation for a continued desire for a management position if once rejected? Is the top level of management equally attractive to both genders? Is the closest management layer also equally attractive? The value of prioritizing time with family and children has to be weighed against what the management position encompasses and reflects. What do the employees demand from a management job-holder?

Management Motivation

Are men's opportunities for advancement greater than women's because men are more motivated, committed and focused on the work situation than women, or is it because women traditionally occupy already dead-end jobs where the opportunities for advancement and getting new job content are basically less (Kanter 1993)? Management motivation must therefore be examined in order to show any association with gender. There may also be other contexts than gender, e.g. whether seniority within the Bank has an impact on

interest in a management career. Whether age or a certain point in their careers is crucial for creating interest in management careers among dedicated female role models, or whether there is a link to an existing female manager.

Experiencing Barriers
Are stereotypes about gender, where women as a minority in managers are systematically underrated, contributing to female employees having a token status (Newman & O'Brien 2004)? In other words do they become so visible and vulnerable to potential mistakes that they reduce their orientation in the organization and their opportunities for a careers on management (Csonka 1995)? This possibility must therefore be examined in order to identify gaps and obstacles to a management career in the Bank, and whether they are gender-based or not, i.e. there is a difference between an individual's perceived characteristics of themselves and what they think management expects, and are the differences greater for women than for men? How do barrier-experiences compare by gender and also according to age and point reached in life?

Options for initiatives
Can initiatives in the Bank have a positive effect on the flexible work life for the two genders (Holt & Thaulow 1996, Ellingsæter 1998, Kvande 1999), or will this lead to intensification of work effort in the workplace and thereby problems with distancing work even more from family life (Hochschilds 1997, Sennett 1998, Cuilla 2000)? Or may the Bank's initiatives offer both self-realization and the intensification of work (Rasmussen 2004)? Which initiatives should be taken in relation to which of the factors affected by gender, age and interest in a management job, and which initiatives can work for promoting management careers in the Bank?

Background facts
Does gender have less importance to the adjustment of work and family life (Barnett & Rivers, 1996) or is the adaptation not gender neutral (Becker & Moen 1999)? Do women in the Bank experience every-day competition between the role of an employee and that of spouse and parent, and experience the male breadwinner-role as dominant (Milhie & Peltola 1999)? I.e. is the well-being of family life not important for male job satisfaction where the well-being of family life does affect female job satisfaction (Roxburgh 1999)? And is "space for adapting to family life" part of the work culture (Lie & Tungland 1994, Skjortnes 1994)?

These questions demand that information be obtained about bank employees related to gender segregation; i.e. where a management career has either been withheld or deselected because of time-consuming activities related to family and household matters compared to executive hours work in the Bank. And, do women "marry upwards" and / or is there room for two careers in a family with children, etc?

Implementation

In total 1,567 E-mails were issued online to all employees of the Bank on 11 June 2009 from Jysk Analyseinstitut A / S via Uni-C's (Danish IT Centre for Development and Research) along with an invitation to participate in the analysis, with 24 June 2009 as the final deadline for reply. No random sample was taken (Assael & Keon 1982). All E-mails contained a link to activate the questionnaire. The questionnaire (Peterson 2000) was already pretested (Diamantopoula, Schlegelmilch & Wilcox 1994) on 5 of the Bank's employees. On June 23, 2009, an E-mail reminder was sent to everyone who had not replied giving them the opportunity to respond up to and including 30 June 2009. In total 1,118 valid responses were received representing a response rate of 71% (Groves, Cialdini & Couper 1992, Yu & Cooper 1983). This is considered very satisfactory (Carrol 1994). There has not, therefore, been any subsequent weighing of the material in relation to the real structure and composition of the Bank' organization. For the same reason, no dropout analysis (Assael & Keon 1982) was made. Due to limitation factors there has been no coding; hence the open reporting of responses. However, with regard to data reliability and the validity of the study a quality assessment (Carmines & Zeller 1979) has been carried out in a Mixed Methods Research perspective. The reliability of data collection and data analysis concerns the credibility of the results, including definition of population, selection of sample, questionnaire, response options, response situation and apostasy, already commented. The validity relates to the continuity and inter-links throughout Mixed Methods Research project from problem formulation to the theory applied, as well as to the data collection method and the conclusion. I.e. has the right measuring instrument been used in relation to the design of the reference framework for the Mixed Methods Research project (Figure 4: Proflexion - Methodological considerations relative to Mixed Methods Research project structure)? Searches were made for causal relationships in the cross tabulations (Hellevik 1984) throughout the analysis, but no causal analysis (Magidson 1982) and modeling (Blalock, 1971) was undertaken.

Mixed Methods Research III

In the relationship between the qualitative study and quantitative data collection the main problem is that the data collection for the qualitative part of the survey was conducted in the winter of 2006-2007, i.e. before the financial crisis, while the collection of data for the quantitative part was made in June 2009, i.e. during / after the financial crisis. Thus, there is no explicit thematization and discussion of whether a slide may have occurred between the two periods as a result of for the sudden high unemployment in the industry that could have affected perceptions of the theme being analyzed.

Method - and data integration

As mentioned previously, method integration between the qualitative and quantitative study of the Mixed Methods Research project occurred from a sequential design, where the qualitative survey results concerning men and women's attitudes towards the management role, each other and themselves plus their experiences of career-barriers, language inflections and identity perceptions have finally been used to formulate the questionnaire used for the quantitative survey. The identified perceptions of gender-related management and career-concepts from the qualitative study are put forward as research questions regarding gender imbalance and opportunities in the quantitative survey, and aim to study the subject via a hypothesis regarding interest in a management career, its attractiveness, recruitment, management hierarchy, conditions and opportunities as well as differences in gender-related distribution of management jobs. Thus, the quantitative study is prepared based on the assumptions and conditions from the qualitative study via the hypothesis and presentation of the questionnaire with additional theoretical and contextual aspects of the questionnaire development. These relate to identity, gender-related managerial jobs, career-enhancing behavior and gendered division of labor - also in the home - and gender stereotypes within the themes of networks, recruitment paths, management attractiveness, experiences of barriers and opportunities for initiatives, and background facts.

Data from both the qualitative and quantitative parts of the study are not directly inter-linked. Data integration has proceeded in a manner whereby the overall theory related to the existing empirical prior knowledge has been the link between studies of the qualitative interview results quantified through the structure of the questionnaire with additional theoretical positions, and analyzed in the quantitative survey. There has been a time warp between the collection of qualitative data in the winter of 2006/2007 to the collection of quantita-

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tive data in the summer of 2009, when the KoKuProf research team examined the results of the qualitative data and first reported their findings to the Bank in early 2008. The original theoretical assumptions and arguments related to the different empirical parts of the Mixed Methods Research project (qualitative and quantitative) in an integrated design; proflexive in a dynamic looped process where the constant effort to improve the previous understandings of reality was incorporated into the reality that the Mixed Methods Research project was entering, with further theoretical positions to the quantitative questionnaire construction. Theory integration is carried out consecutively during both the qualitative and the quantitative findings. This premise should negate the time warp between the two empirical parts of Mixed Methods Research project. Conversely, one can argue that the financial crisis that had arisen in the meantime, had its impact on the interpretation of the quantitative analysis results, as it was a new reality in 2009, and that is precisely how proflexion as a new Mixed Methods Research paradigm discovers new findings in research. An example of this, which is also brought up later in the discussion section, and the other proflexive conclusions is that if the emphasis on female management becomes too strong it might suggest what happened in the bank in the midst of the financial crisis in 2009, may paradoxically lead to a segregation strategy for women in management, particularly in times of crisis, thus making possible the promotion of women into management. When women break the glass ceiling during times of crisis, they will be balancing on a glass cliff (Haslam & Ryan 2008) because the turbulence on one hand allows for the participation of women in senior management and on the other hand, increases the likelihood of female career collapse. The thesis is that women, unlike men, are assigned to high-risk positions in which they are held accountable for things that would still have happened at a later stage in the financial crisis. When female management is prioritized, but opportunities for women in management still do not appear in the midst of the financial crisis, either the above-mentioned will happen or female management will become more restrictive with less opportunity for advancement, authority, self-determination and reward (Haslam & Ryan 2008). This side-effect of the financial crisis may lead to the softer person-related disciplines to be assigned to female managers, and core-business activities to male leaders, so that the female manager is installed in the role of Corporate Wife (Norlyk & Lundholt 2008).

