

# **The Theory of Social Identity-driven Voice and Silence**

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Voice and Silence**

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## Table of Contents

1 INTRODUCTION.....	1
1.1. Overview on the topic.....	1
1.2 Research Purpose and Questions.....	2
1.3 Key concepts, assumptions and gaps .....	3
1.3.1 Voice/silence .....	3
1.3.2 Voice/silence outcomes.....	4
1.3.3. Antecedents of voice/silence .....	5
1.3.4 Identity as an antecedent of voice/silence .....	5
1.3.5 Linkages between work-related social identity, voice/silence and outcomes .....	5
1.4 Research approach.....	5
1.5 Thesis Outline .....	8
2 METHOD, COLLECTION & RESEARCH DESIGN .....	13
2.1 Research Strategy .....	13
2.2 Research Context.....	20
2.2.1 The Mentor Project.....	20
2.3 Data Collection.....	25
2.3.1. Pre-study contact: the mentor project board meeting.....	26
2.3.2 The sample .....	27
2.3.3 The Interview guide.....	31
2.3.4 Inspection of online and paper-based sources .....	43
2.3.5. Presentations & Observations at the Mentor Forums.....	44
2.4 Data Analysis .....	46
2.4.1. The NVivo software – data storage and qualitative analysis .....	47
2.4.2. Initial data analyses: getting to grips with handling qualitative data .....	47
2.4.3 Remaining data analysis: continuing the data analysis process .....	52
2.5 Planning for trustworthiness.....	55
2.5.1 Designing for trustworthiness in this research .....	56
2.6 LIMITATIONS OF THE METHOD CHOSEN .....	60
2.6.1 No Second Researcher / research assistant on the project.....	60
2.6.2 No check of transcripts by the respondents.....	61
2.6.3 Sample – lack of country comparison .....	61
2.6.4 Generalizability .....	62
2.7 Chapter Summary – Research design.....	62
3 LITERATURE REVIEW .....	63
3.1 Voice & Silence Behaviour.....	64
3.1.1 Voice Behaviour.....	65
3.1.2. Silence Behaviour .....	70
3.2. Antecedents of Employee Voice / Silence Behaviour.....	73
3.2.1 Antecedents of Voice Behaviour - Contextual Factors.....	73
3.2.2 Antecedents of Voice Behaviour - Individual-level Factors.....	76
3.2.3 Antecedents of Silence Behaviour – Contextual Factors .....	78
3.2.4 Antecedents of Silence Behaviour - Individual Factors.....	80
3.3 The Outcomes of Voice / Silence Behaviour .....	82
3.3.1 The outcomes of employee voice behaviour.....	82
3.3.2 The outcomes of voice behaviour - obtaining a negative label.....	85
3.3.3 The outcomes of silence behaviour .....	86
3.4 Identity and Work - Theoretical Background & Key Constructs.....	90
3.4.1 Early to late conceptualizations of identity in social sciences .....	91
3.4.2 The Social Identity perspective .....	93

3.4.3 Gendered Social Identities in Organizations .....	97
3.4.4 What are Positive and Negative Identities at work?.....	103
3.4.5 What are Possible Identities or Selves?.....	108
3.4.6 Summary - Identity and Work.....	112
3.5 The “Work” Context – Linkages between social identity, voice/silence and their outcomes.....	112
3.5.1 Social Identity in work contexts – linkages to voice/silence .....	113
3.5.2 Tentative research model: linkages between social identity, voice/silence and voice/silence outcomes.....	115
<b>4 RESEARCH CONTEXT: MENTORING .....</b>	<b>119</b>
4.1 What is Mentoring?.....	119
4.2 Mentoring Relationships, Roles and Functions .....	122
4.2.1 Mentor Relationships .....	122
4.2.2. Mentor roles and responsibilities .....	122
4.2.3. Protégé roles and responsibilities .....	125
4.2.4 Mentoring functions .....	128
4.2.5 Different mentoring roles and functions - North American & European mentoring traditions.....	130
4.3 Mentoring Processes .....	131
4.4 Mentoring in Practice .....	132
4.5 Gender & mentoring .....	134
4.6 The Mentoring Context – Other aspects of individual identity that may relate to voice/silence and their outcomes.....	139
4.6.1 Social Identity and the mentoring context.....	139
4.6.2 Positive identities, negative identities and the mentoring context .....	140
4.6.3 Voice/silence and the mentoring context .....	142
4.6.4 Summary .....	145
<b>5 RESEARCH FINDINGS – SOCIAL IDENTITY AT WORK.....</b>	<b>147</b>
5.1. Social Identity at Work .....	147
5.1.1. Protégés & Mentors: Similarities & differences between self and others.....	148
5.1.2. Section summary .....	162
<b>6 RESEARCH FINDINGS – VOICE AND SILENCE .....</b>	<b>165</b>
6.1. Voice Dynamics: Expanding Morrison’s (2011) voice construct.....	166
6.1.1. Voice Dynamics: Suggestion-focussed voice .....	167
6.1.2 Voice Dynamics: Problem-focussed voice .....	169
6.1.3 Voice Dynamics: Opinion-focussed voice .....	170
6.1.4 Voice Dynamics: Switching between voice types .....	172
6.1.5 Voice Dynamics: Summary – expanding Morrison’s (2011) voice types .....	173
6.2. Voice Dynamics: Tactics & Targets of Voice .....	174
6.2.1. Voice Dynamics: Targets of Voice .....	174
6.2.2 Voice Dynamics: Tactics of Voice.....	178
6.2.3 Comparing across voice types, targets and tactics of voice .....	184
6.2.5 Voice Dynamics - Section Summary .....	195
6.3. Exploring organizational silence .....	197
6.3.1 Exploring Silence .....	197
6.3.2 Evidence of other types of silence.....	205
6.3.3 Targets of silence .....	210
6.3.4 Comparing across types and targets of silence.....	213
6.3.5 Thea’s case: Change towards a climate of silence – defensive or enforced?.....	217
6.3.6 Dynamics of Silence - Section Summary.....	219

6.4 Voice/Silence - Chapter Summary .....	221
7 RESEARCH FINDINGS: The Outcomes of Voice & Silence .....	225
7.1. Perceived outcomes of voice .....	225
7.1.1. Perceived outcomes of voice – at an individual-level .....	226
7.1.2. Perceived outcomes of voice – at a group and/ or organizational level .....	228
7.2. Perceived outcomes of silence .....	231
7.2.1. Perceived outcomes of silence – at an individual level .....	232
7.2.2. Perceived outcomes of silence – at a group and/or organizational level .....	235
7.2.2.1 Perceived outcomes of silence – for protégé managers at a group and/or organizational level .....	237
7.3 Summarising Outcomes of Voice & Silence .....	239
8 – RESEARCH FINDINGS EXPLORING LINKAGES BETWEEN SOCIAL IDENTITY, VOICE/SILENCE AND OUTCOMES .....	241
8.1 Linkages between work-related social identity and voice types, tactics and directions .....	243
8.1.1 Linkages between work-related social identity and voice types .....	243
8.1.2 Linkages between work-related social identity and tactics of voice .....	258
8.1.3 Linkages between work-related social identity and directions of voice .....	267
8.2 Linkages between work-related social identity and silence types and directions .....	277
8.2.1 Linkages between work-related social identity and types of silence .....	277
8.2.2 Linkages between work-related social identity and directions of silence .....	286
8.3 Linkages between voice types, tactics and directions and their outcomes .....	294
8.3.1 Linkages between voice types and individual-level outcomes .....	294
8.3.2 Linkages between voice types and group/organizational outcomes .....	300
8.3.3 Linkages between tactics of voice and individual-level outcomes .....	308
8.3.4 Linkages between tactics of voice and group/organizational outcomes .....	322
8.3.5 Linkages between directions of voice and individual outcomes .....	338
8.3.6 Linkages between directions of voice and group/organizational outcomes .....	341
8.4 Linkages between types and targets of silence and their outcomes .....	343
8.4.1 Linkages between types of silence and individual-level outcomes .....	344
8.4.2 Linkages between types of silence and group/organizational outcomes .....	351
8.4.3 Linkages between targets of silence and individual-level outcomes .....	360
8.4.4 Linkages between targets of silence and group/organizational outcomes .....	369
8.5 Summarising across the linkages proposed .....	379
8.5.1 Work-related social identity and voice / silence types, directions and tactics of voice .....	380
8.5.2 Voice/silence types & their outcomes .....	391
8.5.3 Directions of voice/ targets of silence and their outcomes .....	395
8.5.4 Tactics of voice and their outcomes .....	400
8.5.5 Voice/Silence as Processes between People .....	411
8.5.6 Summary Models .....	413
CHAPTER 9 – DISCUSSION .....	445
9.1 Discussion of the findings: Social identity at work .....	445
9.2 Discussion of the findings: Employee Voice Behaviour literature .....	452
9.2.1. Message Types literature .....	454
9.2.2. Tactics & Targets of Voice literature .....	455
9.2.3. Directionality of Voice literature .....	458
9.3 Discussion of the findings: Employee Silence behaviour literature .....	461
9.3.1 Van Dyne, Ang & Botero’s (2003) silence construct .....	462
9.3.2 Switching between types of silence/ voice .....	463

9.3.3 Other types of silence .....	464
9.3.4 Targets of silence .....	465
9.3.5 Comparing across types and targets of silence.....	466
9.3.6 The Evolution of a Climate of Silence .....	469
9.4 Discussion of the findings: Outcomes of Voice/ Silence .....	471
9.4.1 Perceived outcomes of voice – at an individual level .....	471
9.4.2 Perceived outcomes of voice – at a group and/ or organizational level .....	472
9.4.3. Perceived outcomes of silence – at an individual level.....	473
9.4.4 Contribution: Perceived outcomes of silence – at a group/ organizational level ..	474
9.5 Discussion of findings: Linkages between social identity, voice/silence and outcomes .....	475
9.5.1 Linkages between work-related social identity and voice/silence types, directions and tactics. ....	476
9.5.2 Linkages between voice/silence types and their outcomes .....	490
9.5.3 Linkages between directions of voice/targets of silence and their outcomes.....	503
9.5.4 Linkages between tactics of voice and their outcomes .....	509
9.6 Summary of contributions from Sections 9.1 – 9.5.....	520
CHAPTER 10 - CONCLUSION.....	527
10.1 Introduction .....	527
10.1.1 Summary of Thesis Chapters .....	528
10.2 Contributions .....	533
10.3 Limitations .....	536
10.4 Future research implications.....	537
10.4.1 Future research implications: pinpointed by the research limitations .....	537
10.4.2 Future research implications: emerging as key themes running through the study .....	539
10.5 Implications for practice.....	540
10.5.1 Implications for practice: internal mechanisms for practice within firms or organizations .....	541
10.5.2. Implications for practice: external institutional mechanisms.....	545
REFERENCE .....	549
APPENDIX - APPENDIX 1 – Sample Data .....	575
APPENDIX 2 – Letter of Introduction (English and Norwegian) .....	576
APPENDIX 3 - Interview Guide – Mentors – English .....	578
APPENDIX 4 – Interview Guide – Norwegian – Protégés.....	582
APPENDIX 5 – Letters of Confidentiality – English and Norwegian.....	586
APPENDIX 6 – Proposed project plan for data collection .....	588
APPENDIX 7 - Table 5.1.1. Protégé Summary of similarities between self and others at work.....	589
APPENDIX 8- Table 5.1.1 Protégé Summary of differences between self and others at work.....	594
APPENDIX 9 - Table 5.1.1 Mentor Summary of similarities between self and others at work.....	600
APPENDIX 10 - Table 5.1.1 Mentor Summary of differences between self and others at work.....	602
APPENDIX 11 -Table 6.2.4: Sample Mentor Discourses – discussing directionality of voice .....	608
APPENDIX 12 -Table 6.2.4: Sample Protégé Discourses - discussing directionality of voice .....	610
APPENDIX 13 - Section 7.1.2 Protégé Sample Discourses – Org/ Group Outcomes .....	614



APPENDIX 14 - Section 7.1.2 Mentor Sample Discourses – Org/ Group Outcomes.....	617
APPENDIX 15 - Linkages between silence behaviour and individual.level outcomes.....	620
APPENDIX 16 - Linkages between silence behaviour and group or organizational-level outcomes.....	621

## List of Tables

TABLE 2.1	Overview of research perspectives from Whetton & Godfrey (1998, p. 25-30) and Alvesson et al (2008).....	19
TABLE 2.2.1.3	Generalized company and industry network information.....	23
TABLE 2.3.2.2	Mentor managers participating on the mentor programme.....	29
TABLE 2.3.2.3	Protégé managers participating on the mentor programme.....	30
TABLE 2.3.3.3	Interview Guide – references sources.....	35
TABLE 2.3.4	Mentor Forums – my role as researcher & the data collection process.....	45
TABLE 2.5.1	Comparison between conventional scientific validity tools and those of social constructivist studies.....	57
TABLE 3.1.2	Silence Behaviour – Summary of definitions from the literature.....	70
TABLE 3.2.1	Contextual antecedents of voice behaviour – summary of literature.....	74
TABLE 3.2.2	Individual-level antecedents of voice behaviour – summary of Literature.....	77
TABLE 3.2.3	Contextual antecedents of silence behaviour – summary of literature.....	79
TABLE 3.2.4	Individual-level antecedents of silence behaviour – summary of literature....	81
TABLE A1	Summary table showing educational background of both mentors and protégés.....	150
TABLE A2	Relational employees, rational employees and the “ <i>in-betweeners</i> ”.....	154
TABLE A3	Men with power- often technical – sometimes based overseas versus “ <i>me/us</i> ”.....	156
TABLE A4	Female versus male ways of working.....	156
TABLE A5	Shared histories, backgrounds, experiences – people you learn to trust at work versus people you learn not to trust at work.....	158
TABLE 5.1.2	Summary table of key findings from across themes A1-A5 and B.....	163
TABLE 6.1	Applying Morrison’s (2011) expanded voice types.....	168
TABLE 6.2.1	Combined Targets of Voice.....	175
TABLE 6.2.1.1	Example Targets of Voice: Involvement – discussed by all managers.....	175
TABLE 6.2.1.2	Example Targets of Voice: Involvement – discussed by all managers.....	177
TABLE 6.2.2	Combined Tactics of Voice.....	179
TABLE 6.2.2.3	Processes described through the discourses for all managers.....	183
TABLE 6.2.3.1	Summary table showing voice types and their targets .....	186
TABLE 6.2.3.2.1	Voice types and framing & packaging tactics.....	190
TABLE 6.2.3.2.2	Voice types and process tactics.....	191
TABLE 6.2.4.1	Summary table showing directionality of voice described by mentor and protégé managers.....	192
TABLE 6.2.4.2	Example discourses showing directionality of voice for the mentor managers .....	193
TABLE 6.2.4.3	Example discourses showing directionality of voice for protégé managers.....	194
TABLE 6.2.5	Summary table of key findings for voice dynamics.....	196
TABLE 6.3.1	Applying Van Dyne, Ang & Botero (2003)’s silence construct to mentor and protégé discourses.....	200
TABLE 6.3.3	Combined Targets of Silence: Table “a”.....	211
TABLE 6.3.3	Example Targets of Silence: Table “b”.....	212
TABLE 6.3.4	Summary table showing types of silence and their targets.....	215
TABLE 6.3.6	Summary table of key findings for dynamics of silence.....	222
TABLE 7.1.1.1	Perceived outcomes of voice for top managers at an individual level.....	226
TABLE 7.1.1.2	Perceived outcomes of voice for protégé managers at an individual level....	227
TABLE 7.1.2.1	Perceived outcomes of voice for top managers at a group and/or organizational level.....	229
TABLE 7.1.2.2	Perceived outcomes of voice for protégé managers at a group and/or organizational level.....	230

TABLE 7.2.1.1 Perceived outcomes of silence for top managers at an individual-level.....	233
TABLE 7.2.1.2 Perceived outcomes of silence for protégé managers at an individual-level.....	234
TABLE 7.2.2.1 Perceived outcomes of silence for top managers at a group and/or organizational level.....	236
TABLE 7.2.2.2 Perceived outcomes of silence for top managers at a group and/or organizational level.....	237
TABLE 8.1.1.1 Linkages between work-related social identity themes A1-A3 and voice types.....	244
TABLE 8.1.1.2 Linkages between work-related social identity themes A4-A5 & B and voice types.....	257
TABLE 8.1.2.1 Linkages between work-related social identity themes A1-A3 and tactics of voice.....	261
TABLE 8.1.2.2 Linkages between work-related social identity themes A4-A5 & B and tactics of voice .....	265
TABLE 8.1.3.1 Linkages between work-related social identity themes A1-A3 and the directions of voice.....	268
TABLE 8.1.3.2 Linkages between work-related social identity themes A4-A5 & B and the directions of voice.....	275
TABLE 8.2.1.1 Linkages between work-related social identity themes A1-A3 and types of silence.....	279
TABLE 8.2.1.2 Linkages between work-related social identity themes A4-A5 & B and types of silence.....	280
TABLE 8.2.2.1 Linkages between work-related social identity themes A1-A3 and directions of silence.....	290
TABLE 8.2.2.2 Linkages between work-related social identity themes A4-A5 & B and directions of silence.....	291
TABLE 8.3.1 Linkages between voice types and individual-level outcomes of voice....	299
TABLE 8.3.2 Linkages between voice types and group and/or organizational-level outcomes of voice.....	307
TABLE 8.3.3.1 Linkages between targets and types of suggestion-focussed voice types and individual-level outcomes of problem-focussed voice.....	313
TABLE 8.3.3.2 Linkages between targets and types of problem-focussed voice types and individual-level outcomes of suggestion-focussed voice.....	316
TABLE 8.3.3.3 Linkages between targets and types of opinion-focussed voice types and individual-level outcomes of opinion-focussed voice.....	321
TABLE 8.3.4.1 Linkages between tactics of suggestion-focussed voice and group and/or organizational outcomes of suggestion-focussed voice.....	327
TABLE 8.3.4.2 Linkages between tactics of problem-focussed voice and group and/or organizational outcomes of problem-focussed voice.....	331
TABLE 8.3.4.3 Linkages between tactics of opinion-focussed voice and group and/or organizational outcomes of opinion-focussed voice.....	337
TABLE 8.3.5 Linkages between directions of voice and individual-level outcomes of voice.....	340
TABLE 8.3.6 Linkages between directions of voice and group and/or organizational-level outcomes of voice.....	342
TABLE 8.4.1.3 Linkages between types of silence and individual-level outcomes of remaining silent.....	349
TABLE 8.4.2.3 Linkages between acquiescent silence and its' group and/or organizational-level outcomes.....	357
TABLE 8.4.3.1 Linkages between directions of silence individual-level outcomes of prosocial silence.....	363

TABLE 8.4.3.2 Linkages between directions of silence individual-level outcomes of defensive silence.....	365
TABLE 8.4.3.3 Linkages between directions of silence individual-level outcomes of acquiescent silence.....	367
TABLE 8.4.4.1 Linkages between directions of silence and group and/or organizational-level outcomes of prosocial silence.....	372
TABLE 8.4.4.2 Linkages between directions of silence and group and/or organizational outcomes of defensive silence.....	375
TABLE 8.4.4.3 Linkages between directions of silence and group and/or organizational-level outcomes of acquiescent silence.....	378
TABLE 8.5.1.1 Summary table of propositions across work-related social identity themes and voice/silence types.....	382
TABLE 8.5.1.2 Summary table of propositions across work-related social identity themes and tactics of voice.....	385
TABLE 8.5.1.3 Summary table of propositions across work-related social identity themes and voice/ silence directions/ targets.....	390
TABLE 8.5.2.1 Summary table of propositions across individual-level outcomes of different types of voice/silence.....	392
TABLE 8.5.2.2 Summary table of propositions across group and/or organizational-level outcomes of different types of voice/silence.....	394
TABLE 8.5.3.1 Summary table of propositions across individual-level outcomes of different directions of voice/ targets of silence.....	397
TABLE 8.5.3.2 Summary table of propositions across group and/or organizational-level outcomes of different directions of voice/ targets of silence.....	400
TABLE 8.5.4.1.1 Summary table of propositions across individual-level outcomes of different tactics of voice.....	404
TABLE 8.5.4.1.2 Summary table of propositions across individual-level outcomes of different tactics of voice.....	405
TABLE 8.5.4.2.1 Summary table “a” of propositions across group and/or organizational-level outcomes of different tactics of voice.....	409
TABLE 8.5.4.2.2 Summary table “b” of propositions across group and/or organizational-level outcomes of different tactics of voice.....	410
TABLE 9.1.2 Summary table of key findings from across themes A1-A5 and B.....	447

## List of Figures

FIGURE 2.3.1.1. Communication flows between the main project participants and meeting arenas.....	27
FIGURE 3.1.1 Existing definitions of Voice (Morrison, 2001) .....	66
FIGURE 3.1.2 Definition of related constructs to voice (Morrison, 2001, p.378 –379) .....	67
FIGURE 3.1.3 Model of Employee Voice.....	69
FIGURE 3.3.2 “The implications of a negative label or image”.....	85
FIGURE 3.5.2.1 Tentative research model: the “work” context – social identity, voice/silence and voice/silence outcomes.....	117
FIGURE 4.2.2 Mentoring activities (from Leeds Metropolitan University, 1995) .....	123
FIGURE 4.2.5.1 A conceptualization of effective mentoring (from Baird, 1993).....	132
FIGURE 4.2.5.2 Gray’s (1983) five-phase mentoring model (from Caruso, 1992).....	132
FIGURE 4.6.3.1 Tentative research model for mentoring contexts showing individual aspects of identity, voice/silence, and voice/silence outcomes.....	144
SECTION 8.5.6.1 Six Models showing work-related identity themes (A1-A5 & B), voice types and outcomes of voice.....	414
SECTION 8.5.6.2 Six Models showing work-related identity themes (A1-A5 & B), types of silence and outcomes of silence.....	420
SECTION 8.5.6.3 Six Models showing work-related identity themes (A1-A5 & B), targets of voice and outcomes of targets of voice.....	426
SECTION 8.5.6.4 Six Models showing work-related identity themes (A1-A5 & B), targets of silence and outcomes of targets of silence.....	432
SECTION 8.5.6.5 Six Models showing work-related identity themes (A1-A5 & B), top six tactics of voice and outcomes of voice.....	438
FIGURE 8.5.6.6 Simplified model for employee voice/silence processes .....	444
FIGURE 9.2.3.1 Model summarising how voice directions for mentor managers (top/international) .....	459
FIGURE 9.2.3.2 Model summarising how voice directions for protégé managers (middle).....	460

**For voicing,  
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**In loving memory of  
Lois & Joan**

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Kristiansand

# 1 INTRODUCTION

## 1.1. *Overview on the topic*

In recent years, the themes of voice and silence have become more prevalent as discussed outcomes for individuals in changing, global societies. For example, who can forget the strength, conviction and bravery of Malala Yousefzai when voicing for the rights of girls in Northern Pakistan to go to school. Her voice led her to being the youngest Nobel Peace Prize winner ever in 2014. Themes of voice and silence also ring through the words of Nelson Mandela, Mahatma Gandhi and Martin Luther King, through these individual's written words and speeches in the civil rights movement from the 1960s. All three advocated for peaceful transitions and changes to current political processes or systems that were either racially discriminatory or ruled by external powers. For Malala Yousefzai, the discrimination she voices about is gender discrimination. Many people have voiced about important themes of justice, rights and equality since I started writing this thesis process in 2010. Both women and men alike have also started to voice more actively on behalf of other women in their societies. Important voices have always been out there, challenging status quo assumptions and system injustices at the political and institutional levels.

Nevertheless, exercise of voice is not reserved to dramatic social movements, but is also part of everyday business practice and communication. How does voice and silence transmit down into the mainstream business and management literatures? Where have we recently seen "alternate voices" advocating change? One such area is that of the women in business literature. Here alternative voices advocate *for* "women to change their style a little", "voice more effectively as managers at work" and accept a "Good enough" approach to their work. Such voices include Sheryl Sandberg (2015) in the USA and Anita Krogh Traaseth (2014) in Norway.

In this research, my initial interest is in exploring whether work-related social identity can help to explain use of voice/silence within organizational contexts. I am also interested in exploring how managers describe the outcomes of voice or silence both for themselves as well as for their group and/or organization.

Overall, this study aims at developing the work-related social identity, voice/silence dynamic and voice/silence outcomes literatures. They all have clear roots in the

mainstream social sciences and management literatures. Yet, they are applicable and flexible to apply across a range of organizations including studies in international companies; thereby contributing in this way to the International Management fields, such as international human resources, management and strategy. Some findings also contribute into the women in business/ management literatures, as well as towards our further understanding of gendered work-related identities. Due to the context of this study, some of the contributions can increase directly to our further understanding of for example, just “*what voicing effectively actually means/ implies*” for all managers, but especially women in management. Section 1.2 now summarises the main purpose of this research as well as the research questions. Section 1.3 covers key concepts, assumptions and gaps. Section 1.4 details the research approach used, and Section 1.5 provides a thesis outline including summarised contributions that this research makes to the current literatures.

## **1.2 Research Purpose and Questions**

The general objective of the research is to explore how individual work-related social identity can help explain use of voice and silence as well as the outcomes of voice or silence. This general objective encompasses several more specific objectives:

- To identify main themes in the discourses relating to the managers’ in-group and out-group belonging at work, with the aim to pinpoint and discuss such work-related social identity themes in relation to relevant theory from the literature;
- To identify voice/silence types, as well as voice targets, tactics and directions or arenas across the cases;
- To identify discourses on the outcomes of voice/silence, at both individual as well as group and/or organizational levels across the cases;
- To identify linkages across the main constructs or subthemes within the data for *work-related social identity, voice or silence and the outcomes of voice or silence* across the cases, while revealing and suggesting relations between them.

Finally, the dissertation aims at a theoretical development effort, building a theoretical framework capturing the conceptual classifications and fine-tuning of the core concepts mentioned above, as well as the relations between them.

### **1.2.1 Research Questions**

In line with the above purpose, I propose to answer the following research questions:

#### **RQ1: Work-related Social Identity**

- How do managers describe their work-related social identities?

#### **RQ2: Voice /Silence**

- How do managers use voice or silence?

#### **RQ3: Voice/Silence Outcomes**

- What are the outcomes of voice or /silence at individual level and organizational or group level?

#### **RQ4: Linkages between Identity, Voice/Silence and Outcomes**

- What linkages are uncovered between Identity, Voice or Silence and Outcomes?

### **1.3 Key concepts, assumptions and gaps**

#### **1.3.1 Voice/silence**

My current research will consider a different level of voicing and different voice/silence processes taking place within individual companies and by individual managers. Exploring the theme of how managers discuss either use of voice (Morrison, 2011) or use of silence (Morrison & Milliken, 2000, 2003) in the business or organization to which they belong. I am also interested in understanding how the managers described outcomes of their own “voice or silence” (Morrison, 2011; Van Dyne, Ang & Botero, 2003). Research gaps discussed by Morrison (2011) in terms of employee voice behaviour include; application of their extended three voice types, application of Dutton et al (2001) and Piderit & Ashford’s (2003) targets and tactics of voice. Further research gaps detailed in the Employee Voice Behaviour literature (Morrison, 2011) include; understanding voice as a multilevel construct as well as directions of voice (Liu et al, 2010). In terms of silence behaviour (Morrison & Milliken, 2001, 2003; Morrison, 2011), the authors discuss significant research gaps. This is due in part to the nature of silence behaviour. It consists of “non-discussable themes” within business and organizations, often concerning problems, issues or

questions that can relate to ethical or justice issues. But it can also be because themes are repeat themes taken up by certain individuals over time, that the business or organization chooses not to act upon. Hence silence. One existing gap in the silence literature is to successfully apply the extended types of silence (Van Dyne, Ang & Botero, 2003) in organizations. Another research gap is that of greater understanding about the process of shifting from a positive voice culture towards a climate of silence within organizations or businesses. This thesis will contribute towards the existing literature by not only filling the gaps discussed above, but also through applying these models to cases split by aspects such as; a) the top management mentors and the middle management protégés, b) gender (female /male), c) other discussed parameters such as “new in role” versus “long tenure and respected in the role.”

### **1.3.2 Voice/silence outcomes**

My current research will also consider different outcomes of voice/silence as described by the managers, at the individual as well as at the group and organizational levels. Morrison (2011) shows outcomes of voice in her existing model, but not expanded to show outcomes from the three expanded types of voice as proposed by the author; *a) suggestion-focussed voice, b) opinion-focussed voice c) problem-focussed voice*. In terms of silence, the outcomes of silence behaviour remain less studied themes in the literature, especially in terms of group or organizational outcomes. This thesis will firstly attempt to apply the outcomes of expanded types of silence from Van Dyne, Ang & Botero (2003); *a) prosocial silence, b) acquiescent silence, c) defensive silence*. This will be the first contribution made to our understanding of outcomes of silence. The second contribution this thesis will make is towards findings surrounding similarities or differences between different groups of cases. The main split here is between the top management mentors and the middle management protégés, but gender and “time in role” are also discussed contributions to the relevant literatures. The third contribution is to discuss outcomes – especially at group or organizational levels in the context of the employee-driven innovation model from Hammond et al (2011). Can such a model be applied to gain further understanding about what a positive voice culture versus a negative climate of silence is? Furthermore, what can the effects of “*opening up towards greater involvement*” versus “*closing down voice*” imply for innovation outputs? What are the different voice/silence processes that are taking place within individual companies used by individual managers? I am also interested in understanding how the managers described outcomes (Morrison, 2011; Van Dyne, Ang & Botero, 2003) of their own use of “voice or silence.”

### **1.3.3. Antecedents of voice/silence**

This research covers existing antecedents of employee voice behaviour as discussed by Morrison (2011). This is a review of other relevant literature from this area of the employee voice behaviour field.

### **1.3.4 Identity as an antecedent of voice/silence**

This research also contributes towards exploring how key groups of managers describe themselves at work. An individual-level social identity lens (Ashforth & Mael, 1989; Hogg & Terry, 2000) will be taken to the cases. For example, I will consider questions of how, when and where, if at all, do the managers describe self in relation to others at work in terms of in-group and out-groups of “*us/we*” and “*them/they*”; in terms of their work-related social identity (Tajfel; 1972, 1979, 1982, Tajfel & Turner, 1979, Speers, 2011). How and in what way, if at all, do the managers describe themselves as positive identities at work (Roberts et al., 2006) and others as negative identities (Learmonth & Humphreys, 2011)? Furthermore, how do the managers describe “*being positive*” and “*being negative*” in the workplace? Finally, this thesis will also contribute by briefly discussing additional contributions covered in an existing book chapter in terms of applying possible selves (Markus & Nurius, 1986) within a mentoring context.

### **1.3.5 Linkages between work-related social identity, voice/silence and outcomes**

Further contribution will be made towards the existing literature through the analysis of linkages between the main concepts of; *a) work-related social identity, b) voice/silence and c) outcomes*. A discussion of the findings shows prevalent patterns between the cases which will be revealed through the discourses and data analyses and discussed later in the discussion chapter of the thesis. This process is, to the best of my knowledge, the first time that social identity themes between “*them*” and “*us*” have been applied in business and management contexts, towards linkages between voice or silence behaviour as well as the outcomes of voice or silence. This is the greatest contribution of this thesis, made to several of the existing literatures.

## **1.4 Research approach**

From this starting point, it is important to have explicit underlying philosophical assumptions about the type of meta-thinking driving the researcher's research process. It is also important to know what constitutes valid or reliable research and which research methods are appropriate for this development of knowledge in a field of research. To conduct and evaluate any research, it is therefore, important to know about these assumptions and perspectives. For example, from the Identity in Organizations literature (Whetton & Godfrey, 1988; Alversson et al, 2008) to which work-related social identity clearly belongs, research paradigms have been split into three philosophical categories of functionalist, interpretive and postmodern. These have then been aligned by the authors with Habermas' (1972) three cognitive interests that underline human inquiry; the technical, practical-hermeneutic or emancipatory.

My research aims to develop theory, not to test theory and in this regard, I chose to adopt an interpretivist research approach. This relies on the ontological grounds that human beings construct and reconstruct their realities which are understood to be produced through on-going interactions. Humans and human intentionality are central to the interpretivist approach (Lincoln & Guba, 1985) which is premised on the notion of social construction of reality (Berger & Luckmann, 1966). The interpretivist perspective does not focus on the notion of objective reality. It rather focuses on the individual's subjective and intersubjective meanings and perceptions about phenomena. The major task of the research from an interpretive approach is to discover the interpretations of various actors regarding the social reality in specific setting and "*raise them up to surface level*" through combining meanings as far as possible (Guba & Lincoln, 1989). However, some of the emerging themes revealed through this theory-building case study may require consideration of the critical perspective, with emancipatory cognitive interests. This may particularly be the case where power relations are discussed in relation to *self* in relation to others; in other words, the individual's work-related social identity.

At the outset, take a "tabula rasa" approach (Glaser & Strauss, 1967) to what these emerging themes in the discourses and analysis may be, but the existing context of a woman in business mentoring group may suggest upfront gender, age, management level, and length of time in role as relevant themes which may be discussed. But I do not suggest or influence the discourses or discussions in any way. The analysis therefore employs a qualitative ground-theory multiple case study design. Here, the socially



constructed worlds of the individual managers as “cases” are explored as well as towards how they describe and perceive self in relation to others in work contexts. I am also interested in exploring how the individual managers as “cases” describe their own voice or silence behaviour as well as their own perceived outcomes of their voice or silence for both themselves and for their groups and organizations. The overall aim of the research is to develop a theory of “social identity-driven voice and silence.”

Due to multiple relations and the complex nature of both work-related social identities as well as understanding the dynamics and outcomes of voice/silence, it is necessary to integrate knowledge from existing areas of research, including voice/silence behaviour, outcomes of voice and silence, antecedents of voice and silence and identity as an antecedent of voice/silence. The context of a "women in business" mentoring group which I have chosen, may also be an additional field to integrate, to provide an additional layer of data to, when considering linkages between the three constructs. The study also includes other sources of data collection and analysis and simultaneously opens doors for other related developments, with an eye on women in business and gender-related themes that may emerge. A constant dialogue is kept between ideas adopted from related sources, literatures and evidence emerging from observed themes in the data.

Based on the interpretive research approach, the research design is operationalized through 20 individual case studies, following an abductive logic (Peirce, 1929-1992) and a grounded approach to the data (Glaser & Strauss, 1990; Glaser & Strauss, 1967; Strauss, 1984, 1987).

In terms of the cases, data was collected across two periods, one between May-June 2012 and the second between September–November 2012. I relied on face-to-face interviews as well as participant observation at three Mentor Forums or events. I also used website audits and related documents such as annual reports, media press releases, and company board information (where available). The quality of the research is assured through triangulation of data, cross checking of case analysis reports and feeding back and editing transcript data from respondents.

Finally, this dissertation will attempt to linearly describe the non-linear and iterative research process, whilst accommodating the traditions of the abductive research approach, where the empirical is in constant iterative dialogue with the theoretical.

## **1.5 Thesis Outline**

My dissertation is presented and structured in ten separate chapters. Each chapter has a specific content and purpose. These chapters are now described below.

*Chapter 1* presents an overview of the main motivations for this study. These motivations are summarised in terms of the rational, the purpose, as well as the research questions posed within this study. The main objective of this research is to explore how individual work-related social identity can help explain use of voice and silence as well as explain the outcomes of voice or silence. Chapter 1 then moves on to a summary of the key concepts, assumptions and research gaps from areas of the business and social science literatures which relate to antecedents of voice/silence, manifestations of voice/silence, outcomes of voice/silence as well as literatures on individual identity as an antecedent of voice/silence. This summary overview also provides an initial and brief introduction to the linkages between work-related social identity, voice/silence and their outcomes. I expand on these theoretical discussions in Chapter 3 presenting the social science theories and studies which the current research design, data collection and analysis build on. Since mentoring is the research context within which the interviews took place, Chapter 4 presents and discuss mentoring. Finally, Chapter 1 concludes with this overview of the remaining chapters in this dissertation.

*Chapter 2* moves upfront, directly to the research method, research design and data collection processes applied within this dissertation. Chapter 2 starts by describing the research strategy used in the current study, and then presents the business mentoring project context for interviewing in detail (the reasons why are argued Chapters 4 and 3). Next, Chapter 2 covers both the data collection and data analysis processes in detail. Finally, Chapter 2 closes by discussing how the researcher ensures trustworthiness within the research processes before acknowledging some limitations of the selected method.

*Chapter 3* provides a review of the relevant literature relating to the dynamics of voice and silence, individual outcomes of voice or silence, group and organizational outcomes of voice or silence, individual identities - including those of work-related social identities, positive and negative identities at work as well as possible identities. I also discuss related theory and reflect about gaps in the field while highlighting potential contributions that future research can fill. An initial tentative research model is then

drawn up and presented to summarize the research gaps, main purpose and four research questions posed in the current study.

Then *Chapter 4* presents theory and research about mentoring, as well as gender and mentoring. The latter is required as a backdrop for the mentoring context of the data collection of this thesis. The mentoring context had an emancipatory goal of positively inspiring female managers to aspire to top management roles, through a woman in business network. At this juncture, other relevant associated literature is also described addressing the role of possible future selves in mentoring contexts. An extended tentative research model is then presented to summarize the research gaps, main purpose and four research questions posed in the current study, this time for the context of “mentoring.” This chapter also argues for why the mentoring context may provide additional frames of identity from which to reflect on or “see” work-related self. Such perspective allows exploring changes for example in terms of selves such as possible, positive and negative selves in the context of the mentoring process.

*Chapters 5-8* present the analyses and findings relating to each of the four research questions proposed. Across all four chapters, the 20 individual cases are split into *a group of ten top management mentors* and *a group of ten middle management protégés*. Other divisions between the cases are also described and discussed briefly within each chapter.