Validity and reliability

During the great "quan / qual-war" in the 1980s and 1990s, method-purists claimed that qualitative and quantitative methods could not be

united (Mixed Methods) due to the conflict (Brannen 1992, Tashakkori & Teddlie 2010) between the positivist and interpretivistic paradigms. Even to this day, the debate continues vehemently between them. Mixed Methods emerged from this "quan / qual-war" as a new, third independent paradigm in social and human sciences that built on a method mixing validity problem (Creswell & Plano Clark 2011, Tashakkori & Teddlie 1998) with the design choice of both qualitative and quantitative methods in combination with a parallel, sequential, embedded or prioritized design integration (Creswell & Plano Clark 2011, Plowright 2011, Tashakkori & Teddlie 2010) in a pragmatic way. This design integration discussion of qualitative and quantitative methods has not yet fully achieved integration with the overall theoretical approach (and already associated empirical prior knowledge) methodologically as in the Mixed Methods Research project; even with the additional theoretical positions to the quantitative questionnaire structure - and certainly not proflexive, integral data analysis and interpretation (Brewer & Hunter 2006) - and later in the Mixed Methods Research Project. Scientifically, we do not know much about how Mixed Methods Research integrates theory, methodology, analysis and interpretation of the terms in regards to consistency, quality and professional standards. The point here is how to proflexively move between sub-studies. However, it is important to stay on top of the partial studies´ internal consistency, quality and professional standards. The Mixed Methods Research projects quantitative survey with regard to validity and reliability does exactly that. First, the questionnaire (Peterson 2000) was pretested (Diamantopoula, Schlegelmilch & Wilcox 1994), to validate it. Secondly, the reminder was published so that it was not only the employees initially contacted that replied. Thus, a rather unusual and high (Carrol 1994) response rate was achieved (Groves, Cialdini & Couper 1992, Yu & Cooper 1983), which almost corresponds to a census of the entire Bank staff. Therefore, there were no sampling problems (Assael & Keon 1982) with corresponding statistical uncertainties on the study's future performance. Conversely, no dropout analysis was conducted on the 29% of employees who did not respond to the questionnaire to see if these differed significantly in relation to the overall population. This was not deemed necessary because the data material composition of the 71% respondents and the profile analysis showed a clear structural similarity of responses on key criteria including the proportion of managers relative to the management distribution in the entire population of the Bank (the Bank's CSR Report 2009). Thus, the data did not need to be weighted compensate for any statistical uncertainties from the survey results, as would have been the case had the data previously obtained been uneven relative to the total population

in respect of decisive criteria. Thus, the assessment is that the reliability of the survey is high in terms of collection and analysis. The high response rate in itself should indicate that there was no importance with the Bank being the distributor of the study. The opposite argument can also be used; i.e. that so many employees chose to answer the questionnaire, because management would be able to identify who had answered and, not least who had failed to respond. That should not be the case because the respondents were guaranteed anonymity by the research institute and by the Mixed Methods Research project author. The Bank did not even have subsequent access to raw data (Persondataloven 2000), i.e. data for identification of individuals in the study. Quality assessment (Carmines & Zeller 1979) is still open in terms of validity of the study with regard to the Mixed Methods Research project from problem formulation to the theory applied to the data collection method and the conclusion (Campbell & Fiske, 1959, Denzin 1978), except that the questionnaire via the pre-test proved valid, which is a clear indication of high validity for the rest of the study.

This parallel to method triangulation where content validity (Rubio et al. 2003) along with existing associated empirical prior knowledge stems from theoretical considerations in the Mixed Methods Research project's consistency between operationalization, and later theoretical positions in the quantitative questionnaire structure for measuring Gender & Career is a quality requirement, except where the conceptualization of design choices (qualitatively and quantitatively) in Mixed Methods Research have not yet been identified in the research. But here in the Mixed Methods Research project a quality requirement is set for the integration methods. It is difficult to test content validity formally.

Method triangulation

Triangulation is often used in social science studies and follows the geometrical triangulation principle that enables you to define a third unknown point by projecting the directions of two known points to their point of interception. The validity of triangulation in the results of the Mixed Methods Research project is that the respective weaknesses of the different methods; i.e. that the qualitative survey results are only subjective and quantitative survey results only objective, can be used to compensate for each other. The epistemological thinking behind method triangulation in Mixed Methods Research project is that the aspects of the study that captured the attention of the Bank are the same qualitative and quantitative methods encapsulated in a single statement of ontological reality. Within Mixed Methods Research (Jick 1979, Gelbort & Winer 1985, Duffy 1987,

Morell & Tan 2009, Torrance 2012) method triangulation has been the correct method to use to increase the validity of the Mixed Methods Research project because several methods and studies increase the strength of scientific statements that are otherwise only used when separate analyzes of the same phenomenon are examined from several different angles. Resistance to using method triangulation within Mixed Methods Research was raised in a scientifically methodical manner by a number method-purists (Lincoln & Guba 1985, Smith & Heshusius 1986, Guba 1990, Blaikie 1991), which led to the method triangulation being illustrated in scientifically methodical way over a period of thirty years by a number of methodological Mixed Methods Research scientists (Flick 1992, Moran-Ellis et al. 2006, Hammersley 2008). This type of Mixed Methods Research is only based on design integration as a particular point of integration in the process of using qualitative and quantitative methods and is highly dependent on the *a priori* theory and post data integration through a stable study subject. In the triangulation's method mixture, validity issues arise around the design, methodology and data integration being faithful to the theoretical basis of the Mixed Methods Research Project, and the additional theoretical positions in the quantitative questionnaire construction. Validity issues will be addressed later in this Mixed Methods Research project on analysis and interpretation integration.

Mixed Methods Research IV

How does a researcher compare and summarize the concepts that are placed centrally in the Mixed Methods Research Project, and how does the researcher explain the different interrelated themes? The account or analysis of the results is characterized by a serial presentation of tables complemented by short interpretations. This makes it difficult to create continuous coherent arguments and thus to follow the main argument. What is missing, in other words, is an overall analysis of the material with possible cohesive theory-sections on the concepts that places itself centrally in the Mixed Methods Research project, which would explain how the different themes are interrelated.

Analysis and interpretation integration

Over the past 20 years a consensus has been established in the Mixed Methods research paradigm around design integration (Frederiksen 2013), i.e. typologies for various types of research problem, notation form, sequence, and priority designs of the individual sub-studies in a Mixed Methods Research study. There has not been any similar research on how to reconcile the individual datasets in partial studies in an integrated analysis and interpretation. Planning of applying the Mixed Methods Research and especially its aim, i.e. research strategy, has had its focus on research design, and not as much on how the individual parts in a Mixed Methods Research project tie into using the theory, analysis and interpretation framework. Design integration is only one type of research practice in the use of Mixed Methods Research and is not the only research practice that creates synthesis between individual research styles. Different ways of combining methods arise from combining the integration forms. An integration of integration forms is thus the argument for the current context of the Mixed Methods Research project. The Mixed Methods Research project's integration of analysis is done through the dual process of analysis of the results from the qualitative study based on the quantitative survey, so that there is a re-analysis process across data sets (Cronin et al. 2008). Within the quantitative analysis of the Mixed Methods Research Project, there is further integration through a separate analytical procedure for cross-tabulation and thereby an increase of the validity of the individual quantitative study parts with respect to each other (Dixon-Woods et al. 2005), i.e. how the different themes are interrelated. An example of this is the important point and interesting contrast that managers have the most children and at the same time assume that children and family are obstacles to a woman's career. It is explained by the fact that it is the high propor-

tion of male managers in the bank who have the most children. In Mixed Methods Research it is rare for analysis integration to take place (Bryman 2007) and ways for doing it still have to be developed. Bridging the gap from analysis integration is done by first spelling out the procedure, and by planning a cross tabulation followed by analytical sub-analyzes, i.e. crosstab in the Mixed Methods Research project, and then integrate the additional theoretical positions from the questionnaire structure, i.e. the comparative theory, which will be the foundation for interpretation integration. It is here, the analysis stops and the interpretation starts and the foundation of interpretation integration built around how the results of the partial studies can be related to the further theoretical positions from the questionnaire structure. And it is precisely here the understanding and meaning in analysis using interpretation integration (Erzberger & Kelle 2003, Dellinger & Leech 2007, von Zweck *et al* 2008, Bazeley & Kemp 2012, Fielding 2012) can be seen. The integration of additional theoretical positions to the quantitative questionnaire with regard to building certain contexts, identity, gender managerial jobs, career-enhancing behavior and gender division of labor in the home as well as gender stereotypes - occurred proflexively, data integral with the analysis and interpretation of the Mixed Methods Research project within the themes for the quantitative questionnaire on background facts, networks, recruitment roads leading attraction, experiences of barriers and opportunities for action - as an account of how they are linked in relation to the initial hypotheses with the matching theory in terms of the theoretical positions. The report will now be held up against the answers from the original hypotheses to give either a confirmation or denial of these proflexive in a dynamic loop, in yet another attempt to improve previous understandings of reality and fit into the reality of the present stage:

Hypothesis I

Hypothesis I: *"Women are just as interested as men in management careers in the Bank"*. Management motivation should be analyzed among men and women. The hypothesis is disproved by the following explanation of the theoretical positions and the analysis results on the possibilities for initiatives for a management career because there was an actual difference, although an equal interest in a management career: Can the actions of the Bank have a positive effect on the flexible working life for the two genders (Holt & Thaulow 1996, Ellingsæter 1998, Kvande 1999), or will this lead to intensification of work effort in the workplace and even greater barriers arising from problems with family life (Hochschild 1997, Sennett 1998, Cuilla 2000)? Or can the Bank's actions offer both self-realization and the

intensification of work (Rasmussen 2004)? What actions should be directed towards which grouping's effect on gender, age group, etc., and what measures does management use to promote careers in the Bank?