*More specifically, Chapter 5* presents key themes revealed in the data regarding work-related social identity in-group and out-group belonging, which the interview respondents discuss through their discourses. The aim of this process is to discover any patterns or key themes running through the discourses. These are discussed as themes across or within the data. Throughout *Chapter 5*, example discourses from the respondents are used as evidence of each theme and tabular collated evidence of which is presented in summary. This chapter then closes by providing a summarised table and set of conclusions from across the different work-related social identity themes as revealed in the analysis of the cases.

*Chapter 6* presents analysis of the discourse transcripts in terms of themes of voice or silence. This chapter aims to apply existing voice types, as well as voice targets, tactics and directions across the 20 individual cases. These are presented in summary tables of key findings together with supporting discourses from relevant cases. A similar process

is then followed for the second aim of this chapter, to apply existing types of silence across the cases and to discuss relevant cases through supporting discourses. Chapter 6 also expands on existing knowledge regarding types of silence as well as suggests alternate “other” types of silence, as revealed through the discourses. The chapter also applies targets of voice to targets of silence and expands the targets to fit discourses from the case respondents. Next, a comparison across types and targets of silence is discussed. Special insight is then provided by presenting the case of Thea, who described a unique process of change from a positive organizational climate towards a climate of silence.

*Chapter 7* presents the analyses of discourse transcripts across the 20 case respondents for revealing and discussing perceived voice outcomes. Similarly, the chapter then also includes analyses, presentation and discussion of perceived outcomes of silence. In both cases, outcomes are presented and discussed at individual as well as group and organizational levels, using relevant supporting discourses from the case respondents throughout.

*Chapter 8* is the concluding chapter of qualitative findings in the study. It is split into five subsections. Four of these subsections discuss linkages for the following sets of themes or constructs from across the discourses, including *a) linkages between work-related social identity and voice types, tactics and directions b) linkages between work-related social identity and silence types and directions, c) linkages between voice types, tactics & directions and their outcome, d) linkages between types & targets of silence and their outcomes*. The final subsection of Chapter 8 provides a summary across this chapter of key findings and draws propositions throughout each section. The cross-tabularization process used throughout this chapter aims towards conceptual refinement and fine tuning through comparative analyses of the linkages between the constructs and their prevalence across cases. A final set of 30 models are then proposed as a final summary of this chapter. These sets of models also summarize key emerging patterns of linkages across the discourses, as well as across the four chapters of findings.

Within *Chapter 9*, a discussion of main themes and findings from each of the previous four chapters (Chapters 5-8) is provided. This chapter seeks to identify findings that challenge, contribute towards or add to existing bodies of literature. Accordingly, this chapter is split into the following subsections; *a) Social Identity at Work, b) Employee Voice Behaviour, c) Employee Silence Behaviour, d) Outcomes of Voice/silence, e)*

Linkages between Work-related Social Identity, Voice/Silence and their Outcomes. The chapter also provides a summary of key findings from across the Discussion Chapter 9 subsections a)-e) detailed above.

*Chapter 10* provides a general conclusion. This chapter also summarises the findings as well as providing a brief synopsis of the research contributions made throughout. It also discusses research limitations for this study. And, finally, it concludes by drawing implications for future research, as well as implications for practitioners.



## 2 METHOD, COLLECTION & RESEARCH DESIGN

In Chapter 2, I will discuss the methodology used in this thesis. This includes consideration of the research strategy and choice of overriding research method. This chapter also includes the research design, the research setting, the methodological approach and ways to guarantee trustworthiness to this type of qualitative research. In the research setting, I describe the research context of mentoring that has been the subject of my research. In the methodological approach, I include the data collection and data analysis processes that I used actively throughout the research process. I then cover ways in which I aim to guarantee the trustworthiness of my study (Guba & Lincoln, 1989). I finally round off the chapter by summarizing the strengths and weaknesses of the chosen methodology and drawing a summary of the chapter.

### **2.1 Research Strategy**

There are several reasons for my choice of research strategy as well as that of qualitative research method. Research strategy is guided by both the research questions, as well as how much existing theory there is within the area of investigation. So, if re-tracing back to the initial purpose of my study, then my focus for the inquiry (Lincoln & Guba, 1985, p. 225) is largely exploratory in nature. The purpose of my study is;

*PURPOSE: “To explore how individual identity can help explain use of voice and silence.”*

If re-tracing back to my initial research questions, then these are a set of “What?”, “How?” and a “Do?” question. They are also exploratory questions which aim to explain the findings.

#### **Research Questions:**

##### **RQ1: Identity**

- How do managers describe their work-related social identities?

##### **RQ2: Voice /Silence**

- How do managers use voice/silence?

##### **RQ3: Voice/Silence Outcomes**

- What are the outcomes of voice/silence at individual level and organizational or group level?

#### **RQ4: Linkages between Identity, Voice/Silence and Outcomes**

- What linkages are uncovered between Identity, Voice/Silence and Outcomes?

So, why have the research questions been framed in this manner? The next two stages in designing a qualitative research study are determining fit of paradigm to focus & determining the fit of the inquiry paradigm to the substantive theory selected to guide the inquiry (Guba & Lincoln, 1989, p.225), which I now review briefly in the following paragraphs.

As my literature review discusses, there are extensive and significant areas of theory from both the Identity and the Employee Voice Behaviour literatures, relating to both Work-related Social Identity as well as Voice/Silence Behaviour. There is also a significant body of literature covering the context of mentoring – as also shown. But what lacks in the existing literature and where there is a gap to explore through relevant qualitative, exploratory and theory-building research questions is “How an individual manager’s own perception of self in the workplace, relate to or possibly influence their own voice/silence in each organizational or group context?” Although Morrison’s (2011) model of Employee Voice Behaviour of Individual-level Predictors of Voice/Silence Behaviour are a fantastic starting point for my own research, they do not explain how these Individual-level Predictors may work or interplay in unison. If you like, my starting point came after reading about intersectionality in feminist literature (Crenshaw, 1989, 1991; Collins, 2000; Hooks, 1984; McCall, 2005; Mann & Kelley, 1997). Here, individual employees may describe multiple identities that are played out in the workplace through conversations and actions of both self and others. Some identities may remain outside work. Could such a framework be used to explore and explain differences between employees in terms of their own voice behaviour at work? I was intrigued to find out, but found this approach may be too limiting. Could a social identity framework (Tajfel, 1979; Tajfel & Turner, 1979) be more applicable to explore in this context? I did not want to presume that for example, gender, age, nationality was an issue when other overriding “Individual Identities” at work could also be relevant. So, therefore I decided to take a more open, objective approach to covering “Identity and Work”. Basically, by taking an Identity-based approach to how the individual managers see and perceive themselves in a work context and then asking them to discuss examples of voice/silence, my aim was to explore whether



identity could help to explain the findings. In other words, to discover whether individuals discuss their work-related social identities in relation to their own decisions to either voice or remain silent about issues, concerns, ideas or themes in the workplace. I was also interested in discovering if there were any linkages uncovered between work-related social identity, voice/silence and outcomes.

Existing theory is scarce in the literature. As such, qualitative, exploratory method is more relevant for this current study. Here, data is gathered via primary data collection methods such as in-depth interviews, observations, as well as secondary data.

Why are the research questions worded in the proposed manner? How grounded are they in the existing theoretical literature? What basis is there for this type of an approach?

The reasons for choosing a qualitative method (Berg, 2004; Marschan-Peikkari & Welch, 2004; Richards, 2009; Silverman, 2010) are that the overall aim of such qualitative research is theory-building in nature, rather than theory-testing. This is because qualitative method seeks to build on existing knowledge of how to develop further ideas relating to how variables systematically relate to one another. In terms of the current study, this regards exploring key themes such as; *“How do managers describe their work-related social identities* and *“What outcomes of voice/silence do the managers describe for themselves as well as organizational or group level?”*

For this part of the research, a case study approach is applied (Eisenhardt, 1989; Eisenhardt & Græbner, 2007). Case studies (Yin, 1994) are a generic form of qualitative research strategy, design and methodology for management or business school researchers to use. This may be because they provide useful, practical cases of knowledge for business students to test out “at university” before facing the same scenarios out in the “real world of management work.” When carrying out case studies, the researcher should be driven by pursuit of answering research themes relating to “*how?*” *what?* and “*why?*” questions of analysis. Case studies may require analysis of variance or “finding difference between” individual, single cases in the sample. They may also require analysis within-case of an individual, solitary case. The case study approach is also useful as it allows for difference across individuals to be compared in an exploratory case study manner.

My own case study is an exploratory multiple case study type, built up of twenty individual cases. These cases were selected based on my interest in understanding “how” and “what” aspects of work-related social identity as well as voice/silence behaviour may change over time in the space of a manager’s career. So, the mentoring group provided the ideal test of what these differences may be.

At my own individual-level of data analysis, the case study approach is more relevant to apply to the individual “person” level of case. Afterwards, these individual cases can be further analysed to look for differences between groups of people, such as mentors and protégés, female versus male respondents or possibly between respondents from different companies. Alternatively, individual cases may be detailed which provide specific evidence of themes which cover research gaps in the existing literature. The aim here is for my research to add specific new knowledge to the existing body of knowledge and to build theory.

I have chosen to apply abductive logic throughout the cases. Reichertz (2010) discusses how later studies in the context of grounded theory by Strauss (1987) and Strauss & Corbin (1990) refer to inference in the data which adopt an abductive logic like that proposed by Peirce (1929-1992). In the latter, the logic of later grounded theory is abductive logic of discovery. For Reichertz (2010), abduction is a “means-of-inferencing” in a sensible, scientific, logical manner. Abduction has the aim to make discoveries in a logically and methodologically ordered way. Peirce (1929-1992), discusses two types of inferences under the name of “hypothesis”; *a) qualitative induction* and *b) abduction*. Reichertz (2010) discusses three ways in which data can be analysed and processed; a) subsumption, b) generalizing through qualitative induction and c) abduction. This third type of data processing, abduction consists of gathering or discovering based on an interpretation of collected data, such combinations of features for which no existing rule or explanation exists. Researchers can become “surprised” by aspects of their data and this surprise or unexpectedness, leads to new orders or rules being invented. This logical process is abduction. Reichertz (2010) discusses further how abduction “proceeds” from a known quantity (=result) to *two* unknowns (=rule and case). This is a cognitive logic of discovery. Abduction aims to discover a (new) order which fits the “surprises” in the data. Abduction looks for “meaning-creating” rules to fit surprising facts in the data. The end of this search is a (verbal) hypothesis. Abduction has been used to this current research to consider “surprises” in the interview data from

across the 20 cases. From here, new rules and order hope to be formed as verbal hypotheses throughout the findings chapters of this thesis.

Whilst determining a research strategy, I have also considered process-oriented research (Langley, 1999, 2010, 2011). Led in part, by what I discovered, I find a process-orientation to be useful when exploring and discussing some of my findings relating to voice/silence as well as mentoring due to the nature in which the respondents themselves described actual episodes of voice or silence processes between self and other people at work. However, upfront I initially chose to adopt a case study research strategy. I discuss the added value that a process-orientation research strategy would have brought to my study within the future research opportunities and research limitations section of this thesis.

What I have chosen to adopt is an individual-level case study approach, but one which adopts an interpretivist approach with a practical-hermeneutic orientation to understand ways in which the mentor and protégé managers discuss various aspects of work-related identities, their own voice/silence behaviour and the affects, if any, of the mentoring context on these two key variables. As a researcher, I have a cognitive interest in seeking to enhance understanding of human cultural experiences, or how individuals communicate to generate and transform meaning. In terms of identity, the focus is on how people craft their identities through interaction and weaving narratives. In terms of this study, this means through speaking and interacting with others and telling example stories from their own experiences.

This type of qualitative research is highly subjective in nature. This is particularly in cases where solely one person processes and analyses the data, as is the case for my own research. Although aiming for objectivity, qualitative research will always be clouded by a certain level of subjectivity. The perspective, approach and viewpoint are always coloured based on experience and background of the researcher, regardless of how aware one is to biases. The objective is to aspire to open-mindedness in exploring and building new theory. I have selected a qualitative approach towards applying criteria of trustworthiness to improve the validity of my research.

What is the basis for this research approach in the existing literature? Where does this research approach stem from?

First, taking the Identity literature in organizations in perspective, Whetten & Godfrey's book (1998) present three different research perspectives that researchers of Identity in Organizations have used when researching Identity. The authors also present what I they term a "nomological net" showing how researchers understand Identity in organizations using each research perspectives (Whetten & Godfrey, 1988, p. 25-30 & p.41-43). The three different perspectives are; a) *functionalist*, b) *interpretive* and c) *postmodern*. Alvesson et al (2008) later returns to these three perspectives when reviewing identity scholarship within the Organization Studies domain over the past twenty years. As Whetten & Godfrey (1988), Alvesson et al (2008) positioned most existing research within three metatheoretical orientations; a) *functionalist*, b) *interpretivist* and c) *critical*. The authors then argue to align and link Habermas' (1972) three cognitive or knowledge-constitutive interests that underlie human inquiry – which can be compared to Whetten & Godfrey's (1998) nomological nets: a) *technical*, b) *practical-hermeneutic* and c) *emancipatory* to the three metatheoretical orientations. Therefore, for Alvesson et al (2008), a) technical interest aligns with a) functionalist research aimed at developing knowledge of cause-and-effect relations. Alvesson et al (2008) note how this orientation dominates studies on identity and identification in mainstream business management research. Whereas an b) interpretivist orientation aligns with b) the practical-hermeneutic cognitive interest that seeks enhanced understanding of human cultural experiences, or how we communicate to generate and transform meaning. The practical-hermeneutic approach focuses on how people craft their identities through interaction and weaving narratives. Finally, a c) critical orientation aligns to an c) emancipatory cognitive interest where authors focus on power relations and on how identity is a powerful means of understanding contemporary relations of control and resistance.

**Table 2.1: Overview of research perspectives from Whetten & Godfrey (1998, p. 25-30) and Alvesson et al (2008)**

Whetten & Godfrey (1998)		Alvesson et al (2008)		
Research perspective	Nomological net – “cognitive interest of researcher”	Research perspective (metatheoretical orientation)	Cognitive interests (from Habermas, 1972)	Research Aim
Functional	Laws are created about physical and social phenomena via deduction, through detached, independent, and impartial research observations.	Functionalist	Technical cognitive interest	To develop knowledge of cause-and-affect relations.
Interpretive	Interpretive researcher blurs the distinction between researched and researcher. The research process is via induction and maximizing the opportunity for discovery.	Interpretivist	Practical-hermeneutic cognitive interest	To seek enhanced understanding of human cultural relations, or how we generate and transform meaning.
Postmodern	Challenges/ suspends judgement on most current ontological, epistemological, and methodological assumptions in favour of questioning the basis for all belief and study (Rosenau, 1992).	Critical	Emancipatory cognitive interest	Focus on power relations and on how identity is a powerful means of understanding contemporary relations of control and resistance.

From an individual-level positive identity framework, Roberts & Dutton & Bednar (2009, p.512), also call for early-stage research to be pursued through inductive, theory-building studies rather than deductive, theory-testing studies. This study proposes to consider positive identities within the context of mentoring, so again, qualitative research is required within this area of the literature as well.

I am not aware of any other studies from within the Employee Voice Behaviour literature that attempts to explore how individual-level identity relates to other issues and outcomes and in terms of individual-level voice or silence behaviour of managers in their own workplaces and their outcomes. So, this study explores this approach with a view to what can be added to the Employee Voice Behaviour literature.

I also open for some of my finding revealing critical, emancipatory themes that are discussed during the interview narratives. These, where revealed, will be discussed as a part of the findings, as well as in the discussion, conclusions and implications sections, where relevant.

## **2.2 Research Context**

This section of the Methods chapter discusses the research context, including the group's name and location, and the justification for this choice of research context, location and group.

### **2.2.1 The Mentor Project**

The research context chosen for the study is a “women in business” mentoring group, taking part in a cross-industry business network mentoring project in Norway.

The twenty individual mentors and protégés came from across two industry networks. Mentors and protégés were selected from across the two industry networks, with the aim to achieve externalities of increased networking between them. The project ran to a planned time-line, with a fixed kick-off start and closing end.

Aims of the mentor programme: The mentor project had the aim of being a positive, emancipatory driver to affirmative change. This was because, based on the existing literature, for the female middle management protégés to feel motivated and supported in their mentor relationships, then the mentoring programme would need to provide a positive learning and development environment for them (the protégés). Otherwise, it would not assist them on their way to top management positions. But I was aware that such a study does open for the possibly of revealing critical and negative critique of the current status quo and male power relations at the top of the companies. I was interested in discovering just how much this would be discussed – particularly by the women taking part on the study. I was interested to discover whether the respondents would reveal something other than what the literature presumed? I was also interested to discover how it is for female managers working in “gender equal Norway.”

#### **2.2.1.1 How did I initially contact this group?**

I made contact via email with the HR departments of relevant internationally-oriented companies regionally in Norway. This was with a view to finding a relevant business

or group within which to study employee voice behaviour and identity. In response to this email, I was contacted by a mentor project board member, first via email, then by telephone to discuss whether the mentor group would be an appropriate research context for me. I quickly saw the benefit for my research of having the opportunity to study a group of middle and top managers, where the respondents should already be in a “reflective, open” modus through the process of mentoring and who were possibly more open to discussing work-related self in a past, present and future sense through the relationships with their mentors. But I was also aware that the Mentor Forums would most likely also play a role as learning and development arenas where the mentor and protégé managers could discuss reasons for joining the mentor programme plus be change oriented at an individual level of work-related self. This group would allow me as a researcher to ask questions directly related to possible selves (Markus & Nurius, 1986) as well as regarding social identity, positive identity and general roles at work. I could also ask the mentor group participants to discuss their own individual-level identity at work and own individual voice and silence within their own organizations. Further, this research context allowed me as a researcher to ask questions relating directly to the mentor relationship in relation to voice or silence and work-related identities. I could ask respondents how the mentor relationship had influenced their own voice or silence since starting on the mentoring project. I could also ask how the respondents felt the mentor relationship had influenced how they are at work because of participating on the mentor project, and whether they had changed at all or whether they had remained the same?

#### **2.2.1.2. Specifics of the mentor programme**

The respondents in this study were already taking part on this pilot mentor programme at the time of my data collection process. The project had been externally financed for the first initial pilot project programme. The project was proved successful, so has since been offered at full cost price to member businesses as well as their employees. The project was/is open to both male and female employees to participate.

Initial selection and recruitment process to the mentor project: In terms of the specific recruitment and selection to the initial pilot project, individual mentor and protégés had first applied to be recruited and been selected by Norwegian experts in the field of mentoring. These experts consisted of a member of an external consultancy firm as well as a Norwegian academic. The recruitment and application processes had been rigorous and open to all applicants working in companies across the two industry

networks. It had included a personality test, for the mentor and protégés to be matched to each other. Finally, mentors and protégés were matched across the two industry networks. So, this selection and matching process had already taken place prior to my involvement on this project. The sample was not random. This increases the quality of my study in the sense that external experts in the field had rationally and objectively selected mentor project participants, based on the participant's own self-selection to the mentoring project.

The role of the experts: Both individual experts also had the roles of sitting on the mentoring group board. They also provided presentation content, as well as opened and led discussions at mentor forums. Each then led separate break-out sessions; one for mentors and one for protégés during the mentor forums. They also provided feedback to other external stakeholders, parties and member businesses during the project lifespan.

One-to-one meetings between protégés and mentors: The individual mentors and protégés arranged their own meetings at mutually convenient times and locations for both parties. Sometimes they met at work, on other occasions after or before the planned Mentor Forums, then for a couple of pairs; they met at a third location such as a restaurant/ over dinner.

Mentor forums: What were they? These mentor forums were half-day seminar events which took place at an external location based in a larger town in the same region in Norway where the companies were located. The location was chosen because it was the most central / closest for most participants to travel to. The time limit was placed to limit number of hours spent out of office and thereby increase the chance of all participants being able to attend all the mentor forums. As already noted, I started to collect data from the mentor project once it had already started. This kick-off start-up seminar had already taken place on 2<sup>nd</sup> February 2012. I received copy of the supporting slides for this event from the academic and external business consultant who was involved through the project board on the mentor project. 5 Mentor Forums were held in total. The initial kick-off forum was held at an external course and conference location. This allowed all members of the project to get to know each other better. The middle three forums were held within an academic environment, the final forum was held externally, at a restaurant location. I attended 3 of the 5 forums and



wrote an initial set of research notes having digitally recorded the forums. These forums have been translated and transcribed.

### 2.2.1.3 Generalized company and industry network information

As the research is covered by a confidentiality agreement between this researcher and the individual respondents, then all mentor and protégé names, company names/ information, industry network and some supporting regional research have been generalized in an aim to protect individual project participants. This information is shown in Table 2.2.1.3 below.

**Table 2.2.1.3: Generalized company and industry network information**

Company (A-H)	Industry network (A/ B)	International presence (no. of countries)	Number of mentors	Number of protégés	Foreign or Norwegian owned	Company size (no. of employees globally)
A	B	100+ countries	2	1	F MNC	More than 250,000
B	B	64 countries	2	1	F MNC	100,000 – 200,000
C	B	90 offices/ 50 countries	0	1	F MNC	100,000 – 200,000
D	B	200 locations/ 50 countries	1	0	F MNC	50, 000 – 100, 000
E	A	800 locations/ 60 offices	1	2	F MNC	50, 000 – 100, 000
F	A	300 locations	0	1	F MNC	15, 000 – 30,000
G	B	150 locations/ 45 countries	0	1	F MNC	15, 000 – 30,000
H	A	30 countries	2	1	N MNC	15, 000- 30,000
I	A	Norwegian branch – serving Norwegian market	1	0	N Company	5, 000 – 10,000
J	A	Export to Norden only	0	1	N Company	2, 000 - 3,000
K	A	Collaboration projects overseas	1	0	N Company	100 - 200
L	A	No overseas operations, except offshore	0	1	N Company	50 - 100

This table also provides an overview of the companies (ranged A – L) as well as their belonging to either Industry Network A or B. I also provide an indication of whether each company is either a multinational (NMNC) of a foreign multinational (FMNC). Some Norwegian companies were not multinational, but rather were Norwegian-

based company (N Company) with some form of internationalisation efforts ongoing. The level and type of internationalisation effort is indicated in column 3. I have chosen not to provide country of origin information where the MNC is foreign, for reasons of confidentiality. However, I provide details regarding company size in terms of total number of employees. These numbers are stated as rough indicators.

In the above, it was difficult for me to exactly position some of the companies per their presence in global locations or by their level of international scope. Some, such as company G do not have open records to access as a researcher, due to the location of their Head Office. Others choose to describe locations rather than plant or subsidiary offices. But my table above does show the size and geographic spread of some of the companies to which these Norwegian subsidiary offices belong. I also aimed to range these companies by the total number of employees worldwide, when it was difficult to position them per global/ worldwide locations.

Additional themes that may be revealed in such international company contexts in relation to voice and/or identity construction;

- How, if at all, can company size impact on individual-level work-related social identity construction at work for these respondents?
- How, if at all, do the respondents discuss their experience of voicing / remaining silent in international contexts?

#### **2.2.1.4 My choice of Norwegian research context & region selected**

One area of the voice literature pinpointed for future research is gaining a further understanding of how individual-level antecedents other than personality and attitude impact on actual voice behaviour as well as their outcomes (Morrison, 2011).

Whereas, findings regarding silence behaviour as well as both individual-level antecedents and outcomes of silence behaviour remain sparse (Morrison & Milliken, 2000, 2003). So, any contributions towards this literature are welcomed in the field. Recalling from Chapter 2, individual-level antecedents other than a) *personality* and b) *attitudes* include;

- c) *demographics – such as gender, age, religion,*
- d) *experience and tenure*
- e) *full-time versus part-time*
- f) *position and status*
- g) *performance.*

Now, additionally, if you decide to take a “work-related social identity” perspective on how you perceive yourself as “being” and “voicing” as a manager at work, then you collapse together the above antecedents into one. My interest is in exploring what happens when you emphasize this level through asking questions relating to work-related identity and work-related social identity. Gender is one of many factors that may or not be discussed as contributing factors towards voice/silence behaviour. I wish to explore how and where divisions are described – if at all, by both male and female managers interviewed. For example, whether the respondents discuss work-related social identity divisions such as between male and female arenas, or determined by educational background, or even by age, tenure and experience. How did each “level of management” describe these differences? Were there differences between the mainly top management mentors and middle management protégés for example?

My research concentrates on mainly female protégé managers participating on a mentoring project in two networks spanning “traditionally male-oriented” industries, but in one of the world’s most gender equal societies, that is Norway. My research context allows other researchers to reflect on and compare the voice and/or silence behaviour of these women in Norway with their own countries, which may be less gender equal societies.

What happens to voice and silence within such organizations? How do female and male top and middle managers discuss their own examples of voicing and silence? How do they manage identity at work? How do they discuss their own individual-level work-related social identities? Do they perceive any real differences in work-related social identity, possibly between genders, age, educational backgrounds (for example) still influence individual-level voice and/or silence behaviour in these companies? Or has gender equality created a more equal balance between genders than other studies have shown?

### **2.3 Data Collection**

The following data collection was carried out as part of my study;

- Participant observations at Mentor Forums (x3)
- Semi-standardised interviews

- Inspection and analysis of online and paper-based sources – for background company information

These are discussed and the reasons for my choices are explained below.

### **2.3.1. Pre-study contact: the mentor project board meeting**

I carried out an initial presentation of my proposed research on 10<sup>th</sup> May 2012 to members of the mentor project board. This board consisted of both the academic and business consultancy-based contacts, who were involved in the mentor project. Following this process, I was given the go-ahead to carry out my data collection process on the business mentoring group participants, who consisted of mentors and protégés managers working within internationally oriented businesses. The outcomes from this meeting were;

- *An agreed go-ahead on the process for data collection. This was agreed to be via both individual interviews with mentor and protégé participants as well as through participant observation at the remaining mentor forums already planned for the mentor forums.*
- *A proposed plan for the interview timing/ scheduling that would fit around the work schedules of participants.* I had proposed scheduled dates upfront, as a starting point for this discussion. It also meant a decision could be taken quickly and feedback gained from this group prior to roll-out to the participants.
- *A proposed plan for the location of the interviews.* We agreed for interviews to take place at the participants own place of work or alternative locations such as UiA Kristiansand where this fit better for the participants.
- *An agreed process for my introduction as researcher to the participants.* We jointly agreed that I would present my research slides on 10<sup>th</sup> May 2012 to the participants at the next Mentor Forum. This was the arena for presenting and discussion across all protégés and mentors. I would then email all participants the following day with an introductory email that had again been approved by members of the mentor group board prior to sending.

#### Supporting documentation in relation to this Mentor Forum meeting:

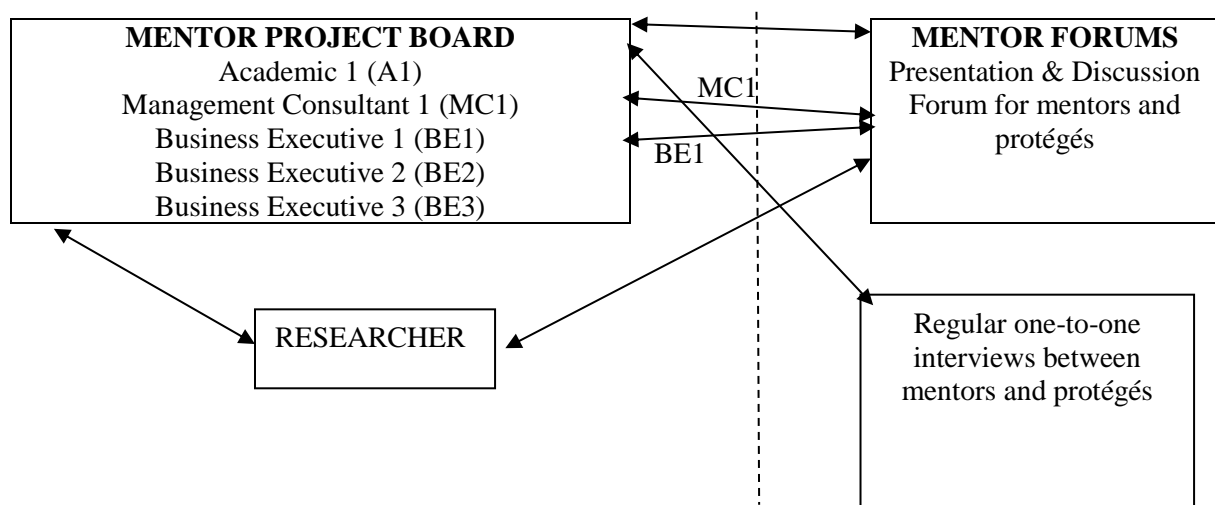
- For this initial meeting, I drafted a *Letter of Introduction – (Appendix 2)* in both Norwegian and English for feedback from the Mentor Forum Board Members.
- I also provided a *draft Interview Guide in both Norwegian and English* for the Mentor Forum Board Members to provide feedback on before roll-out to the

participants. Having two group members with academic and external business-consultancy experience opened my research process up to relevant others who could provide necessary revision if required. No revisions were provided by these two individuals.

- *Presentation slides for Mentor Forum 6<sup>th</sup> June 2012*
- *A Proposed Project Plan – (Appendix 6).*
- *A Norwegian translated version of the proposed Letter of Confidentiality – (Appendix 5)*

The following diagram shows communication flows between this researcher, the mentor project board, the mentor forums and one-to-one meetings arenas between individual mentors and protégés during this and later stages of the mentor project.

**Figure 2.3.1.1. Communication flows between the main project participants and meeting arenas**



### 2.3.2 The sample

My sample consisted of 20 managers who were taking part on a cross-industry network business mentoring programme in Norway. All the managers belonged to traditional male-dominated industries and many belonged to internal “women in business” groups within these.

### 2.3.2.2 The sample: mentor project participants

The following two tables show a breakdown of the sample. The first table shows the 10 mentor managers and the second table shows the protégé managers. In both tables above;

- All first names, such as Berit, Hanne, John and Petter are assigned names to the individual cases. Norwegian and English first names were assigned randomly and did not intend to show differences in nationalities between the respondents. This process is required because the research is covered by a signed confidentiality agreement.
- All respondents were told their “new pseudonym” plus asked to check their details in the above table as late as December 2016, so all have been verified and found accurate and trustworthy by the respondents in my ongoing research processes.
- I also double-checked against online data records and websites to understand just where in the hierarchy certain individuals sat. However, the basic rule of thumb was followed.
- Companies A-J ranges the companies that the mentor and protégé managers work for in size from largest company “A” to smallest company “J”. Further details regarding this breakdown can be read in Section 4.3.3 of this chapter regarding *inspection of online and paper-based sources*.
- Industry Network: A or B is used to differentiate between the two different industry-type networks to which the companies who the mentor and protégé participants belong.
- The interviews were planned and split into two groups. An initial six interviews were carried out before the main summer/ school holidays ended (typically falling around 19<sup>th</sup>/ 20<sup>th</sup> June – 19<sup>th</sup>/ 20<sup>th</sup> August). These are coloured light orange in the cells above. The remaining interviews were blocked into autumn 2012. These are coloured green in the cells above. The reason for this split was based on feedback from the mentor group board – to avoid interviewing within this summer holiday period, as most managers would be on holiday with their families.
- This break in the data collection process was also useful for me as a researcher. It allowed additional time for me to start translating and transcribing the initial six interviews. It also allowed me to check that the interview guide was working as intended, before the remaining interviews continued in autumn

2012. There were only small adjustments made during this process, in terms of basic wording of sentences. No changes were made to questions relating to key constructs or their operationalization in practice.

**Table 2.3.2.2: Mentor managers participating on the mentor programme**

	Interviews: May-June 2012				Interviews: September – November 2012						
<b>Interviewees – Mentors: 10</b>											
Mentor/ Protégé	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	Mentor	
Name	John	Kate	Inger	Knut	Jens	Thea	Eva	Petter	Alex	Celine	
Position locally – TM/MM	TM	TM	TM	TM	TM	TM*	TM	TM	TM	TM	
Gender	Male	Female	Female	Male	Male	Female	Female	Male	Male	Female	
Age	45-49	40-44	45-49	50-54	55-59	65-69	40-44	45-49	50-54	55-59	
Experience – same company	20-24	10-14	15-20	10-12	30-34	30-34	10-14	0-4	20-24	0-4	
Company	J	A	A	D	H	H	E	L	B	B	
Industry Network	A	B	B	B	A	A	A	A	B	B	
<b>Steps taken to gain access</b>											
Via Mentor Forum Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Introductory Email	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
E-mail correspondence prior to/ after interview	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Location of interview	Own Work	Own Work	Own Work	Own Work	Own Work	*	UiA – own office	UiA – meeting room	Own Work	Own Work	
Further contact at mentor forums	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	

- Semi-retired. Spent most of working life at Company H.
- Location for interview: restaurant in Kristiansand – chosen by participant

In the case of Table 2.3.2.2 showing mentor managers participating on the mentor programme;

- TM stands for top management position locally/ within a Norwegian business context. Managing Director, Chief Financial Officer, President, Vice-President or Group Director for example, then these individual cases were to the top management (TM) group.

- I also double-checked against online data records and websites to understand just where in the hierarchy certain individuals sat. However, the basic rule of thumb was followed.

In the case of Table 2.3.2.3 showing protégé managers participating on the mentor programme;

- MM stands for middle management position locally/ within a Norwegian business context. As a basic rule of thumb, where individuals described themselves as line or middle managers, or where their administrative titles and descriptions during the interviews described operational processes and lines of responsibility, then these individual cases were assigned to the middle management (MM) group.
- I also double-checked against online data records and websites to understand just where in the hierarchy certain individuals sat. However, the basic rule of thumb was followed.

**Table 2.3.2.3: Protégé managers participating on the mentor programme**

	Interviews: May-June 2012			Interviews: September- November 2012						
<b>Interviewees – Protégés: 10</b>										
Protégé	Protégé	Protégé	Protégé	Protégé	Protégé	Protégé	Protégé	Protégé	Protégé	Protégé
Name	Anna	Mads	Gina	Marit	Kristine	Steinar	Freya	Berit	Hanne	Julie
Position locally – TM/MM	MM	MM/ TM	MM	MM	MM	TM	MM/ TM	MM	MM	MM
Gender	Female	Male	Female	Female	Female	Male	Female	Female	Female	Female
Age	30-34	30-34	25-29	40-44	50-54	30-34	50-54	40-44	45-49	40-44
Experience – same company	0-5	0-4	0-4	5-9	10-14	0-4	10-14	5-9	10-14	5-9
Company	C	K	F	I	H	B	A	E	E	G
Industry Network	B	A	A	A	A	B	B	A	A	B
<b>Steps taken to gain access</b>										
Via Mentor Forum Presentation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Introductory Email	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
E-mail correspondence prior to/ after interview	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Location of interview	Own Work	UiA – meeting room	UiA – meeting room	Own Work	Own Work	UiA – own office	Own Work	Own Work	Own Work	Own Work
Further contact at mentor forums	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes



But why did I select an interview guide as a method for data collection in this study? How did I choose to operationalize key constructs from the literature? What other processes did I go through as a researcher in creating the interview guide?

### **2.3.3 The Interview guide**

Qualitative interview guides can be written in different formats and broken into distinct types, depending on the purpose or aims of the researcher as well as the role that the researcher wishes to play in the research process. The goal of the interview guide is to tap people's knowledge and experiences. Gubrium & Holst (2002, p. 57-58) provide a break-down of five types;

- Survey-based
- Qualitative
- In-depth
- Life story
- Focus group

Berg (2004, p. 78-82) breaks interviews into three types; *a) the standardised interview, b) the semi standardized interview and c) unstandardized interviews*, and provides types of data and findings which can be elicited from each type. In the case of the semi-standardised interview, these are;

- Structured
- Questions may be re-ordered during the interview
- Wording of questions are flexible
- The level of language may be adjusted
- The interviewer may answer questions and make clarifications
- The interviewer may add or delete probes to interview between subsequent subjects.

The semi-structured interview allows for freedom to digress from a set number of predetermined questions and topics. It allows for the order to be changed if necessary as well. Basically, Richards (2009) states how qualitative interviews range from structured to free-flowing, dependent on the purpose that the researcher has.

### **2.3.3.1 The benefits of using an interview guide in this study**

I selected to use semi-standardised interviews for this study. My interview guide may be more structured than is usually suggested for data collection of qualitative data (Berg, 2004; Richards, 2009; Kvale, 1987). Much qualitative research is more inductive in nature and should allow for relevant themes to be revealed during continuous observations as well as in-depth interviews where fewer questions are asked upfront, based on the literature. Yet, I had substantial theory from which I could develop further exploratory research questions. I also had one-shot interviews timed into a given timeframe, especially in the case of my top management mentors, who were time limited. I was not interested in revealing process-based changes over time, so I did not have to build repeat interview slots into my research process. Daniels & Cannice (2004) have previously used semi-standardised qualitative interviews in international business contexts for this same reason that I chose. Hence, semi-standardised interviews have been utilized successfully in research in the international company or business. The authors also note how this type of interview structure allows for a framework to be followed in a set time frame, and how it helps you as a researcher, as a prompt, to ensure that all relevant questions have been answered. Daniels & Cannice (2004) also note how the researcher should be familiar with their interview guide prior to interviews, how they should write rough interview notes directly after the interview, how they should code afterwards with a view to remaining open to unexpected themes appearing from their data. I followed these processes both during and after each interview.

My interest was in revealing the effect of own mentoring relationship on the respondent's own sense of self at work as well as their own individual-level voice or silence behaviour. Furthermore, which outcomes were discussed by the respondents as the outcomes for themselves and for their group or organization? How did the respondents reflect on or discuss the context of mentoring in terms of these two variables? Was the context fixed, stable or did they discuss it as being dynamic? If dynamic, then this would suggest for future studies to include mentoring as a variable. But for this current study, I explore mentoring as a context.

I had several different themes/ topics that I wished to discuss with the respondents. Because of this, it was set up in a structurally logic and hopefully naturalistic format. The respondents were first asked to discuss "Who they are", which is an open-ended

question. They were then asked to discuss aspects of work-related self, such as “What do you do at work?” the next section covered examples of their own voice behaviour at work; this was followed by examples of silence behaviour at work. Only at this point was the mentor relationship discussed in further detail. Firstly, in terms of both stable and change aspects of self since taking part on the mentor project. We also discussed possible selves, prior to the closing section of the interview, which regarded the mentor project. Secondly, much of the data on individual self/ voice/ silence behaviour was kept separate for the respondents and asked upfront in the interview sequencing.

### **2.3.3.2 How I chose to formulate the questions**

Table 2.3.3.3 shows how I chose to formulate the questions to capture key variables, in accordance with themes discussed in relevant literature, and guided by my tentative research model. The interview questions show relevant source references from which exploratory questions are drawn. I attach two full copies of this interview guide in the Appendices 3 and 4; the first version in Norwegian and the second version in English. Two almost identical versions of the same interview guide were created - one for mentors and a second for protégés. The only switch made between these two interview guides was to add the appropriate words; either “mentor” or “protégé” at the correct place in the appropriate questions and accompanying text, so that the guide made sense to the respondents. The questions were set up, so that all respondents were asked the same questions about themselves and about their respective mentor or protégé. Discussing the relationship across the relationship also provided mentors and protégés to reflect on each other.

### **2.3.3.3. What other processes did I go through as a researcher in creating the interview guide?**

Firstly, I sought peer review on the interview guide from my own thesis supervisor. This was the first step for me in gaining relevant feedback on the guide that was first written in English.

Following this process, I then chose to translate my initial interview guide into Norwegian from English. A native Norwegian speaking PhD student from UiA’s programme in International Management checked my own translated Norwegian version of the Interview Guide thoroughly. This led to revision of the Interview Guide

- within the voice and silence sections, to make the Norwegian language much clearer and for the Norwegian translated constructs to mean the same as in the English version. A Norwegian translated version of the Letter of Confidentiality – (Appendix 5) was also sent to this PhD student for this peer review and important editorial process prior to my own live data collection process. This process was carried out to ensure that the translation of this document was also closely translated to Norwegian.

I then sought peer review on 10<sup>th</sup> May 2012 from the two mentor group board participants with relevant academic and mentor project experience, again regarding both the Norwegian and English language version of the interview guide. No revisions were felt necessary. This process is discussed in Section 2.3.1 of this chapter.

**Table 2.3.3.3: Interview Guide – references sources**

Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
A1: IDENTITY THEORY	<b>A1: ABOUT YOURSELF</b> 1. I wonder if we can open the interview by telling me a little about yourself – just a brief background to “who (respondents name) is?”	IDENTITY	A1: From the Identity literature (for example Cooley, 1902; Gergen, 1985; Goffman, 1959, 1990; Habermas, 1972; James, 1918; Mead, 1934)
A2: DEMOGRAPHIC & EDUCATIONAL BACKGROUND	<b>A2:</b> (If not already covered at A1), can you also tell me your: a. <b>Age</b> - How old b. What is your <b>Gender</b> ? c. What is your <b>Nationality</b> ? d. What is your highest level of <b>Education</b> ?		Gendered work-related identities: (Lund, 2015, Acker, 2008 etc. listed in full below)
A2: WORK-RELATED ROLES AND BACKGROUND	<b>A2: Work-related roles – current and previous</b> e. What is your <b>Current Role</b> and <b>how long</b> have you been <b>employed</b> in it? f. What previous roles have you had at this company? g. Do you work full-time or part-time in this role?	<b>WORK-RELATED IDENTITY</b>	<b>B1a:</b> Social identity at work (Ashforth & Mael, 1989; Hogg & Terry, 2000)
B1a: ASPECTS OF WORK-RELATED INDIVIDUAL	<b>B1: YOUR CURRENT ROLE</b> Now coming back to your current role, could you tell me a little more about your current role? So, for example; a. How would you describe your role? b. On what occasions do you work with other people? c. Do you have meetings as part of your job? If so, when and what are the meetings about? d. In what ways you would describe yourself as; • <b>Similar</b> to other people that you work together with?	<b>WORK-RELATED IDENTITY</b>	<b>B1a:</b> Social identity at work (Ashforth & Mael, 1989; Hogg & Terry, 2000) <b>B1b &amp; c:</b> Further aspects of role relating to working with other people/ meetings
B1b: ASPECTS OF WORK-RELATED INDIVIDUAL		<b>WORK-RELATED SOCIAL IDENTITY</b>	<b>B1d: Social Identity Theory</b> (Tajfel (various dates); Tajfel & Turner, 1979, 1985) Social identity at work (Ashforth & Mael, 1989; Hogg & Terry, 2000)

Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
	<ul style="list-style-type: none"> <li>How are you <b>different from</b> other people that you work together with?</li> </ul>		<p><b>B1d: Self-categorisation theory:</b> (Turner, 1982, 1991; Turner et al, 1987, 1994; Waterman, 2011; Abrams et al, 1990; Spears, 2001; Marques, Yzerbyt and Leyens, 1988; Brewer, 1999; Brewer &amp; Alexander, 2002; Leach, Snider &amp; Iyer, 2002)</p> <p>(Acker, 2008; Anderson &amp; Bloksgaard, 2013; Deem, 2003; Desivilija Syna &amp; Palgi, 2014; Haynes &amp; Fearfull, 2008; Hult, Callister &amp; Sullivan, 2005; Kanter, 1977; Lewis and Simpson, 2012; Lewis, 2006, 2013; Lund, 2015; Yassour-Borochowitz, Desilvya Syna &amp; Palgi, 2015)</p>
<p>B2a-e: EMPLOYEE VOICE BEHAVIOUR LITERATURE</p>	<p><b>B2: YOUR CURRENT ROLE- VOICE</b></p> <p>Can you think of occasions <u>when you have contributed, either positively or negatively</u>, within your current role, within either a project group or meeting context by stating your ideas, suggestion, concerns, or opinions about issues?</p> <ol style="list-style-type: none"> <li>If <b>yes</b>, can you tell me a story that illustrates this?</li> <li>If not already mentioned in the example above), in the above story... <ul style="list-style-type: none"> <li><b>Who</b> did you initially first mention this to?</li> <li><b>How</b> did you first mention it?</li> <li><b>Why</b> did you choose this option?</li> <li><b>What</b> was the response of other project team members, managers and leaders?</li> </ul> </li> <li>Would you say that your voicing contributed something towards the business?</li> </ol>	<p><b>GENDERED WORK. RELATED SOCIAL IDENTITY</b></p> <p><b>VOICE</b> (exercise of)</p>	<p><b>B2:</b> Exercises the employee voice behaviour conceptualization from Morrison (2011)</p> <p><b>B2a:</b> Opens for discourse</p> <p><b>B2b:</b> Prompt questions if not already covered at B2a</p> <p><b>B2c:</b> From Morrison (2011) – relates to Group/ Organizational Outcomes of (own) Voice contribution</p>
<p>B2a-e: EMPLOYEE VOICE</p>			

Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
BEHAVIOUR LITERATURE (continued)	<ul style="list-style-type: none"> <li>• Would you say that your contribution was positive, negative or did it have no effect on the company?</li> <li>d. Would you say that you have developed because of your contribution? <ul style="list-style-type: none"> <li>• If yes, in what way?</li> <li>• If no, why not?</li> <li>• Would you say this development was positive, negative or was there no change for you yourself?</li> </ul> </li> <li>e. Would you say that you contribute differently depending on which business arena you are in? <ul style="list-style-type: none"> <li>• If yes, why do you think this happens?</li> </ul> </li> </ul>	<p><b>OUTCOMES OF VOICE (Organizational I/Group)</b></p> <p><b>OUTCOMES OF VOICE (Individual level)</b></p> <p><b>CONTEXTS/ ARENAS FOR VOICING</b></p>	<p><b>B2d:</b> relates to Individual level outcomes of (own) Voice contribution - from Morrison (2011)</p> <p><b>B2e:</b> From Liu et al (2010) - different arenas &amp; different voice contribution</p>
B3a-e: EMPLOYEE SILENCE BEHAVIOUR LITERATURE	<p><b>B3: YOUR CURRENT ROLE- SILENCE</b></p> <p>Can you think of occasions <u>when</u> you have remained silent, that is, when you have <b>NOT</b> contributed to your current role, within either a project group or meeting context by stating your ideas, suggestion, concerns, or opinions about issues?</p> <ol style="list-style-type: none"> <li>a. If <b>yes</b>, can you tell me a story that illustrates this?</li> <li>b. In the example(s) provided, <b>why</b> did you choose to remain silent regarding your ideas/suggestions/concerns/opinions? (<i>For example, opinion not valued, risk/ career concerns, political, perceived lack of language ability, minority opinion etc. ...</i>)</li> <li>c. <i>Would you say that your remaining silent contributed something towards the business?</i> <ul style="list-style-type: none"> <li>• <i>Would you say that your contribution was positive, negative or did it have no effect on the company?</i></li> </ul> </li> </ol>	<p><b>SILENCE (exercise of)</b></p> <p><b>OUTCOMES OF SILENCE (Organizational I/Group)</b></p>	<p><b>B3:</b> Exercises the employee voice behaviour conceptualization from Morrison (2011) – where silence is described as the opposite of the voice conceptualization</p> <p><b>B3a:</b> Opens for discourse</p> <p><b>B3b:</b> Prompt questions – why not?</p> <p><b>B3c:</b> From Morrison (2011) – relates to Group/ Organizational Outcomes of (own) Voice contribution – applied to SILENCE behaviour</p> <p><b>B3d:</b> relates to Individual-level outcomes of (own) Voice contribution - from Morrison (2011) - applied to SILENCE behaviour</p>

Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
	<p>d. Would you say that you have developed because of you <u>not</u> contributing?</p> <ul style="list-style-type: none"> <li>• <i>If yes, in what way?</i></li> <li>• <i>If no, why not?</i></li> <li>• <i>Would you say this development was positive, negative or was there no change for you yourself?</i></li> </ul> <p>e. Would you say that your remaining silent differs depending on which business arena you are in?</p> <ul style="list-style-type: none"> <li>• <i>If yes, why do you think this happens?</i></li> </ul>	<p><b>OUTCOMES OF SILENCE (Individual level)</b></p> <p><b>CONTEXTS/ ARENAS FOR REMAINING SILENT</b></p>	<p><b>B3e:</b> From Liu et al (2010) regarding different voice arenas in business -applied to SILENCE behaviour</p>



Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
<p><b>B4/1: STATIC AND DYNAMIC CHANGES TO WORK-RELATED SELF SINCE STARTING ON THE MENTOR PROJECT</b></p>	<p><b>B4/1: YOUR CURRENT SELF AND THE (NAMED) MENTOR PROJECT</b></p> <ul style="list-style-type: none"> <li>• You are also on the named mentor project as a mentor/protégé.</li> <li>• Now, this project is new, but would you say since starting on the named mentor project that,             <ol style="list-style-type: none"> <li>a. Are you different; it has changed you? If so, how and in what ways?</li> <li>b. In what ways and how have you remained the same since being on the named mentor project?</li> <li>c. In what ways has being on the (named) mentor project influenced how you carry out your current role?</li> </ol> </li> </ul>	<p><b>ACTUAL STATIC VERSUS CHANGE ELEMENTS OF WORK-RELATED SELF: Voice/Silence</b></p>	<p><b>B4/1a:</b> Change to self (dynamic aspects) since being on the mentor project  <b>B4/1b:</b> Static aspects of self  <b>B4/1c:</b> Work-related role-based change to current self</p> <p>The interest at B4/1a-c is in exploring how much the described changes are;</p> <ol style="list-style-type: none"> <li>a) positive, negative or no change <i>and</i></li> <li>b) whether described change refers to solely work-related aspects of self.</li> <li>c) whether described change is in the direction of exhibiting more positive aspects of self as an individual in a work-related context (Roberts &amp; Dutton, 2009) or negative (Learmonth &amp; Humphrey, 2011, Ehrenreich, 2005, 2009, Gini, 1998; Ashcraft, 2005; Prasad &amp; Prasad, 2000; Learmonth, 2009)</li> </ol>
<p><b>B4/2: POSSIBLE FUTURE SELVES SINCE STARTING ON THE MENTOR PROJECT</b></p>	<p><b>B4/2: If looking towards the end of the named mentor project:</b></p> <ol style="list-style-type: none"> <li>a. How and in what ways do you hope to be changed or different as an outcome of being on the project?</li> <li>b. In what ways and how will you remain the same?</li> <li>c. In what ways do you hope being on the named mentor project will influence how you carry out your current role?</li> </ol>	<p><b>POSSIBLE SELVES</b></p>	<p><b>B4/2a:</b> Applies dynamic aspects of future perceptions of possible selves –Markus &amp; Nurius (1986)  <b>B4/2b:</b> Future-oriented “hoped for” static aspects of self – applies Markus &amp; Nurius (1986)  <b>B4/2c:</b> Future-oriented “hoped for” work-related role change to current self</p> <p>The interest at <b>B4/2a-c</b> is in exploring how much the described changes are;</p> <ol style="list-style-type: none"> <li>a) explores whether future possible work-related selves are positive, negative or no change for the individual respondents.</li> </ol>

Research Topics/ Theory	Interview Sections & Questions	Themes or concepts in initial model	Sources
<p><b>C: MENTOR &amp; LEADER IDENTITY DEVELOPMENT</b></p>	<p><b>C: THE NAMED MENTOR PROJECT &amp; YOU</b></p> <ol style="list-style-type: none"> <li>1. Can I just ask a little more about the <b>named mentor project</b>?</li> <li>2. How long have you been involved in your mentor relationship?</li> <li>3. Can you tell me a little more about the person chosen as your protégé? <ul style="list-style-type: none"> <li>• How did you identify and begin the relationship?</li> <li>• Did anyone assist you in finding a protégé?</li> </ul> </li> <li>4. What kinds of conversations or experiences have you had with your protégé?</li> <li>5. (If a mentor) Have the conversations or experiences been helpful to your protégé in their current role? <ul style="list-style-type: none"> <li>• Have any conversations or experiences been detrimental to your protégé in their current role?</li> <li>• (If a protégé) Have the conversations or experiences been helpful for you in your current role?</li> </ul> </li> <li>6. As you think about your protégé, what are some of the qualities or characteristics that make this person a good protégé for you?</li> <li>7. What do you hope to get out of the named mentor project?</li> <li>8. What do you see as being the main benefits of the named mentor project for <b>your protégé</b>?</li> <li>9. Have you been to the Mentor Forum? If so, have you found it useful? <ul style="list-style-type: none"> <li>• If yes, how and in what ways?</li> <li>• If no, why not?</li> </ul> </li> <li>10. How do you contact with your protégé? (face-to-face, virtual or a mix of both)?</li> </ol>	<p>MENTORING CONTEXT (RELATIONSHIPS AND PROJECT FEEDBACK)</p>	<p>These questions are based on those found in Muir's (2011) Doctoral thesis, which had covered a more thorough review of the existing mentor literature and had already been applied in the field of research.</p>

I carried out a final peer review process through trialling my interview guide on two other PhD International Business students prior to live use on actual participants. This allowed me to check interview timings, as well as to make improvements to the interview guide. The amends made were minor. My Interview Guide is shown in full on pages as Table 2.3.3.3.

#### **2.3.3.4. What was my own interview process?**

Prior to the interview, all respondents were informed about the project in Norwegian. All respondents were then asked to sign the confidentiality agreement, which I also signed at the same time. The reason for a confidentiality agreement was to ensure that what can often be highly individual identity data remained confidential. But, I was also aware that confidentiality may also assist the participants in opening about voice and/or silence issues that they had experienced at work. I knew from experience this could be the case, in cases where company and/or value-based ethical guidelines or norms may have been broken. My Master's thesis "*Implementing Business Ethics Internationally: Case Study of an International Oil Company*" (Whitehead & Lothe, 2003) had already provided me with experience of handling such complex themes in a research context.

Following each interview, I scanned and emailed a confidentiality agreement on to the individual respondents and kept a copy on file.

I recorded all interviews and scanned and saved all initial reflective notes pages that I had written both during interview as well as post interview to the qualitative IT software programme NVivo, as well as to an external hard drive. These hand-written notes accompanied the interview transcripts and were filed together for later reference.

All interviews took place in the respondent's mother tongue, which for most respondents is Norwegian. What are the reasons for using the mother tongue of the respondents in an interview context? The implications of this are discussed by Marschan-Piekkari & Reis (2004) in terms of using language and languages in cross-cultural interviewing based on the researcher's own experiences of interviewing in multinational companies. They note how often the corporate language of the company is English. Although top managers may be equally proficient in English as their own native languages, this is often not the case for either subsidiaries or lower down the company line. For example, middle managers or employees below this level may not

be as proficient or as able to express themselves as fully in English as their mother tongue. In terms of my own sample, there are both subsidiary offices of larger companies presented within my sample. There are also middle managers presented in my sample. Nineteen of my respondents were native Norwegians. So, there are three good reasons for my choice of interviewing my respondents in Norwegian. Of course, I was already aware that this would put the participants in a position of *linguistic advantage* (Marschan-Piekkari & Reis, 2004) over my own position as researcher in this cross-cultural interview context. This can be compared to the interview context where we both had Norwegian as our mother tongue, and then there would have been *linguistic equality* (Marschan-Piekkari & Reis, 2004) between both myself and the participants.

It should be noted that my level of fluency and comprehension in Norwegian is very high. So, this was less of a problem for me as a researcher than where if for example, my respondents had spoken French, Chinese, or Spanish. I had made a strategic choice early on in my research process to present and introduce myself in Norwegian throughout my research process. Of course, this took more time for me as a researcher, than if I had presented myself in English throughout. But I am certain that speaking English would have affected my data on these very personal themes that can be revealed in identity data, as well as in terms of themes of voice and silence. Fluency and the ability to present oneself fully and with language flow leads to richer data. This is my own experience, both in this current project, but also based on my previous experiences of interviewing respondents about implementation of ethical guidelines in the oil industry (Statoil) for my Master's thesis in International Business; *"Implementing Business Ethics Internationally: Case Study of an International Oil Company"* (Whitehead & Lothe, 2003). Difficult themes, if discussed, should be discussed in a language in which the respondents are fluent.

Speaking Norwegian, both at the pre-interview stages in my research process and through to the present day, means that I as researcher could develop trust and rapport pre-interview (Marschan-Piekkari & Reis, 2004), and to establish relationships with interviewees. Ryen (2002) notes how this is of the utmost importance for gaining access, and for collecting and analysing data. This process was a successful strategy that I chose to pursue from an early stage in my research process and is recommended for other researchers in similar research projects. It takes more time, but probably provides richer data.

I translated and transcribed the interviews, a process lasting from mid-November 2012 – mid-January 2013. One respondent had a third language as their mother tongue, which we did not share as a common language. In this case, I asked for the participants' preference of language for the interview in advance– English or Norwegian. The respondent chose Norwegian. This placed both me and this respondent at the same level of *mutual linguistic challenge* (Marschan-Piekkari & Reis 2004). Once we started the interview, it was evident that we both had a high level of fluency in Norwegian and could converse almost as fully in Norwegian as in our mother tongue languages. Hence, the challenge faced was minimal in this instance.

histories and others were Norwegian subsidiaries of foreign-owned companies with other subsidiary and in a few cases Head Offices overseas – in France, Germany, the USA, the UK, Spain, and Italy. Hence, the 20 managers participating on the emancipatory business mentoring programme often belonged to large internationally-oriented companies.

### **2.3.4 Inspection of online and paper-based sources**

I also carried out online company data collection and analysis in autumn 2012 - spring 2013, to discover key facts about the companies, as well as to discover which industry network each participant's company was a member of. The companies themselves were displayed from A – L per company size. The two industry networks are labelled A and B for this research.

Without this inspection of online and paper-based sources I would not have been able to understand or appreciate as fully, the meaning within the discourses of what “Head Office” referred to, for example in a cultural, physical and sometimes language “difference/distance/ friction” sense, when it was raised and discussed. This process brought an additional layer of understanding to my data analysis process.

In terms of the main research themes covered in this study, it was an important part of my process of understanding just why certain voice and/or silence behaviour took place as well as to discovering why certain nationalities were mentioned during the discourse and in which regard “Head Office”/ managers in key subsidiary countries were mentioned during the discourses.

I also needed to ensure that company was not an underlying factor that was also influencing my data. What I discovered through this process was that the participants worked in 12 different companies in total. These companies ranged in size and structure from the Norwegian subsidiary of some of the world's largest international companies to a small, Norwegian start-up business. All of them were technology-related businesses. Some of these companies had Norwegian ownership structures.

### **2.3.5. Presentations & Observations at the Mentor Forums**

The third type of data collection carried out during my research process was participant observations at the mentor forums. But what is participant observation?

Participant observation is covered extensively in the ethnographic research-based texts, where this is a common research method to use. Within social sciences context to which business and management studies belong, Hagan (2002) and Yin (2004) discuss using participant observation in case study research.

Richards (2009) covers participant observation briefly in her book on qualitative research methods. Richards (2009, p. 40- 42) notes how,

*“We are all participant observers in all our life situations: that is, we participate and we observe. To turn an everyday life situation into qualitative data requires only one more step: to record those observations. But the skills of participating appropriately, observing acutely and recording richly what you have observed constitute a craft that takes a lot of learning. This is the craft of ethnography, and practised by anthropologists and field researchers. Records of participant observations are usually referred to as field notes. Such methods are used both in very small scale projects, where detailed understanding of process is required, and in sometimes formidable large-scale projects over time...whatever means you employ for making data, be aware that you are participating and observing. Any research act inserts you into the situation studied, and provides the opportunity to observe, even if the intention is that only quantitative records will be kept...”*

My initial presentation to the respondents was at the Mentor Forums in June 2012, which had the intention of involving me actively as a researcher. I presented myself briefly, as well as my research project. I also discussed how, when and what

involvement “what this will mean for you as participants”. Here, my role was as an active, as I am actively presenting self and my own research interests in the process of explaining what my future involvement in the project would be. I also had to aim to secure a “yes” from the mentor group participants to an initial six interviews during June 2012 and the remaining fourteen in autumn 2012. I also had a passive researcher role in this same mentor forum. This is because I sat and observed the rest of the mentor forum and wrote reflective notes afterwards. I could not record this mentor forum as I had not yet got the go-ahead from the participants to carry out research and collect data on them. The active role presentation secured this go-ahead.

**Table 2.3.4: Mentor Forums – my role as researcher & the data collection process**

Date	Role of researcher (if any)	Data collected	Supporting data
2 <sup>nd</sup> February 2012	No role – not involved in project at this date	None	Presentation slides from academic & external consultant*
6 <sup>th</sup> June 2012	a) Passive role - of observer b) Active role - own presentation	a) & b) None – not yet introduced to mentor group	a) Own field notes b) Own & others’ presentation slides*
22 <sup>nd</sup> October 2012	a) Passive role – of observer	a) Voice recordings & reflective notes	a) Own field notes & voice recordings b) Own & others’ presentation slides*
28 <sup>th</sup> January 2013	b) Passive role – of observer	b) Voice recordings & reflective notes	c) Own field notes & voice recordings d) Own & others’ presentation slides*
19 <sup>th</sup> March 2013	a) Active role – own presentation prepared b) Active role - Assisted mentor project group board member with SurveyXact questionnaire form	a) None b) Findings from survey presented at mentor forum	a) Own & others’ presentation slides* b) Survey results

At the following two mentor forums, I held a passive role of observer. I recorded all mentor forums and attended one of the two split out sessions at each of these events (one for mentors and one for protégés), after the first initial presentation and feedback round. This was a joint session that was run by the external business consultant and

academic expert on mentoring. So, their presentation material was also used as supporting data for these sessions. One of the drawbacks of my research method set-up and the lack of a second researcher on this project was my lack of ability to record and attend both break-out sessions. However, I did rotate between the two groups, between the two mentor forums which I attended. I also noted down feedback and summary points from the parallel sessions that had been run, following these two mentor forums. The final mentor forum was a “closing” event, held at a local restaurant. I did not attend this event, but I did prepare a summary set of slides for presentation beforehand, as well as discuss and present initial findings back to the mentor group board prior to the event. I also assisted in the board members preparing for this final event. As noted, much of the content was summary in nature and largely confirmed many of my initial findings, but from the viewpoint of the external business consultant and academic specialist from the area of mentoring. So, this process helped me to compare facts about the same issue across sources. The quantitative SurveyXact form was an additional process on top, which the mentor board members wished to carry out. So, I assisted in this process. The findings again confirmed much of my initial research findings regarding the mentor project itself. This was much easier data to analyse and feedback to the group than my identity and voice/silence analysis was within such a short timeframe of data analysis.

## ***2.4 Data Analysis***

As detailed in Section 2.3.2., the six initial interviews took place in the summer of 2012; the remaining 14 interviews took place in autumn 2012. Brief interview notes were written directly post-interview for all interviews. Any supporting company related documentation was also collected either before or directly after the interviews, where this could prove useful as supporting material to the interviews. Online web-based resources were also used during spring 2013.

The process of interview translation from Norwegian to English - the transcription process, took a research period of 3 months from early November 2012 to early February 2013. All voice recordings, interview transcripts as well as supporting interview notes and signed confidentiality forms for all respondents were then stored on both an external hard drive as well as to the software programme NVivo.



### **2.4.1. The NVivo software – data storage and qualitative analysis**

Richards (2009) and Silverman (2010) provided practical advice on storing the data and suggested useful qualitative research programmes that can be used to store and retrieve, as well as analyse and code the data. Such programmes are extremely flexible and allow a second data storage option to the researcher as well as the external hard drive. This secures the data on a remote server and guarantees a back-up of the files exist, should they be required. So, I used NVivo initially for safe storage of my data and supporting files.

My choice of using the NVivo qualitative software programme partly related to this software being available at the University of Agder. The programme was also supported by the university's IT department. The IT department also restrict access to other programme downloads on their university computers, so my choice was made easier. NVivo is specifically designed for qualitative researcher, so is it ideal for researchers who, "*handling and organizing documents, copies, and multimedia* (Edhlund, 2011, p. 11). NVivo is designed to help researchers organize their information for easy retrieval and analysis.

I used several handbooks in my process of understanding NVivo (Ehlund, 2011; Skorkjær Binderkrantz & Bøgh Andersen, 2011).

### **2.4.2. Initial data analyses: getting to grips with handling qualitative data**

Handling, storing and analysing qualitative data using NVivo was a new research process for me. Therefore, I consulted relevant practice-based literature (Berg, 2004; Glaser & Strauss, 1967; Richards, 2009; Silverman, 2010; Miles & Huberman, 1994) and found all extremely useful. But I noticed a grey zone - the split between those researchers advocating for a freer, open, inductive-based approach to coding and data such as Glaser & Strauss (1967) and their "tabula rasa approach." Similarly, the abductive approach to coding and data from Peirce (1929-1992) and advocated by Reichertz (2010) are also alternative strategies for data analysis using a grounded approach. This grounded approach to data analysis can be compared to for example Miles & Huberman (1994), Silverman (2010) and to a certain extent Eisenhardt (1989), who advocate a more neopositivist approach to the coding and analysis

process. This difference and others are covered well in a book chapter by Belk, Fischer & Kozinets (2013). The latter authors note how it depends which research tradition you come from. Belk, Fischer & Kozinets (2013) list five traditions which are common within qualitative consumer research and marketing fields being; a) the hermeneutic tradition, b) the postmodern tradition, c) the critical tradition, d) the semiotic tradition and e) the neopositivist tradition. Several of these traditions have already been discussed in terms of existing research frameworks in the identity literature by this author, including a) the positivist, b) the hermeneutic and c) the postmodern traditions.

Now, my own research strategy and focus is on the hermeneutic with some findings possibly being critical. However, I am aware that the neopositivist approach is much more widespread within much business and management literature and has been applied in international business contexts. When reading about coding and data analysis processes, I was aware of this split. But I also started coding based on important constructs in the data, along with the causes and consequences of that construct as discussed by Silverman (2011). But I wanted to retain a close connection to my discourses and the sense-making and meaning processes that the individual respondents gave to their own voice, silence and identities within their work contexts. I also wanted to find out what influence, if at all, the mentor relationships played for both mentor and protégés managers within their own organizations. So, I needed to start to code and analyse the data, but needed to develop a coding and data analysis strategy that fit this twin aims within the data; a) remaining within the hermeneutic tradition, whilst b) allowing some elements of the analysis to be more neopositivist/ use a variance-based approach. Was this possible? The remaining paragraphs of this section show the steps that I took in my initial data analysis.

So, I started the process of using NVivo early in my research process. I first used NVivo to code and analyse the initial six interviews, during the summer of 2012. In doing so, I gained practical, hands-on experience of using NVivo.

My initial coding process can be described as follows;

1. First I started the process of attempting to code **and analyse in-case**, for each of six individual case studies. So, I carried out “key word search” processes using the NVivo software with one of the case transcripts open in the programme at any one time. I searched for key words such as “voice” “silence”

“identity” “I”, “me”, “you”, “us”, “them”, “role”, “age”, “outcomes” initially. I tried to code for the relevant key words. But the actual results of this analytical process did not produce any useful evidence. For example, in some “key word searches”, the coding process pulled up many words throughout the text to code, such as in the words “I” and “me”, whereas for key words searches on “voice and/or silence pulled up few items for coding. As I had carried out all the interviews myself as well as having transcribed all interviews, I knew that the respondents had directly discussed voice / silence for example, as well as identity, so I instead needed to understand what verbal or contextual cues they were using in their actual discourses.

2. My second stage in the **in-case analysis** involved printing off the initial first six sets of transcript data and trying to discover how and ways in which the individuals used discourse cues when discussing key constructs or themes. For example, in what sense and how, in terms of language, did everyone discuss examples of work-related social identity or voice or silence behaviour? I read through each individual case with a view to where voicing was mentioned, where silence was mentioned, where identity was mentioned and how this was discussed. So, I followed a different **in-case analysis process** on an individual case-based manner.
3. I then went back to coding for some of these new “key word searches” through NVivo in an in-case individual basis. Again, these results of this process did not reveal useful analysis. Instead, what I did discover through this **individual in-case analysis** was how relationships between the key constructs, such as identity, work-related social identity, voice or silence behaviour, mentoring and outcomes were revealed in language markers and cues in entire sentence structures and sometimes paragraphs of analysis within the discourses.
4. **The initial in-case analysis** allowed me to see just where each of the respondents discussed certain themes. I understood from this process of how much the respondents answered questions specific to the question at the interview question versus how much they also discussed voice/silence and work-related social identity in other sections of the transcript data. I found that most data were answered specific to the question, but that I should first re-read each individual case transcript data and carry out a “key word search” for the new work-related social identity, voice and silence cues revealed through my initial analysis to ensure that I had captured all the findings.

5. At the level of **individual in-case analysis**, I added separate nodes for each of the demographic and work-related markers or categories for each respondent – age, gender, number of children, educational level, current role, previous roles (within same company) and previous roles (external to current company). I also categorised whether the respondents were mentors or protégés on the current project.
6. **At the cross-case level of analysis**, I then saved this demographic, company and work-related roles data to a separate Excel spreadsheet to compare across the cases. I split this analysis by company and by protégé and mentor grouping to gain further understanding about the similarities and difference between the 20 individual cases. For example, when splitting by protégés and mentors, did this analysis reveal any evidence of “what background the mentor has” and “what background the protégé has” and whether these backgrounds are typical backgrounds of mentors and protégés from the mentoring literature? What did the initial analysis reveal in terms of company belonging?
7. I took a decision at this point in my analysis to omit this initial set of findings – at the self-identity level. This was because, unless very generalised, it would reveal the identity of several of the individuals taking part. As the project is covered by a confidentiality agreement made between both parties, the decision to omit was the right ethical decision to take.
8. Back at the **individual in-case level**, I then started to code all answers per question for each respondent to individual nodes and sub nodes. The sub nodes revealed answers to each question, where discussed. I started by carrying out **individual in-case analysis** of all 10 mentors in the project. I then carried out the same process for all 10 protégés on the mentor project. At this stage, I decided to split the groups of answers under separate nodes and sub nodes in the data per question – between the protégés and mentors. **This allowed for cross-case analysis** both at the individual (20 cases) as well as group levels (10 mentor and 10 protégés). It allowed me to also swiftly extract data per theme or set of data into Excel to check for similarities, differences and whether there were further underlying themes revealed in the data. I also had the flexibility here to re-order the **analysis cross-case** by for example individual-level demographic and work-related markers such as age, educational background, gender, current and past roles, management level as well as looking at external influences such as company size (A-L) and industrial network. Throughout, I had a view on what the data analysis was revealing to me. But I also wanted to

ensure that I had rigorously checked for alternative explanations for the findings. I also carried out full cross-case analyses of all twenty cases to ensure that this did not reveal new, interesting subthemes in the data. It did not.

9. The decision to split the sample between mentors and protégés was because this analysis, plus checks for alternatives, provided the best set of data analysis from which to discuss the findings from both a mentoring as well as a work-related identity and voice/ silence perspective. I had previously carried out the company data analysis at this same point in time and split the respondents up per company, to check whether company belonging could provide a stronger set of findings evidence for explaining what the data revealed in terms of work-related social identity, examples of voice or silence as well as the individual outcomes revealed. This is to test the effect of organizational culture and company size/ ownership structure on voice or silence.
10. I made notes throughout this process of key themes raised and saved these to other Nodes.
11. I decided to analyse the remaining 14 interviews with a **cross-case** split between mentors and protégés and to answer one per question, per node. This would then allow me to quickly get an overview on screen of both the mentor and protégé side of the data, per question. Other themes raised, other relevant comments relating across the initial questions, were saved to Nodes outside the main Node structure of the interview guide.
12. I tabularised the findings using an Excel spreadsheet – splitting between the three protégé manager respondents and three mentor manager respondents for summary purposes.

This allowed me to play with the initial six interview data and decide what might be the best way of handling and coding the full set of data from autumn 2012 in early spring 2013.

This process also allowed me to reflect on the initial data and findings, and to check that the respondents were answering key questions in the sections as I planned for them to do. It also checked that the interview guide set up “seemed to made sense” in the minds of the respondents in terms of its’ structure. I had the opportunity to reflect on and ask myself whether the interview guide was working as planned. Thankfully, this seemed to be the case and I was more assured that the remaining 14 interviews would also yield some useful discourses for the data coding and analysis processes.

These remaining interviews were carried out in autumn 2012 and fully transcribed and translated to English by the start of January 2013.

With the full set of interview data completed in January 2013 and uploaded to NVivo, my next partial goal was to provide initial findings from the questions and answers relating directly to mentoring and the mentor relationship. The coding structure was already trialled and tested in autumn 2012, so this data proved clean to code, manage and analyse based on the following the interview question structure proposed and discussed above.

This part of the data was presented first at a mentor group board meeting, followed by a Forskerforum presentation. A presentation was then provided to the mentor group board members for presentation to the respondents at the final Mentor Forum. This final Mentor Forum was held in March 2013. These two processes allowed me to seek; a) member review from the mentor group board as well as the respondents at the final Mentor Forum and b) peer review from Forskerforum – relevant university and research staff local to the University of Agder. This checked the mentoring section of my data, which was often standalone from the identity, voice and silence findings.

NVivo proved extremely useful for collating my interview data and allows for all data to be stored in one place. NVivo allowed me to store all data in one place; the digital voice recordings of the interviews, the interview transcripts, key relevant documents, recordings from the mentor forums. I could also code and analyse the interview transcript data regarding voice, silence and identity from here as well.

I also “saw” the data better myself, through using Excel spreadsheets. Excel sheets functioned better for my own needs due to greater stability, ease of use, availability outside of the office environment, and due to better capacity for visualization of data in comparison work.

### **2.4.3 Remaining data analysis: continuing the data analysis process**

I continued to follow the same data analysis process as discussed above at 2.4.2 as processes 1.to 12. for the remaining 14 interviews. Another stage of analysis added at this later stage of the data analysis process was to explore whether any of my findings could be coded and analysed per existing relevant literatures and with a view to gaps in the existing research from; a) the voice behaviour literature (Morrison, 2011; Liu et.

al, 2010) b) the issue-selling upwards literature (Dutton et. al, 2001 Piderit & Ashford, 2003) as well as c) the silence behaviour literature (Morrison & Milliken, 2000, 2003). So, I further coded examples of voice behaviour to separate nodes and sub nodes related to existing constructs across these literatures to draw more complex findings with a base in gaps proposed by existing literatures. I also wanted to explore in the data whether these existing codes also fit to this Scandinavian sample. I also wanted to explore the extent to which I could build on and add to existing theory in relevant research areas.

I again saved many of the initial key themes and discourses in the data across to Excel spreadsheets, which I found easier to handle, reflect on and see patterns between the cases much easier than doing so on screen. I could search for a theme in the data or keyword easily using NVivo, but found it better to then cut and paste related discourses across to Excel spreadsheets and print out the findings. This is possibly due to my age and prior experience. But this process also allowed me to quickly draw and create summary tables of the findings.

The data split between mentors and protégé proved the most useful split to make in my own data. Of course, it was harder to pursue a strictly variance-based approach at an individual level of identity. It goes against the nature of identity research to suggest that what is a base of a person, how they describe and discuss themselves can be “grouped together”. Individual identities are individual identities and so to attempt to do more than provide 20 separate individual cases and compare across the 20 individual cases. So, I have multiple case data, but at an individual level of analysis (Eisenhardt & Græbner, 2007). I could code together similarities and differences between individual respondents and compare aspects of work-related social identity where they described similarly and difference within the discourses. However, I did not want to state that I could draw conclusions regarding cause and effect relationships based on these findings. I just wanted to explore how the individual respondents described themselves in the discourses, how they sense-made themselves. Instead, I chose to split other elements of the data, such as the examples of voice and silence in the workplace, voice, mentor project data according to similarities and differences between the two main groups within the data; between the mentors and the protégés.