Thus, there are a number of management career initiatives; i.e. the possibility of working from home, management development programs for employees who have doubts about a management career, talent development programs and offer of management networks, mentoring for executives, and succession plans at director level, all of which are things that the employees consider pertinent. There seems to be a clear gender difference in the perception of the effect of most of the initiatives. Possibility of part-time jobs as managers, special management training programs for women and offers of forums for exchange of experiences for women all matter to women. Similarly, the offer of forums for exchange of experiences for men appeal to the men. Back-to-job programs and requirements for both male and female qualified management candidates in the recruitment pool for a management position have a much smaller effect on men than on women in terms of making a managerial job more attractive to them. Finally, the possibility of working from home, and management development programs for employees who have doubts about a career have a significantly smaller effect on men than on women in terms of managerial job attractiveness. Talent development programs and offers of management networks also have a smaller effect on men than on women to make a managerial job more attractive to them. These differences, which are given as expressions of the employees' own opinions are additional to the management career promoting factors identified in differences of gender in the Bank. Whether the actions of the Bank have a positive effect on flexible working according to gender, or whether this will lead to intensification of the work effort in the workplace and increased problems arising in connection with family life, the Bank's actions, both in offering self-realization and the intensification of work, must be approached with care the Bank to test the management career promotion opportunities .

Hypothesis II

Hypothesis II: *"A management position in the Bank is equally attractive to men and women"*. Whether or not a management job in the Bank is more attractive to men than to women has to be analyzed. Whether or not management jobs in general are perceived as attractive has to be analyzed to discover how motivated both men and women are in relation to a management career; including how the two genders perceive management from the male and female perceptions in their networks. The hypothesis is disproved by the follow-

ing explanation of the theoretical positions and the analysis results on the possibilities of networking, management attractiveness and motivation, because they suggest that the feminization of management taking place in the Bank increases the attractiveness of a management job to women despite the vertical gender-related divisions in the management hierarchy of men in the network even when men make greater use of their network or have better opportunities to use it than women do. Gender and management characteristics have to be examined, i.e. how do men and women characterize themselves, and is this different according to gender? Similarly for the attractiveness and motivation of management positions at the closest level of management. What do employees themselves seek in terms of what they consider a management job involves? Is the top level of management equally attractive to both genders? It should also reveal if there is greater emphasis on skills related to the feminization of management (Hatcher 2003), i.e. inspiration drawn from, among other things, caring competencies in the family? Are men's opportunities for advancement greater than those of women because men are more motivated, committed and focused in the work situation than women, or is it because women traditionally already occupy dead-end jobs where the opportunities for advancement and getting new job content are generally less (Kanter 1993)? Is there a difference between the gender networks; i.e. an exclusively male network (Huey, Dewey, and Louie), which primarily functions as a career and information network, and a network without men (April, May and June), which is mainly supportive, social and confirmative for women (Waldstrøm 2006)?

It is concluded that there is gender segregation within the Bank related to management attractiveness, motivation and management skills and that it is so strong that feminization of management seems to be a reality due to greater emphasis on attractive job conditions identifiable with feminization, than on creating job satisfaction, development opportunities and recognition of capabilities, skills and qualifications of the male managers in the Bank. The same job conditions that the female employees themselves consider important in respect of their own jobs are those that both men and women are generally agreed on, and motivated by when a management job can be reconciled with family life. However, men are generally more motivated than women by the more targeted job conditions of a management position and the related tangible benefits in terms of increased salary, benefits, prestige and status, while women are generally more discouraged than men by the negative sides of target-based management; i.e. the need to take tough decisions and deal with difficult staffing matters. The women believe to a greater extent than

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men that the more targeted responsibilities like generating economic performance, business development and setting goals and policies should lie with the directors, while the men believe that the more targeted skills like creating financial results and developing the business should lie with the middle management. Thus, the women have tougher requirements than men for the directors than for middle managers. The men, however, have more strategic, planning and visionary demands for directors. The women have softer requirements for middle managers; i.e. motivating workers, interpersonal skills, having an overview and staying ahead. Thus there is largely a feminization of women's demands for skills in top management. However, not with feminine competencies but rather with tough demands on masculine skills. There is also a high prevalence of the feminization of management when more male than female managers consider that the "softer" skills related to employee motivation, interpersonal competencies and employee development are among the most important skills for assessing a middle manager or a potential management candidate.

The tendency in the results of the data suggests a clear division of both genders in the network in terms of using a male or a female director or middle manager in the network both *within* the Bank and *outside*. Uniformity in the network increases relations, interdependence and influence (Ibarra 1993), which may mean that the network is a closed unit, but where a greater use of the network is even more pronounced among executives, the highest income earners, those with the longest education and most working hours; i.e. where men are already mostly dominant. The vertical gender division of labor in the management hierarchy in networks increases when the men make greater use of the network or have better opportunities to use it than women. The men ask for advice in their network more than women do. Women are more likely to ask their immediate supervisor for advice. Here, the men reach or pass the level of field director, i.e. men are able to operate upwards in the hierarchy simultaneously with a greater use of the network. With the top levels of the management hierarchy where men are in the majority, those who would use external networks with directors do not move back down the networks again, and use of middle managers in external networks is infrequent.

Hypothesis III

Hypothesis III: *"Recruitment into a managerial position has an effect on both the attractiveness of management and the motivation to apply for positions in management within the Bank".* How recruitment for management jobs is done has to be analyzed to ascertain whether recruitment is the same for both genders, or if there is a

difference between how men and women are encouraged and lined up for a management career. The hypothesis was disproved by the following explanation of the theoretical positions and the analysis results related to management career and recruitment, as well as to experiences of barriers. Because recruitment clearly has no influence on either motivation towards or attraction of management jobs to women: Does the organization permeate the Bank with masculine features such as rational-logical objectivity and analytical capacity for abstraction and planning, the ability to ignore the personal and emotional issues or cognitive superiority at problem solving and competitive orientation (Collinson & Hearn 1996, Wajckman 1998)? If this does not correspond to the traditional female manager type it becomes difficult for women to seek a management position; i.e. does it affect the recruitment of women into management? Are stereotypes about gender and women as a minority in management systematically underestimated, thus contributing to female employees receiving only token status (Newman & O'Brien 2004)? And does this make them visible and vulnerable when they make mistakes? Does it lessen their orientation in the organization and reduce their opportunities to make management careers (Csonka 1995)? What are the gaps and barriers in the management career opportunities in the Bank, and are they gender-related; i.e. is there a mismatch between the perception of one's own capability and what one thinks that management expects - and is there a greater difference for women than for men?

Managers at the Bank are recruited differently in that there are gender-related differences where women are encouraged and urged to be recruited, or to advance in their management careers. If there is a glass ceiling to management levels for women in the Bank; an invisible ceiling that prevents women from reaching the top levels of management, it cannot be based on the Bank's objective and desire to bring women into management. Nor are there glass walls or firewalls that exclude women from men's career paths while men are not excluded from women's career paths (Hebson & Rubery 2004, Bendl & Smidt 2005). In that case, the only consequence would be occupational segregation in the networks where men exclude women from their networks. But even there it was the opposite; i.e. that women exclude men from their networks. The reason may be that when more women than men have been encouraged to apply for a management position, women will not be invited and, therefore, have to take the initiative themselves to seek a management job. There are still fewer women than men who have taken the initiative to become managers themselves. This difference in interest is also handled in hypothesis I.

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Men experience the following *to a lesser extent* than women as potential barriers to a management career:

- Maternity leave, informal recruitment paths and geographical distance between work and home, lack of networks, difficulties in reconciling a management career with family life, and prioritization of leisure-time activities as potential barriers to a management career.

Men experience the following conditions *to an even lesser extent* than women as possible barriers to a management career:

- Spouse working and spouse's career, parents with children, lack of personal visibility to management, not being encouraged to take a management career by immediate supervisor, lack of career planning and prioritization of time for family and children, the requirement to reside in the relevant local area and to relocate as required by managerial jobs.

Men experience the following *to a much lesser extent* than women as potential barriers to a management career:

- Having previously worked part-time, lack of confidence, lack of professional qualifications, skills not matching requirements listed on job description and lack of managerial experience.