In the case of two respondents, individual case studies were written. However, I found

050514\_10 mentors.rmp - NVivo

File Home Create External Data Analyze Query Explore Layout View

Look for: Question B1\_e\_S

### Question B1\_e\_Similarities and differences from others work with

Name	Sources	References	Created On	Created By	Modified On	Modified By
Question B1_e_Similarities and Differences from others that you work with_MENTORS	10	51	08.04.2013 12:59	LMW/	06.06.2014 13:41	LMW/
Question B1_e_Similarities and Differences from others that you work with_PROTEGES	10	12	28.02.2013 09:52	LMW/	05.06.2014 22:50	LMW/
Social Identity Theme A1_M AND P	1	1	13.05.2016 13:19	LMW/	13.05.2016 13:20	LMW/
SIT_A1_P_Technically trained	1	1	13.05.2016 13:21	LMW/	13.05.2016 13:21	LMW/
Social Identity Theme A2_M and P	17	23	13.05.2016 13:02	LMW/	13.05.2016 13:02	LMW/
SIT_A2_P_Relational	5	7	13.05.2016 13:22	LMW/	13.05.2016 15:43	LMW/
SIT_A2_M_Relational	3	3	13.05.2016 14:33	LMW/	13.05.2016 15:50	LMW/
SIT_A2_P_Learning to balance both sides of self	3	5	13.05.2016 14:39	LMW/	13.05.2016 16:25	LMW/
SIT_A2_Rational_P	2	2	13.05.2016 13:03	LMW/	13.05.2016 15:55	LMW/
SIT_R2_M_Balances relational and rational aspects of self	2	2	13.05.2016 15:45	LMW/	13.05.2016 15:52	LMW/
SIT_R2_Rational_M	2	4	13.05.2016 15:48	LMW/	13.05.2016 15:53	LMW/
Social Identity Theme A4_expected female and male ways of working	6	7	13.05.2016 13:32	LMW/	13.05.2016 13:52	LMW/
SIT_A4_M_Difference between self and other men at work	0	0	13.05.2016 14:16	LMW/	13.05.2016 14:18	LMW/
SIT_A4_M_Difference between self and other women at work	2	2	13.05.2016 14:17	LMW/	13.05.2016 14:28	LMW/
SIT_A4_P_Difference between self and other male managers	2	3	13.05.2016 13:52	LMW/	13.05.2016 14:06	LMW/
SIT_A4_P_Difference between self and the women at work	2	2	13.05.2016 14:07	LMW/	13.05.2016 14:09	LMW/
Social Identity Themes_A3_M and P	5	8	13.05.2016 12:46	LMW/	13.05.2016 12:53	LMW/
SIT_A3_P_Male manager oversees with power	2	2	13.05.2016 12:52	LMW/	13.05.2016 12:59	LMW/
SIT_A3_P_Management trained manager oversees with power_P	0	0	13.05.2016 13:08	LMW/	13.05.2016 13:08	LMW/
SIT_A3_P_Technical trained manager oversees with power	1	2	13.05.2016 13:07	LMW/	13.05.2016 13:30	LMW/
SIT_A3_M_Men oversees with power	1	1	13.05.2016 16:07	LMW/	13.05.2016 16:07	LMW/
SIT_A3_M_Technical trained manager oversees with power	1	1	13.05.2016 13:15	LMW/	13.05.2016 15:58	LMW/
SIT_A3_Management trained manager oversees with power_M	1	2	13.05.2016 16:00	LMW/	13.05.2016 16:02	LMW/
Social Identity Themes_A5_M and P	0	0	12.05.2016 13:45	LMW/	12.05.2016 18:18	LMW/
A5_People you trust to get the job done_Like me_M	2	2	12.05.2016 13:50	LMW/	12.05.2016 13:52	LMW/
A5_Shared similarity to other Nonnegians in the company system_M	1	1	12.05.2016 13:45	LMW/	12.05.2016 13:48	LMW/
A5_Shared long work experience together_M	2	2	12.05.2016 13:47	LMW/	12.05.2016 13:48	LMW/
Social Identity Themes_A5_Protoges	3	3	12.05.2016 14:22	LMW/	12.05.2016 14:37	LMW/
A5_People you trust to get the job done_Like me_P	2	2	12.05.2016 14:27	LMW/	12.05.2016 14:27	LMW/
A5_Shared history, background and experience_P	1	1	12.05.2016 14:35	LMW/	12.05.2016 14:36	LMW/



this process less relevant for my own purposes. Having been actively involved in my own research process, I already knew the individuals enough “in my head” and found I was not overlapping between the different “cases.” This was an individual decision that I took. I had also taken the decisions at this stage not to follow strictly a case study research format (Yin, 2003; Gomm, Hammersley & Foster, 2002; Eisenhardt, 1989; Eisenhardt & Græbner, 2007). An example final coding scheme is shown in the screenshot on the previous page. This shows the final coding scheme created for the social identity data analysis process. This shows the social identity data coded and broken down into the separate themes which are further discussed in Chapter 5 of this thesis.

## ***2.5 Planning for trustworthiness***

Planning for trustworthiness is the final stage in Lincoln & Guba’s (1985, p. 225) design considerations for a “naturalistic” qualitative study. But what is trustworthiness? What does it mean and what are its’ equivalents in conventional quantitative empirical studies within business and management studies?

In quantitative research, researchers test hypotheses and data according to four measures (Cook & Campbell, 1979). These four measures are discussed by Cook & Campbell (1979) as being internal and external validity, reliability and objectivity. There are alternative measures for gauging the “trustworthiness” of qualitative research, where “trustworthiness” of the design stands in focus instead of being based on internal and external measures. “Trustworthiness” (Guba & Lincoln, 1989) is based on judgement of the research design as discussed in this methods chapter. The corresponding terms in naturalistic inquiry (Guba & Lincoln, 1981) are credibility, transferability, dependability and conformability. The table shown on the following page summarises these two approaches against one another.

I now discuss ways in which my own research design is dependable, confirmable, credible and transferable.

## 2.5.1 Designing for trustworthiness in this research

### 2.5.1.1. Dependability & Confirmability

Other further checks on the “trustworthiness” of the data are through using Guba & Lincoln’s (1989) “audit trail” above – which checks both the **dependability and confirmability** of the data in seeking to improve “trustworthiness.”

- To keep an audit trail:

Within this study, I have maintained a meticulous record of the process of the study with the aim for other researchers to be able to re-trace my steps and reach the same conclusions. From “letter of introduction”, “presentation slides to mentor board members” presentation slides to mentor forum delegates - the respondent in the study”, “sample interview guides”, “sample email correspondences” & “sample interview transcripts” have been omitted to ensure confidentiality for the respondents. However, a research trail of these documents does exist and related documents and coding can of course be checked by other researchers in the process of “guaranteeing an audit trail” and “the trustworthiness” of the research process.

### 2.5.1.2 Credibility

In terms of **credibility**, I have frequently used;

- Member checks:

As a part of my research process, I planned upfront to send out all written narratives to the respondents via email. However, feedback from early respondents during the pilot interviews was that this was “a waste of time, when little of the original transcripts would end up getting used.” It was agreed with this respondent that “interpretations derived from the data” as well as a later draft copy of the “findings where appropriate” would be sent back to the respondents for confirming the accuracy and credibility of the findings. Following this interview, all respondents were asked upfront whether they would like a copy of the full written narrative returning to them via email. Only one respondent requested this, to reflect more on what was said/ raised during the interview. Otherwise, all respondents agreed to the latter agreement. A copy of all published material was also promised to be sent to the respondents. This process has

**TABLE 2.5.1: Comparison between conventional scientific validity tools and those of social constructivist studies.**

This table has been compiled from texts drawn from Guba & Lincoln, 1989, p. 228 – 251)

Cook & Campbell (1979, p. 37)	Description	Guba & Lincoln (1989, p. 236-42)	Description
Internal validity	The extent to which variations in an outcome or dependent variable can be attributed to controlled variation in an independent variable.	Credibility	The constructed realities of respondents and the reconstructions attributed to them should be checked via 1) prolonged engagement, 2) persistent observations, 3) peer debriefing, 4) negative case analysis, 5) progressive subjectivity, 6) member checks
External validity	The approximate validity with which we infer that the presumed causal relationship can be generalized to and across alternative measures of the cause and effect and different types of persons, settings and times.	Transferability	An empirical process for checking the degree of similarity between sending and receiving contexts. The burden of proof lies on the inquirer. Transferability is always relative.
Reliability	A given study's (or instrument's) consistency, predictability, stability, and/or accuracy, and the establishment of reliability for a given study typically rests on replication, if every repetition of the same, or equivalent, instruments to the same phenomenon will yield comparable results.	Dependability	The technique for documenting the logic of process and method decisions is a dependability audit – a fiscal audit. This explores a) the extent to which the process is an established, traceable and documentable process – <i>a judgement about the process</i> , and b) to what extent various data in the bookkeeping system is confirmable? See confirmability below
Objectivity	The positivist demand for neutrality requires a demonstration that a given inquiry is free of bias, values, and/or prejudice. This ensures the quality and appropriateness of the inquiry process.	Confirmability	Data (constructions, assertions, facts, and so on) can be tracked to their sources, that the logic used to assemble the interpretations into structurally coherent and corroborating wholes is both explicit and implicit in the narrative of case study. The fiscal audit is concerned with attesting to the quality and appropriateness of the accounting process. The examination is basically the dependability audit.
Criteria	Can be grounded -rooted	Criteria	Based on the trustworthiness of the data/ research study

already been carried out in the form of a level 2 book chapter in 2015 (Whitehead & Falkenberg, 2015). The citations quoted throughout the findings chapters have been sent out to each of the respondents in January and December 2016 and citations have been amended in line with the feedback received. These edits have been minor.

I have also presented early initial findings back to the mentor board (August 2013), as well as to the respondents via a presentation delivered at the final Mentor Forum. I later presented my own full presentation to the mentor group board itself. This confirmed the accuracy of my own evidence. Credibility of my findings was also confirmed in the data and conclusions drawn by both an external business consultant expert as well as a UiA academic who was also involved heavily in the mentor project. I also assisted a member of the mentor board in creating their own internal SurveyXact questionnaire form which confirmed some of my initial findings in a qualitative format. As such, I maintained an active and involved role with both the mentor board members as well as the respondents throughout my research process. I also guaranteed triangulation of my data for this small sample of respondents.

- Triangulation: *“Triangulation refers to obtaining data from multiple and different sources as a means of corroborating evidence and illuminating a theme or a theory.”*

This study has utilized a range of triangulation methods, some of which are already discussed above. Through maintaining a good relationship with both my respondents as well as the mentor group board, I could confirm the accuracy of my data as well as triangulate some of my own findings. I also triangulated through using two primary data collection methods; a) in-depth interviews and b) observations during mentor forums. Secondary data was gathered via the internet, regarding company details, size, ownership structures, and company structures, countries of operation, as well as any written product pamphlets / information being compiled to form background evidence, or inform the interview transcripts should this be required.

- Peer review or debriefing

I have had regular updates and peer review sessions as part of the UiA programme in International Business programme, and so have become used to standing and presenting a Seminar Update as a part of this continuing review process. My last

Lunch Seminar was on attended by approximately 25-30 PhD-students, faculty and Agder Research Institute researchers. Thankfully, feedback and peer review processes have been in-built into my research programme.

Externally, I have also presented my initial findings at an internal Research Forum “Forskerforum” at Agder Research Institute a month prior to the Final Mentor Forum. This was an opportunity to present my research to a relevant, external audience who would also have a keen eye on the research process and clarity of the findings.

A book chapter (Whitehead & Falkenberg, 2015), also summarizes partial data from this fuller study, has been written together with my supervisor, Joyce Falkenberg. This has been published in a Level 2 publication. This has gone through a peer review process lasting six months. This chapter has also been sent to all respondents as well as the mentor group board, which again provides a check on the confirmability, dependability as well the credibility of this fuller PhD study. This also says something about the transferability of this study to other types of studies in the sense that the data is more generalizable to extended contexts and audiences. This researcher hopes that the study has been set up in such a way to ensure findings can be repeated by other researchers in similar contexts. Findings may differ from nation to nation.

- Negative case analysis

Throughout the data analysis process, I have attempted to search for alternative explanations for the findings. I have tested alternative research questions and factors such as gender, age, company to check for alternative hypotheses. I also tested alternative existing models within the employee voice literature to see whether they fit my data. My interview guide was also set up so that respondents could answer either positive, negative or no change in answer – where this would be relevant. I also set up the study to ask about positive (voice) and negative (silence), so I kept an open mind throughout my process. I aimed for balance throughout the study and did not want to presume a positive bias on my data, which was “positively” loaded from the positive learning and developmental role that the mentoring context should play. I aimed for balance in my data throughout.

- Progressive subjectivity

As my above statement shows, I also aimed to maintain positive subjectivity throughout my research process. I did not presume through the data collection process that there were differences between how male and female managers voiced within their organizations for example, even though I believed upfront that my findings may point to this taking place. I did not presume differences in social identity at work between male and female respondents, but I did expect to find them. I did not presume a positive change orientation. I opened for negative and no change being described for resulting action. These are just a few of the ways in which I attempted to obtain progressive subjectivity.

The above bullet-points show that I have considered matters of credibility, transferability, confirmability and dependability throughout this study. Other types of studies would of course have allowed for 1) prolonged engagement and 2) persistent observations, but these may have been more longitudinal or possibly process-oriented, “change over time” studies in business and/or management or ethnographic studies in the mainstream social sciences literature.

## **2.6 LIMITATIONS OF THE METHOD CHOSEN**

### **2.6.1 No Second Researcher / research assistant on the project**

One of the main criticisms that I have to my own research process is that another researcher was not involved in either the data collection at the mentor forums or for the translation and transcribing work. This would have ensured accuracy of the transcripts. However, the downside of carrying out this process would have opened up for a breach of confidentiality, which I was not willing to risk. Positively, having a second researcher would have shortened the time taken for transcripts to be translated. Importantly, it would also have allowed for data analysis to have been shared and a second person to provide their own reflections, findings and theoretical input on this project. But as noted, then confidentiality agreements would have been broken. The second researcher would also have required a high degree of both Norwegian and English language skills upfront, on a project with a tight time-frame for data collection. It would have been difficult to find such a researcher at short notice.

### **2.6.2 No check of transcripts by the respondents**

I opened for all recipients to send a copy interview transcript, for editing/ revision, but several decided at an early stage that they did not want a copy transcript to be sent. Two respondents did request the English transcripts and I sent these via email. Instead, this group of respondents preferred to be kept involved in later research stages of the thesis/ paper editing process, that is to keep an open research process with me more towards the final stages of the project/ at the research output stage, rather than during the transcription process.

### **2.6.3 Sample – lack of country comparison**

It would have been useful to have also studied a comparable mentor group, for example, in another country such as the USA or UK, where the position of women is institutionally much weaker. Women in the UK and USA achieve fewer positions of power in either politics or business and child-care policies and arrangements are not as universal and often are more “ad hoc” and cost more for the user/ consumer in these two countries. There is also a lower level of unionisation in both countries, which might also influence “felt risk of voicing/ decisions to remain silent”. However, this has not been within the scope of this study. The data is complex enough and the chances of finding such a programme existing elsewhere in the world, with exact fit, are rather slim. Lack of country comparison is a limitation of the current sample chosen.

#### **2.6.4 Generalizability**

As with many qualitative studies, the findings are generalizable to theory, not to population. In this sense, generalizability is achieved by capturing the relevant constructs and relations between them as part of my model development and then positioning these constructs and relations vis-à-vis existing related theories and their own predictions.

#### **2.7 Chapter Summary – Research design**

In Chapter 2, I have now fully discussed the research design and methodology selected and applied to my research thesis topic or themes selected. I started out by detailing my initial research strategy as well as discussing why and how I selected my research context of a mentoring project group. I then discussed the data collection processes that I undertook between spring 2012 – spring 2013. I also cover the reasons for my choice of data collection method under each section of the data collection sections. I also discuss the following data analysis process that I undertook from spring 2013 – summer 2015. Finally, I discuss ways in which I improve for trustworthiness in this current study as well as discussing some of the limitations of the methods which I chose to use.

The following appendices discussed throughout Chapter 2 can be in the Appendix.

Appendix 1 – Generalised Sample Data

Appendix 2- Letter of Introduction - English/ Norwegian

Appendix 3 – Sample Interview Guide – Mentors – English

Appendix 4 – Sample Interview Guide - Protégés - Norwegian

Appendix 5 – Letter of Confidentiality – Norwegian/English

Appendix 6 – Proposed Project Plan



### 3 LITERATURE REVIEW

This study is anchored in the employee voice/ silence behaviour literature and around two existing research models. The first model relates to voice behaviour as proposed by Morrison (2011) and the second considers silence behaviour espoused by Morrison & Milliken (2000, 2003). This chapter starts by reviewing the themes of voice and silence at Section 3.1. In this subsection, “what we mean by voice?” and “what we mean by silence?” these themes are discussed in relation to relevant definitions and constructs based on existing literature from these fields. Relevant models are also discussed during this subsection.

Section 3.2 then discusses the proposed antecedents of both voice and silence behaviour for individual employees. At Section 3.3, proposed outcomes of both voice behaviour and silence behaviour are discussed at the individual, as well as the group and/or organizational levels. The review then moves on to identity literature and towards gaining an understanding of how individuals see or define themselves at work. How individuals define themselves as firstly; *a) similar to others who they work with*, then afterwards, who they *b) describe themselves as being different from*. This requires a brief review of literature in other streams or fault-lines within research on identity (Vignoles et al, 2011), before concentrating the review on social identity literature.

The review also covers gendered work-related identities in management as well as positive identities at work (Roberts Dutton, 2009; Golden-Biddle & Dutton, 2012) and negative identities at work (Ashcraft, 2005; Ehrenreich, 2009; Learmonth & Humphrey, 2011). The identity section of this review closes by covering possible selves (Markus & Nurius, 1986). This has been included as it ties in with the research context for the current study, which is a business mentoring programme. This context is discussed further in Chapter 4. Linkages between identities, voice/silence and outcomes are discussed within each subsection of this chapter as and when they are relevant.

My own interests lay in discovering whether there are any linkages between the individual’s own perceptions of self in the workplace and their own voice/silence behaviour. I am also curious to ascertain how individuals discuss their own outcomes of voice/ silence behaviour as well as those discussed outcomes for their own group

and/or organization. Chapter 3.5 summarises by drawing potential research contributions and offers suggested research questions as well as a model and research agenda.

Chapter 3 is split into the following themes:

**3.1 Voice and Silence Behaviour**

**3.2 Antecedents of Voice and Silence Behaviour**

**3.3 Outcomes of Voice and Silence**

**3.4 Identity and “Work”: Theoretical Background, Constructs and Themes**

**3.5 The “Work” Context: Social Identity, Voice/Silence and their Outcomes**

***3.1 Voice & Silence Behaviour***

Anybody who has worked in an organization or business knows that some themes or topics can be talked about openly and freely, whereas others are closed topics or themes of discussion. Sometimes these closed themes are harmless, unimportant and historic within the company or organization. They may be perceived as “silly topics to remain silent about” by others external to the organization or to new employees. On other occasions the topics or themes can be dangerous, damaging or downright unethical; with consequences or potential outcomes that can impact negatively on individuals, groups, organizations, and even on external stakeholders.

What does it mean when we discuss “opening up towards positive voice climates” versus “closing down and creating climates of silence”? What does it mean for the individuals working in processes? How does it affect outcomes for both individual employees working in processes as well as their groups or organizations? These are all surely themes that everyone can understand and interpret without studying them. Or do they?

My first aim in Section 3.1 is to review the existing management literature to understand what voice behaviour is. This review is found at Section 3.1.1. Whilst Section 3.1.2 reviews the existing management literature to understand what silence behaviour is.

### 3.1.1 Voice Behaviour

Having read Hirschmann's (1970) classic book "Exit, voice, loyalty", I was interested in understanding what internal voice behavioural processes occur at the micro- or individual level for managers in their day-to-day operations. I was keen to discover what led managers to either; *a) voice* or *b) remain silent* about given topics or themes at work. I was also eager to ascertain what these behaviours were and whether they were already conceptualized in the existing management literature. If you can understand voice behaviour, and the mechanisms behind even possibly voice processes I reasoned, then perhaps you can understand why so few managers/ employees dare to risk 'voicing out' at work. This is particularly the case for issues where there are clear breaches of ethical codes for example, or in cases of corruption and bribery. What motivates employees to voice? What motivates employees to remain silent?

I am also interested in themes of diversity in leadership and wanted to consult existing business and management literature to consider their findings. Firstly, regarding what impact gender plays (if any) on voice and silence behaviour or possibly processes. And secondly whether there was any evidence of employees, including managers, being silenced or ignored whilst others were actively encouraged to express their opinions or views about given topics, or issues.

My attention was drawn to Morrison's (2011) review article from the Academy of Management Annals. Morrison (2011) has carried out a full review of the employee voice behaviour literature. Morrison (2011) also summarises well both the existing business and management literature on both voice behaviour as well as other related themes.

These existing definitions of voice are shown on the following page. These have been reproduced from Morrison (2011, p. 376):

**Figure 3.1.1 Existing definitions of Voice (Morrison, 2011)**

Table 1	Definitions of Voice
Article	Definition
Van Dyne and LePine (1998)	Promotive behavior that emphasizes expression of constructive challenge intended to improve rather than merely criticize. Making innovative suggestions for change and recommending modifications to standard procedures even when other disagree. (p. 109)
LePine and Van Dyne (1998)	Non-required behavior that emphasizes expression of constructive challenge with the intent to improve rather than merely criticize. (p. 854)
Van Dyne, Ang, and Botero (2003)	Intentionally expressing rather than withholding relevant ideas, information, and opinions about possible work-related improvements. (p. 1360)
Premeaux and Bedeian (2003)	Openly stating one's views or opinions about workplace matters, including the actions or ideas of others, suggested or needed changes, and alternative approaches or different lines of reasoning for addressing job-related issues. (p. 1538)
Detert and Burris (2007)	The discretionary provision of information intended to improve organizational functioning to someone inside the organization with the perceived authority to act, even though such information may challenge and upset the status quo of the organization and its powerholders. (p. 869) Verbal behavior that is improvement oriented and directed to a specific target who holds power inside the organization in question. (p. 870)
Tangirala and Ramanujam (2008b)	Employees' expression of challenging but constructive opinions, concerns, or ideas about work-related issues. (p. 1189)

Based on the definitions of related themes shown above, Morrison (2011, p. 376) the following integrated conceptualization of voice has been provided;

*“Discretionary communication of ideas, suggestions, concerns, or opinions about work-related issues with the intent to improve organizational or unit functioning.” (Burris, Detert, & Chiaburu, 2008; Detert & Burris, 2007; Detert & Trevino, 2010; LePine & Van Dyne, 1998; Tangirala & Ramanujam, 2008b; Van Dyne, Ang, & Botero, 2003; Van Dyne & LePine, 1998)” Morrison (2011, p. 375)*

The definition encompasses *voicing upwards*, such as to one’s boss or senior manager or *voicing across* to team-mates. This upwards versus lateral voicing has also been

Construct	Definition	Relationship to Voice
Issue Selling (Ashford et al., 1998; Dutton & Ashford, 1993; Dutton et al., 2001)	Attempts to call the organization's attention to key trends, developments, and events that have implications for organizational performance.	A subset of voice, focused specifically on information about organization-level strategic issues or opportunities.
Whistle-blowing (Miceli & Near, 1992; Miceli et al., 2008)	The disclosure by organizational members (former or current) of illegal, immoral, or illegitimate practices under the control of their employers, to persons or organizations that may be able to effect action.	Broader in that it includes not just communication within the organization, but also externally. Narrower in that it focuses on just information about inappropriate activities.
Upward communication (Athanassiades, 1973; Glauser, 1984; Roberts & O'Reilly, 1974)	The transference of information from lower to higher members in an organizational hierarchy.	Broader, as it includes any communication between subordinate and supervisor (e.g., task related communications, requested information).
Voice as a response to dissatisfaction (Rusbult et al., 1988; Withey & Cooper, 1989)	Any attempt at all to change, rather than escape from, an objectionable state of affairs. Actively and constructively trying to improve dissatisfying conditions	More narrow in that it focus on just "dissatisfying conditions" but broader in that it includes any and all efforts to address the issue of concern (not just speaking up).
Prosocial organizational behavior (Brief & Motowidlo, 1986)	Behavior which is performed by an organizational member, directed toward an individual, group, or organization with whom he or she interacts while carrying out his/her organizational role, and performed with the intention of promoting	Two of the 13 identified types of prosocial organizational behavior reflect voice: suggesting procedural, administrative, or organizational improvements, and objecting to improper directives, procedures, or policies

Construct	Definition	Relationship to Voice
	the welfare of the party to which it is directed.	
Voice as conceptualized within the HRM and ILR literatures (Dundon et al., 2004; Spencer, 1986; Wood & Wall, 2007)	A variety of ways in which employees, individually and collectively, express dissatisfaction, try to change a problematic situation, or become involved in organizational decision making (e.g., grievance filing, collective bargaining, suggestion systems, work councils).	A broad and multi-dimensional construct focused on formal mechanisms that allow for voice rather than the behavior of voice itself.
Voice as a component of procedural justice (Bies & Shapiro, 1988; Tyler et al., 1985)	The degree to which a decision procedure gives those affected by a decision an opportunity to express their views about how the decision should be made.	The opportunity to voice, as reflected in decision processes. Does not imply that employees have availed themselves of this opportunity by engaging in voice behavior.
Silence (Morrison & Milliken, 2000; Pinder & Harlos, 2001)	Conscious withholding of information, suggestions, ideas, questions, or concerns about potentially important work or organization-related issues, from persons who might be able to take action to address those issues.	The choice to <i>not</i> engage in voice, despite having potentially important or valuable information to share.

**Figure 3.1.2: Definitions of related constructs to voice (Morrison, 2011, p.378 - 379)**

confirmed by Liu et al. (2010), using a Chinese research context. Morrison (2011) notes how these twin directions have been the general directional foci of the research to date.

Morrison also discusses related constructs including; *a) issue selling, b) whistle-blowing, c) upward communication, d) voice as a response to dissatisfaction, e) prosocial organizational behaviour, f) voice as conceptualized within the HRM and ILR literatures, g) voice as a component of procedural justice and h) silence.* These related concepts are defined in the following table entries, again reproduced here from Morrison's (2011, p. 378-379) paper;

Morrison (2011) also provides a theoretical framework for understanding factor inputs (antecedents), voice processes and consequences (outcomes) of employee voice behaviour. These outcomes are further broken down into;

- a) *individual-level consequences* (outcomes) as well as
- b) *group and/or organizational consequences* (outcomes) within the model.

Yet, in terms of employee voice behaviour & implications for the organization, Morrison (2011, p.374) states how;

*“Employees continually face choices of whether to voice or remain silent about important workplace issues. Moreover, the ways in which they resolve these choices can have significant implications for organizational and team performance.”*

Morrison’s (2011) model shows relationships between Contextual Factors and Individual Factor Inputs, Voice Behaviour and Individual as well as Group/Organizational-level Outcomes. Morrison’s (2011) model aims to integrate existing voice theory. As the figure shows, there are two key outcome-related considerations taking place in the individual’s “Voice Behaviour.”

The first is *“perceived efficacy versus futility of voice or, “the individual’s judgement about whether speaking up is likely to be effective.”*

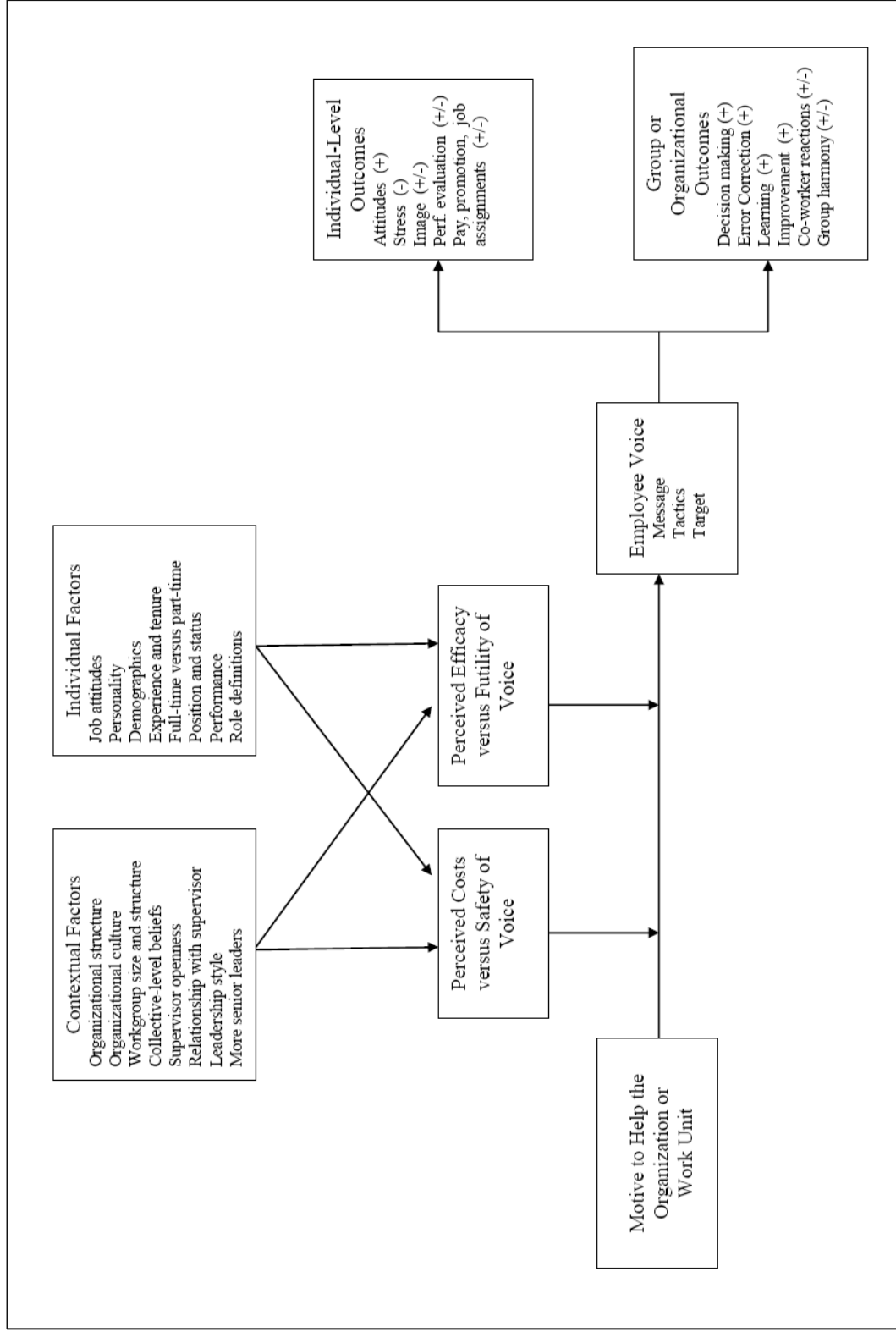
The second is *“perceived cost versus safety or, “the individual’s judgement about the risk or potential negative outcomes associated with speaking up”* (Morrison, 2011, p. 382).

Morrison (2011) considers how these two judgements may either strengthen or attenuate the relationship between the motive to benefit or help the collective and actual voice behaviour. Morrison (2011) explains both contextual factors and individual factors in her model as *predictors of voice*. These predictors will be discussed further at Section 3.2.

Outcomes / consequences of voice behaviour are further covered in Section 3.3 of this literature review chapter.

This full model is shown displayed on the following page as Figure 3.1.3.

**Figure 3.1.3: Integrative Model of Employee Voice**



### 3.1.2. Silence Behaviour

If employee voice behaviour is as described above, then what is its opposite? The answer is that the opposite of voice behaviour is silence behaviour. Silence as a theme in business and management research is a recent phenomenon. Leading authors of this subject include Morrison & Milliken (2000), Milliken et al (2003), Pinder & Harlos (2001) and Tangirala & Ramanujam (2008b). In 2016, one can find surprisingly little research on silence behaviour, perhaps owing to its' innate nature, whereby it is bound up in "closed down", "no go" themes or topics in individual businesses and/or organizations. And as such these "frozen out/down themes" remain hard to measure, and hard to discuss.

So, just how do key authors first describe and define employee silence?

**Table 3.1.2: Silence Behaviour – Summary of definitions from the literature**

Construct	Author(s)	Definition	Page No.
Silence	Morrison & Milliken (2000)	"...there are powerful forces in many organizations that cause widespread withholding of information about potential problems or issues by employees. We refer to this collective-level phenomenon as "organizational silence."	706
Silence	Morrison & Milliken (2000)	"The possibility that the dominant choice within many organizations is for employees to withhold their opinions and concerns about organizational problems-a collective phenomenon that we have termed organizational silence is one that we believe deserves serious research attention."	707
Unified definition of Silence	(Morrison, 2011, p.379): from Morrison & Milliken (2000), Pinder & Harlos, 2001)	<u>Conscious withholding of information, suggestions, ideas, questions, or concerns about potentially important work or organization related issues, from persons who might be able to take action to address those issues."</u>	379
Silence: related to voice	(Morrison, 2011, p.379)	"The choice to not engage in voice, despite having potentially important or valuable information to share."	379
Silence	Pinder & Harlos (2001)	"...the withholding of any form of genuine expression about the individual's behavioural, cognitive and/or affective evaluations of his or her organizational circumstances to persons who are perceived to be capable of effecting change or redress."	334
a) Quiescence silence	Pinder & Harlos (2001)	Twin construct definition a) "More active withholding of relevant ideas to protect the self, based on fear that consequences of speaking up will be personally unpleasant."	334



<b>Construct</b>	<b>Author(s)</b>	<b>Definition</b>	<b>Page No.</b>
b) <i>Acquiescence silence</i>	Pinder & Harlos (2001)	Twin construct definition b) “ <i>passive withholding of relevant ideas, based on submission and resignation.</i> ”	334
a) Acquiescent silence:	Van Dyne et al. (2003)	“ <i>Intentionally passive and uninvolved behaviour. For example, an employee could withhold his/her ideas for change based on the belief that speaking up is pointless and unlikely to make a difference. Alternately, an employee might keep opinions and information to him/herself, based on low self-efficacy assessments about personal capability to influence the situation. In both examples, silence is a result of fundamental resignation. When employees believe they don't make a difference, they disengage and are not likely to contribute ideas or suggestions proactively. For example, an employee could withhold comments during a departmental meeting based on an unwillingness to exert the effort to get involved. Finally, Acquiescent Silence could also include intentionally passive behaviour and withholding information based on a feeling of resignation and the sense that meaningful changes are beyond the capabilities of the group.</i> ”	1366
b) Defensive silence	Van Dyne et al. (2003)	“ <i>Withholding relevant ideas, information or opinions, a form of self-protection, based on with the fear. Defensive silence is intentional and proactive behaviour as it is intended to protect the individual from external threats (Schlenker &amp; Weigold, 1989). Defensive Silence is more proactive, involving awareness and consideration of alternatives, followed by a conscious decision to withhold ideas, information, and opinions as the best personal strategy now.</i> ”	1367
c) Prosocial silence	Van Dyne et al. (2003)	“ <i>Withholding work-related ideas, information, or opinions with the goal of benefiting other people or the organization – based on altruistic cooperative motives...Prosocial silence is intentional and proactive behaviour...Like defensive silence, prosocial silence is based on awareness and consideration of alternatives and the conscious decision to withhold ideas, information, and opinions. In contrast to defensive silence, prosocial silence is motivated by concern for others, rather than by fear of negative personal consequences that might occur from speaking up.</i> ”	1368

Milliken, Morrison, & Hewlin (2003) also discuss the effects of obtaining a negative label after raising a problem or concern within an organization. Milliken et al (2003) found how over 85% of the managers and professionals admit to remaining silent about at least some of their work. This was often in relation to a stated fear or issue of negative labelling becoming an outcome for either themselves or their (work) group. This article is discussed in further detail in Section 3.3.2.

Yet, employee silence can also be beneficial to organizations as it can help decrease managerial information overload, reduce interpersonal conflicts, and increase informational privacy of co-workers (Van Dyne, Ang, & Botero, 2003).

But in general, silence is viewed to be a detrimental phenomenon (Morrison & Milliken, 2000). Morrison & Milliken (2000, p. 708) first introduce this definition of a "climate of silence." According to this definition, a "climate of silence" is;

*"...widely shared perceptions among employees that speaking up about problems or issues is futile and/or dangerous. When such a climate exists, the dominant response within an organization will be silence, rather than voice. However, the likelihood of such a climate emerging and the strength and pervasiveness of that climate will depend on employees' collective sense making activities."*

Van Dyne, Ang & Botero (2003) have also introduced a multidimensional construct of silence. This multidimensional construct builds on Scott (1993), as well as Pinder & Harlos (2001) twin construct of silence. Both Pinder & Harlos (2001) and Van Dyne, Ang & Botero (2003)'s constructs are summarised as shown in Table 3.1.2. Van Dyne, Ang & Botero (2003, p. 1365) suggest that silence can be active, conscious, intentional, and purposeful;

*"This is an important point because it highlights the complex and multidimensional nature of silence. Some forms of silence are strategic and proactive – conscious, purposeful, and intentional – such as when employees protect confidential information by withholding it from others. Another example is when employees proactively withhold comments about proprietary company information. Thus, we contrast silence that is intentional but passive (based on resignation) with silence that is intentional and proactive."*

My intention at Section 3.1.2 has been to discuss relevant literature, definitions and constructs from silence behaviour – from within a business and management perspective. Key constructs and definitions have been covered in a summarised table at Table 3.1.2 for ease of review.

Section 3.1 has now covered a brief overview of;

- a) What voice behaviour is and where relevant literature can be found related to its' constructs, definitions and framework model.
- b) What silence behaviour is and where relevant literature can be found related to its' constructs, definitions and framework model.

In Section 3.2., I will build further on this primary review of the initial constructs, definitions and framework model by discussing the antecedent inputs of firstly, voice behaviour and secondly, silence behaviour.

### **3.2. Antecedents of Employee Voice / Silence Behaviour**

This section considers relevant texts from the voice/ silence literature which discuss antecedents – at both the contextual and individual level – of factor inputs for both voice and / or silence behaviour. For each subsection, findings have been summarised into tables. First at Section 3.2.1, contextual and individual-level antecedents of voice behaviour are tabularised for ease of reading. Then at Section 3.2.2, contextual and individual-level antecedents of silence behaviour are tabularised.

#### **3.2.1 Antecedents of Voice Behaviour - Contextual Factors**

In the Morrison (2011) model shown as Figure 1 at Section 3.1.1., the contextual factor antecedents are listed as;

- a) organizational structure*
- b) organizational culture*
- c) workgroup size and structure*
- d) collective-level beliefs*
- e) supervisor openness*
- f) relationship with supervisors*
- g) leadership style*
- h) more senior leaders.*

**Table 3.2.1: Contextual antecedents of voice behaviour – summary of literature**

<b>Contextual factor</b>	<b>Author(s)</b>	<b>Finding</b>	<b>Voice outcome (+/-/0)</b>
Formal organizational structure	Glauser (1984)	Physical proximity between actor and target plus structures low in bureaucracy facilitates upward communication.	+
	Morrison & Milliken (2000)	Formal mechanisms (e.g. grievance procedures, suggestion systems) foster upward communication. Both increase employee's felt safety and efficacy of voice.	+
Organizational culture	Dutton et al. (1997, 2002)	Organizational cultures where top management is favourable to listening were found more favourable to issue-selling upwards.	+
	Stamper & Van Dyne (2001)	Full-time employees exhibited higher levels of voice when the culture was less bureaucratic.	+
	Ashford et al. (1998)	Perceived organizational support led to perceived probability of issue-selling success and negatively to perceived risk of engaging in issue-selling. Norms favouring issue-selling were associated with lower perceived risk.	+
Work group size and structure	Islam & Zyphur (2005), LePine & Van Dyne (1998)	Small work-group members foster increased voice.	+
	LePine & Van Dyne (1998)	Self-managing groups voice more often than traditional groups. The findings are stronger for individuals more satisfied with their group and for individuals with low versus high self-esteem.	+
	Erez, LePine, & Elms (2002)	Groups adopting egalitarian practices such as rotated leadership and peer evaluations voice more than traditional groups.	+
	Milliken et al. (2003), Morrison & Milliken (2000), Morrison (2011)	Groups engage in greater voice when there is a «favourable voice climate» i.e. one in which the work group is characterized by shared beliefs that it is safe and worthwhile to convey suggestions, opinions and concerns. Additionally, individuals who greatly identified with their group voiced more regardless of group-level beliefs.	+
Collective level beliefs	Morrison & Milliken (2000)	What you can voice openly about is shaped by collective beliefs.	+
Supervisor openness	Morrison (2011)	A cue that it is worthwhile / safe to voice. Supervisors are often the targets of voice and have power over valued outcomes such as job assignments, pay, and performance evaluations.	+
	Gaines (1980), Read (1962), Roberts & O'Reilly (1974)	Increased frequency and accuracy of upward communication relates to trusting one's boss.	+
	Glauser (1984)	Upward communication flow increases when the supervisor has influence and values information from employees. Both aspects should affect judgements about efficacy and safety of voice.	+

<b>Contextual factor</b>	<b>Author(s)</b>	<b>Finding</b>	<b>Voice outcome (+/-/0)</b>
	Detert & Burris (2007), Saunders, Shepard, Knight & Roth (1992)	Openness to voice from managers increases the amount of employee voice.	+
	Ashford et al. (1998)	Openness to voice from managers increases issue-selling from employees.	+
	Miceli et al. (2008)	Openness to voice from managers increases whistleblowing from employees.	+
	Edmondson (2003)	Downplaying power differentials and increasing team coaching behaviour enhances the feeling of psychological safety of voicing from employees towards surgeons on surgical teams.	+
	Detert & Burris (2007)	Perceived manager openness increases voice by enhancing feelings of psychological safety.	+
Leadership style	Detert & Burris (2007)	Transformational leadership fosters voice behaviour; as such leaders create commitment and responsibility toward collective ends and encourage employees to become innovative problem solvers.	+
	Liu et al. (2010)	Transformational leadership relates to higher social identification with one's supervisor and thus to greater upward voice. The study also showed greater identification with the organization through supervisors using a transformational leadership. This in turn increases voicing by co-workers.	+
	Burris et al. (2008)	Where a positive leader-member exchange relationship exists, employees speak up more.	+
	Walumbwa, Morrison & Christiansen (2011), Walumbwa & Schaubroeck (2009)	Where leaders behave in a highly ethical manner, they create a trusting environment where employees feel safe to engage in constructive voice.	+
More senior leaders	Detert & Trevino (2010)	Employee voice behaviour may be influenced by perceptions of behaviour of "skip-level leaders" (your boss's boss) as well as perceptions of your supervisor.	+

The above table highlights some of the main findings covered by Morrison (2011, p. 386-390)'s review. Table 3.2.1 has been categorised by the contextual factor, author and brief findings. The table also shows ways in which each contextual factor positively influences voice behaviour for either individual employees or groups of employees.

The research findings show the importance of contextual factors in shaping individual employee voice behaviour within the organization. In summary:

*“the more open and supportive the relationship (as reflected in high trust, approachability, openness, transformational leadership, high leader-member exchange etc.) the more positive will be the employee’s perceptions of voice efficacy and safety and the more likely he or she will speak up.”* Morrison (2011, p. 390-91)

Summarising from the above, leaders may need to “do”/ “carry out” openness-fostering behaviours in their day-to-day management practice to shape employee perceptions about openness. This in turn creates positive voice climates within work groups or organizations. In addition, the organizational context needs to be open and supportive, as reflected in *high trust, approachability, openness, transformational leadership, high leader-member exchange etc.*, for employees to feel the risk of voicing (safety) is neither too great or too pointless an exercise (futility). If there is no action taken by the leader, then there is no outcome for the employee because of their individual-level voice behaviour.

### **3.2.2. Antecedents of Voice Behaviour - Individual-level Factors**

In the Morrison (2011) model shown as Figure 1 at Section 3.1.1., individual-level factor antecedents include;

- a) job attitudes*
- b) personality*
- c) demographics*
- d) experience and tenure*
- e) full-time versus part-time*
- f) position and status*
- g) performance*

The following table highlights some of the main findings summarised from Morrison (2011, p.391-395)’s review. Table 3.2.2 also shows each individual-level factor, including the author and a summary of the findings in relation to voice behaviour. The table additionally shows ways in which each individual-level factor positively influences voice behaviour for either an individual employee or for groups of employees within organizations.

**Table 3.2.2: Individual-level antecedents of voice behaviour – summary of literature**

Individual-level factor	Author(s)	Finding	Voice outcome (+/-/0)
Job attitudes	Rusbult et al. (1988), Withey & Cooper (1989)	Individuals who are generally more positive about their job and organization are more inclined to try to address their source of dissatisfaction.	+
	Burris et al. (2008), Detert & Burris (2007).	There is a positive relationship between satisfaction and voicing to supervisors, and a negative association between psychological detachment from one's work environment and voice behaviour.	+
	LePine & Van Dyne (1998), Liang, Fahr, & Fahr (2012) Morrison et al. (2011), Tangirala & Ramanujam (2008a)	Studies of voice and silence within work groups show a variety of individual attitudes, including satisfaction, professional commitment, workgroup identification, felt obligation for constructive change, and perceptions of fairness, relate positively to voice.	+
	Tangirala and Ramanujam (2008b)	There is a U-shaped relationship between personal control and voice. This effect was particularly strong for employees with high levels of identification. Voice should be more frequent at high levels of personal control because, when control is high, individuals will have a stronger expectancy that voice will be effective. Voice should be more frequent at low levels of control also as lack of control creates a dissatisfying state that individuals are motivated to try to change.	+/0/-
Personality	Le Pine & Van Dyne (2001)	There are relationships between voice within work groups and each of the Big Five personality dimensions. The authors found voice to be more frequent among employees who are high on both conscientiousness and extraversion. The authors argued that individuals who are more conscientious are more willing to engage in conversations about how to improve things, whereas extraverted individuals are more comfortable speaking up.	+
	Premeaux and Bedeian (2003)	The relationships between voice and a variety of dispositional and perceptual factors—locus of control, self-esteem, perceived top management openness, and trust in supervisor—were positive for low self-monitors.	+
	Botero and Van Dyne (2009)	Find, in both the United States and Columbia, a negative relationship between self-reported voice and power distance. Power distance is defined as the extent to which an individual view it as appropriate for there to be a high level of power inequality between people (Hofstede, 1991).	-
Demographics	Miceli et al. (2008)	Existing studies on <u>whistle-blowing</u> show <u>no effect for gender</u>	+/0/-
	Young (1978)	<u>Women communicate more with their supervisors than men in terms of upwards communication.</u>	+

Individual-level factor	Author(s)	Finding	Voice outcome (+/-/0)
	Detert & Burris (2007), LePine & Van Dyne (1998)	<u>Women</u> engage in less voice behaviour with regards to upward mobility.	+/-
	Detert & Burris, (2007), LePine & Van Dyne (1998), Miceli et al. (2008)	<u>Ethnic minorities</u> engaged in less voice behaviour than the majority population.	+/-
Experience and tenure	Burris et al (2008); Detert & Burris (2007); Miceli et al. (2008); Tangirala & Ramanujam, (2008b)	<u>Newer employees use less voice than veterans.</u>	+/-
	Rusbult et al. (1988)	<u>Voice was more common</u> among those having a high level of investment in their job, yet also excellent quality job alternatives.	+
Full-time versus part-time	Tangirala & Ramanujam, (2008b)	<u>Full-timers engage in more voice than part-timers.</u>	+
	Stamper & Van Dyne (2001)	Full-timers perceive work as more social rather than an economic exchange and are more motivated to engage in discretionary behaviours. <u>Full-timers also have higher social status than part-timers, which may affect efficacy perceptions for voicing.</u>	+
Position and status	Venkataramani & Tangirala (2010)	Employees more central in the workflow of their groups experience a greater sense of personal influence. This in turn is associated with more voice behaviour.	+
Role definitions	Fuller, Marler & Hester (2006)	Higher positions in the hierarchy, as well as greater access to resources, led to stronger felt responsibility for change and led to more voice behaviour.	+
Performance history	Detert & Burris, (2007)	Performance history may also affect whether employees feel it makes a difference voicing their concerns and whether they believe doing so will harm their image.	+/-
	Van Dyne et al. (2008)	Voice behaviour affects other discretionary activity.	+/-

Summarising from the table in terms of *Individual factors of voice behaviour*, Morrison (2011, p. 393) describes “*other individual-level factors*” beyond *a) attitudes* and *b) personality* an area where “*theory is sparse*” and where findings have been inconsistent.

### 3.2.3 Antecedents of Silence Behaviour – Contextual Factors

In the Morrison (2011) model shown as Figure 1 at Section 3.1.1., the contextual factor antecedents are listed as including:



- a) *organizational structure*
- b) *organizational culture*
- c) *workgroup size and structure*
- d) *collective-level beliefs*
- e) *supervisor openness*
- f) *relationship with supervisors*
- g) *leadership style*
- h) *more senior leaders.*

The following table highlights some of the main findings covered by Morrison (2011, p. 386-390)’s review. Table 3.2.3 is categorised by the contextual factor, author and brief findings. The table also shows ways in which each contextual factor negatively influences silence behaviour for either individual employees or groups of employees.

**Table 3.2.3: Contextual antecedents of silence behaviour – summary of literature**

<b>Contextual factor</b>	<b>Author(s)</b>	<b>Finding</b>	<b>Voice outcome (+/ -/0)</b>
Formal organizational structure	Morrison & Milliken (2000), Miceli et al. (2008)	Organizations lacking formal upward feedback channels (grievance procedures etc.) contribute towards employee silence.	-
	Athanassiades (1973), Roberts & O’Reilly (1974)	Voice is stifled by hierarchy. This is particularly true of negative information to individuals in higher status positions.	-
	Festinger (1950)	In group contexts, open communications are impeded by a hierarchical structure.	-
Organizational culture	Dutton et al (1997, 2000)	The organizational culture is unfavourable for issue-selling when the organizational culture was conservative, exclusive, or unsupportive.	-
	Stamper & Van Dyne (2001)	Part-time employees exhibited lower levels of voice regardless of the organizational culture.	-
	Morrison & Milliken (2000, 2003)	There are widely shared beliefs that speaking up about certain issues is futile and/or dangerous within the organization. These are called “climates of silence”	-
	Pinder & Harlos (2001)	Some organizational contexts foster an environment of intimidation and fear.	-
	Milliken et al. (2003)	Decisions not to speak up when one has a concern are often shaped by perceptions that the organizational structure is not supportive of upward communication.	-
Collective level beliefs	Morrison & Milliken (2000)	What you cannot voice openly about is shaped by collective beliefs.	-
Supervisor openness	Morrison (2011)	A cue that it is not worthwhile / safe to voice. Supervisors are often the targets of voice and	--

Contextual factor	Author(s)	Finding	Voice outcome (+/-/0)
		have power over valued outcomes such as job assignments, pay and performance evaluations.	
Relationship with supervisors	Milliken et al. (2003)	Voice is less frequent where there was either a poor relationship with a supervisor or where a supervisor is perceived as unsupportive	-
Leadership style	Burris et al. (2008)	Employees speak up less, where a negative leader-member exchange relationship exists,	-
Leaders are more senior	Detert & Trevino (2010)	Employee voice behaviour might be influenced by perceptions of behaviour of “skip-level leaders” (you boss’s boss) as well as perceptions of your own supervisor.	-
	Ashford et al. (2009)	Supervisors and leaders not only provide the formal and informal voice mechanisms, but also shape the cognitions that drive the decisions of whether to voice or not.	+/-

In summary, where contextual-level factor antecedents are negatively orientated, then the findings show contexts will be less favourable for voice behaviour and may even promote negative “climates of silence” in some cases / organizations.

### 3.2.4 Antecedents of Silence Behaviour - Individual Factors

In the Morrison (2011) model shown as Figure 1 at Section 3.1.1., the individual-level factor antecedents include;

- a) *job attitudes*
- b) *personality*
- c) *demographics*
- d) *experience and tenure*
- e) *full-time versus part-time*
- f) *position and status*
- g) *performance*

The following table highlights some of the main findings covered by Morrison (2011, p.391-395)’s review. Table 3.2.4 shows ways in which each individual-level factor negatively influences voice behaviour and in turn can lead to silence behaviour for either an individual employee or groups of employees.

**Table 3.2.4: Individual-level antecedents of silence behaviour – summary of literature**

Individual-level factor	Author(s)	Finding	Voice outcome (+/ -/0)
Job attitudes	Rusbult et al. (1988), Withey & Cooper (1989)	Despite a source of dissatisfaction motivating voice, individuals who are generally less positive about their job and organization are less inclined to try to address their source of dissatisfaction.	-
	Burris et al. (2008), Detert & Burris (2007)	There is a negative association between psychological detachment from one's work environment and voice behaviour.	-
	LePine & Van Dyne (1998), Liang, Fahr, & Fahr (2012), Morrison et al. (2011), Tangirala & Ramanujam (2008a)	Studies of voice and silence within work groups show a variety of individual attitudes, including satisfaction, professional commitment, workgroup identification, felt obligation for constructive change, and perceptions of fairness, relate negatively to silence.	-
Personality	Le Pine & Van Dyne (2001)	Examine the relationship between voice within work groups and each of the Big Five personality dimensions. The authors found an inverse relationship between voice and both neuroticism and agreeableness. Individuals who are high on the neuroticism dimension are more nervous about voicing, and those who are highly agreeable will tend to go along with the status quo rather than challenging it.	-
	Premeaux and Bedeian (2003)	Relationships between voice and a variety of dispositional and perceptual factors—locus of control, self-esteem, perceived top management openness, and trust in supervisor—were negative for high self-monitors.	-
	Botero and Van Dyne (2009)	Found, in both the United States and Columbia, a negative relationship between self-reported voice and power distance. Power distance is defined as the extent to which an individual view it as appropriate for there to be a high level of power inequality between people (Hofstede, 1991).	-
Demographics	Miceli et al. (2008)	Existing studies on <u>whistle-blowing</u> show <u>no effect for gender</u>	+/0/-
	Young (1978)	<u>Women communicate more with their supervisors than men in terms of upwards communication.</u>	-
	Detert & Burris (2007), LePine & Van Dyne (1998)	<u>Women</u> engage in less voice behaviour with regards to upward mobility.	+/-
	Detert & Burris, (2007), LePine & Van Dyne (1998), Miceli et al (2008)	<u>Ethnic minorities</u> engage in less voice behaviour than the majority population.	+/-
Experience and tenure	Burris et al. (2008), Detert & Burris (2007), Miceli et al. (2008), Tangirala & Ramanujam, (2008b)	<u>Newer employees use less voice than veterans.</u>	+/-
	Milliken et al. (2003)	<u>Lack of tenure or experience is a reason for withholding input and that when new employees</u>	+/-

Individual-level factor	Author(s)	Finding	Voice outcome (+/ -/0)
		<u>lacked credibility to voice effectively. Additionally, voicing feels less risky to their public image.</u> Veterans have a greater sense of investment in their organization and felt more secure.	
	Rusbult et al. (1988)	<u>Voice is less common</u> among those having a low level of investment in their job, and fewer good quality job alternatives.	-
Full-time versus part-time	Tangirala & Ramanujam (2008b)	<u>Part-timers</u> are found to engage in <u>less voice than full-timers.</u>	+
	Stamper & Van Dyne (2001)	Part-timers perceive work as less of a social rather than an economic exchange and engage less in discretionary behaviours. <u>Part-timers also have lower social status than full-timers, which may affect efficacy perceptions for voicing.</u>	-
Position and status	Venkataramani & Tangirala (2010)	Employees who are less central in the workflow of their group experience a lesser sense of personal influence. This may be associated with less voice behaviour.	-
Role definitions	Fuller, Marler & Hester (2006)	Lower positions in the hierarchy, as well as less access to resources, leads to lesser felt responsibility for change and leads to less voice behaviour.	+
Performance history	Detert & Burris (2007)	Performance history may also affect whether employees feel it makes a difference voicing their concerns and whether they believe doing so will harm their image.	+/-
	Van Dyne et al. (2008)	Voice behaviour affects other discretionary activity.	+/-

There is a scarcity of studies about silence behaviour in the business and management literatures. Studies are even scarcer in relation to “*other individual-level factors of both voice and silence behaviour*” beyond **a) attitudes** and **b) personality**. Findings are also inconsistent. Looking at demographics such as gender for example, the following themes are rarely detailed; the links between a) *gender* and b) *voice behaviour* & c) *outcomes* on the one hand and a) *gender* and b) *silence behaviour* and c) *outcomes* on the other hand.

### **3.3 The Outcomes of Voice / Silence Behaviour**

There are still surprisingly few studies detailing the *outcomes of voice behaviour* from within the business and management literature. Again, Morrison (2011) provides the best starting point for discussion of this oeuvre.

#### **3.3.1 The outcomes of employee voice behaviour**

A central finding from Morrison (2011) is how voicing can have positive effects for work groups and/ or the organization. Individual-level outcomes can be mixed. A summary of research findings in relation to consequences or outcomes of voice behaviour are now discussed at Sections 3.3.1.1. and 3.3.1.2.

### **3.3.1.1. Outcomes of voice behaviour - for the work group**

Edmondson (2013) found an increase in voice behaviour for theatre nursing work groups once power differentials were reduced between those in power, the theatre doctors or consultants and the rest of the theatre nursing and management team. The groups were found to voice more across the team once power differentials were reduced. There was a greater implementation of new ideas across these teams once power differentials were taken out of the equation. Le Pine and Van Dyne (1998) also argue that teamwork requires the sharing of ideas, knowledge and skills across the group to understand different perspectives on the same issue, topic or concern.

### **3.3.1.2 Outcomes of voice behaviour - for the organization**

Morrison (2011) drew on the strategy formulation, group decision-making organizational learning and innovation literatures (Argyris & Schon, 1978; Enz & Schwenk, 1991; Nemeth, 1983; Shaw, 1987) when discussing the positive outcomes of voice behaviour processes for the organization.

I would also add the employee-driven innovation (MDI) literature (Hammond et al, 2011) into this equation. The latter argues for organizations to adopt a positive voice culture and positive voice climate in developing new product and service ideas. For the very reason that in the early phase of development, one should allow all members of a team and/ or organization to come up with clever ideas. The base for ideas at the Ideation Stage should be as broad as possible, with as flat a hierarchy within the organization as possible. This reduces fear and allows several better ideas to be raised. These ideas can then be narrowed and developed into actual product and service offerings.

A good positive voice culture is emphasized in this research stream as well. These authors argue for greater upward voice to achieve more effective organizational decision-making as well as better error correction.

Morrison & Milliken (2000) argued the importance of this positive culture from the alternate viewpoint of the silence literature and effects of climates of silence on closing down voice behaviour and impacting negatively on employees in organizational processes. Other authors (Detert & Burris, 2007; Dutton & Ashford, 1993; Tangarala & Ramanajam, 2008b) find employees voicing upwards to notify those at the top, to keep them in the loop, about potential problems, issues or concerns of which they may not be aware. These may prove positive for the organization.

Summarising from this section, the *consequences of voice behaviour* (Morrison, 2011) often, but not always, result in positive effects for *a) organizations and/ or b) work groups*. What about outcomes at the individual-level?

### **3.3.1.3 Outcomes of voice behaviour - for the individual**

At the individual level, if managers share the employee's own perception that their voicing is positive for the organization, then voicing will lead to positive consequences or outcomes for the individual employee (Burris, Detert & Romney, 2010). On the other hand, negative consequences may arise (lower performance ratings, higher involuntary turnover) when the employee over-emphasizes the value, variety and volume of their voice behaviour.

Essentially, voicing, and the feeling of individual contributions being positively received, increase employee's feelings of felt control (Greenberger & Strasser, 1986; Parker, 1993). This leads to increased satisfaction and motivation and towards decreased stress. Voicing may also increase positive attitudes for the individual through feeling that they have been able to express their own voice which has been heard and considered (Morrison & Milliken, 2000). Van Dyne & Le Pine (1998) also found performance-related payoffs for the individual employee six-months after voicing in cases where employees exhibited helping behaviour.

Individual-level outcomes of voice behaviour were found to be mixed by Morrison's (2011) study. Another way of understanding this "mixed picture" or set of outcomes at the individual level may be through understanding what the implications of a negative

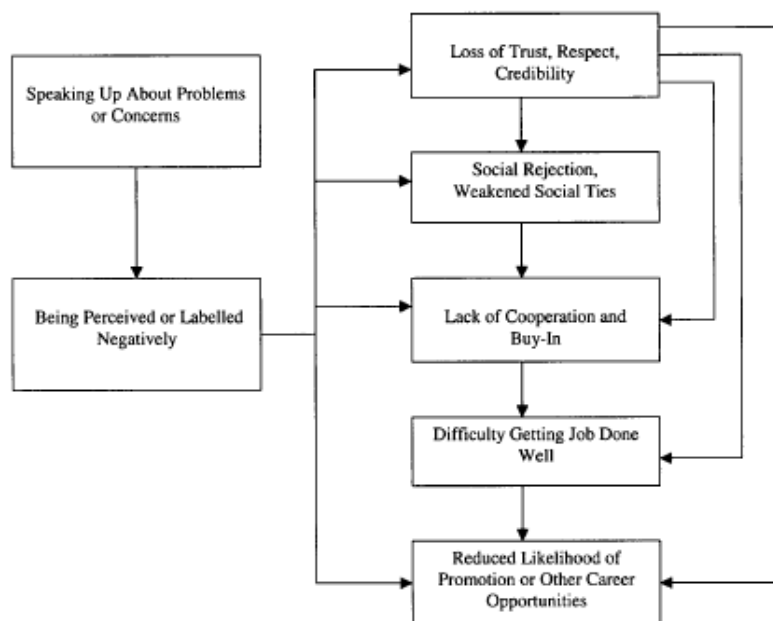
label in the workplace may “mean” for the individual employee? I cover this aspect of “mixed outcomes” in the following section - Section 3.3.2.

### 3.3.2 The outcomes of voice behaviour - obtaining a negative label

Just why do employees choose to remain silent in the workplace about problems or concerns? What has research uncovered about the outcomes or implications of what happens when you voice about problems or concerns within an organization? Is there any existing research detailing what happens when you voice and are “perceived or labelled negatively?” Morrison, Milliken & Hewlin's (2003) discuss the outcomes of “speaking up about problems or concerns” and “being perceived or labelled negatively” in the workplace.

The implications of a negative label or image are the following; *a) loss of trust, respect, credibility, b) social rejection, weakened social ties, c) lack of comparison and buy-in, d) difficulty getting the job done, e) reduced likelihood of promotion or other opportunities.* These are very real social, political and economic costs of voicing for the individual employee in the workplace. The authors build on Morrison & Milliken's (2000) earlier model of employee silence.

**Figure 3.3.2. (Source) Milliken, Morrison & Hewlin's (2003, p. 1471) “The implications of a negative label or image”**



The implications of a negative image might really help to explain the fear or risk of voicing element uncovered in Morrison's (2011) review article. Voicing can be a real risk for the individual if the implications or outcomes are as Morrison, Milliken & Hewlin's (2003) describe above. Milliken et al (2003) also found employees considered negative consequences that may apply not only to themselves (at the individual-level) but also to their own group or other employees. So, when determining whether to voice or remain silent about problems or concerns, employees often consider the effect voicing would have on others within the organization as well as themselves as individual employees. This is an interesting finding, which suggests that individual employees may also consider group attachments and group-level considerations when determining whether to voice at work.

### **3.3.3 The outcomes of silence behaviour**

There is a narrower band of literature available for review regarding the outcomes of silence than for the outcomes of voice. According to Whiteside & Barclay (2013), this is partly due to the methodological difficulties in obtaining such data. By its' very nature, silence is not a theme that businesses and organizations necessarily "want researchers" to study. Silence is not a popular theme to research and remains an understudied theme or topic of research in the literature. Researchers studying the subject include; Pinder & Harlos (2001), Morrison & Milliken (2000); Morrison et al. (2003), Tangarila & Ramanujam (2008b) and Whiteside & Barclay (2013).

#### **3.3.3.1. Outcomes of silence behaviour - at the group and/or organizational levels**

A central finding from Morrison (2011) shows how silence can have negative effects on the work group or organizations. These findings may be partially explained in Whiteside & Barclay's (2013) study. But they can also be viewed from the Employee-driven innovation perspective (Hammond et al., 2011) discussed above at Section 3.3.1.2. Thus, one would consider: "What happens to the positive contributions that can be made to innovation outcomes when one instead adopts a "climate of silence?" What happens when employees get frozen out of, for example, the ideation stage in that model? Thus, innovation output processes may be affected at the group and/ or organizational level as well. That is, if one turns the Hammond et al (2011, p.91) model on its head and it becomes a model of negativity and that of a climate of silence.



This would imply the very significant business outcomes of:

**At the Ideation Stage:**

- Reduced Problem/Opportunity Identification & Specification;
- Reduced Idea Solution & Generation

**At the Implementation Phase:**

- Fewer Idea/Solution Evaluations & Choice(s);
- Lesser Likelihood of Operational Introduction & Application of
- Chosen Alternative(s); Iterative Modifications

What effect does lack of a positive culture and positive voice climate have for the organization?

**3.3.3.2. Outcomes of silence behaviour - at the individual-level**

Individual-level outcomes of silence behaviour remain mixed for the reasons discussed above. The reasons are mainly based on power differentials. Individuals may choose to avoid speaking up about problems or concerns because they already know what the consequences are going to be. Employees can reflect on and reason what these outcomes may be. Other employees may also have advised the employee to “steer clear” of certain subjects or topics.

Alternatively, the individual employee may know of other employees who have suffered from negative labelling in instances when they too have raised similar issues. So, there could be real avoidance of certain problems, concerns, topics or issues to increase individual-level long-term career opportunities (Morrison et. al, 2003; Pinder & Harlos, 2001). Or maybe it is to avoid the social cost of being labelled / perceived as negative at work. So, the outcomes of silence at the individual-level can be positive, no change or negative for the individual employee.

Since the Morrison (2011) review paper, I can find only one other article which specifically studies the outcomes of silence behaviour. This is Whiteside & Barclay

(2013). In this paper, Whiteside & Barclay (2013, p.251), make the following comment in their introduction to their own article;

*“Despite burgeoning interest in employee silence, there are still significant gaps in our understanding of (a) the antecedents of employee silence in organizations and (b) the implications of engaging in silence for employees.”*

The authors use an overall justice perceptives, to discuss how *a) acquiescent silence* and *b) quiescent silence* relate to individual performance for individual respondents in the study.

Whiteside & Barclay’s (2013) found acquiescent silence to partially or fully mediate the relationships between overall justice and emotional exhaustion (Maslach & Jackson 1982; Cropanzano & Wright, 2011), withdrawal (psychological and physical) demands of their work (Hobfoll 1989; Cropanzano & Wright, 2011), and performance. Quiescent silence was also found to partially mediate the relationship between overall justice perceptions and the above outcomes, apart from performance.

Whiteside & Barclay (2013) refer to Tangirala and Ramanujam (2008b), when theorizing the effects for their own test and findings. The study opens for greater understanding about distinct types of silence and provides better comprehension of the individual-level consequences of using each of the two types of silence covered in the study.

The individual-level outcomes of acquiescent silence, mediating for overall justice found by Whiteside & Barclay (2013) are:

- Emotional exhaustion
- Psychological withdrawal
- Physical withdrawal
- Reduced performance

Whilst, the individual-level outcomes of quiescent silence, mediating for overall justice found by Whiteside & Barclay (2013) are;

- Emotional exhaustion

- Psychological withdrawal
- Physical withdrawal

The Whiteside & Barclay (2013) study shows how there are psychological as well as physical costs for the individual of remaining silent.

But, what provides some individuals with a “sense of belonging” to their work group or organization, whereas others feel a sense of distance, isolation and separation from their work group or organization?

What does the existing literature suggest could be driving this sense of attachment or detachment from either the work group or organizational whole? In relation to their individual-level voice or silence contributions? Tangirala & Ramanujam (2008b, p. 41) state the following;

*“Employees with high workgroup identification perceive oneness or belongingness with their workgroup (Ashforth & Mael, 1989; Dutton, Dukerich, & Harquail, 1994). They feel psychologically intertwined with the workgroup and experience, personally and intensely, both its successes and failures (Pratt, 1998). Thus, employees with high workgroup identification are driven to actively contribute to the goals of their workgroup (Mael & Ashforth, 1992). Moreover, when making work-related choices, they are more likely to “evaluate the several alternatives of choice in terms of their consequences for the specified group” (Simon, 1997, p. 284). Therefore, they are more likely to strongly consider the costs to the workgroup of holding back important information, concerns, or opinions. Hence, when confronted with a work-related issue or problem, employees with higher levels of workgroup identification are less likely to remain silent in the workgroup.”*

In discussing the above themes and areas of supporting literatures, the authors are making direct links between voice / silence behaviour and as to how individuals perceive themselves in work-related contexts. In so doing, they are also referring to the social identity literature.

This link can also be applied further. If one considers, for example, gender as a work-related social identity marker and its’ effects on behaviours in the workplace,

including voice/silence behaviour. The effects of a negative labelling on both the individual employees, as well as labelling of their work group, are also discussed earlier within this Section 3.3.2 in terms of the outcomes of voicing about an unpopular theme. Section 3.4 now considers whether existing Identity and Work literatures can help researchers to understand what might be going on, on multiple levels, in terms of understanding an employee's individual decision to either voice or remain silent in organizational contexts.

### ***3.4 Identity and Work - Theoretical Background & Key Constructs***

For the average person, identity is a central part of what makes them human. We are all able to discuss ourselves in relation to other people and to examine “Who I am”/ “Who we are?” We often make this comparison in relation to other people. We gain a sense of “self”, about who we are through language and communication together with other people. We consider and reflect on meetings with other people and have a sense of how we behaved in conversation with the other person. So, we make sense of meetings or interactions through interpreting and then re-interpreting these meetings over time. We change or adapt certain elements of self over time; change elements of self, whilst having a personal understanding of the fact that some aspects of self are fixed or stable.

Understanding identity has been at the core of the social sciences since their inception. For example, identity has its' root in the politics of ancient Greece and its philosophers such as Socrates and Aristotle. Identity, and the research surrounding it, is a complex field of research, which takes a lifetime to understand. This literature review can only attempt to cover some of the basics, as well as understanding how early researchers from the business and management fields framed this Identity literature into their own specialised field

As such, this review starts by providing a brief overview of early to late conceptualizations of identity in social sciences at Section 3.4.1. This includes an overview of the mainstreams or fault-lines within the Identity research based on Vignoles et. al. (2011), from the Handbook of Identity. From this starting point, it is easy to grasp an overview and understanding of just how complex a research area Identity is to study. Following this overview, the review then moves onto gaining a basic understanding of relevant streams of research from within the Identity literatures

that can be relevant in the context of this current study. The review concentrates on understanding the social identity literature. This is covered at Section 3.4.2. Section 3.4.3 then discusses work-related social identity from a gender perspective. At Section 3.4.4 positive and negative identities at work are also discussed as well as possible selves at Section 3.4.5. But first, an overview understanding of identity will be discussed from the broader social sciences perspective.

### **3.4.1 Early to late conceptualizations of identity in social sciences**

Whetten & Godfrey (1998, p. 18-20) state clearly that the drive towards an identity framework in business and management initially came from the broader social sciences. Identity stemmed from what was to become the subject of sociology and a “phenomenological way of viewing the world.”

Business and organizational science scholars such as Whetten & Godfrey (1998) have since integrated this social science/ sociological framework into their research, where it can often be defined as using a sense-making approach (Weick, 1995; Gioia & Chittipeddi, 1991; Gioia & Thomas, 1994).

However, other authors openly discuss Identity in their articles (Alvesson et al., 2008; Dutton & Dukerich, 1991; Essers & Benschop, 2007).

So, what do existing authors “mean” by “individual identity” and how did they define it?

Again, from the business and management perspective, Whetten & Godfrey (1998, p.19) state;

*“Within the social sciences, James (1918), Cooley (1902) and Mead (1934) laid early groundwork for the consideration of identity. (...)”*

*“Mead’s (1934) theory differentiated between the term “I” and “me”, where “me” means either my idea of the picture that other people have of me, or the internalisation of the attitudes and expectations of others.” Whetten & Godfrey (1998, p. 19) state how implicit and important to these writings is the key idea that identity really is important in what makes a person a person. Identity constitutes*

*what is core to my being, what comprises the traceable thread that is “me” over time and what distinguishes me idiosyncratically from a myriad of other people.*

So, for these authors, as adapted from Mead (1934), individual identity is about what is core to one’s being and what traceable elements of “me” persist over time and what differentiates “me” from other people. These core elements are later defined as “stable” elements of identity, differentiated from “changeable or dynamic” elements of identity.

Some key authors, again from the broader social sciences remain heavily cited in many business and organizational studies research papers which discuss themes and research questions relating to Identity. These authors include Goffman (1959), Eriksen (1964), Habermas (1972), Mead (1934/1964), James (1918), Cooley (1902) and Gergen (1985).

These authors differ in the way that they view identity. This difference is not made specifically clear by Whetten & Godfrey (1989), where they group together a multitude of authors coming from a spectrum of different streams or fault-lines within the Identity literature.

Vignoles et al’s (2011) provides a useful starting point in helping to understand different streams from the Identity Theory and Research literature. Vignoles et al (2011, p.7) discuss how;

*“confusion over the meaning of “identity” stems from the fact that different bodies of research on identity have grown out of different theoretical, metatheoretical, and disciplinary traditions pursued using identity can be found in fields as diverse as psychology, sociology, anthropology, linguistics, political science, education, family studies, and public health. Even within each of these disciplines, quite different streams of identity research have emerged.”*

Vignoles et al (2011, p. 8) define as being the different streams or fault-lines within the existing research;

- Neo-Eriksonian
- Self-psychology

- Social Identity
- Symbolic interactionist
- Discursive

These divisions stem from different fields having different approaches to research, within different research traditions. So, in terms of Identity, Vignoles et al (2011) discuss the following four questions as being the most divisive within the Identity literature to date;

1. Is identity viewed primarily as a personal, relational or collective phenomenon?
2. Is identity viewed as relatively stable, or as fluid and constantly changing?
3. Is identity viewed as discovered, personally constructed, or socially constructed?
4. Should identity be researched using quantitative or qualitative methods?

As this current study applies a Social Identity lens onto the findings, my literature review now concentrates on this stream of research. Including other related subthemes or topics under Social Identity that may be useful to apply in the context of this research.

### **3.4.2 The Social Identity perspective**

The Social Identity perspective itself can be further distilled into two focal areas or approaches within the social identity literature. Namely:

- Social identity theory
- Self-categorisation theory

Each will now be covered separately below, together with relevant definitions and concepts.