That the differences in the Bank are gender-related seems quite logical when the specific differences are also prevalent among directors, management, the highest paid and most highly educated and those who work most; in all of which men are dominant. Therefore, one can immediately deduce that there is a mismatch between what women experience as the barriers and what the management, mostly made up of men, expects women to experience as barriers. Whether women in the Bank have been given token status or not is uncertain, but it could appear so from the modulation of gender differences in relation to experience of barriers where disparities are greatest and are mostly experienced as barriers by women; i.e. lack of networks, not being visible to management and lack of self-confidence.

Hypothesis IV

Hypothesis IV: *"The uneven gender distribution increases as we ascend the management hierarchy"*. It should be analyzed whether or not women lose interest in management at the top levels, and whether or not women find it more difficult to advance than men. The hypothesis is confirmed from the following explanation of the theoretical positions and the analysis results background facts, because the uneven gender-related manager distribution actually increases, the higher one goes in the management hierarchy. Based on the theoretical positions and the subsequent questions in the questionnaire, it was examined whether gender is less important to the reconciliation of work and family life (Barnett & Rivers 1996) or if such reconcilia-

tion is not gender neutral. (Becker & Moen 1999)? Do the women in the Bank experience daily competition between the roles of wage earner, wife and mother? Do men experience the role of bread-winner as dominant (Milhie & Peltola 1999)? Is contentment with family life important to men *vis à vis* the woman's job satisfaction (Roxburgh 1999)? Is space for adapting to family life part of the work culture (Lie & Tungland 1994, Skjortnes 1994)?

A great deal of information has been collected about the Bank's employees that should be seen in the context of gender segregation. When an entire 78% of the closest managers are men, women in management are clearly underrepresented by comparison. An explanation was sought for this gender anomaly among the employees' own views. Some clear trends emerged regarding the gender-related management anomalies pointing in the direction of some kind of elimination race between men and women in the Bank, where on the one hand have more children the higher education and the higher up in the management hierarchy one goes, and where there are already significantly more men than women, and on the other hand where a woman who has more children, the less educated she is and the lower her job position within the hierarchy. There are already more female employees than male employees with children, and also more of them. There are more single female parents than single male parents in the Bank, where the children do not always stay with the single parent. When there are significantly more male than female managers and by far the majority of cases the children are always at home with a manager compared to a non-manager, with a higher educated than with a lower educated, with a manager in a relationship compared to a manager not in a relationship and with a higher than a lower income, this indicates that a male manager in the Bank with a high income and high education is the primary breadwinner in the home. Room for career at the expense of time with the children is handled in turn by the partner at home. The causes of gender and career gaps at work may be found in the employee's support at home. Conversely, the employee's partner's management career can also contribute to the gender gap in the Bank.

It is significant that male employees have taken less leave than the female employees. With a higher education, higher wages and more hours of work the desire for leave seems to lessen, but where employees with lower education and earnings who work only the hours necessary, there is a tendency for them to take more leave if their spouses with higher education, earnings and working hours can also afford to finance their partner's leave. Gender segregation in management recruitment can be even more pronounced if the female management aspirant does not have a male compensator at home

with respect to any possible future parent leave. Significantly more male than female employees do not believe that leave has influenced the work situation. Therefore, there is an overall gender segregation that influences the work situation of women than that of men. The same trend applies where leave impacts the work situation more if one's manager is a woman rather than a man. The reinforcement of gender segregation is even more pronounced in the Bank when the immediate superior's gender, to a relatively large extent can influence whether leave is taken or not. However, leave does not affect the work situation for as many employees where the spouse can compensate with a higher income, higher education and more working hours. In addition to the gender-difference there is also a natural difference that affects the work situation depending on whether or not the employees are managers, since the majority of managers in the Bank are men. Again this reinforces the perception of gender segregation that leave has a lesser effect on the work situation for men than for women.

The men are far better educated than women. At director level more than anywhere else in the Bank there are more people with a higher and longer education. These educational factors yet again reinforce gender segregation in the management of the Bank where men are already over-represented compared to women. The female partner of a man with a higher and longer education also tends to have a higher education; although possibly shorter. Thus, all other things being equal the male employee pulls his female partner up the ladder with him as far as education and salary are concerned. The spouses of younger employees with young children tend to keep pace with each other with respect to education and salary and this tendency seems to become more pronounced the further up in the management hierarchy they go. If this is also the case outside the Bank, the well-educated and higher paid men and women will together create a social elite in the form of gender equality in the home. The male employees work more than the females; especially the ones with high education and salaries. In management, where the majority are men, they also work more. The younger employees with less seniority work longer, but where they have small children they don't. Neither do they where the immediate superior is female. Apparently there are some female values that counteract the male expectations to work more and the result can be directly opposite to what should normally be expected.

Thus, gender segregation operates on two fronts; at work and also at home, where the effect can be to reinforce gender segregation at work. The partners of men work far less than those of women. Significantly more of the partners of men are part-time compared to

the partners of women. Once again there is reinforcement of gender segregation in the Bank, where it is easier for the male staff in the bread-winner role to work more when their partner has correspondingly more time to take care of the duties at home. The same is true in management, where men are in the majority. The men also have higher salaries than women except where women hold specialist positions. No unique conditions are immediately obvious to explain why men should have higher salaries than women other than higher education. Gender segregation is especially pronounced in the salary differences between man and women. More employees subordinate to a male manager get a higher salary than employees subordinate to a female manager while at the same time the female employees' partners are generally better paid than the male employee' partners. These differences in earnings between male and female employees on the one hand, and in the earnings of male and female employees' partners on the other hand lead to a self-perpetuating gender segregation. High incomes cloud gender segregation in the homes of "the elite", where both partners have a very high salary, or are supported in terms of pay, when the highly paid male employee (normally also manager) has a partner with a much less pay, or when the low-paid female employee at home also has a partner with a much higher salary.

Hypothesis V

Hypothesis V: *"Men and women have different conditions for making a management career in the Bank"*. Background variables such as family and education have to be analyzed. The hypothesis is confirmed by the following explanation of the theoretical positions and the analysis results within the continuation of background facts, because men and women have different conditions related to the possibilities for a management career: The question now is whether the allocation of tasks in the home leads to gender segregation at work, i.e. whether gender has any effect on the harmonization of work and family life (Barnett & Rivers, 1996)?

Generally there are more female than male employees who perform household chores like shopping, cooking, cleaning and doing the laundry. If one doesn't do these chores oneself, it is usually one's female partner at home who does them. This tendency is more pronounced among the employees with higher seniority; i.e. men doing these chores less than women may be age-related. There appears to be another trend; where the manager is a woman more employees perform the household chores themselves compared to situations in which the immediate superior is a man. The higher the income, education and hours of work one has, the less one gives time to household chores, in which case the partner at home does them. The

opposite trend appears if one's partner has a higher income, education and more working hours. It is also clear that if one is a manager or interested in becoming one, or getting more management responsibility, one also does fewer domestic chores. To a very high degree gender segregation is more obvious at home when women handle the domestic chores, but that also occurs at the expense of the gender-equality at work, where it leads to self-reinforcing gender segregation. Thus, the female staff and female partners take on a much bigger burden of domestic chores in order to relieve the men at work with their higher incomes, education, working hours and seniority - and in management. There also seems to be a gender-based and classical division of household chores with the inside jobs being undertaken by women and the outside jobs by men, generally seeming to apply to gardening. However, there is a tendency towards an uneven distribution of chores between the partners where one is a manager and, in such case the other partner does the gardening. Chores associated with having children seem to be handled much more in balance with the domestic gender segregation among younger employees. However, with regard to the duties associated with having children there is much greater gender equality among the younger employees, although it seems to be the women who spend more time actually looking after the children; i.e. getting them ready in the morning, looking after them when they are ill, and helping them with homework. This leads to a reinforcement of gender segregation work; i.e. on the one hand there is a tendency towards an equitable balance in gender terms to taking the kids to daycare in the morning, and on the other hand an uneven distribution with respect to picking up the kids in the afternoon so that the men can get to work and remain working.

Mixed Methods Research V

How are results and reflections in the Mixed Methods Research project summarized properly into a conclusion that also includes an explicit collection of, and reflection on the Mixed Methods Research project's own method: - proflexion? Besides, there should be more room for a Mixed Methods Research project, to develop a proflexion method through empirical studies that include a proper presentation and explicit collection of, and reflection on this new approach. In other words the contribution to methodology should be more clearly profiled as a new Mixed Methods Research paradigm.

Proflexive integration (Summary)

It is the necessary theoretical links within the Mixed Methods Research project area that are used to highlight the methods used on the study subject; i.e. the Bank. The answer to the main problem, which is already in the Mixed Methods Research project area, and the three sub-problems that together form the theoretical assumptions, arguments and empirical prior knowledge from which links emerge to the Mixed Methods Research project's empirical parts. Thus, the theoretical assumptions, arguments and prior knowledge relate to different empirical parts of Mixed Methods Research project (qualitative and quantitative) within an integrated design. From the theory, arguments and the already incorporated prior empirical knowledge a description of the study objective emerges in the qualitative study with the identification of a number of gender-related and other career structures. A number of questions arise from these identified structures and are formulated as research questions about gender-related gaps and opportunities. They are addressed in the quantitative study of the Bank through the career hypotheses on interest, attractiveness, recruitment, management and opportunities as well as differences in gender-related management distribution. The quantitative study is thus evolved using the assumptions and conditions taken from the qualitative study via hypotheses and presentations on the construction of the questionnaire and the answers to implicit research questions about identity, gender-related managerial jobs, career-enhancing behavior and gender-related divisions of labor both at work and at home. Also addressed are gender stereotypes within themes about networks, recruitment paths, management attraction, experiences of barriers and opportunities for action, and background facts involving further theoretical positions under the actual structure of the questionnaire.

The data integration has proceeded so that the theoretical assumptions, arguments and prior knowledge have formed the link

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between the study's components with the qualitative interview results quantified by constructing the additional theoretical positions from questionnaire responses, and analyzed in the quantitative survey. The Mixed Methods Research project's integration of analyses works through the dual process of analysis of the results from the qualitative study (based on the quantitative survey) to provide a re-analysis process across data sets. Within the quantitative analysis of the Mixed Methods Research project, additional integration occurs through cross-tabulation. The link from analysis integration is facilitated via an explicit procedure, i.e. the cross-tabulation plan analytically monitoring the sub-analyzes and then integrating the additional theoretical positions arising from the questionnaire construction and which will be the foundation for integrated interpretation. Both the analysis and the integrated interpretation of the Mixed Methods Research project are completely dependent on the former scientific method and methodology, theory and design integration and their implicit relationships. These relationships are expanded at the end of the Mixed Methods Research project by putting them into perspective with the involvement of other research, along with recommendations to the Bank based on the final proflexive conclusions on the research questions, which also evolves into an explicit presentation and profiling of a dedicated methodology contribution to a new Mixed Methods Research paradigm.

Proflexive conclusions

The research questions were:

1. Why is the gender-related management distribution uneven in the Bank?
2. How can the Bank create equal management career opportunities for both genders?

The reasons need to be sought in specific contexts, where people in organizations help to create their own identities through their own behavior and strategies (Nkomo & Cox 1999). Gender-specific managerial jobs and career-promotional behavior was identified, defined in ways that take a gender-related division of labor for granted and were based on the gender divisions of labor in the home (Holt 1994 & 1996, Højgaard 2002). Explanations of gender, career and management related to gender-related divisions of labor in the home, are projected into the organization, its management culture and gender stereotypes that shape the social interactions within the organization. The original research question is concluded now with the most important results, contributions and reflections being summarized in

the specific contexts of identity, gender-related management jobs, career-enhancing behavior and gendered divisions of labor, also in the home, as well as gender stereotypes from other research that are provided along with recommendations to the Bank:

Research Question 1: Why is the gender-related distribution of managers uneven in the Bank?

The causes of gender-related career differences at work can be traced back to the support received from partners at home. The neo-classical human capital theory (Becker 1971) on knowledge, social, motivational and talent resources in a performance based hierarchy, alone cannot explain the resource differences that arise between male and female managers in the Bank. Because conversely the employee's partner's management career is also thought to contribute to the gender differentiation in the Bank. It is not only the female employee's own career-enhancing choices that affect her advancement or regression, depending on their own merits (Kolb et al. 2003) that lead to a management position, because gender segregation in management recruitment may be even more pronounced if the female management aspirant does not, for example, have a male compensator at home; i.e. to help with potential parental leave in the future (Bloksgaard 2009). Gender segregation operates on two fronts; life at work and personal life. The second can reinforce gender segregation in the first, where the male employee's career opportunities increase significantly but there is no equivalent effect on the female employee's career prospects (Bell et al. 2008). Men's partner's work far less than women's partner's. The men also have higher salaries than women and women can only match them salary-wise when they hold specialist jobs. Gender segregation is supported at work in terms of salary when the highly paid male employee (normally also a manager) has a partner at home with a much smaller salary or, the low-paid female employee has a partner at home with a much higher salary. Gender segregation is further enhanced by the hard as iron *genus law* (Hirdman 1990), which arises from the fact that the salary level decreases when female employees are integrated into the male-dominated areas of employment (women come up against the "glass ceiling"), but conversely increases when male staff are integrated into female-dominated areas of employment (men take the glass elevator). This just may be the reason for the exclusion of women from top management; i.e. because they would threaten the status of management positions and the ranking of male managers (Billing 2005, Fine 2010).

Generally, far more female than male employees are charged with household chores like shopping, cooking, cleaning and doing the

laundry. Gender segregation is particularly true at home, where to a much higher degree it is women who take care of domestic chores. Thus, the female staff and female partners take on a heavier burden at home in order to relieve the men at work with their higher wages, education, working hours and seniority - and in management. This is the same as an unbalanced advancement opportunity (Holt 1994) for female employees. The structure and behavior patterns at home and in the family thereby impede women's career opportunities (Lenger-mann & Niebrugge 1996). It also suggests that women take care of the children, with the associated chores such as getting them ready in the morning, look after them when they are ill and giving them homework. Perhaps the women don't want to relinquish their personal care of the children (Bech 2005). There is a self-reinforcing, gender-segregation effect at work; i.e. on the one hand a desire to balance equality at home while, on the other hand maintaining an uneven distribution of labor at home so men can be more available and more involved at work. This can be due to the double exclusionary effect that women will not give enough space to men in the areas of domestic care (Hestbæk 1995), thus excluding men from taking over the females domestic domain and thereby minimizing the woman's opportunities at work.

The distortion of gender representation in the vertical division of labor in the management hierarchy increases when men make greater use of their networks, or have better opportunities to use it than women. More men than women seek advice from their networks, while women are more likely to seek advice from their immediate supervisor. Men are also more likely to seek advice or influence at a higher level in their networks, for example right up to field director level, i.e. men seem more easily able to communicate at all levels in the hierarchy as well as making more use of their networks than do women. Once one reaches the senior levels of management, where men are in the majority and often like to use external networks with help from directors, one doesn't network downwards again. In this way, men skip over the middle managers and do not even bother to ask for advice at the lower levels of their networks once they have established a direct line to the upper echelons of management. Women more often refuse to make use of male directors in networks outside the Bank, and nearly twice as many women as men refuse to make use of male directors inside the Bank. Men exclude women from their networks, and women exclude men from their networks. If there is a glass ceiling to management levels for women in the Bank; an invisible ceiling that prevents women from reaching the top levels of management, it cannot be based on the Bank's recruitment objectives and intentions, and nor can it be based on glass walls or firewalls that

exclude women from men's career paths while men are not excluded from women's career paths (Hebson & Rubery 2004, Bendl & Smidt 2005). Therefore, this can only be attributed to gender segregation in the networks, where men exclude women from their networks. But even here it was revealed that women also exclude men from *their* networks to at least the same extent.

Even where the reason could be that more women than men were encouraged to become managers but did not want to be encouraged and insisted only on pursuing a management career when and if they want to, there are still fewer women than men who actually want to be managers. When management careers become available to women based only on achievement and resources, the artificial differences are eliminated and the path to management is opened only for those women, who actually want to be managers. The number of female managers will increase when the number of female employees with the right qualifications increases. Nomination of the right person for a management position will depend purely on individual merits and professional qualifications and not on gender. But the question will still remain as to whether all of the opportunities have been opened for women to compete for management jobs on equal terms with men. Because if the emphasis on feminism becomes too strong, which seems to be the case right now in the Bank, this may paradoxically lead to a segregation strategy towards women in management, especially during times of crisis that normally facilitate female promotions. When women break through the glass ceiling in times of crisis they balance on the glass cliff (Haslam & Ryan 2008) because on the one hand the turbulence allows the participation of women in senior management but on the other hand increases the probability of female careers collapsing. The thesis is that women, unlike men, are assigned to high-risk positions in which they are held accountable for things that would happen anyway at a later stage in the crisis. When feminine leadership is prioritized but the opportunities for women in management do not appear, either the above-mentioned could happen or female management positions could become more restrictive with reduced opportunity for advancement, authority, self-determination and reward (Haslam & Ryan 2008). Finally, the soft humanistic disciplines are assigned to female managers and core-business activities to male managers so that the female leader is installed in the role of Corporate Wife (Norlyk & Lundholt 2008).