#### **3.4.2.1 Social identity theory**

Tajfel (1957, 1969, 1972, 1981, and 1982) was the forerunner in social identity theory. Social identity theory was the first system to theorise a distinct form of identity at the group level. Tajfel (1978) was interested in discovering how we as individuals

categorise ourselves as being either similar or different from others. Tajfel describes this process taking place through a practice called “*social identification*.” That is, we humans make connections to other groups and through doing so, this tells us both who we are and who we are not. This “*social identification process*” takes place at both at the “*thinking*” or cognitive level, as well as at the evaluative level.

Moreover, Tajfel (1957, 1969, 1972, 1981, and 1982) notes how social categorization takes place through comparison with other people at an intergroup level. This means that people define and identify themselves as members of certain groups and derive value from group memberships. In terms of intergroup contexts, Tajfel placed situations onto an interpersonal-intergroup continuum in terms of their saliency. What this means is that in certain situations, group identities will become either salient. For example, in wars, group identities could become very significant and may become the dominant way of perceiving the self and others.

To categorize in-groups and out-groups requires social comparison of one faction “the in-group” in relation to another, “the out-group.” Here, “*the process of valuing one’s own group identity and deriving positive value from it implies and entails social comparison with other groups.*” (Spears, 2011, p. 203). This can be defined as positive group distinctiveness. In summarising Tajfel (Tajfel, 1978a, 1978b), Spears (2011, p. 206) discusses how social identity theory is a normative theory in the sense that it is a prescription of what should be, versus the real. It identifies with the disadvantaged, and tries to understand how such groups are motivated to change their position for the better.

Social identity theory is shown to be a useful approach to take when discussing differences between in and out groups to which people categorise their own sense of belongingness. Further, social identity theory is designed to explain social change (from social inequality to greater equality), but also explains the conditions where change is likely to take place.

Tajfel & Turner (1979) set out different strategies that may be open to disadvantaged groups. For example, social mobility is a highly-individualised strategy, whereas the “*social mobility beliefs*” end of the spectrum is more likely to focus on “*social change beliefs.*”



Social identity theory may consequently be a useful concept to adopt in my own research. This is because it will allow consideration of the ways in which managers discuss either being; a) similar to or b) different from others in their workplaces. From this starting point, it may be possible to construct in-group / out-group identifications for the managers in this proposed study. It may also be useful to highlight any strategies for change discussed by any of the managers. Additionally, discourses may reveal managers adopt a highly individualised social mobility for self, rather than promoting wider level changes to the status quo for their group or organization. These are potential sub-themes that could be revealed when applying a social identity lens to the findings.

### **3.4.2.2 Self-categorisation theory**

The second area of theory from within the main body of social identity literature is self-categorization theory. This was developed by Turner and his students (Turner, 1982; Turner, Hogg, Oakes, Reicher, & Wetherell, 1987) and grew out of the social identity theoretical tradition.

Self-categorization theory is more of a general theory of self, at both the intragroup as well as the intergroup levels. The theory proposes that there is not just one self or self-concept, but many separate groups where we play many roles. Here, personal selves correspond to different comparative contexts (Turner et al., 1987). Unlike social identity theory, self-categorisation theory replaces the interpersonal-intergroup continuum with a more hierarchical structure. Here several forms of self extend vertically and horizontally, encompassing different instances of personal and group selves with a theoretically unbounded variety of contextually contingent contents. But what does this all mean?

Spears (2011) provides a useful summary to the self-categorisation literature and states how self-categorization theory is a more radical way of viewing self. This is because it views personal and group identities as various levels of self-categorization (or levels of abstraction). There is movement downwards, towards a more personal, “*true or authentic self*” (Waterman, 2011), but also in a more inclusive or exclusive direction.

More importantly, as people, we also play many roles and have a set repertoire of group identities available to us in our daily lives (student, female, mother, daughter, lecturer, researcher, partner), and may have several different personal selves corresponding to different contexts of comparison (Spears, 2001; Turner, Oakes, Haslam, & McCarthy, 1994). Furthermore, self-definitions are always relational and comparative, be this (inter)group or (inter)personal. In this sense, we are always relating to other people through communication and discourse in group contexts or settings.

Other interesting areas of the self-categorization literature that may be useful to consider in the context of this current study include:

- Social stereotyping (versus prejudice) and depersonalization (Spears, 2011, p. 210); In such cases, when a particular intergroup dimension becomes salient, the perception of self and other is likely to become “*depersonalized*”, in the sense that people see each other (including themselves) as interchangeable representatives of the salient category of relevant (stereotypic) dimensions.”
- Social influence (Spears, 2011, p. 212); “*The dual process mode reflects a largely negative picture of the group – a portrayal that is not shared by self-categorization theory. People categorize themselves as members of a social group or category (i.e. self-categorization or social identification), they learn or infer the norms and attributes associated with that group or category, and they then apply these to themselves.*” (Abrams, Wetherell, Cochrane, Hogg, & Turner, 1990; Turner, 1991)
- Intragroup dynamic and the “black sheep effect” (Spears, 2011, p.215); “*From the perspective of social identity theory, people tend to favour members of their own group, to reward them more, and evaluate them more positively than out-group members.*” Marques, Yzerbyt and Leyens (1988) identified an important exception by showing that when some in-group members are disliked in some way, they would be judged more harshly than equivalent out-group members. They called this the “*Black sheep effect.*”
- Depersonalisation, deindividuation, and the SIDE model (Spears, 2011, p. 217): “*The strategic dimension is concerned with how we express or present*

*our identities depending on our identifiability and thus accountability to different audiences...What the strategic dimension makes clear is that group identities are not just a passive reflection of reality, but rather are negotiated in a struggle to contest reality. Factors such as anonymity and co-presence are just two contextual factors that contribute to the distribution and dance of forces”.*

- Intergroup emotions (Spears, 2011, P. 219): Group identity also involves emotional significance as well as behavioural implications. Groups with lower power may fear powerful outgroups (and avoid them), whereas groups with high power will have the strength to feel anger if they feel thwarted by outgroups (and to confront these out-groups). Groups with legitimate high status may feel contempt, disdain or even disgust towards low-status groups, and, under less threatened conditions, perhaps more paternalistic emotions (see Brewer & Alexander, 2002; Leach, Snider & Iyer, 2002). This analysis helps to explain why the diverse forms of prejudice and discrimination such as racism, sexism, classism, and homophobia have different “*signatures*” or profiles (Brewer, 1999)

In terms of my own research, this will explore how managers construct their own social identities or selves in relation to others at work. I am interested in discovering just how the managers describe themselves as similar, as well as different, to other people at work.

If similar, to which groups do the managers identify themselves with? And who are then categorised as being in the out-group? It will be interesting to note whether any of the respondents fall into in-groups, whilst others are members of out-groups and in which work-related contexts these divisions are discussed. I will apply relevant theory from Section 3.4.2 to my discussion of the research findings.

### **3.4.3 Gendered Social Identities in Organizations**

The following subsection provides an overview of existing research on gendered work-related social identities. The literature also provides one explanation for why differences between the two groups of employees; male and female employees exist.

The findings are largely based on poststructuralist, feminist and power-based theories that are used to explain how the current in-group (male managers, male elites) retain power and control over positions of power in society. They are different from the out-group (those without power and control over powers of power).

These structural differences are used by these researchers to explain differences in; a) how men are perceived in the workplace and how b) women are perceived in the workplace. These areas of research also reveal an “ideal type” of manager, academic, worker and these “ideal types” largely fit into the masculine norm of how an employee should be and behave. These “ideal types” are the in-group with access to resources and power. The out-group then becomes women and ethnic minorities. Their behaviour belongs to the out-group. Of course, each group also makes presumptions about the other throughout interactions, discourse and communication on a day-to-day basis at work. The research reveals interesting insights into the way each group perceives one another and reasons why this difference exists.

Kanter’s (1977) book “*Men and Women of the Corporation*” is a classic work detailing differences between how women and men work in corporations in the 1970’s. The work helps draw attention to differences between the two groups in terms of “gendered power”, as well as the structural reasons for why these differences existed. Little has changed since the 1970s in terms of “evening out these differences” as revealed by Lewis and Simpson (2012). The latter authors use a post-structuralism perspective when revealing a persistence of male elites and women’s marginalization in organizations, and in ascertaining how attempts to sustain male dominance are largely hidden. Lewis & Simpson (2012) also discuss Kanter’s theory of tokenism. This is the numerical disadvantage that undermines the influence of women as a minority amid a male majority. Men keep controlling organizations and their cultures.

The authors discuss three challenges for token women. The first test is *performance-directed demands* because of women’s increased visibility. This provides women with two options – either to overachieve or to diminish exposure. The second challenge is *isolation* - as women do not share male-emphasized commonalities their differences become salient and they are isolated. The third issue is *distortion of the women’s images due to gender stereotypes held by men*, which in turn perpetuate their role entrapment and limit their advancement opportunities. Lewis & Simpson (2012) argue that those women’s experiences remain by and large negative; they still feel excluded

and outsiders. In line with Foucault, men's greater power in organizations stems from the former's control over discourse and the flow of interactions. By contrast, women are highly scrutinized and pushed into gender-stereotypical traps. Lewis & Simpson (2012) conclude that invisible masculine practices and privileges are the essence of gender dynamics in organizations.

Anderson & Bloksgaard (2013) also discuss implicit gendering processes in work organizations in Danish businesses. In terms of the odds of women attaining executive positions. According to their study, women are not evaluated in a gender-neutral manner, but rather their evaluation is based on gender divisions. Anderson & Bloksgaard (2013) found networks at higher echelons to be "homo-social" (boys' clubs) to which similar others were recruited.

Male-gendered competencies such as managing finances, building strategic alliances and networking were valued more than female competencies such as caring for others. The gendered processes result in male-biased definitions of what a "good employee" was. This "good employee" was one who displayed unconditional commitment and flexibility to the work arena. The male employee has minimal extra-work obligations such as taking care of children. Organizational practices in top management teams also seem to reflect similar gender effects.

In these upper echelons, women seem to perform communal functions such as encouraging open debate, facilitating top management team development, enhancing monitoring mechanisms but having limited impact on operational control. (Desilvilja Syna & Palgi, 2014). Female entrepreneurs are also found to merge two various aspects of self in management. One is based on femininity, relationships, exchange and cooperation and the second is professionalism, which is derived from masculinity and stresses task orientation (Lewis, 2013). This is a process which the women carry out to become true-to-self business leaders, when entering a male-dominated domain.

Much of Anderson & Bloksgaard's (2013) gendering processes are based firmly on Acker's (2008) concept of gendered power and perceptions of the "ideal work-related self" being rooted firmly in elite masculine culture. This "ideal" can be far from the "authentic/ real self" and the work-life reality which many employees, and particularly female employees, strive in their pursuit towards achieving the "ideal."

Similar findings have also been found in other organizations such as in academia (Acker, 2008; Lund, 2015; Yassour-Borochowitz, Desilvya Syna & Palgi, 2015). Acker (2008) argues that the difficulties experienced by women in academia derive from universities being gendered institutions. They are still organized based on male premises, which is based on power and competition. “Typical academics” are people fully capable of fully devoting themselves to academic endeavours and scientific research. This fits a largely “male stereotype” of a professor in academia, who focuses on the “bigger” questions and “more important” human issues; oblivious to the “donkeywork” of meeting basic needs, homemaking, caring for children and family, which is done by others (mainly women). This is precisely what enables the academic institutions to function.

Acker (2008) demonstrates that when women enter academia, they attempt to integrate into a world based on their being of inferior status - subordinate and succumbing to those of a superior status (Deem, 2003; Haynes & Fearfull, 2008; Hult, Callister & Sullivan, 2005). Studies show how women adapt to obstacles by attempting to demonstrate appropriate skills and qualities in accordance with male criteria (Lewis, 2006). This work also shows gender blindness to the influence of gender on structuring relations and the male-female balance of power in organizations. Gender structuring in organizations also hinders chances of women breaking through the glass ceiling due to difficulty in negotiating effectively to enhance their status (Acker, 2008; Alterman & Toren, 1998; Kolb & McGinn, 2009). This difficulty is bound up in women’s inferiority in positioning themselves in the negotiation process with men. Women are overall good negotiators, but in “shadow negotiations” women are more likely to do poorly.

Another useful area of research from academia reveals Acker’s “typical academic” in practice in another Scandinavian country, this time Finland. In this example, the “ideal or good academic” largely mirrors the homo-social norm in the university tenure system in Finland as discussed by Lund (2015). The tenure system is originally from the USA and is explicitly competition-oriented. Getting to the top of the profession here is based on evaluation and prestige-based criteria which are comparable and competitively-oriented. Success in this system is based on the number of A-listed publications the employee has as well as their teaching portfolio. Lund (2015) discussed just what such a system has meant for female academics when implemented

in a Finnish business school/ university following university reform. Lund (2015) discusses the “ideal academic” in such a tenure track system to which all academics are measuring themselves up against. Lund (2015, p. 178) states the following;

*“To access the excellence discourse attached to Aalto University’s “ideal academic” demands the academic to carry out a certain type of masculinity. This is scarily like the type of masculinity discourse that dominates in multinational corporate boards. But again, this is not completely surprising as the university has an increased degree of market-oriented behaviour and application of internal control mechanisms such as HR and strategic management methods from the world of marketing (Kuoppala & Näppiliä, 2012, Parker & Weik, 2013). These masculine discourses include masculinity attached to entrepreneurialism, in formalism and careerism (Teinari & Koveshnikov, 2012). Careerism-masculinity requires a complete commitment to the organization’s goals to the extent that it more or less can lead to one letting go of private and personal commitments. Informalism requires homosocial “bonding” and “networking” between clever geocentric-likeminded people around the world. Last but not least, it involves entrepreneurialism being open and motivated to lead the organization until its’ fullest geocentric potential, through looking for and being open for new ventures anywhere in the world (Teinari & Koveshnikov, 2012).” (Lund, 2015, p. 178)*

This geocentric and narrow ideal academic is also one who can use English as both a publication as well as everyday language at work, which is of course part of the internationalization strategy. What this means in practice for many academics, but the female academics in Lund’s study (2015), is that many find it difficult to live up to the paragon of the ideal academic. This very narrow elite masculinity excludes not only most women but also many men according to Lund (2015). There is also an expectation in the workplace that women take care of children and do the housework.

Academic work is also perceived as something that gives freedom and flexibility for women who wish to combine family and work. But this is portrayed from a white, middle-class and heteronormative point of view, where women discuss flexibility to work from home and work part-time when children are young. This is a middle-class norm which requires a husband with an income to cover the extra costs involved in

being flexible. What if this is not the case and you do not have a back-up or support team behind you?

Lund (2015) also discusses many of the female researchers having little time for research due to their teaching responsibilities and due to meetings with students. The women were often the ones arriving late to work because they were the ones taking the children to nursery and school and fetching the kids' home early from school and nursery. This all has knock-on effects in terms of actual visible time at work. The female academics also discussed having to take on additional teaching or administrative duties to make ends meet, either because they were single parents or had a partner with an insecure income.

The political discourse at the university also depoliticised and made the underlying gendered and class-divided assumptions invisible for "ideal academics". Lund (2015) also examines how this discourse takes place within an overlaying neoliberal leadership dialogue in which "equal competition takes place based on excellence and performance measures that are presumed to be the same for all."

Lund's (2015) study shows how the ideal academic does a certain type of work that is made visible, whilst the work of others is made invisible. Access to participation in the excellence discourse is connected to the ideal academic, which as discussed above, requires activating a certain type of geocentric masculinity discourse which includes entrepreneurialism, careerism and informalism. All academics can in principle participate in this discourse and practice which is connected to it, but regardless, it seems to function better for some rather than others. Lund (2015) notes how this leads to the reproduction and strengthening of the pre-existing social organization and inequality. Concrete material consequences at the university, institute, unit and individual level can be expected if you do not achieve the ideal.

Lund (2015) examines discourses, ideal work-related types as well as social identity groupings at the university at which her study is based. Lund (2015) discusses the ideal academic that other academics measure themselves up against "THEM/ the Elite" and those who are losers in this neoliberalist system – real academics "US/ the rest of us". The latter includes a larger proportion of the women than the men.



My own research interest in terms of gendered work-related social identity in management, is to explore whether any of the above findings are also discussed themes of discourse in what should be the more gender equal country of Norway? I also wanted to investigate how top and middle managers measure themselves against “ideal types of managers” and how they describe their social identities at work. Whether gendered or based on some other factor of social identity groupings between the in-group “Us” and the out-group “Them”. I am essentially interested in finding out whether any of the female managers discuss typically female work-related selves whereas the male managers discuss typically male work-related selves. Or, if they are A-typical, what they feel they are getting measured up against. If “ideal”, then is the ideal as proposed by both the management and studies from academic organizations? It will be interesting to see the extent to which such themes are revealed.

#### **3.4.4 What are Positive and Negative Identities at work?**

Another way of seeing employees at work is through seeing some employees as;

- a) Positive identities at work  
and other employees as
- b) Negative identities at work

So, what are each of these types and why might they be relevant to discuss in the context of choices to remain silent or voice in a business or organization? What does relevant research literature tell us about each? Relevant research literatures are now to be covered below.

#### **3.4.5.1 Positive identities at work**

Positive identities are explored in two books by Roberts & Dutton (2009, Golden-Biddle & Dutton, 2012). In these books, the authors explore what they consider to be positive identities at work. They achieve this through applying a positive lens towards individuals in organizations, group and/or communities. In defining positive identity in an organization or community context, Roberts & Dutton (2009, p. 480- 488) focus on three core elements;

- a) Positive or valued *attributes*
- b) Positive *processes* of identity construction and maintenance

- c) Positive or socially beneficial *outcomes* that flow from an organizational or community alignment with a positive identity.

Positive identities tend to have attributes that are inspirational, generative, authentic and agile/adaptive and so the authors (Roberts & Dutton, 2009, p. 482) define positive identities as:

*“Inspiring, generative, authentic, and agile...they do not presume a collective fixedness; attributes can be interpreted and re-interpreted over time and in response to changing environmental conditions. Thus, positive identities can potentially be both enduring and adaptive over time.”*

Roberts & Dutton (2009, p. 482-484) describe positive identity processes as;

- a) *Resourcing and resourcefulness*
- b) *Involve relationship building*
- c) *Involve meaning making.*

Positive identity outcomes are;

*“Beneficial or valued outcomes for the collective”* (Roberts & Dutton, 2009, p. 484).

In summarizing this book from 2009, the authors view positive identities as best answered by resolving the question “What it means to be who I am / who we are?” and gauging a collective understanding of what “positive identity” means at the individual, group, organization or community levels (Roberts & Dutton, 2009, p. 487).

When linking positive identities to my own research, my interest is in whether managers themselves behave in what is defined as a “positive manner in the workplace/ behave as a positive identity at work” and as an employee who show/ describe themselves in terms of positive attributes in the workplace. These are elucidated in aspects such as “saying “yes” to additional responsibilities, getting involved in additional duties or projects alongside your existing job.

Positive identities are also change- oriented and flex and adapt towards rapid change. They do not complain or criticise negatively through raising problems, issues or concerns but instead just keep going. Positive identities lead to positive organizational outcomes according to this positively framed literature. But what are these outcomes? In the case of businesses and companies this is generally measured in terms of improved (+) firm or group performance or in terms of increased innovation outcomes through product or service development.

#### **3.4.5.2 Negative identities at work**

I am also keen to explore the opposite side of the above equation - the negative side – in the form of both silence, as well as speaking out about “unpopular” issues or topics at work that are viewed as negative. Silence may be acquiescent i.e. it might be about “going with the status quo” and not speaking up about issues or themes to appear as a positive identity at work. Or it might also be that the subject or issue has been raised previously by the manager and not taken further/ discussed more. These can be “instances of silence or frozen conversation.” The themes or topics that go nowhere and are unanswered.

I am compelled to discover whether topics/issues have been closed in conversation? And if so are the respondents in this study willing to discuss these themes openly and truthfully with a researcher? This has already been discussed further in the methods section of this thesis.

So, to what extent does other existing business literature explore this theme of choosing to remain silent? I have already reviewed “silence” in an earlier section of this literature review. But what about authors who adopt a negative lens on exploring negative identities in the workplace?

Negative identities are only briefly twice mentioned by Roberts & Dutton (2009, p. 4 & p. 17). So, what may we, the readers automatically assume based on these conceptualizations and definitions? How might we sense-make negative identities within the organizational context? We as readers might assume from the positive identity literature that negative identities within an organization are bad for business, raise issues and concerns instead of just “saying yes” and getting on with the job/ task without being critical. And that they lead to reduced firm performance/ reduced

innovation outputs. Furthermore, negative identities might also be “old-fashioned, outdated, inflexible and not change oriented.”

So, what, if any, critique comes from within the business-related literature towards this imbalance? In Learmonth & Humphrey’s (2011) dialogue section of the Academy of Management Review on the article “Blind Spots in Dutton, Roberts, and Bednar’s “pathways for positive identity construction at work”: “You’ve got to accentuate the positive, eliminate the negative” the following is openly stated;

*“We argue that Dutton et al. are implicitly suggesting, in the words of songwriter Johnny Mercer, that we must also “eliminate the negative.” We see their elimination of the negative as dangerous, because it means that the authors also eliminate two important and related considerations. First, they eliminate any acknowledgement that work is experienced by most people, in large measure, as degrading and exploitative. Second, they eliminate the view that positivity (or negativity) is always a relational rather than an intrinsic quality: hence, contrary to what Dutton et al, imply, judgements about what is positive or negative are contingent on beliefs about what counts as a good life and a desirable life.” (Learmonth & Humphrey, 2011, p. 424-425)*

In conclusion, the authors state;

*“Dutton et al. have produced what is, in many ways, an impressive review of the literature (...). In our commentary, we seek to supplement Dutton et al’s ideas to make notions of work identity broader, inclusive, and more eclectic. This is important, because without such a discussion, Dutton et al’s article neglects people, obscures certain phenomena, and therefore limits our understanding. Furthermore, our point is that nothing should be regarded as inherently positive or negative, but the romantic, middle-class, elitist view developed and legitimized as positive by Dutton et al. is one that effectively excludes many comment experiences of work and identity formation. Perhaps the disciplinary traditions emphasized by us in this piece are seen by scholars such as Dutton et al, as the negative side of management scholarship – a plausible reason that the literature is absent from the paper. However, rather than opening “up for new possibilities for seeing and appreciating the different pathways to positivity in work-related identity construction” (2010: 285), the*

*act of eliminating these traditions seems to us to do the opposite – that is, close down potential new pathways for research, debate, and understanding.”*  
(Learmonth & Humphrey, 2011, p. 426-427)

So, just which literature and themes do these authors refer to? The authors refer to a significant stream of literature within the organizational identity narrative which explore how resisting the traditional interests of managers can provide workers with satisfactory and meaningful identities.

The authors note how we should not make a priori assumptions about what constitutes “the positive”. These “a priori” assumptions require scrutiny. Ehrenreich (2005, 2009) is also referred to as providing a critique of positive thinking in academic analysis. This in relation to taking attention away from issues such as poverty, disease and unemployment while reinforcing and legitimizing the dominant position of the powerful. Learmonth & Humphrey (2011) also discuss Gini’s (1998) article as well as basic inequalities such as only 1% of the world’s population having access to higher education. Whilst the other 99% “work” – some in hard, exploitative conditions and from an early age. These eliminations matter, for their political effects. The absence of consideration of low-paid workers as well as what constitutes “virtues” means that Dutton et al (2001) legitimate their own world view, largely supportive of dominant ideas about work;

*“In particular, the idea those organizations are harmonious systems, with consensus as the norm, a consensus that should lead to uniformly “positive” contribution for everyone.”* (Learmonth & Humphrey, 2011, p. 426)

The authors also question “who the outcomes are desirable for?” and suggest the answer lays in “the managers” often “men in power.” Literature on dissensus and issues such as power, conflict and struggle and missing from the Dutton et al (2001) article This literature can trace its’ routes to Marx (1928), Weber (1905), and Foucault (1972). Such literature illustrates how workers can derive a satisfying (positive) identity from reacting to managers in ways in which Dutton et al (2001) would, perhaps, see as negative. For example, Ashcraft (2005), Prasad & Prasad (2000), Learmonth (2009).

The literature regarding negative identities at work thus asks for a re-balancing towards taking dissensus and issues of power, conflict and struggle into the equation when also considering positive identities at work.

### **3.4.5 What are Possible Identities or Selves?**

I consider the concept of possible identities or possible selves (Markus & Nurius, 1986) to also be relevant for consideration, particularly in the current context of a business mentoring programme. Markus & Nurius (1986, p. 954) define possible selves as;

*“...individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus they provide a link between cognition and motivation. Possible selves are the cognitive components of hopes, fears, goals, and threats, and they give the specific self-relevant form meaning, organization and direction to these dynamics. Possible selves are important, first, because they function as incentives for future behaviour (i.e. they are the selves to be approached or avoided) and second, because they provide an evaluative and interpretive context for the current view of self.”*

Possible selves have been more broadly termed “positive identities” in Oyserman & James (2011) book chapter on the subject in the Springer Handbook of Identity Theory and Research. This Handbook has a more psychological frame on “what is relevant literature” in “possible identities”, yet the chapter on Possible Identities and Possible Selves covers for example, Markus & Nurius (1986) above. So, what do the authors give as the reason for a broader definition to possible identities?

*“Empirically, because, the literature typically examines content of specific social and personal possible future identities, rather than the future self (...) theoretically, the self-concept is a large, multifaceted structure that includes past, current and future identities (Neisser, 1988, 1997; Oyserman, 2001).”* (Oyserman & James, 2011, p. 119).

The chapter provides an overview of possible identities as well as relevant references from linked theoretical frameworks in the identity literature. For example, the link made by Erikson (1964) to seeing; 1) “*possible identities as social products*” consisting of connections and relationships between self to important others (e.g. Oyserman & Markus, 1993), 2) “*seeing possible identities as social cognition*”, where self is thought of as a set of multiple, not necessarily well-integrated current and possible identities.

Possible selves are not fixed. Rather they are amended, revised, and even dropped depending on the contextual affordances and constraints. 3) “*Possible identities as psycho-social and cultural forces*” (Cinnirella, 1998, Hogg & Smith, 2007; Styrker & Burke, 2000) – where social contexts are also taken into consideration in modern goal theories. In terms of this goal attainment, Oyserman & James (2011) describe the early roots of possible identities as laying in a psychological conceptualization from James (1890) in terms of people’s aspirations and goal attainment. When not fulfilling aspirations, or obtaining goals, this affects self-esteem. Other early researchers on possible identity noted in this chapter are Darrah (1898), Chambers (1903) Havinghurst et al (1946).

Oyserman & James’ (2011) psychological definition of the self, is both a cognitive structure (that which is me, that which is not me) and the content “I”, this is all the qualities that a person can describe as his or her own feelings and actions. James (1890) proposed that to feel better, people let go of previous possible identities. Oyserman & James (2011) chapter abstract is part summarised below;

*“Possible identities are the positive and negative identities one might hold in the future. (...) Possible identities provide a goalpost for current action and an interpretive lens for making sense of experience and so should influence both well-being and motivation. (...) Key findings are threefold. First, possible identities differ with life phase, life transition, and life circumstance and intersect with other aspects of identity. Second, possible identities, and particularly negative possible identities, sometimes affect well-being. Similarly, possible identities are sometimes, but not always, implicated in current action....”* (Oyserman & James, 2011)

Oyserman & James (2011) discuss key findings that I may wish to discuss and explore during my own research process;

- *Possible identities differ with life phase, life transition, and life circumstance*

Oyserman & James (2011, p. 123- 125) discuss several authors who have studied possible identities in different life stages. In childhood & early adolescence, Atance (2008), Havinghurst et al (1946, 1955) and Oyserman & Markus (1990a) have all studied children's future wants and desires. The studies have covered an age range between 4- 16 years. These uncover different negative and positive identities at play. Other researchers have asked about the effect obtaining content information and the effect of parents and other adults on the children's future identities. Oyserman (1993) and Havinghurst et al (1946) cover these aspects. *In adulthood, several studies with middle class young adults suggest their possible identities are focussed on occupational and interpersonal issues such as getting married and parenting possible identities* (Cross & Markus, 1991; Hooker, Friese, Jenkins, Morfei & Schwagler, 1996; Strauss & Goldberg, 1999). As adults age, they continue to image future identities (e.g. Cotter & Gonzalez, 2009; Hoppmann & Smith, 2007; Hoppmann, Gerstork, Smith & Klumb, 2007). Older adults become less positive in general about their future possible self (Ryff, 1991). In terms of transitions and changes, life transitions *"typically refer to normative shifts from one phase to another"* (Oyserman & James, 2011, p. 125). This shift may occur slowly or rapidly. Some involve adding more possible identities, others about losing an identity. Changes in life circumstances have also been associated with loss of possible identity (Price, Friedland & Vinokur, 1998) such as the effects of a job loss on identity.

- *Possible identities intersect with other aspects of identity*

*"This relates to similarities and differences in identity content by socio-economic status, gender, sociocultural, racial-ethnic groups (...). Such differences may be due to differences in opportunity structures, differences in socialization, or other differences – particularly differences in how intersections among identities are handled."* (Oyserman & James, 2011)



In terms of gender,

*“if one’s future is structured within gendered norms and expectations, then possible identities should differ by gender (Know, 2006). If women are more socialised to focus on connections and relationships while men are socialized to focus on autonomy and independence, then their sense of self generally and their possible identities in particular, should differ in that one focuses on relating and connecting and the other focuses on autonomy and independence (see Knox, 2006; Markus & Oyserman, 1989).*

- *Possible identities, and particularly negative possible identities, sometimes affect well-being.*
- *Possible identities are sometimes, but not always, implicated in current action.*

Oyserman & James (2011) also recognise the importance of temporal distance and ways in which this is marked in discourse and language usage by people when discussing future possible identities and goal attainment linked to these goals;

*“Although all possible identities are future-oriented, the future may be proximal (e.g., “I’ll pass the eighth grade”) or distal (e.g., “I’ll have a good job when I grow up”). Time units can be marked vaguely (e.g., “when I am, an adult and on my own”) or clearly (e.g., “next September” or “next semester”). Time can be marked by meaning unit (“by the time I have to buy another swimsuit,” “by the time I retire”) or by date (“by Valentine’s Day”). How time is marked is likely to influence how vividly a possible identity is imagined, how much attaining it feels linked to present action, and therefore the likelihood that it will cue identity-based motivational striving.” (Oyserman & James, 2011, p. 129)*

Oyserman & James (2011) provide a good summary overview of this area of the literature on possible identities. I will discuss the relevance of possible selves further at Section 4.6.3: *“possible identities and the mentoring context of this thesis”* mainly in discussion of in the following subsection, I argue for why possible identities may be useful to explore in the context of mentoring and what themes and questions may be interesting for me to explore, based on the literature above.

### **3.4.6 Summary - Identity and Work**

Section 3.4., has now summarized relevant texts from the Identity literatures. I have discussed themes that I argue can be useful to apply or consider in the context of my own study. Much of this literature comes from the fields of business and management, however where necessary, broader social science literatures and research have also been discussed. This is because “Identity” has its’ clear roots in the history of social sciences, so one cannot but refer back to key researchers from different Identity frameworks when discussing Identity at “Work”.

At Section 3.4.1, I provided a brief overview of early to late conceptualizations of identity from the social sciences. This section discussed an overview of the mainstreams or fault-lines within the Identity research from Vignoles et al (2011). At Section 3.4.2, I then discussed key research from the social identities framework. At Section 3.4.3, I then discussed work-related social identity from a gender perspective. At Section 3.4.4, I discussed positive and negative identities at work. Finally, at Section 3.4.5, I discussed the theme of possible selves.

At Section 3.5, I will now summarise relevant themes and discussions from the existing literatures throughout Sections 3.1 – 3.4 which may be particularly useful to frame and apply to a tentative research model when considering the context of “work”, “work-related self”, voice/silence and the outcomes of voice/silence; as perceived by the individual mentor or protégé managers’ in terms of their own work-related selves within “work” processes.

I argue through applying relevant theory for why to explore an identity lens; in particular, that of social identity at work and its’ linkages to voice/silence behaviour as well as the outcomes of voice/silence behaviour for the individual managers as “cases” within the “work” context.

### ***3.5 The “Work” Context – Linkages between social identity, voice/silence and their outcomes***

These themes and assumptions are based on key authors discussed throughout this literature review in Chapter 3. I have chosen to break Section 3.5 of Chapter 3 into the following five sections. I will cover social identity in work contexts at Section 3.5.1. I

will then describe relevant aspects of positive and negative identities in work contexts at Section 3.5.1.1. At Section 3.5.2, I will suggest a new conceptual model for consideration for use in work contexts. While the concluding section of Chapter 3 aims to extrapolate relevant themes and findings from existing literature that may be particularly relevant in the context of “work.”

Starting with social identity at work, I aim to explore how individual managers describe themselves at work (*“self at work”*) as being both *“like others at work”* as well as *“different from others at work.”* The managers may also describe episodes of using voice/silence in work contexts as well as the linkages to voice/silence and the voice/silence outcomes for the individual mentors and protégés in work processes.

For each of these separate sections, I will then discuss linkages between a) social identity at work and voice/silence, b) linkages between voice/silence and outcomes of voice/silence from relevant literature on business/management at work. I argue for how and where the business/management work may reveal additional linkages or layers to the data already proposed.

### **3.5.1 Social Identity in work contexts – linkages to voice/silence**

As discussed at Section 3.4.2 of this chapter, existing literature on social identity (Tajfel, 1957, 1969, 1972, 1981) and gendered social identity at work (Acker, 2008; Lund, 2015; Yassour-Borochowitz, Desilvya Syna & Palgi, 2015) apply relevant theory to business-related work contexts.

Previous studies have applied social identity theory to cases where managers discuss certain similarities that they share, and differences between, themselves and other individuals at their work.

From the social identities and organizations literature (Ashforth & Mael, 1989, Hogg & Terry, 2000) we may expect to see the managers discussing work-related self. Managers describe self in terms of belonging to a certain in-group whilst acknowledging an out-group as different from self. The managers may also describe prototypical aspects of this in-group (Ashforth & Mael, 1989). Some groups may be favoured over others (Hogg & Terry, 2000).

From the gendered social identity literature (Acker, 2008; Lund, 2015; Yassour-Borochowitz, Desilvya Syna & Palgi, 2015), we see evidence through the discourses of prototypical or “ideal types” at work. Some of which are gendered, and structured and which may point to “expected voice/silence” from male versus female managers or employees. This in turn might result in certain work-related voice/silence outcomes, both for the individual as well as for their group and/or organization.

Other aspects of self or key themes may also be discussed in such contexts by the managers. The aim of my research in this regard is to explore and discover what these aspects are and not make assumptions beforehand.

As shown above, some of these differences have related to themes of gender, age, position, race, class, role, educational background, position in company, and whether an employee with or without children (under 18 years of age).

Many of the above similarities and/or differences have also been discussed in the employee voice behaviour literature (Morrison, 2011). These are often referred to as individual-level predictors of voice. Thus, a link has already been made in this literature between such “individual-level predictors” of voice including the demographic of gender (Miceli et al, 2008) and actual voicing. Certain voice outcomes are also suggested by these authors, as well as other contextual-level factors, such as supervisor openness, leadership style and relationship with supervisor.

For example, I am interested in exploring if these academic articles detail any differences between the managers in terms of say level of management – top or middle, age, gender, role, and length of tenure. These findings may either contribute directly towards other relevant literatures or by new contributions to the existing literatures discussed in both Chapters 3 & 4.

Of further note, I also wish to consider discussed linkages to various aspects of identity to reveal whether top management mentors discuss certain ways of “*being a manager at work.*” Moreover, do the discourses reveal any “*ideal types,*” similarities or differences between others at work, or even expose certain “*ideal type*” positive or negative identities, or even possible future selves at the manager’s work?

This study will also explore whether managers discuss linkages to voice/silence and voice/silence outcomes, at the individual or group and/or organizational levels in the context of work; as discussed outcomes from their own described “work-related self developed through the mentoring relationship.

### **3.5.1.1 Positive identities, negative identities in work contexts**

A further way in which managers are shown in the literature to describe “*splitting groups of people at work into in-groups and out-groups at work*” is through the definition of some employees being defined as *positive identities at work* and other employees being defined as *negative identities at work*.

In terms of this current research, I wish to explore discourses of balancing between positive (Roberts & Dutton, 2009) and negative (Learmonth & Humphrey’s (2011) self at work. The expected direction is towards “*framing self as more positive/ becoming a more positive identity at work.*”

As discussed in Section 3.4.4.1 over time, those individuals who appear positive at work and who voice in a positive way, are often perceived in the modern workplace as “*good employees/ positive identities at work*”. People who are interested and committed to the organizational goals of increasing firm performance measures (as defined by the company/ business) or are those employees associated with improving innovation output. These individuals have more promotional opportunities open to them than those who are perceived as negatively oriented. This theme is discussed in full in Section 3.4.4.2.

A tentative research model is now presented below together with the proposed research questions for this study. Additional discussion is also provided surrounding linkages between the main constructs.

### **3.5.2 Tentative research model: linkages between social identity, voice/silence and voice/silence outcomes**

To recap on the objective of my research as well as my research questions. My purpose is to explore how individual identity can help explain use of voice/silence as well as the outcomes of voice/silence. The relevant research questions to explore in relation to these themes in the existing literature are;

**RQ1: Identity**

- How do managers describe their work-related social identities?

**RQ2: Voice /Silence**

- How do managers use voice/silence?

**RQ3: Voice/Silence Outcomes**

- What are the outcomes of voice/silence at individual level and organizational or group level?