Feminization of management seems to occur with the integration of feminine values into a more collaborative management ideal (Helgesen 1990). Because greater emphasis is put on job conditions that are more attractive to females, such as creating job satisfaction, security, education opportunities and recognition of personal

abilities and qualifications. All of these are important to both male and female managers in respect of their own jobs. Both men and women largely agree on that, and are motivated by managerial positions that are compatible with family life. Although men are generally more motivated than women by management positions that are more goal oriented and with the benefits they bring in terms of increased salary, fringe-benefits, prestige and status, while women are generally more discouraged than men by negative aspects of the goal oriented management style; i.e. the need to take tough decisions and having to cope with difficult staff problems. This motivational difference between the genders may be due to the dominant masculine structural hierarchy in the Bank with formal rationality, regulation and procedural orientation (Ferguson 1984) that leads to a subtle pattern of systemic disadvantage articulated by hierarchical gender relationships universally which block female career advancement, except for only relatively few women. (Meyerson & Fletcher 2000).

The gender difference is particularly big when it comes to perception of competencies by the employees, because women tend to think that the more focused skills: i.e. generating economic results, develop business and setting goals etc., should lie with the directors, while the men tend to think that those skills should lie with middle management. The women, therefore, to a greater extent than men are more demanding to the directors than to the middle managers and believe that a woman cannot aspire to a director's position without first having acquired management and business related experience. That self-same perception should also occur naturally to those women who believe in the use of female quotas for positions on boards of directors solely for the sake of having quotas. The men make more strategic, planning and visionary requirements for directors, while the women make softer demands on middle managers regarding interpersonal skills, having an overview and staying ahead. Thus, there is a significantly high degree of *feminization* in the women's demands for skills in top management but it does not come out as *feminine,* but rather with tough requirements for what they perceive as *masculine* skills. It is classical transaction management based on hierarchy and control. Thus, there is a paradigm shift from traditional transaction management to transformational management when the demands that female employee's make on themselves are much softer: i.e. having teamwork skills, being ready for change, self-awareness of one's own strengths and weaknesses, and the ability to be caring and precise are all included among the most important skills. These skills are meritorious for the slightly more female management ideals such as team management, dialogue-based management, self-management and appreciative management; also known as transformational

management (Fletcher 2002). There is also a high degree of alternation of the feminization of management where diversity facilitates innovation, i.e. *innoversity* (Justesen 2007) in which diversity in gender generates dynamism when more male leaders than female leaders believe that the softer skills of motivation, teamwork and employee development are among the most important when assessing a middle manager of a candidate for management. Again, there is a paradigm shift in which diversity in the linkage between gender diversity and performance can be recognized in the way that women make tougher demands and the men softer demands on management. Thus, a new hegemonic management ideal is being formed but this time with a feminine slant (Billing 2011). The male leaders thus take over the current femininity and use it as a modern and contemporary form of management while the traditional masculine management attributes continue to dominate the top executive level in the Bank, and are even applauded by the female staff. The so-called Wollstonecraft dilemma (Dahlerup 2003) occurs here when the break occurs between the male management position and the female participation simply creates the masculine norm for management.

That the differences in the way barriers are experienced in the Bank are gender specific seems immediately logical, because they are all apparent within the directors, the management, the highest paid, the highest educated and those who work most hours all of being men. Therefore, one can immediately deduce that there is a mismatch between the experience of what the women's experiences of the barriers are, and what the management, which consists mostly of men, should not expect to experience as barriers to the same extent. Apart from the graduation of gender differences in the way barriers are experienced and where the greatest differences are experienced by women; i.e. lack of networks, lack of visibility of oneself to management, and lack of self-confidence could indicate a token status. When women in management in the Bank are already so poorly represented they appear very visible as trophies of men in management, and better judged as female stereotypes than by their individual management attributes. As previously mentioned, and with the Wollstonecraft dilemma in mind, the men's standards for quality and management experience become the women's Achilles heel translated into their own perceptions of these barriers.

Research Question 2: How can the Bank create equal opportunities for management positions, for both genders?
The material composition and profile analysis revealed some significant structural gender differences in relation to the management of the Bank, where the immediate superior's gender is male in most

of the cases. If the individual's merits, and professional skills are vital to a management position in the Bank, gender should be irrelevant. The ideal must therefore be a gender-neutral meriting system to which everyone has equal access as long as they have the necessary competences. In the qualitative analysis perspective questions are not asked in a way specific to any given gender-specific understanding but rather address the actual diversity of understanding that characterizes the Bank. Even so, these should facilitate a meritocratically based allocation of management positions to those best suited to manage the Bank. The reproduction of gender stereotypes creates self-fulfilling prophecies (Fine 2010), where the culturally constructed gender differences should be eroded as they are perceived cognitively as products of behavior and thought springing from biological truths (Nielsen & Lorentzen 2007). The Bank should, therefore, first and foremost work towards deconstruction ambition in the formulation of their basic values in order to remove truisms in gender concepts that are taken for granted. But women in the Bank evidently take up management careers later than men, probably due to the delayed start-up of family leave, etc. One can therefore say that inequality of opportunity leads to the unequal exploitation of the talents of female managers. Female managers in the Bank also generally have lower educational achievements and salaries than male managers. In addition to a resource-based approach for the effective utilization of all of the Bank's employees the Bank could also benefit from value-based human resource management and development (Alvesson & Billing 1997).

Competence and experience imbalance between the genders (Berneke 2010), is particularly obvious when female managers in the Bank generally have a shorter work week than male managers because they probably cannot subliminate the maternal role and intimate power in the home (Bech 2005), where women also have a responsibility for releasing their hold on the man (Hestbæk 1995). When women first become managers there is no difference in management style compared to men (Dobbins & Platz 1986, Bass 1990, Eagly & Johnson 1990). The men are far better educated than women. There are more at the executive levels than anywhere else in the Bank with higher and longer further educations. The objective of the Bank must be to rectify the educational deficits of women in readiness for management positions. This means that in order to increase the number of women in management positions they must offer the possibility of external management training. Whether the female staff solve their individual problems themselves (Bom & Bjerke 2002) and keep their own gender separate after obtaining a management position, just as the men exclude women out, or the female employ-

ees choose to join forces in strategic women's networks and use them like men do, the Bank's aim must be to increase the supply of women for management positions in the Bank and the means must, therefore, include the creation of mixed-gender mentoring / coaching schemes and internal networks.

Managers in the Bank are recruited differently. Differences in gender are created by attempting to emphasize the recruitment of women who want to advance in their management careers more than is the case for men. The goal must be to increase the supply of women to management positions, but it is not successful in getting the female staff to apply for management positions. The means to increase the number of women in management positions must, therefore, be management education and talent programs specifically for women initiated by the Bank. There seems to be a clear difference in the perception of the impact of most of the initiatives in which women more than men see potential for management career promoting factors; possibility including part-time jobs as managers, special management programs for women, offer of experience-exchange forums for women, back-to-job program and requirements for both male and female qualified management candidates in the recruitment pool for a management position, and the possibility of working from home, management development courses for employees in doubt about a management, and career and talent development programs plus offers of leadership networks. Whether the initiatives in the Bank can yield a positive effect on flexible work life or it will lead to an intensification of the work effort in the workplace, thus creating problems in harmonizing the work and family lives, or whether the Bank's initiatives can offer self-realization and an intensification of work, must be revealed by generating management career promotion initiatives by the Bank. However, the question is whether the Bank's initiatives will manage to end the double bind situation (Bourdieu 1999) that the female staff are in when on one hand they lose their feminine management characteristics in their attempts to advance on the premises of the men, and on the other hand act in accordance with the masculine values with the necessary clout and initiative that may risk being marginalized as bitchy, aggressive and uncooperative (Meyerson & Scully 1999). Because if it is an imitative strategy for the female staff, which will be applicable to solve the dilemma, there will be no change in the masculine management culture at the Bank.

Proflexive problem - starting point

As point of departure for elaborating the definition of the main problem, the quantitative analysis was conducted and explained the theoretical approach by reference to existing literature on the subject. The

main theoretical problem definition arose from the speculation about why there are gender-related differences in management careers in a culture totally dedicated to equality such as exists in Denmark. Main Problem: *How can it be that in Denmark, where there is a pronounced culture of gender equality, there are still significant gender inequalities in relation to management careers?*

Sub-problem definition I*: From the history of gender-related divisions of labor, what indicators emerge to suggest possible gender differences in relation to management careers?* The "female-friendly" welfare state offers, among other things, child care with the aim of relieving women of tasks that traditionally had been their sole responsibility in the home (Hernes 1987) retains women in the role of the working mothers on equal terms with other female employees, rather than equating women with men because parenthood is still primarily seen as a task for women. The former "housewife role" in the home has thus been removed to the labor market along with those parts of women's contemporary professional work in the labor market that are considered to be particularly suitable for women.