**RQ4: Linkages between Identity, Voice/Silence and Outcomes**

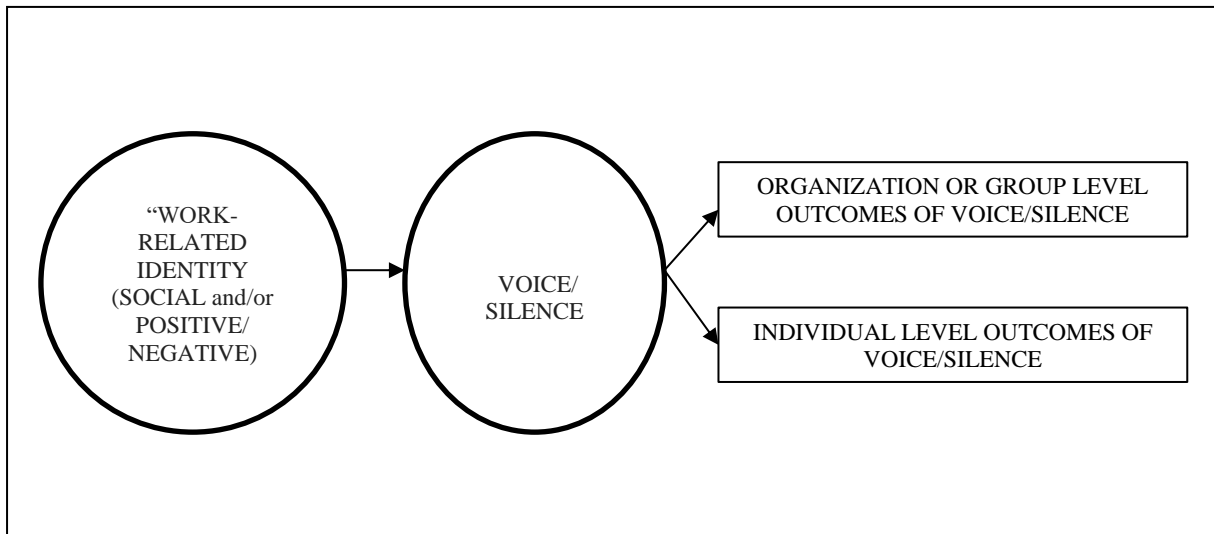
- What linkages are uncovered between work-related social identity, voice/silence and outcomes?

I aim to make research contributions directly towards the voice/silence literature from exploring themes related to research questions RQ2 and RQ3 above in the data collection and analysis research processes. Findings from this will then be interpreted alongside existing theories on the subject, discussed above at sections 3.5.1-3.5.3, which will hopefully result in a better understanding of linkages between work-related social identity, voice/silence and outcomes. These are explored at research question RQ4.

The aim of the tentative research model is to summarise findings from relevant literatures covered in Sections 3.5.1 – 3.5.3. These existing research findings are used to frame and guide assumed relationships between the variables in the model as well as the linkages and assumptions made in terms of directionality and relationship between the variables.

In terms of considering the context of work, my aim as a researcher is to concentrate directly on the work context and allow respondents to openly reflect on and discuss “*work-related self*”; as well as their own individual episodes of voice/silence at work, followed by the outcomes of voice/silence. This is a natural progression of themes for this study. These themes are shown later in an interview guide for respondents – presented in the appendix for this thesis.

**Figure 3.5.2.1 Tentative research model: the “work” context – social identity, voice/silence and voice/silence outcomes**



In terms of research question RQ4, I am interested in exploring which linkages exist between; a) *identity at work*, b) *voice/silence* and c) *the outcomes of voice/silence*. The following literature also discussed these linkages between themes;

- A linkage has been discussed between identity, in this case transformational leadership identity and directionality of voice (“voice arenas”). Liu et al (2010) refer to Adler & Kwon (2002) in noting that where the perceived risk of voice is too high, then social capital is destroyed, as employees are more likely to remain silent than voice their thoughts (Milliken et al., 2003; Morrison & Milliken, 2000; Morrison, 2011). Liu et al (2010) also discuss how voice behaviour may: 1) be associated with discomfort (Milliken et al., 2003); and 2) gain a negative public image (Ashforth & Humphrey, 1995; Milliken et al., 2003), so “*employees usually engage in a calculated and deliberate decision-making process before speaking, which helps them evaluate the cost-benefit of voice behaviour,*” (Ashford et al, 1998; Morrison & Phelps, 1999).
- In terms of voice directions or arenas, Liu et al. (2010) have found links between work-related context and voice behaviour. They show how voice behaviour is target-sensitive and there are two types of voice: a) *speaking up (voice towards the supervisor)* and b) *speaking out (voice towards peers)*. The literature on influence tactics also lends support to Liu et al’s (2010) argument. The authors also refer to Schilit & Locke (1982), Yukl & Fable (1990), and Yukl & Tracey (1992). Within organizations, people choose different influence

tactics contingent upon the targets (upward, downward, or lateral) to maximize influence effectiveness. For example, a field study conducted by Yukl and Tracey (1992) revealed that employees mostly use personal appeal, exchange, and legitimising in lateral influences, and rational persuasion in upward influences.

- In terms of linkages between voice/silence and the group and/or organizational outcomes of voice/silence, I aim to explore where, how and when (if at all) the managers frame self as positive. Both in terms of positive outcomes for self as well as for the group and/or organization. I also plan to explore just which types and targets of both voice and silence the managers describe using at work. These will contribute towards our understanding of such linkages between voice/silence type and target, and their related outcomes.

But I also plan to take a tabula rasa approach (Glaser & Strauss, 1967) towards expected outcomes at the interview stage of my research process.



## 4 RESEARCH CONTEXT - MENTORING

The research context or arena in which the respondents were asked questions “at work” is mentoring. The individual managers were asked “cues” relating to their work-related identities; about “who you are at work”. These “cues” included social identity aspects of self and others at work. The managers were also asked to discuss own use of voice/silence at work as well as perceived outcomes of voice/silence. As such, it is necessary in this chapter to cover some of the mentoring literature. Research method is covered in Chapter 2.

Chapter 4 starts with an initial review of “what mentoring is?” as well as providing a brief history of mentoring and the contexts and arenas in which mentoring takes place. I then move to a review of mentor relationships, mentoring roles and functions, mentoring processes as well as a practitioner’s perspective on mentoring. The concluding chapter review section covers research on gender and mentoring in business and management studies. The chapter is summarised by discussing new contributions which may be made through applying a mentoring context lens onto personal work reflections. Both on changes in “work-related individual identity” and individual episodes of voice/silence. The latter of which was discussed by the respondents at being linked directly to their mentoring relationship in terms of tips and advice from mentors to protégés as well as from protégés to mentors.

But firstly, *just what* according to existing literature *is mentoring?*

### **4.1 What is Mentoring?**

Mathisen (2011) provides a historical review of mentoring. Mathisen (2011, p. 168) notes how the word mentoring has Greek roots, consisting of *men*, which means “one who thinks” and *tor*, the masculine suffices for the word. Therefore, the definition of a mentor is “*a man who thinks*” (Roberts, 1999).

Mathisen (2011) refers to a number research and practice-based publications which highlight the history roots and myth from Homer’s legend of Odysseus and his tale about Mentor, who was a wise, trusted and experienced man who was teacher, advisor and surrogate father for Telemachus (Benabou & Benabou, 2000; Clutterbuck, 2001; Kram, 1988; Megginson & Clutterbuck, 2005; Noe, 1988; Parsloe & Wray, 2000;

Shea, 2002). Mathisen (2011) also sees later reference made to antiquity's Mentor as portrayed in Fénelon's (1698) book *Les Aventures de Télémaque*. Here, Fénelon re-tells Mentor as a guide helping Telemachus to learn, develop and mature into a future king.

Mathisen (2011) states how the traditional understanding of Mentor has become in modern times associated with a mentor being a trusted *advisor, friend, teacher* and *wise person* constant over time. This is where the modern root of the word "mentor" comes from, based on the two mentors from Homer and Fénelon. The twin roles have been woven together. In modern international and research literature, Mathisen (2011), mentor is *the individual helper* (Kram, 1985; Ragins & Kram, 2007) to a *protégé/mentee*. In modernity, mentoring today has been defined by Mathisen (2011, p. 167) as;

*"...a form of work that traditionally involves an experienced practitioner helping another become better and more competent in carrying out their work."*

In this modern description of "what mentoring is?" the mentor is defined as following Mathisen (2011, p. 167);

*"We recognize the mentor as a central and entrusted person with high competencies who stands as a role model and helper, to create change and growth for an inexperienced, new employee or less competent colleague."*

Modern research on mentoring in business and management contexts started in the early 1970s (Kram, 2004). Levinson's (1978) "*Seasons in a Man's Life*" discussed themes such as individual-level learning and development first in business and management contexts. Kram (2004) discusses how she became personally interested in the subject of mentoring now. This led to Kram (2004) studying mentoring pairs at graduate school in the US. During this time, Clutterbuck's "*Mentoring at Work*" book was also first published.

In the 1980s, there was a growth in research interest in the theme of mentoring. Researchers such as Thomas (1993), Ragins (1995, 1997, 1999, 2007), Scandura (1992), Noe (1988), Clutterbuck, (1985, 2001) and Zey (1984) contributed towards

further discussion of how psychosocial and career functions mentoring relationships contribute towards individual outcomes. Research studies also uncovered empirical evidence regarding how development relationships developed over time. Growth of interest in mentoring also came out of the Affirmative Action Equal Employment Opportunity Commission (EEOC) in the US. The impact of this research is further discussed at Section 4.5 of this chapter.

Briefly, Kram (2004) states how mentoring was born out of an era of the EECO. Labour and jobs were relatively stable and secure at that time. Currently, however, there is an emphasis on continuous, flexible change and development, which has replaced more stable hierarchical organizational structures as witnessed in the 1970s. Employees are now expected to be increasingly more change-oriented and cope with steeper learning curves at work. Careers are also multiple and attitudes towards skills and competences are less based on traditional longevity and respect for senior managers, as was the case back in the 1970s according to Kram (2007). These impacts on mentoring relationships as well as development networks for individuals;

*“This dramatic change in context has had significant consequences for mentoring. The instability of organizations and jobs has been disruptive to the more stable developmental alliances that we had observed in the past. Potential mentors are necessarily living with far less job security, and finding that their years of wisdom and experience don’t necessarily inform current challenges the way that they did before. Similarly, young individuals seeking mentors are encountering work and life challenges that are quite different from those that their seniors encountered earlier in their lives, leaving them to wonder if potential mentors really understand their circumstances. Everyone is busier, more challenged to be a continuous learner, and in need of support.” (Kram, 2004, xii)*

So, there has been a change in emphasis over time, with mentoring becoming more open to cross-gender and cross-diversity contexts. There has also been a change in actual organizations internally, towards employees and managers becoming more flexible, adaptable and change-oriented since the 1970s. So, how, if any has this affected the roles, responsibilities, functions and competencies of mentors and protégés? The aim of Section 4.2 is to cover the main roles, relationships and

functions involved in mentoring, based on leading literature from the field of mentoring and in particular – that of business mentoring.

## **4.2 Mentoring Relationships, Roles and Functions**

At Section 4.2, I will discuss mentoring relationships, roles and functions. Section 4.2.1, discusses mentoring relationships. Section 4.2.2 covers the two main separate roles in mentoring relationships. Which are; *mentor roles, responsibilities & competencies of mentors* at Section 4.2.2: and *protégé role, responsibilities & competencies* at Section 4.2.3. Mentoring functions are then covered at Section 4.2.4 which compares favourably with mentoring roles. Section 4.2.5 discusses differences found between the North American and European traditions in terms of mentoring roles and functions.

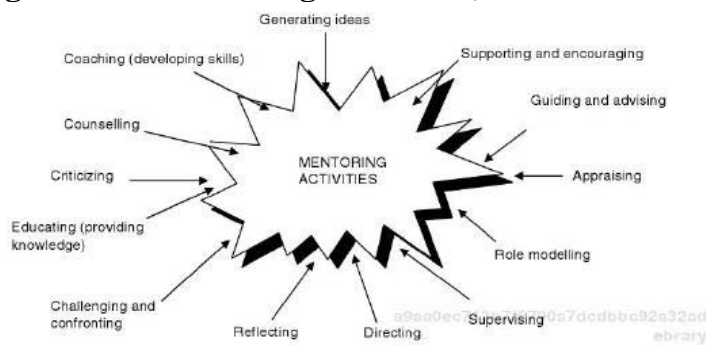
### **4.2.1 Mentor Relationships**

In terms of the mentor relationship, these relationships can be either informal or formal, in the form of an organized mentor programme, or consist of a range of varieties between these points (Mathisen, 2011). When considering the construct of mentoring, Mathisen (2011, p. 168) states how it is hard to define due to differences in application as well as several ways of perceiving what a mentor is and what mentoring is about. For example, in Norway, the country location for the current study, mentoring takes place in schools, nurseries, higher education, business and industry, sport, social welfare, the health service and youth services. However, it has proved easier for researchers interested in mentoring to discuss specific roles, and their emphasis has been placed on the role of the mentor in the mentoring relationship.

### **4.2.2. Mentor roles and responsibilities**

Lane (2012) provides a useful review of the roles of mentors and mentoring activities. She provides Figure 1.1 below, from Leeds Metropolitan University (1995). This shows findings from a project “*Mentoring: the “Working for a Degree”*” project.

**Figure 4.2.2 Mentoring activities (from Leeds Metropolitan University, 1995)**



**Figure 1.1 Mentoring activities (Leeds Metropolitan University, 1995)**

Figure 1.1 shows the activities that mentors describe undertaking. The figure shows a range of activities.

In line with the above mentoring activities, Clutterbuck (2001) discusses how *the mentor* is usually an older, more experienced person who passes on his/ her knowledge to a less experienced person – *the protégé*. There is not always a direct line management link between the two people. For Clutterbuck (2001), the mentor takes the role model position of;

- Guide
- Tutor
- Coach
- Confidant.

Personal characteristics can be equally as important to the mentor relationship to functional roles and responsibilities (Hay, 1995). These are characteristics such as (Hay, 1995);

- Trust
- Respect
- Ethical approach
- Self-awareness
- Self-development
- Attitude.

Caruso (1992) also finds both functional roles and personal characteristics to be important for mentors. Drawing on an extensive quantitative research study, Caruso (1992) found how mentors should possess three distinct areas of capabilities;

- Attributes (such as knowledge, experience, power)
- Roles (coach, counsellor, teacher, guide, sponsor)
- Functions (teaching, career assistance, counselling)

Clutterbuck (1985), Parsloe (1992), Baird (1993) and Caruso (1992) drew similar conclusions that the main roles of a mentor were to provide the following to protégés;

- Advice and direction
- Provide support and encouragement
- Acting as a critical friend and confidant.

Clutterbuck (2001) defines the roles of the mentor as being;

- To encourage and motivate the protégé
- To nurture the protégé to develop
- To teach the protégé relevant skills and promote their learning potential.

Clutterbuck (2001) places mutual respect as a key success factor in the mentor relationship. Barry (1995) emphasizes the importance for mentors to draw on their own experiences in their relationships with protégés.

In terms of effective mentor competencies, Clutterbuck (2001) lists the following ten competencies;

- Self-awareness (understanding self)
- Behavioural awareness (understanding others)
- Business or professional savvy
- Sense of proportion/sense of humour
- Communication competencies
- Conceptual modelling
- Commitment to their own continued learning
- Strong interest in developing others
- Building and maintaining rapport/ relationship management
- Goal clarity.

This section has been summarised by showing the following table from the Leeds University research study from 1995, in which mentor roles, competencies and

capabilities are clearly discussed. So, in summary, a mentor must be a multi-faceted individual with high mentoring competencies and capabilities as described above. This solicits the question: what about the role and responsibilities of the protégé? The following section shows how existing literature describes the other relational party in the mentoring relationship, that of the protégé.

### **4.2.3. Protégé roles and responsibilities**

Much of the literature on mentoring concentrates on the role of the mentor in the mentor relationship in guiding, advising and offering support to the mentee or protégé. Clutterbuck (2012) provides an overview of mentee/ protégé competencies in chapter 6 of the book “Situational Mentor” from 2012. Here, the author recognises that is “*takes two to tango*” for a mentoring relationship to either succeed or fail. Clutterbuck (2012) first builds on Kram (1983) and discusses three stages or phase that exist in mentoring relationships. Which are;

- **Initiation of mentoring**

For the mentee, it is important for the mentee to capture the mentor’s interest and commitment. This is a precursor to building rapport between the mentor and mentee. It may involve both the protégé and mentor opening and revealing hidden feelings and experiences. This builds psychological intimacy in the mentoring relationship (Kram, 1985) and Bullis & Bach (1989). Whereas for Kalbfleisch and Davies (1993); “*individuals with higher degrees of communication competence and self-esteem, who perceive less risk in intimacy, are more likely to participate in mentoring relationships....* Conversely...*individuals, who may very much need mentoring relationships may not be as likely to be involved in those relationships as individuals who are more communicatively competent, have higher self-esteem and perceive less risk in being intimate.*” Bandura (1982) found confident, competent people find relationship-building easier than less confident, less competent peers. Fagenson (1992) found both protégés and non-protégés having a need for power, achievement, autonomy and affiliation.

- **Relationship management**

At this stage, communication skills also remain important (Kram, 1985). Engstrom and Mykletun, (1999) compared personality factors of mentors and

protégés in the success of mentoring relationships. These authors found high scores of agreeableness, extroversion and openness to experience on the part of the protégé to correlate with positive relationship outcomes, although the personality interaction between mentor and mentee was also a significant factor.

- **Learning maturity/disengagement.**

Clutterbuck (2012, p. 75) notes how, *“we have not been able to find any studies which investigate the skills required in managing the mature mentoring relationship, or in managing the relationship ending from the protégé perspective... (but) managing the closure of the relationship and moving on is an important element in the satisfaction of both parties.”*

Building on previous research (Clutterbuck & Megginson, 2001), Clutterbuck (2012) presents the following framework of relational management and communication competencies that the “ideal protégé” should hold at least some of for the mentoring relationship to succeed. These are;

- **At Phase 1 “Initiation of mentoring” – Clutterbuck pinpoints the following “Relationship Initiation Competencies” that are required for a successful mentoring relationship;**

- **Focus – Proactivity**

Focus requires the protégé to have some ideas about what they want to achieve out of the mentor relationship. Proactivity means that the protégé has at least some idea about potential outcome goals they want to achieve. It also means they will drive the relationship forwards, contact the mentor and take the initiative.

- **Respect – Self-respect**

Respect is demonstrated by being attentive to the mentor, showing respect and valuing the mentor’s advice/ insights. Self-respect may emerge out of the relationship. The protégés may grow in self-respect and self-esteem because of the mentor relationship.



- **Listening- Articulating**  
Willingness to listen is important for protégés to exhibit at this stage as well as the ability to articulate their own goals, values and feelings along the way.
- **At Phase 2 “Relationship Management” – Clutterbuck pinpoints the following “Relationship Management Competencies”;**
  - **Learn – teach**  
Protégés should show a willingness to learn and commitment to achieving their goals. At the same time, they may need to pass on their own experiences, knowledge and skills to teach the mentor.
  - **Challenge – be challenged**  
The protégé must be open to constructive dialogue which at times will involve being challenged to understand and grow further.
  - **Open – questioning**  
Protégés must also be open to examining issues and reflecting on these. They should be honest with themselves. At the same time, they should ask relevant questions and advice from the mentor.
  - **Prepare – reflect**  
Protégés should prepare in advance for their session with the mentor. Reflection refers to the protégés understanding of their individual motives, drives, attitudes and behaviour.
- **At Phase 3 “Learning maturity/disengagement” – Clutterbuck pinpoints the following “learning maturity/disengagement competencies”;**
  - **Acknowledge the debt – pay forward the debt**  
The protégé should be able to show appreciation / gratitude for the advice gained from the mentor. Paying it forward is about passing on the reward/ outcomes to others.
  - **Process awareness – process management**  
For success, protégés need to understand the effects of gradual process-based learning over time and the empowering effects of such an approach.
  - **Extrinsic and intrinsic feedback**

Learning how to accept feedback from others is an important skill for protégés to learn. This skill develops gradually over time as the relationship develops.

- **Independence – interdependence**

Protégés should be self-motivated, self-reliant, self-resourceful and self-confident in all elements of the maturity phase. Yet, building a network of support advisers and trusted others are also part of the skill of being a successful protégé.

Clutterbuck's (2012) book chapter provides a useful overview of "*which competencies and capabilities a protégé should exhibit for a mentoring relationship to be successful over time.*" Through understanding what the expected competencies are that a protégé should display at distinct phases in the mentoring process, and in dialogue with their mentors, it becomes clear what their roles should be and how they should behave / act in a successful mentor relationship. Many of the skills required are relational. But there is also an emphasis on being goal-oriented and clarity regarding what the protégé wants to achieve from the mentoring relationship.

#### **4.2.4 Mentoring functions**

Mentoring serves two primary functions or behavioural roles (Kram, 1985; Noe, 1988) for individual protégés taking part in mentoring programmes. These two functions are described as; *a) career development functions* and *b) psychological functions*.

In terms of *career development functions*, mentoring provides sponsorship, protection, challenging assignments, exposure, and visibility for the individual protégé/ mentee by the mentor.

In terms of *psychosocial support functions*, mentoring provides acceptance, coaching, and counselling visibility for the individual protégé/ mentee from the mentor.

Scandura (1992) later added *role modelling* to represent a third distinct function.

Involving behaviours in which protégés identify with and emulate mentors, who are trusted and respected, possess much referent power, and hold ambitious standards.

Koberg et al (1998) have since integrated these functions into a full theoretical

framework of antecedent conditions including: mentor and protégé characteristics, the characteristics of the mentor dyad and organizational and group characteristics that can influence the mentoring functions received.

Godshalk & Sosik (2003) expand Koberg et al's (1998) model to dispositional traits of learning orientation, drawing upon social-learning (Bandura, 1977), goal setting (Locke & Latham, 1990), and similarity-attraction paradigm (Byrne, 1971) literatures to integrate learning goal orientation into the mentoring literature. Their North American based study found protégés possessing high levels of learning goal orientation, like their mentor, associated with high levels of psychosocial support. The protégés also reported higher levels of career development, idealized influence, undertaking managerial responsibilities, desired managerial aspirations and career satisfaction when compared to mentor-protégé dyads possessing lower levels of learning goal orientation.

Two main strands appear in the mentoring literature. The first covers such research as the above. This is more quantitative in nature and more interested in qualitatively testing and modelling functions within relationships to discuss outcomes. The second strand discusses more qualitative findings, with an interest in uncovering and discussing relational aspects of mentoring within a process-oriented perspective; where the mentoring relationships are tracked over time. However, I have tried to cover findings spanning both sets of findings in this review.

A question which has been raised by Clutterbuck (2001), Klasen & Clutterbuck (2002) and Mathisen (2011) amongst others is just how generalized findings such as those above actually are outside of a North American mentoring context. Another critique is whether findings such as the ones above are widespread in relation to women and other ethnic minorities. The findings may result from data that is gender and diversity skewed towards the typical mentor, especially in terms of studies of business and management contexts, where mentors and protégés have traditionally been male, middle class, and White. At least this is the group which has been represented in mentoring programmes as a model for achieving lead management positions. Thankfully, mentoring programmes are more open towards women and are becoming increasingly so towards ethnic minorities. The point is rather that this has not always been the case and so historic findings may be skewed.

#### 4.2.5 Different mentoring roles and functions - North American & European mentoring traditions

Consequently, in line with the above thinking, differences have been found between North American mentoring and European mentoring traditions. This finding relates specifically towards mentoring functions and roles (Clutterbuck, 1998; Clutterbuck, 2001; Clutterbuck & Lane, 2004; Clutterbuck & Megginson, 2000; Klasen & Clutterbuck, 2002). In a way, these form the two main streams, or ways of thinking about mentoring - in terms of the roles and functions of the mentors and protégés in mentoring relationships.

In terms of mentor roles, the North American understanding of “*the role of a mentor*” refers to a person with power and influence. The mentor is a person with a central position in the organisation placed one or two departmental levels above the protégé themselves. The aspect of learning for the protégé is de-emphasised, but career development and positioning in the organization is the focus on the mentor relationship.

In the European tradition, learning exchange and the learning process are emphasized and power differences between the two mentoring partners are suspended for an effective mentor relationship to develop.

Klasen & Clutterbuck (2002) discuss how North American and European mentoring programmes also have different goals. These differences become clear through the mentor role. In a North American mentoring relationship, the main mentor role is to provide *sponsorship mentoring*. Here, career development is in focus. The mentor role is more one-dimensional, with the mentor providing the roles of guardian, protector and role model for the protégé. In European mentoring, the mentor role focusses on *developmental mentoring*. Here, the goal is to strengthen and facilitate the protégé’s learning and development processes, which provides a more flexible and general role for the mentor (Klasen & Clutterbuck, 2002). In the European perspective, the mentor shifts between emphasising emotional and intellectual needs and moves between actively guiding and being more passive. Here, the mentor provides the roles of listener, sounding board and counsellor.

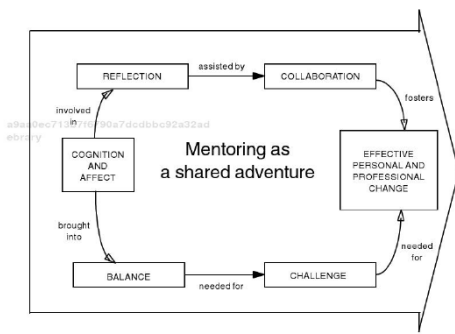
In terms of a Scandinavian and Norwegian context, Mathisen (2011) carries out a review of 15 handbooks, introductory guides, subject and teaching books written by Scandinavian authors and found six different perspectives on the mentor role. These were; a) Antiquity & Fénelon's mentor, b) the master-apprentice tradition, c) the humanistic psychology tradition, d) the European mentor tradition, e) the North American mentor tradition and f) the pedagogical tradition. Mathisen (2011) then analysed six different types of business/ public sector mentoring programmes. Mathisen (2011) found most these adhered more to the European tradition of discussing developmental mentoring; whilst sponsorship mentoring from the North American perspective was less discussed.

What the latter findings demonstrate is how a North American emphasis has been placed on *sponsorship mentoring*. Here, protégé outcomes and the interpretation of findings were in line with this emphasis on the career/ networking opportunities that mentoring programmes provide in comparison with the European model. This is relevant for the current context of this study and highlights how definitions for mentor/protégé roles, functions and expected outcomes are all highly context specific. As such, the interpretivist approach to understanding the subject of this thesis is the appropriate one to apply to the mentoring context employed.

### **4.3 Mentoring Processes**

Mentoring processes have been discussed by Baird (1993). The model below shows Baird's (1993) archetype of effective mentoring processes and activities that lead to effective development and outcomes. This research was also built on by the Development Processes (1994) in which effective mentoring relationships were shown to be establishing rapport, offering respect, demonstrating empathy and showing a genuine interest in the development of the protégé.

**Figure 4.2.5.1 A conceptualization of effective mentoring (from Baird, 1993)**



**Figure 1.2 A conceptualization of effective mentoring (Baird, 1993)**

Both Caruso (1992) and Gray (1995) have found the process of mentoring to fit into the five distinct stages. These are shown reproduced from Lane (2012);

**Figure 4.2.5.2 Gray’s (1983) five-phase mentoring model (taken from Caruso, 1992)**

**Table 1.2 Gray’s (1988) five-phase mentoring model (taken from Caruso, 1992)**

Phase	I	II	III	IV	V
Main theme	Prescriptive	Persuasive	Collaborative	Conformative	Independent
Type of activity	Mentor directs protégé	Mentor leads and guides protégé	Mentor participates jointly with protégé	Mentor delegates to protégé	Protégé achieves functional independence

1.1

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Clutterbuck (2012) splits the above stages into three stages of; a) initiation of mentoring, b) relationship management and c) learning maturity/disengagement. Clutterbuck (2012) also firmly sees mentoring as a process as discussed below in this subsection.

#### **4.4 Mentoring in Practice**

From a practitioner perspective (Megginson & Clutterbuck, 2005, p. 65-68), mentors provide advice regarding career paths to their protégés, in which they discuss past and present career choices. During these processes, the mentors also ask their protégés to look forward in time. They discuss how future career decisions can be actively planned and controlled. Megginson & Clutterbuck (1998, p.53- 56) advise mentors to dramatize understanding by using story-telling/ narrative techniques with their protégés to help clarify/understand situations in which the protégés feel challenged.

This technique allows them to step back and see the interaction from another actors' perspective, helping them frame and re-frame the situations described. In such a way, the learner has an option to;

*“change the characters, the roles, the script or even the audience. Each alteration provides an opportunity to open up new and different options.* (Megginson & Clutterbuck, 2005, p.56)

Such techniques can also assist protégés in empathizing and understanding other people's behaviour. This involves “positively” re-framing others by focusing on;

*“...people's competencies rather than their deficits, their strengths rather than their weaknesses, their possibilities rather than their limitations.”* (Megginson & Clutterbuck, 2005, p. 91)

Such approaches clearly stem from a qualitative, dramaturgical approach to understanding the individual actions, interactions, roles, scripts and stories in everyday situations. This approach stems from Goffman (1959) and is prevalent in qualitative research across the social sciences.

The authors also clearly see mentoring as a leader development *process* in which the work-related identity of the protégé is changeable/ mutable even though certain aspects of identity will of course remain stable/immutable. For the researcher, this relates back to basic research on social identity in organizational (Ashforth & Mael, 1989; Hogg & Terry, 2000), positive identities (Roberts & Dutton, 2009; Ragins, 2009) and possible selves (Markus & Nurius, 1986). This is because this practice approach, discussed above, is also concerned about *positive re-framing* of self, roles and “work-related identity” of protégés in an organisational perspective.

As this research uses an emancipatory “women in business” project as its' research context, the thesis also covers some of the key literature on gender and mentoring. This starts with a brief background history of emancipatory mentoring programmes and ends with a summary of key mentoring literature, or existing theories, that have discussed gender and mentoring.

## 4.5 Gender & mentoring

As noted at Section 4.1, growth of interest in mentoring also came out of the Affirmative Action Equal Employment Opportunity Commission (EEOC) in the US. Studies such as Thomas (1993) and Ragins (1995, 1997, 1999, and 2007) stimulated interest in making mentoring available to ethnic minorities and women. Burke (1984) and Burke & McKeen (1990) also discussed the dynamics of cross-gender, cross-race mentoring pairs in their research. By the end of the 1980s, Kram (2004, xii) states how;

*“As a consequence, we have learned much about formal and informal mentoring, and particular strategies that individuals and organizations can employ to foster this developmental alliance. There are no simple recipes. Perhaps the most important lesson from all of these programmatic efforts is that the most effective strategies for fostering mentoring depends on the context in which they are implemented, the purpose for such initiatives, and the values, skills and attitudes of potential participants. There is now a generally well-accepted continuum of strategies ranging from creating a reward system and culture that encourage mentoring, to formally assigning mentors and protégés and providing extensive training on the requisite skills for making such relationships work. “*

Against this historic backdrop of gender and mentoring from Ragins and Thomas, I will now consider the mentoring context chosen for this thesis and summarize key findings from relevant theories that have been proposed in terms of gender and mentoring.

The mentoring context selected for this thesis is has an overriding emancipating aim. This was to provide what were largely a group of middle management women with the right network, competencies and expertise embodied in their top management mentors through one-to-one mentoring relationships. The exception to this rule were two male managers who were younger and new to their roles/organizations. The goal of the mentor project was for the middle managers to learn the necessary skills, competencies and advice required to be more positive in considering future top management positions. As such, key findings are now briefly summarized from the literature regarding gender and mentoring.



Firstly, authors Higgins, Chandler & Kram (2007) have applied social networking theory to mentoring. The authors discuss established network structures involving diversity; “*the range of sources from which individuals receive developmental help*” and tie strength; “emotional closeness and frequency of communication.” The authors introduce and discuss development initiation as being; “*a set of development seeking behaviours undertaken to enhance knowledge, skills, performance and/or learning,*” as well as its’ antecedents. The authors discuss the following findings with regards to gender; men will tend to develop low-diversity developmental networks using high developmental initiation, particularly when the protégé is working with in a male-, rather than a female-, dominated workplace. Other authors discussing mentoring from a social network theoretical perspective include Higgins & Kram (2001), Dobrow & Higgins (2005), Chandler & Kram (2005), Granovetter (1973, 1983).

Secondly, authors Fletcher & Ragins (2007) describe feminist Stone Centre Relational Cultural Theory (RCT) as incorporating gender as a cultural rather than an individual-level phenomenon. RCT calls attention to the gendered nature of mainstream theories of human growth and development, focussing not on the question of differences between men and women, but rather on the masculine nature of the theories themselves. Miller (1976) noted that mainstream theories characterise relational attributes as feminine traits, rather than women’s greater emotional needs. Whilst, traditional perspectives on mentoring constitute bodies of knowledge (Acker, 1990) that are “gendered” in that they deify the masculine and devalue or ignore the feminine. It is reasonable to assume that traditional perspectives on mentoring may not fit the needs of, experiences or role expectations of women (Fletcher, 1994; Ragins, 1995, 1997, 1999, 2007) and may cause special problems and dilemmas for them. From this point of view;

*“RCT also proposes that other social identity characteristics add to and interact with gender to affect one’s mentoring experiences. People with less power are required to develop relational skills in order to anticipate and respond to the needs of the more powerful. Power dynamics is inherent in dominant and non-dominant social identity group and influences relational interactions.” (p. 390-91)”*

A third perspective discussing gender and mentoring is constructive-developmental theory. Authors McGowan, Stone & Kegan (2007) discuss constructive-development

theory being used as a mechanism for examining how cognitive structures affect mentoring relationships. Individuals construct meaning out of their environments. The meaning-making structures proceed in a predictable, successive sequence throughout adulthood – resulting in five difference stages of self. Stages 3, 4 & 5 are later stages of self and are often discussed in the context of mentoring. This is because people differ in their basic coping capacities within the same life phase. (Kegan, 1994). For example, Levinson (1978) and (Hall & Kram, 1982) consider the importance of role, society, hierarchical position, gender, and voice in influencing identities and expectations. The chapter explores the role that meaning-making structures at play in the dynamics of mentoring relationship and potential outcomes. A constructivist perspective proposes that,

*“humans do not simply happen upon reality, but rather are continually engaged in active processes of constructing that reality. The way in which we experience the world is dependent upon how we mentally organise it.”* (based on Kegan, 1982, p. 403).

A developmental perspective proposes that,

*“organic systems evolve through qualitatively different periods of growth, based upon alternate periods of stability and change. It suggests that there are consistent and predictable elements within the human developmental journey that we can observe, analyse and benefit from studying further.”* (from Kegan, 1982, p. 403).

This perspective integrates these two concepts to discuss evolution (or development) of meaning-making structures (constructing reality), not only in childhood, but throughout adulthood. So, from this perspective, evolutionary movement of the psyche occurs as individuals step away from, take control over, or integrate earlier aspects of themselves that formerly controlled them.

A fourth perspective discussing gender and mentoring is from literature within the Work-Life Interface literature by authors Greenhaus & Singh (2007). These authors discuss how there is a significant gap in the literature in terms of uncovering whether mentoring processes can promote balance in a protégé’s life; examining linkages between mentoring and work-family outcomes. A growing number of dual career

households need to be considered. Earner couples and single parents in the workforce have made juggling work and family roles increasingly challenging for a growing number of employees.

Authors such as Barling & Sorensen (1997), Barnett (1998, 1999), Barnett & Hyde (2001), Eby, Casper, Lockwood, Bordeaux & Brinley (2005), Edwards & Rothbard (2000), and Lambert (1990) discuss the work-family interface. Whereas Greenhaus & Beutell (1985) and Kahn, Wolfe, Quinn, Snoek & Rosenthal (1964) discuss work-life conflict. Greenhaus & Powell (2006) discuss work-family and work-family enrichment as relevant theory for their model. This model shows the effects of mentoring on the work-family interface. Ragins & Verbos (2007) discuss both mentors and protégés operating within mentoring schema- using a cognitive map or a mental knowledge structure to guide perceptions, expectations and behaviours in a mentoring relationship.

A self-schema is a mental representation of oneself in a relationship (who I am in a mentoring relationship). Another-schema relates to the mental representation of the other person in the relationship. Another-schema is a mental representation of other-schemas. Self-schemas and other-schemas collectively produce interpersonal scripts (how I and the other person act) that guide sequences of interactions in the mentor-protégé relationships. The self-schema of a mentor who adopts a work-life lens differs from those who do not. But both parties will engage in behaviours that are consistent with their respective schemas and scripts. When adopting a work-life lens, the mentor will; a) discuss the work-life implications of a job, career path, or career strategy. The mentor will also discuss b) willingness to share his/her own experiences with the protégé and provide advice when requested. The mentor also; c) encourages a protégé to achieve a greater self-awareness and to live in accordance with her or her values. The mentor also; d) attempts to act non-judgementally in all interactions, pointing out the possible implications of a protégés decision. The mentor also; e) engages in specific actions on behalf of the protégé by advocating, protecting, and providing resources where feasible. Such mentors who incorporate a work-family lens into their schemas; a) understand the relevance of work-family issues to employees, their families, and organizations; b) feel comfortable interacting with other people about personal and sensitive issues and c) believe that engaging a protégé around work-family issues is consistent with their motivation for becoming a mentor. Mentors draw partially on their own experiences in doing so. The protégé is responsive to the

mentor's efforts and can benefit from the mentor's behaviour. The mentoring relationship is characterized by trust, empathy, and mutual concern. The organization supports learning and development and respects employees' lives outside of work. The protégé's work demands are decreased, and resources are strengthened.