Sub-problem definition II: *Which gender-specific indicators can be identified as barriers to creating gender equality in relation to management careers?* To identify gender-specific indicators that act as barriers to the gender-neutral distribution of management jobs can be based on the definition of gender-neutral job structuring in the labor market (Haavind 2000); i.e. that the ratios of men to women are comparable in size in different target areas where they possess a number of stable - albeit adjustable or alterable - personal and social characteristics that are either common or gender-specific, mainly as a result of different social locations or positions. Under this assumption, it would be natural to seek an explanation for the gender gap in management that was documented through the gendered patterns that emerged through the handling and effect of the exercise on management (Wajcman 1998, Vianello & Moore 2000, Højgaard a; 2002, Skjeie & Teigen 2003, Højgaard 2004). It was also about gendered patterns of male and female managers' careers, their family relationships and their attitudes toward management (Højgaard 2008).

Sub-problem III: *What gender-specific measures can be developed to create equal opportunities for both genders in relation to management careers?* The male managers gain respect in the management group through professional competence and authority, while the women only achieve it through professional competence. The gendered interpretation framework set different conditions for the two genders regarding informal contact and communication in the management group, which then became related to networking (Staunæs & Søndergaard 2006).

The proflexive starting point for the problem therefore became to try to understand the relationships between managers across genders where the gendered interpretation frameworks could be mapped within the organization and, not least to try to understand how they were activated. Within the organization, internally produced mechanisms can cause gender-understanding to shift to gender-related understanding of external interpretations of female and male behavior outside the organization; i.e. the culturally gendered interpretations of female passivity and withdrawal compared to male activeness and self-promotion. When women participate in management networks, management networks for women should not necessarily be understood to be the same as management networks for men, where the networks do not have the same significance for female and male careers respectively and cannot, therefore be used in the same way. The complexity of gendered interpretations of female connoted meanings is far more significant than women's apparent lack of ambition to seek contacts higher up in the management hierarchy. There is also the question of how an invitation to seek a management job might be interpreted by a woman. It can be hard to minimize gender segregation at the management level where a male-dominated culture is the only explanation of gender inequality. But by opening up and understanding how the male-dominated culture's interpretation frameworks apply to women in management, a new organizational culture can evolve through the impact of stimuli from the environment that shape new processes of self-awareness in which a conversion to the dual frameworks can emerge where both female- masculinity and male-femininity are also present.

Proflexion's result

The decisive result of continuously using the proflexive tool in the Mixed Methods Research project right from the start was to open up and try to understand the male-dominated culture's interpretation frameworks for women in management of the Bank. And then mirror proposals from the environment in order to stimulate this male dominated culture towards shaping processes of new self-awareness and converted that into dual notion templates where female- masculinity and male-femininity also appear. Thus paradigm shift occurs in the proflexive conclusion, where the multiplicity of the link between gender diversity and performance can be perceived in the way that women make tougher demands, and the men softer demands on management. With the installation of a new hegemonic management concept that incorporates feminine values and where the male managers adopt femininity and use it in a modern and contemporary management style while the traditional masculine management still

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continues to dominate the senior executive level of the Bank and is even applauded by the female staff.

Profiling of proflexion method contribution

Combining different empirical methods such as the qualitative and quantitative methods in a Mixed Methods perspective is not a new phenomenon, having existed for the past 100 years or so but there was no methodological approach to mixing methods, as there is today. Different specialist methods, such as qualitative and quantitative emerged as separate research paradigms, each with diverse methodological and theoretical positions (Hammerley 1992). Method mixing occurred with the spread of triangulation methods (Bryman 1984) and the basic principles of combining qualitative and quantitative methods in tune with the strong polarization, of the qualitative and quantitative methods individually during the great qual / quan war in the 1980s. The argument for triangulation lay mainly in the increased validity achieved by combining methods (Jick 1979, Gelbort & Winer 1985, Duffy 1987, Morell & Tan 2009, Torrance 2012). The paradigm conflict between the qualitative and quantitative methods, and rejection of method mixing (Lincoln & Guba 1985, Smith & Heshusius 1986, Guba 1990, Blaikie 1991) created a basis for a much needed discussion of Mixed Methods Research (Tashakkori & Teddlie 1998, Johnson & Onwuegbuzie 2004) in its efforts to develop a third and new Mixed Methods Research paradigm (Howe 1988, Patton 1988, Greene *et al* 1989, Guba 1990) with associated design choices (Bryman 1988, Greene *et al.*, 1989, Hanson *et al.* 2005 Onwuegbuzie & Collins 2007) as a defined method mix in between the qualitative and quantitative methods (Tashakkori & Teddlie 2010). The dominant scientific theoretical position (Creswell & Plano Clark 2011) for integration (Greene & Carcelli 2003) of the two incompatible paradigms, became the American pragmatism (Greene 2008) with the prevailing understanding of decision-based design related to a specific research interest such as the logical structure of a Mixed Methods research project to create operational links between the separate interpretivistic qualitative and the positivist quantitative sections with greater emphasis on a comprehensive research project than on its individual parts (Poor Tinga et al. 2004, Hanson et al. 2005, Jang et al. 2008). The logical design-decision for method mixing arose at the expense of the more scientific theoretical explanations (Teddlie & Tashakkori 2009) adapted to the epistemological relationships (Creswell *et al.* 2008, Mertens 2009, Feilzer 2010) or methodological reasons (Flick 1992, Moran-Ellis *et al.* 2006, Hammerley 2008). The logical design decision became a shield that impeded a more comprehensive understanding of Mixed Methods research in methodology, analysis

and interpretation (Brewer & Hunter 2006). When the results of Mixed Methods research from the logical design decision were not interpretive, they were not theory-building and often reached only summary conclusions (Martinez et al. 2006, Sirin et al. 2008), i.e. design integration screened for integration theory.

The latest research in Mixed Methods is therefore based on the methods themselves from an integration perspective, where a choice of methods can be justified by specific research interest and theory (Frederiksen 2013), where as yet there is no case of a third research paradigm for mapping phenomena, but rather a research style in which the choice of method depends on specific empirical purposes There can be no unambiguous answers because it all depends on the phenomena to be researched and how they are theoretically based. The integration perspective is based on a total of 6 integral parts of a Mixed Methods Research project:

- *Theory Integration* (Greene 2007, Evans et al. 2011), which consists of a number of theoretical assumptions adapted to the epistemological or substantial relationships in the total Mixed Methods Research project.
- *Design Integration* of parallel, sequential, embedded or priority Mixed Methods Research projects (Tashakkori & Teddlie 1998, Creswell & Plano Clark 2011, Plowright 2011) as the basis for theory and / or existing empirical knowledge, describes the study subject from a set of research questions with the creation of linkages through a Mixed Methods Research project.
- *Method Integration* (Brannen 1992, Bryman 1992, Creswell *et al.* 2008) which deals with the relationship between the methods themselves.
- *Data Integration* (Castro et al. 2010) which deals with specific relationships between data from the study's parts.
- *Analysis Integration* (Dixon-Woods et al., 2005, Bryman 2007, Cronin et al. 2008), which deals with procedures for how a researcher handles several separate analyzes of the data.
- *Interpretation Integration* (Erzberger & Kelle 2003, Dixon-Woods et al. 2005, Dellinger & Leech 2007, von Zweck *et al.* 2008, Bazeley & Kemp 2012) examine how the results of the studies should be related to theory, hypotheses and existing empirical knowledge from previous research where the total Mixed Methods Research project either created new theories and concepts, or added new knowledge to existing understandings of concepts. Integration forms can be combined in many different ways, and are not necessarily mutually exclusively and integral, acting as links to the different parts of an overall Mixed Methods Research

project. The more integrated, the stronger the total Mixed Methods Research project will be.

The Mixed Methods Research Project, Gender & Career was already implemented in 2006-2009 through previously studied forms of integration:

- *Scientific theoretical and methodological integration* with integral theory in a Mixed Methods relationship provides guidelines for selecting the study subject, methodology and data.
- *Theory and design integration* from the theoretical assumptions and arguments creates a pathway for the Mixed Methods Research project's empirical parts, as an epistemological framework attached to the coherent study subject, the Bank.
- *Methodological and data integration* along with the method of integration is carried out from a sequential design with the qualitative survey results used to formulate the questionnaire used for the quantitative study. The data integration is managed in a way where the overall theory of the already associated empirical prior knowledge has been the link between part-studies with the qualitative interview results quantified via structure of the questionnaire with additional theoretical positions, and then analyzed in the quantitative survey.
- *Analysis and interpretation integration*; analysis integration works by the dual process of analyzing the results from the qualitative study, which is based on the quantitative survey so that there is a re-analysis process across data sets. The foundation of interpretative integration is built around how part study results are related to the additional theoretical positions from the questionnaire structure. It is first here that it becomes possible to create understanding and meaning of analysis results using interpretative integration.
- *Proflexive integration* where both analysis and interpretation integration of the Mixed Methods Research project are completely dependent on the former scientific theoretical and methodological theory and design integrations, and methodological and data integration form relationships - which at the end of the Mixed Methods Research Project expanded with the involvement of other research supplemented with recommendations to the Bank as final proflexive conclusions on the research questions.
- *Dissemination Integration* (Kelle 2006, Bryman 2007) as explained in the next, final chapter.

Use of integration, and the integration of the integration forms that shape this Mixed Methods Research project arose from curiosity

about the official motive for the current research (Bazeley & Kemp 2012) to carry out the Mixed Methods Research at all; particularly triangulation, as a part of the Mixed Methods Research project. The author described as nonsense; that one can define a unique phenomenon objectively, if there are already two measurements of the same phenomenon that can be combined (Hammersley 2008). The ratio between the phenomenon and the two qualitative and quantitative measurements will always be mutually dependent, so no objective measurements exist. Triangulation cannot measure a phenomenon more correctly (unique) than single measurements taken separately, but one can gain an enhanced understanding of the phenomenon by triangulation without necessarily understanding it in depth. The use of triangulation is now understood to signify that in place of integration through the use of multiple forms of integration in order to obtain an enhanced understanding - an understanding fusion - the Mixed Methods Research project has recently been further defined as a proflexion. When understanding acquired from one type of data (qualitative) is the precondition for the taking of the second type of data (quantitative), resulting in a reinterpretation of the research that raises it to a greater understanding than was possible through separate individual studies.

The use of continuous forward looping that transits from reflection to proflexion in a continuous recurring looped process provides a step by step sustained link between hypotheses, research questions and problem-based dynamics. In the Mixed Methods Research project this use of the sustained recurring loop process resulted in yet another new proflexion, in yet another attempt at improving previous understandings of reality and how each new reality fits in with the reality actually taking place in that step. With the Mixed Methods Research Project, the first tentative steps into a hermeneutic Mixed Methods Research tradition (von Zweck et al. 2008, Van Ness et al. 2011), which really reflected in the original methodological considerations and the illustration of the structure of the proflexive Mixed Methods Research Project (Figure 4), has been made. The Mixed Methods Research Project is, therefore, a tested proflexion phenomenon through the integration of integration forms as a prototype of a new integrated Mixed Methods Research paradigm within the context Gender & Career, with emphasis on the quantitative study of the qualitative study as key element in a supportive role for the dissemination of research results.

Dissemination integration

The biggest challenge in a Mixed Methods Research project is to try to communicate research results (Kelle 2006, Bryman 2007) without

burdening the reader unnecessarily. The Mixed Methods Research project has been 10 years underway, and reflects this challenge. The role ratio between sub-studies in the total Mixed Methods Research project with emphasis on the quantitative section is difficult to disseminate when the challenge is to communicate the main study, focused on the quantitative data results and taking advantage of the partial (qualitative), theory and already available empirical knowledge. It is a complex text communication procedure to tie the ends together across different cross-reference tables. And accounting for the Mixed Methods Research quality is just as complicated. The concept of validity is suited to quantitative research but not to qualitative research. Research on quality of Mixed Methods Research is not yet sufficiently developed, i.e. how Mixed Methods Research can be assessed and legitimized (Onwuegbuzie & Johnson 2006). However, one can apply standards to the individual sub-surveys, the qualitative and quantitative separately, so that for each paradigm quality requirements are met (Bryman, et al. 2008) and / or ensure that the Mixed Methods Research project builds a link (via integration of integration forms, i.e. proflexion throughout the Mixed Methods Research Project) between the two paradigms for a third set of meta quality criteria (Sale *et al*. 2002) still undergoing rapid development in Mixed Methods Research. A third possibility is that a researcher simply spells out the quality (Bryman, *et al*. 2008), as may be deemed necessary in a research project. The latter options are blurring paradigm borders between the qualitative and quantitative sub-surveys encountered there, so a number of disciplinary boundaries within the research field's research tradition, where you are not likely to cross the qualitative-quantitative breakdown and are unable to assess the quality of integrating research. Even within the publishing of leading Mixed Methods Research, paradoxically, there has been erected borders within this field of research, in the form of American pragmatic scientific theory, originally as a counterbalance and defense against method purist's philosophical contradictions and division of qualitative and quantitative research, so that its borders for Mixed Methods research expression becomes deadweight and only stay within the previously examined logical, pragmatic design decision.

A fourth and final opportunity to explain Mixed Methods Research quality is to assess final quality (Tashakkori & Teddlie 2008), just as for any other research project, but in the form of a new development of quality criteria and already met quality standards. The anticipation from this Mixed Methods Research project with the proflexion phenomenon through the integration of integration forms as a new Mixed Methods Research paradigm, is that it can contribute to the development of new quality criteria on already met quality standards. Finally,

the transmission of a Mixed Methods Research project results may be difficult to integrate, depending on whether the total Mixed Methods Research project compares new knowledge under existing concepts (Dixon-Woods et al. 2005), or focuses on how the total Mixed Methods Research project creates new theory concepts.

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Author's biography

Allan Grutt Hansen is currently employed by The Institute for Communication and Psychology at The University of Aalborg in North Denmark as ass. Professor where he works with professional coverage of inter-alia Strategic Market communication and media analysis. He holds a Ph. D in Mixed Methods Research and is responsible for the institute's Media Analysis laboratory for both researchers and students.

In addition, Allan has a Masters degree in Economics and Foreign Trade (combined) from Copenhagen Business School (CBS) and is an authorized censor for the Mercantile Academy of Trade and professional Education, and for trade-related economic studies within the broader fields of International Marketing Management at both Bachelors and Masters degree levels; primarily for Bachelor projects and Masters dissertations dealing with consumer behaviour, market analysis and market communication.

Previously he has worked as ad hoc consultant for various companies as well as Media- and Market-Analysis Consultant attached to a variety of projects. The latter has included Media Account Management and Strategic Media Planning for Young & Rubicam Nordic Media and the carrying out of market analyses for food companies on behalf of Europe's largest market analysis institute, GfK. Allan has also provided independent consultancy services to develop GfK Denmark's TV-meter proposal in collaboration with GfK-FeFo (Fernsehe Forschung / TV Research) in Nürnberg. Allan also worked with a comprehensive project for the telephone company Mobilix (later to become Orange and now part of Telia). His specific contribution was to set up the Marketing Intelligence Department, primarily to support the company's wider marketing functions by providing media- and market analysis advice. In this connection Allan's earlier involvement in the establishment of the Forum for Advertising Research should be mentioned, That forum is now the Centre for Market Communication at the Copenhagen Business School (CBS) and is especially concerned with the development of new methods and the adaptation of existing international methods for assessing the effect and impact of advertisements and the development of related decision-making tools.

Allan's specialist knowledge within the fields of i.a. International Market Communication Strategy, Media Planning and Market Analysis was honed while employed as Research Director for Europe's and the world's largest media Bureaus, MediaCom and Carat respectively. His specific responsibility at that time was to set up profit centers by applying a range of analysis methods to advertisers. As Nordic Research Director with Carat Scandinavia he employed similar

methods in connection with key accounts in Holland, Norway, Sweden, Finland and Denmark as a basis for the sale of advisory services to large international advertisers. In addition to international, strategic and administrative assignments Allan was also involved with project assignments related to quality assurance of marketing strategies and media- and market analysis services to advertisers.

At the beginning of his career, Allan Grutt Hansen was employed as consultant and project leader by the world's largest analysis institute, A.C. Nielsen. In addition to the sale of analysis services to the media, including as project leader for the country's biggest analysis project; i.e. TV Surveys in Denmark, he was also engaged with various international projects, community-related scientific projects, opinion surveys and consumer satisfaction surveys for the public sector.

Proflexion is opposite to reflexion and implies the handling of specific material with the future in focus rather than concentrating only on what has already happened. Our understanding and possible retrieval of past experience for use in future situations is the essence of the importance of reflexion. If we are to be truly innovative and creative in our future dealings we must replace the "re" process with a "pro" process: a proflexion. A conscious action in the present where we cast ourselves into the unknown and discover what happens. We test several possibilities simultaneously and in different ways. It is about using curiosity and experimenting with the limitations and possibilities of paradoxes. No real strategy exists and we have to see what appears and what works in the real "here and now" situation.

Developing the concept of "proflexion" into a practical integration tool for Mixed Methods Research, the term is tested on a gender & career issue. The subsequent basic research on "gender & career" revealed that masculine and feminine values are mutually complementary and that we can greatly benefit from them in the work environment. However, we cannot do so artificially through government regulations and quotas, but only by seeking genuine equality based on realistic nuances and the fragmentation of gender-based performance. Because men and women are not exactly equal it is not feasible to ignore and neglect gender and simply assimilate them into a unisex concept.

The Mixed Methods Research Project incorporating the proreflexion phenomenon is tested through the integration of Mixed Methods Research as a prototype for a new integrated Mixed Methods Research paradigm within the context of gender & career.