Other perspectives within the career cycles literature, such as Chandler (2007) and Hall (1976, 2002), also discuss the related theme of gender regarding career change, career transitions and the broader learning cycle. Given the shifting career contexts, which are characterized by more frequent career transitions, Chandler (2007) believes that theoretical guidance in this area is timely." Chandler (2007) introduces a model of development networks and career learning cycles. These describe the role of relationships that make up the network. As triggers for career exploration and as facilitators, moderators and possible obstacles to learning. Hall (1976, 2002) discusses career cycles nowadays in multiple short learning cycles of 3-5 years.

Ibarra (2004) found that participants tended to change through action (taking small steps, experimenting with new behaviours) rather than engaging in a lot of self-analysis first. A second factor in the change involved new connections, relationships with new people who could help the person move into new roles. Higgins & Kram (2000) found developmental networks to be borne out of protégés receiving career and psychological support from a "portfolio" of advisors. The book chapter looks at the link between career triggers, career learning cycle /exploration, trial, establishment & mastery) and learning outcomes (adjustment, satisfaction, stress, relationship/network, success (objective/subjective), employability (adaptability, social capital and identity).

In terms of the current research context, I will be interested in discovering whether any of the current mentors discuss any of the above themes and if there are any gender differences discussed in terms of career, conversations with mentors/protégés, measuring up to an ideal self in the future.

The closing section of Chapter 4 will now provide a brief insight into aspects of self that may be useful to consider as a researcher in relation to the mentoring context. Relevant research literature is also covered and a final concept drawn which brings my suggested model into the context of mentoring.

## ***4.6 The Mentoring Context – Other aspects of individual identity that may relate to voice/silence and their outcomes***

In this concluding section of Chapter 4, the thesis draws together some relevant themes that may be particularly pertinent when considering the mentoring context. And may prove useful also in relation to the linkages between “work-related self”, own use of voice/silence, and for the outcomes of voice/silence for the individual mentors and protégés undergoing such mentoring processes. These themes and assumptions are based on key authors discussed during the literature review at Chapter 3. I have chosen to break Section 4.6 of Chapter 4 into the following five sections. I will cover social identity and the mentoring context at Section 4.6.1 then covers positive identities, negative identities and the mentoring context at Section 4.6.2. I will then cover possible identities and the mentoring context at Section 4.6.3 as well as voice/silence and the mentoring context at Section 3.6.4. At Section 4.6.5, I will summarize Section 4.6 by suggesting a new conceptual model for consideration for use in mentoring contexts. Finally, Chapter 4 closes with a summary overview of the chapter.

For each of these separate sections, I will then discuss connections to both voice/silence behaviour as well as linkages to outcomes of voice/silence that the literature suggests as relevant for mentoring contexts. I argue for how and where the mentoring context may reveal additional linkages or layers to the data already proposed.

### **4.6.1 Social Identity and the mentoring context**

As already discussed in Section 3.4.2 of this thesis, existing literature on social identity (Tajfel, 1957, 1969, 1972, 1981) suggests how mentor and protégé managers may discuss certain similarities that they share with other individuals at their work. They may also discuss certain differences between themselves and other individuals at their work. Some of these similarities or difference may represent gendered work-related selves (Acker, 2008; Lund, 2015; Yassour-Borochowitz, Desilvya Syna & Palgi, 2015). In both cases, some of these differences may relate to gender, age, position, role, educational background, position in company, and whether an employee is with or without children (under 18 years of age).

Many of the above similarities and/or differences are also discussed in the employee voice behaviour literature (Morrison, 2011) but as individual-level predictors of voice. So, a link has already been made in this literature between such “individual-level predictors” of voice including the demographic of gender (Miceli et al, 2008). Certain voice outcomes are also suggested by these authors, as well as other contextual-level factors such as supervisor openness, leadership style and relationship with supervisor.

From the gendered social identity literature (Acker, 2008; Lund, 2015; Yassour-Borochowitz, Desilvya Syna & Palgi, 2015), we may expect to see evidence of these “ideal types” at work. These “ideal types” at work may also be gendered and structured. They may also point to “expected voice/silence” from male versus female manager’s employees. Of course, these “expected voice/silence” also lead to certain voice/silence outcomes, both for the individual at work as well as for their group and/or organization. Other aspects of self or key themes may be more discussed in such contexts by the managers. My aim is to explore and discover these aspects and not assume outright from the existing literature exactly what these themes may be; “tabula rasa (Glaser & Strauss, 1967).

In terms of literature from mentoring, advice may come; mainly from the mentor side of the relationship to the protégé side of the relationship because of the mentoring process. Advice such as; change your management style, change your role within the business, change your actual voice/silence style, voice more openly and positively within the organization, discuss the outcomes that you have contributed towards at the group and/or organizational actively at work.

One assumption may also be that mentor managers provide advice on style, voice/silence as well as outcomes for protégé managers who manage across distinct groups of employees at work.

#### **4.6.2 Positive identities, negative identities and the mentoring context**

One of the main identity lenses in the mentoring context for this research to apply is that of positive identities at work.

Positive identities are covered in the mentoring context by Ragins (2009) who through using RCT Cultural Theory examines conditional skills, conditions and behaviours that influence mentoring relationships within a context of gender, diversity and power dynamics. Ragins (2009) additionally discusses and applies a positive lens towards mentoring identities in action. This model also includes a model of mentoring self-structures and the motivation to mentor. Ragins (2009) also calls for future research to incorporate protégé self-structures of mentoring and to see how self-structures interact in the mentoring relationship/dyad. Gaps to this literature exist in terms of pinpointing the conditions for obtaining optimal outcomes for both mentors and protégés as well as whether any gender differences exist.

Other researchers on mentoring contexts such as Boyatzis (2007) from the Intentional Behavioural Change literature as well as McGowan, Stone & Kegan (2007) from the constructive-development theory are clearly discussing self or selves and the desire to frame self as a positive individual within the organization. So, the concept of positive identities is already in the existing mentoring literature. But just who are perceived as positive identities within the organization? And just what voice and role behaviours are described as positive voice and role behaviours? Are there gender differences in terms of what is perceived as positive in the organization and is this direction skewed in the direction of male identities at work in these male-dominated industries at the centre of this study? Who are described in negative terms in work contexts? What influence can and do mentoring dyads and/or relationships have on bridging these potential differences between positive and negative identities at work? Are their gender differences in the advice provided?

In terms of this research, I wish to explore discourses of balance between positive (Roberts & Dutton, 2009) and negative (Learmonth & Humphrey's (2011) self at work. The expected direction is towards "framing self as more positive/ becoming a more positive identity at work." This is because as discussed in Section 3.4.4 over time, those individuals who appear positive at work and who voice is a positive way, are often perceived in the modern workplace as "good employees/ positive identities at work" who are interested and committed to the organizational goals of increasing firm performance measures (as defined by the company/ business) or are those people at work associated with improving innovation output. These individuals have greater promotion opportunities open to them than those who are perceived as negatively oriented. This theme is discussed in full in Section 3.4.2. But as stated above, I also

wish to explore just who and what behaviour is described in positive as well as negative terms in this study.

In terms of the expanded mentoring context, consideration is required as to how protégés discuss positive or negative change to self that they aspire to, because of being on the mentor programme. For example, are the mentors themselves positively or negatively oriented, or is there a balance between the two sides of self in relation to their protégés? For example, what role can mentors play in shaping protégés in this positive direction – through the tips and advice that the mentors give to their protégés? Further, I wish to explore whether there are any gender differences discussed in terms of advice to frame more positively as well as discovering just how to frame more positively. Who requires the advice within these organizations? Is there a gender skew in terms of the advice provided? Possibly in the direction of the female managers, who potentially require greater re-framing?

Additionally, in the mentoring context, can tips and advice from mentors to protégés be shown to link directly to “style advice” regarding voice/silence which might suggest “being perceived as a positive identity at work.” If so, do certain protégés appear to require greater style advice? Will female managers require greater style advice than male protégé managers in the context of the mentoring relationship, that is, from mentor to protégé? If so, what does the advice concern?

#### **4.6.3 Voice/silence and the mentoring context**

The context of mentoring also allows researchers to explore perceived changes in individual-level voice/ silence, because of undertaking the mentor programme. For example, what aspects of voice types (Morrison, 2011), silence types (Van Dyne, Ang & Botero, 2003), voice targets, tactics (Dutton et al, 2001; Ashford & Piderit, 2003) and directions (Liu et al, 2011) do protégés reflect on as having changed over time as a direct result of conversations with their mentor managers? What tips and/or advice have they received? In turn, what tips advice do the mentor managers discuss having given to their mentors?

As a researcher, one can build on existing models to understand just which voice types (Morrison, 2011), silence types (Van Dyne, Ang & Botero, 2003), voice targets, tactics



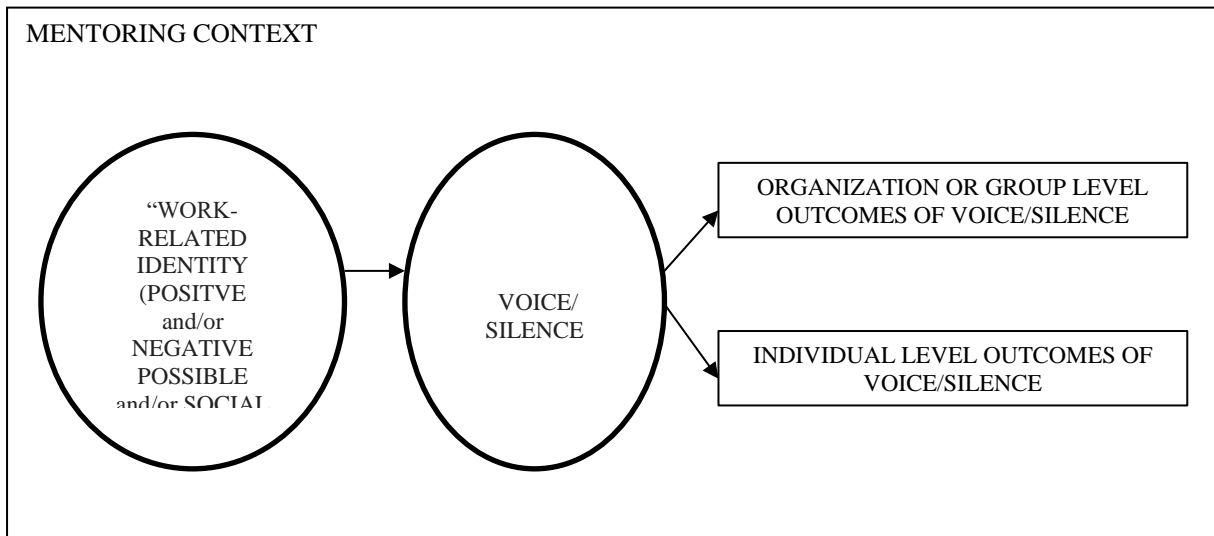
(Dutton et al, 2011; Ashford & Dutton, 2003) and directions (Liu et al, 2011) are pinpointed as being useful when promoting and positioning yourself for a career in top management.

Linkages to various aspects of identity may also reveal whether top management mentors discuss certain ways of being a manager at work. For example, do the discourses reveal any “ideal types,” similarities or differences between others at work, or positive/negative identities “ideals” at play through the tips and advice shared? Do the findings reveal any gendered ideal types at play when mentor and protégé managers discuss positive /negative “ideal” types at work? Is there a gender skew in terms of what is perceived as positive behaviour by a positive identity at work?

Additionally, what about possible future goals for both mentor and protégé managers as revealed through the discourses? In terms of this aspect, I am interested in exploring whether protégé and/or mentor managers discuss linkages to voice/silence and voice/silence outcomes, at the individual or group and/or organizational levels in the context of mentoring; as discussed outcomes from the mentoring relationship.

Mentoring as a context may contribute to the existing voice/silence literature – by allowing for learning loops to be added to the Morrison (2011) model. Considering mentoring as process (Caruso, 1992; Gray, 1995) learning loops may also be applicable in the following tentative research model – although they are currently left off the diagram.

**Figure 4.6.3.1 Tentative research model for mentoring contexts showing individual aspects of identity, voice/silence, and voice/silence outcomes**



This tentative research model summarises proposed linkages between relevant aspects of individual identity which may be revealed by the mentor and protégé discourses as discussed themes for the mentor pairs.

The aim of the tentative research model is to summarise findings from relevant literatures covered in Sections 4.6.1 – 4.6.3. These existing research findings are used to frame and guide assumed relationships between the variables in the model as well as the linkages and assumptions made in terms of directionality and relationship between the variables.

The mentoring context basically allows for researchers to open for respondents to reflect on and discuss changes to both “work-related self” as well as their own individual episodes of voice/silence within the context of mentoring. The expected change that the existing literature proposes is for protégés to suggest learning or developmental outcomes for becoming more positive identities at work, through having partaken of the mentoring programme. This is a result of being placed into a mentoring context.

The mentor and protégé managers may also discuss “ideal types” of self which they aspire to. I am interested in exploring if there are any differences between the managers in terms of, for example, level of management – top or middle, age, gender, role, and length of tenure can be proposed by the literature. But I open to explore other

themes in the data, which may either, contribute directly to other relevant literatures or make new contributions to the existing literatures discussed in both Chapters 3 & 4.

As Chapter 2 discusses, the managers who were respondents in this PhD were taking part on a business mentoring programme. The mentoring programme had the specific aim to train and develop relevant middle managers for future top management positions. My mentoring group also aimed to emancipate mainly middle management women through providing them with the relevant training, support and development, mainly through the mentors acting as role models and providing relevant tips and advice to their middle management protégés.

#### **4.6.4 Summary**

Chapter 4 had the aim of reviewing relevant literature on mentoring. Chapter 4 starts by providing a general overview and brief history of mentoring and related literatures at Section 4.1. The chapter then discusses the contexts and arenas in which mentoring takes place; again, at Section 4.1. Relevant literature reviewed throughout this section includes; Kram (various dates), Mathisen (2011), Megginson & Clutterbuck (2005), Noe (1088), Ragins (various dates), Roberts (1999), Thomas (1993)

The chapter then reviews mentor relationships, mentoring roles and functions at Section 4.2. Authors reviewed in this section include Baird (1993), Caruso (1992), Clutterbuck (1985, 2001), Lane (2012), and Parsloe (1992).

At Section 4.3, the chapter then reviews relevant literature regarding mentoring processes, including a review of literature from Caruso (1992), Clutterbuck (2012), Gray (1995) and Lane (2012). At Section 4.4, the chapter then switches to review and understand mentoring from a practitioner's perspective, including a review of literature from Megginson & Clutterbuck (2005).

Then, at Section 4.5, the chapter then review literatures on gender and mentoring from within the mentoring literature. Several authors are quoted throughout this section, depending on the theoretical background of the authors as well as their underlying theoretical perspective.

The chapter then moved to discuss voice/silence in a mentoring context at Section 4.6. This section also discusses how mentoring can theoretically have influence over exercising voice/silence and coping with its outcomes.

The following four chapters; Chapter 5-8 will now discuss findings split into the four themes of;

- Work-related Social Identity
- Voice/Silence
- The Outcomes of Voice/Silence
- Linkages between Social Identity at work, Voice/Silence and Outcomes of Voice/Silence.

For each chapter, I will cover some of the key findings or even main themes emerging from the data. I have divided these chapters into different topics or themes as they emerged from the data. Chapter 8 is summarised through drawing- new models for each work-related identity theme in terms of; a) voice and b) silence. The findings chapters are also summarised and discussed further in accordance with Chapters 2 and 3 of this thesis. Chapter 9 then will discuss any contributions to existing literature(s) as well as new or even contradictory findings that that are not expected based on the initial literature review. The thesis concludes at Chapter 10, where main aims, purpose, research questions and themes are drawn together into a presentation of the main findings and contributions for this thesis. Chapter 10 also covers limitations as well as implications for future research and practitioners.

## 5 RESEARCH FINDINGS – SOCIAL IDENTITY AT WORK

The research findings section has been split into various chapters. I aim to cover findings relating to one research question each in Chapters 5 – 8. In this Chapter 5, I cover findings which explore the following research question in a work-related context;

### **Research Question 1: Social Identity at Work**

- How do managers describe their social identities?

The purpose of chapter 5 is to present the findings on work-related social identity. At interview, this question was discussed in terms how the individual mentor and protégé managers saw themselves as either; *a) similar to* or *b) different from* others who they worked together with.

So, chapter 5 will solely focus on the described similarities and differences that managers discuss as existing within their workplaces.

### **5.1. Social Identity at Work**

This section shows an analysis of narratives from the individual mentor and protégé managers. The findings build on how each manager described themselves as both a) like other people and b) different from other people in their current place of work. This builds heavily on the work of Tajfel (1978, 1981, 1982) in terms of understanding how through a process of social identification, we categorise ourselves as similar or different from others and how these connections to other groups tell us both who we are and who we are not in both cognitive and evaluative terms. This process takes place at the intergroup level; people define and identify themselves as members of certain groups and derive value from group memberships. People categorise themselves as either belonging to an “in-group” or an “out-group” (Ashforth & Mael, 1989; Hogg & Terry, 2000). So, just how do the mentor and protégé managers describe; a) self as like or b) self as different from others in work-related contexts?

### 5.1.1. Protégés & Mentors: Similarities & differences between self and others

In this section, I report on how both the protégé & mentor managers describe themselves in terms of;

- a) whom they are similar to at work  
as well as
- b) whom they are different from at work.

These findings were initially collated into two tables. Table 5.1.1 (see Appendix 7) shows similarities between self and others who the protégé managers worked together with. Table 5.1.2 (see Appendix 8) shows differences between self and others who the protégé managers worked together with. Tables 5.1.3 (see Appendix 9) shows similarities between self and others who the mentor managers worked together with. Table 5.1.4 (see Appendix 10) shows differences between self and others who the mentor managers worked together with.

Based on these initial analyses, I will present my findings in overview tables for each theme as well as a final summary table in the chapter summary at 5.1.2. I have ranged these six key themes in terms of their prevalence. The most prevalent theme across the cases is theme A1 and the least prevalent B. I draw on relevant example discourses relating to work-related social identity throughout this process, to back up my summary tables of findings.

Key themes/ stories emerging from the above discourses in terms of work-related social identity markers of difference between social identity in-groups and out-groups include;

- Technical, business and the “*twin-heads*.”
- Relational, rational & “*in-betweeners*” at the companies.
- Men with power- often technical – based overseas versus “*me/us*.”
- Male versus female ways of “*doing/ carrying out work processes*.”
- Shared histories, backgrounds, experience – people you learn to trust at work versus those who you do not trust.
- Work/home boundaries – differences between male and female employees in showing commitment to work.

The above key themes can further be organised at the level of;

**A. Mainly work-based themes:**

technical/ business/ “twin-head”, rational/ relational "in-betweeners”, men with power-based overseas/ us or me, male/female ways of doing work, those you trust/ don’t trust to get the job done.

**B. Theme discussing negotiating boundaries between work & other external arenas.**

Themes A1- A5 covers mainly work-related themes that are discussed by the managers. Theme B covers themes where boundaries between work and other external arenas were discussed by solely one of the managers.

Each theme will now be covered below, regarding relevant interview transcript data used to support the findings.

***THEME A1: Technical, business employees and the “twin-heads”***

Work-based theme A1 shows how several of the respondents describe difference between “*them*”; who are in the technical roles at their work versus “*us*”; who are in the business roles. These two in-group and out-group categories are interchangeable depending on the educational background and training of the managers. If educational background is technical and the management role is still operational, then “*them*” tend to be managers and “*us*” are technical experts. Whereas, where educational background is business/ management and the role is in more strategic management then “*them*” are technical employees and “*us*” are managers. Both female and male respondents interviewed describe this split. Four of the managers also described having a twin-headed educational background consisting of both technical expert and management education. Two managers had a completely different background. Five of these six managers in total were mentor managers. Table A1 shows a summary overview of the full set of respondents, split by mentor and protégés, male and female and whether technically trained professionals (Tech) or business/management trained (Mgmt.) employees on which the supporting discourses are based.

**Table A1: Summary table showing educational background of both mentors and protégés**

Total no. of mentors	Tech		Mgmt.		Both (b) / Other (o)	
10	3		2		5	
	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors
	2	1	0	2	3	2
	Jens, Alex	Kate		Eva, Thea,	Knut (b), John (b), Petter (o)	Inger (b) Celine (o)
Total no. of protégés	Tech		Mgmt.		Both	
10	4		5		1	
	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés
	0	4	1	4	1	
		Julie, Anna, Gina, Freya,	Mads	Berit, Hanne, Kristine, Marit	Steinar	

One mentor (Inger) discusses her own high level of education in comparison to others at work as a difference between self and others;

*"But how similar and different I am...I often have a high level of education in comparison people that I together work with."* Inger (mentor)

Four sample discourses from protégé managers are presented and discussed below. For several of the female protégé managers such as Berit, there is clear discussion of delineation between those with a technical educational background and work experience and managers. Relevant parts of the discourse relating to "I" as an administrator and "them" have been underlined in the discourse below. See Berit's discourse in terms of difference between herself and the other group managers below;



*"I am the only woman and don't have the technical background which no doubt makes me a little different. And I am also a little different from them in that they are more interested in the technical side than what I am. Together in the technical meetings and such, I cannot bury myself in the detail. But I like to come along to the meetings. I am more interested in the administrative side – getting the group to function well. Now, I don't mean that the other group managers aren't like that too, but they possibly have a different viewpoint on how you should manage/control the group. They see it maybe from...they have less time to be group managers because they are more interested in the technical side/part."* Berit (protégé)

Mads, a male protégé, also describes what the difference is between himself as a manager, in a management role and the technical professional experts at his company;

*"In terms of differences, I work with (Named Technical Experts) and (Named Technical Experts) are very attentive to detail. I am possibly more impatient than they are and with the impatience I am more dynamic. They dwell more on things, use more time and don't like making decisions compared to what I am used to from previously, from the type of person I am and how I see myself."*

Mads (protégé)

Mads describes different background and traditions of working in his discourse above. He also explains how the technicians are more attentive to detail, are less dynamic and dwell on things more. Mads describes himself as like those at his work who are engaged in the job and who see the job through to the end;

*"I am maybe similar to others in the organization in that I get extremely engaged in the job and in what I work with. That's the type of person that I am too. I get very "into" the job and I see that many others in this company are also like this as well, in that they have an attitude of "keep going" and a desire to work and do a good job, which I haven't seen quite so much of in my other places of employment. That is maybe why I identify myself so much with this place of employment as I liked what I met."* Mads (protégé)

Hanne also describes just what this level of engagement and commitment means in practice in terms of being like those who are engaged, committed and like to get the job done;

*"We are alike in that we share one goal and that is to create a good and correct "product offering" at the right time. We have this shared goal of what we need /are going to achieve. Erm...and we don't give up! We work until late in the evening until we have completed what we need to complete...but now I say they, because they are all different themselves, but (we) as a group but in a way, we are all a group and we share the same goals. We also have a sociable working environment and have fun too so..." Hanne (protégé)*

Julie (protégé) discusses how language is used to differentiate/create separation between a) herself and her own group on the one hand and b) a manager "higher up" in the company. This language division comes from differences in educational background and training and is used by the manager to create distance. Whether the manager's initial objective was to create distance, the effect is to cause distance between self and others. See Julie's discourse;

*"I was at a meeting yesterday with someone from the level above my own manager and he used a lot of economic/financial language/terms that I didn't get either such as CF, EBAT – A, CAPEX etc. At one point, he had three sentences which contained a lot of these 3 letter abbreviations and I said to somebody afterwards, "did he mean that as a joke or was he being really serious about what he said/ presented?" But I said afterwards to my manager that it could be good for the rest of us afterwards to have an introductory session into those economics abbreviations .... because the rest of us needed a course just to understand the economic/financial language used up at the Head Office! (laughs). So, I understand how it feels when you sit there are a lot of subject-specific language comes out/up!" ... "I mean, you want to feel a part of the group whilst you are listening to something and then to admit at the time that you don't understand something means that you become distanced from that group that you are trying to understand. It may only be afterwards that for example a member of your team admits they didn't understand something and so you need to repeat things." Julie (protégé)*

## ***THEME A2: Relational, rational and the “in-betweeners” at the company***

Work-related theme A2 highlights difference described between relational and rational employees, mainly regarding differences in management “style” or approach. Table A2 now summarises the number of respondents who mention differences between rational, objective employees and relational, subjective employees at their workplaces. A third group of managers has also been pinpointed from the data – “*the in-betweeners.*” For the mentor managers, these managers are concerned with balancing both relational and rational sides of self. Mentor manager Thea clearly describes herself “relationally” in her further discourse. But she does not discuss this theme directly at the interview question where similarities and differences between self and others at her work is discussed. For the protégé managers, these managers discuss learning to balance both relational and rational sides of self.

I have selected one example of discourse from each of the three subthemes in the data to exemplify each case as disclosed as themes in the data;

Protégé manager Kristine describes herself in a rational manner in comparison to others at work;

*“I am no doubt different in that I am more results-oriented than they are maybe used to from previously. If you understand? I am no doubt a little like that as a person, but also have it internalized within me from previous jobs.”* Kristine (protégé)

In comparison to protégé manager Anna, whose describes herself as a relational, people-oriented person;

*“In terms of colleagues? I don’t know. Some of the people I work with are very analytical and good at analysing numbers and such things. I can do such things but am probably not the one who digs myself deepest into such things.”* Anna (protégé)

Whereas protégé Gina is clearly learning to balance sides of self in the following discourse – both technical and management roles as well as relational and rational sides;

*“At college, we used a lot of (five named specialist technical IT programmes) It is very exciting to work with such things, good fun. I notice now, when I have taken a more management direction that I have moved a bit away from this practical, creative side. But, the new role is also fun. I have set a new internal product development project and notice myself that I am going to have to be careful not to be too “hands-on.” I will have to control myself a bit as it a great job to do... Yes, way too many. I need to become better at not having so many meetings and not sitting too long with emails. I need to become better at one-to-one management of individuals and tighter follow-up.” Gina (protégé)*

**Table A2: Relational employees, rational employees and the “in-betweeners”**

Total no. of mentors	Short codes					
9	<b>Self - Relational</b>		<b>Self –Rational</b>		<b>Self – balance of relational and rational sides</b>	
	4		3		2	
Not answered = Thea	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors
	2	3	1	2	2	0
	Knut, Petter	Celine, Inger, Thea	Alex	Eva, Kate,	John, Jens	
Total no. of protégés	Short codes					
10	<b>Self - Relational</b>		<b>Self –Rational</b>		<b>Self – learning to balance both relational and rational sides</b>	
	5		2		3	
	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés
	1	4	1	1	0	3
	Mads	Anna, Marit, Berit, Hanne	Steinar	Kristine		Gina, Freya, Julie

***THEME A3: Men with power – often technical - based overseas versus “me/us”***

Work-related theme A3 regards example discourses where male managers are described working overseas/ being “*externally visible*” managers. These managers are different from the manager’s own work-related selves, who are located “*here - internally visible.*” There is also a relationship described by five managers in total; two mentors and three protégé managers, consisting of three female managers and two male managers. One of the female protégé managers is Berit. The difference regards how other male managers at her level are male technical experts who “*travel a lot*” whereas she is an administrator/ manager who works “*located here*”;

*“Now, I don’t mean that the other group managers aren’t like that (located here and around to manage employees first-hand) too, but they possibly have a different viewpoint on how you should manage/control the group. They see it maybe from...they have less time to be group managers because they are more interested in the technical side/part.”*

*“Many of them travel a lot and are more involved in the technical than I am. I am more visible/around daily. So that makes me a bit different in relation to them. But of course, this varies from group to group.” Berit (protégé)*

Berit is referring to fellow “*male*” group managers who she works together with. So, from Berit’s discourse we can see a clear pattern in her own company for technically trained “*male*” experts to be visible “*out there*” as opposed to herself, a “*female manager*” who is visibly here, locally.

Protégé manager Hanne also describes her own manager working away a lot and being based overseas. He is a decision-maker with power. She does not however describe in the discourse whether her manager is management or technically trained;

*“We are different in terms of I have my boss/manager who I have to please and I have Head Office (named place overseas) to please too.” Hanne (protégé)*

**Table A3: Men with power- often technical – sometimes based overseas versus “me/us”**

Total no. of mentors	Technically trained men –based overseas with power		Management trained men – based overseas with power	Men with power-based overseas	
2	0		1	1	
			Knut (male)	Inger (female)	
Total no. of protégés	Technically trained men –based overseas with power		Management trained men – based overseas with power	Men with power – based overseas	
3	1		0	2	
	No. of male protégés	No. of female protégés		No. of male protégés	No. of female protégés
	0	1		1	1
		Berit		Steinar	Hanne

***THEME A4: Female and Male Ways of Doing / Carrying out Work***

Several of the female managers describe difference in terms of work-related theme A4. This regards differences between self and others at work in terms of how women and men “do or carry out work across these male-dominated companies.”

**Table A4: Female versus male ways of working**

Total no. of mentors	Short codes – theme discussed in relation of self and others at work			
	Difference between self and men at work		Difference between self and other women at work	
4	2		2	
	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors
	0	2	0	2
		Kate, Inger		Eva, Kate
Total no. of protégés	Short codes -theme discussed in relation of self and others at work			
	Difference between self and men at work		Difference between self and other women at work	
4	2		2	
	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés
	0	2	0	2
		Berit, Freya		Marit, Kristine

The "them" (are the men) and "us" (are the women). "Them" (the men) are often technically trained and "us" (the women) are often management/administrators. This is still the case where the female managers are previously trained as technical or science experts. Table A4 summarises the findings for this section.

Eight managers in total discuss this theme of difference between self and others at work. All eight managers are female, consisting of four mentor managers and four protégé managers. For example, female protégé manager Berit describes this difference openly in her discourses, already covered within other themes of this section – see theme B and theme A3 in terms of what both men and women "do" at work.

Protégé manager Berit for example, describes a split between men and women at work and the differential ways in which these two distinct groups of employees work;

*"It is the male managers who are technical that makes the difference there. That's how it should be. But I have some who are very independent and they work a lot alone."*

*"But, being a female manager means that we have a slightly different way of working. My view is that we are cleverer/better at...we have social antenna and are better at seeing the individual and taking care of the individual. That is in relation to the group managers..."* Berit (protégé)

This difference is also described by several of the female managers; mentors and protégés alike and in terms of what "being relational means – particularly in terms of directness, tone and voice behaviour for women at the companies where they work. Findings related to these aspects are covered at RQ4, in Chapter 8, as their discourses show linkages in the data between work-related social identity, voice/silence behaviour and in some cases voice/silence outcomes – at an individual as well as at group and/or organizational levels.

***THEME A5: Shared histories, backgrounds, experience – people you learn to trust at work versus people you learn not to trust at work***

Work-related theme A5 describes difference between people you learn to trust over time to complete tasks/ commit and those who you cannot rely on. This trust is based

on experience, sometimes together in work-related processes over lengthy periods of time in terms of learning that gets the job done, who will take on additional responsibility and roles. Mainly the mentor managers describe this difference. Table A5 below summarises key short codes for the mentors and protégé managers. The protégé managers discuss more day-to-day differences between self and others, with less of a consideration of building strategic relationships with people over time. The protégés often describe “getting to grips with new work processes or roles as well as everyday management complexity of reporting both downwards and upwards. Following this, sample discourses are further discussed to exemplify theme A5.

**Table A5: Shared histories, backgrounds, experiences – people you learn to trust at work versus people you learn not to trust at work**

Total no. of mentors	Short codes					
	Shared history, background, experience		People you trust to get the job done		Shared similarity to other Norwegians in the company system	
5	2		2		1	
	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors	No. of male mentors	No. of female mentors
	2	0	0	2	1	0
	John, Jens			Kate, Eva	Knut	
No. of protégés	Shared history, background, experience		People you trust to get the job done		Shared similarity to other Norwegians in the company system	
	1		2		0	
3	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés	No. of male protégés	No. of female protégés
	0	1	1	1	0	0
		Julie	Mads	Freya		

Other mentor managers such as John and Jens describe themselves in the discourse as being like other technical professional trained experts. In Jens’ case, he describes himself as like those who he works together with in that;

*“Most us are relatively alike in terms of background and education...”* Jens (mentor)



In all cases, there is a mutual understanding and in fact, shared history of whom in their companies will and who will not take on additional responsibilities, new challenges, roles and learning. There is a history of previous actions by some and inactions by others that means that individual experienced managers learn over time who they can rely on and trust to carry out tasks/ bear responsibility and who will not if you like "life up to the task and deliver." Here is John's discourse;

*"I think because I have the history and have also seen in a good deal of other companies...especially former colleagues who have started their own companies maybe 10 years ago or so now, that when they have a crisis, they phone me. This no doubt relates to the fact that they believe I have sensible ideas regarding cases/issues that they want to implement or not implement and that I can help them out of the situation that they are in arm...yes...to start a new process, implement it and complete it. To say it simply!"* John (mentor)

John knows that other former colleagues will phone him and asks for practical and process-oriented advice. This is because they have a shared history and experience of John being able to solve issues or problems being faced by the former colleagues in other companies. "We/us" in this context are those managers or technical experts who one has built up a high level of trust over time with and who one knows will be up to the task of implementing /sticking out and solving the problem over time. "They" are other employees who do not take responsibility for the task or problem and do not see the problem or task through until the completion or resolution stage. So, a key question at work is whether one can trust an employee to carry out and implement a task or alternatively resolve a problem? If yes, then one is in the "in-group" whereas if no, then one is in the "in the out-group". In terms of this issue, mentor manager Kate mentions how you learn most about others that you work together with through things going wrong through "deviations to the norm." These processes and individual behaviours including individual voice behaviours means that over time, managers can accurately determine who will put in the extra commitment and effort for the company and who will not. Here is Kate's discourse – first about similarities between herself and others that she works together with, then in terms of differences between self and this group that she likes to take on additional challenges whereas others are satisfied/ content with the status quo;

*"I have worked in the (named department) and am no doubt like those in the (named department) in that I am orderly, structured and like control. I like to have an overview of things. There are many in the (named department) like that. You don't find the most creative of souls at the (named department) I don't think. They can be found, but they get a bit closed in because you can't just think that the (named way we do things - process) is a bit foolish. You have to follow it. Those who come in who are more creative end up in different roles. They maybe end up working with the (named technical equipment) and developing some (named way we do things - process) there. They might also work on simplifying some processes if there is anything that can be done in terms of that. They work a bit like that and take slightly different responsibilities. What I am maybe different in terms of is that I am very...I like to deliver. I like...yes...since I came here I have always liked to do a bit more, "do this too, do that too" I like challenges and once I have learnt something I like to find out if there is anything else that I can learn. But I don't think all (named department) people are like that. Some are very satisfied and have been here for many years and think this is completely super. So, in that respect I am no doubt a bit different. Yes, I think that is often the case and those people are often the ones who take on more responsibility and other types of roles." Kate (mentor)*

Eva describes herself as a manager and being like others like her;

*"I think in many ways I am unlike those who I work with (laughs). Very often, I experience that I am very structured and have a need to complete projects as well as just start them."*

*"Yes, I don't think I am the typical designer or salesperson, marketing, I am much more the person who says, OK this is crap here, and how can we implement things and change and deliver the product? And I think there are many here who think that I maybe control too much whilst I just have the goal to get it completed. So, I am no doubt seen as a clear decision-maker and effective for good and bad. But I have a good set of network contacts after many years of working in various parts of the business as so that is useful, so I think they accept this to get anything out of this (the network)." Eva (mentor)*

Eva describes herself as somebody who likes to complete projects, not just start them. She is unlike typical designers, salespeople, marketers. Just like Kate, Eva likes to see the job through until the end, resolve problems and carry out changes and deliver the product. Like John, Eva also recognises that she has a valuable set of network contacts that are useful for the company. Eva clearly likes having a history and reputation for being a completer/ implementer of tasks as well as a problem-solver, being the reason why she has many valuable and respected network ties.

***THEME B6: Work/ home balance – difference between male and female employees in terms of shown commitment to work***

Theme B6 highlights the theme where boundaries between work and home are discussed by the managers. In this case, it is female protégé manager Berit, who describes different approaches to work/home balance by male versus female employees when asked to work overtime. When Berit is asked to discuss people, who are like her at work, she answers the following;

*"In relation to my group, I am no doubt like some of the women in my group. I enjoy working in a group and like to have people around me. I enjoy being a part of a team. We are all good at doing that, and have different ages, both men and women. I notice that women have more baggage/weight with home, that men have a more relaxed attitude towards. For one reason or another. We should be able to manage everything, in every place and that is repeated. We women are more...if one of the men is going to work overtime he says, "I am doing overtime" whereas if one of us women is going to work overtime, there are 1001 things that need planning. So, we are a bit different there. In how we relate to such things. And it is a challenge for me as a female manager in that there are many things I need to take up on the home front at the same time as I should manage people in a (named overseas company) where they go to work virtually at the same time as we go home. Things can happen the whole time, almost around the clock, but I am very good at being available. In fact, I have maybe made myself too available than I maybe should. Because the other men find it easier to say, "It is just like this and like that". So, I am sometimes maybe more available than what is necessary. Yes, there is something in that and in having responsibility. Yes, there are no doubt differences between being a female manager and a male manager. I have also noticed that women in the*

group have more to consider/relate to, greater responsibility across different arenas in many ways. Just as I also feel as well. Is that an OK answer for you?" Berit (protégé manager)

Berit describes differences that she experiences personally between herself in her role of female manager and other male managers. She also sees this difference in behaviour between her own group between male and female parents in her group in terms of *"saying yes to work overtime."* Berit puts this down to women relating and taking greater responsibility across different arenas and work-life boundaries much more than male parents in her group. This of course means over time that the men *"appear more committed to work as working parents"* and possibly gain more opportunities along the way than *"female parents"* who more often need to show consideration to planning and organising *"home life"* before saying *"yes"* to additional work. Theme B relates back to Theme A5 in terms of the overriding question of who you learn to trust to get the job done at work versus which you learn not trust. Berit is the sole manager who describes this difference clearly as shown above.

### **5.1.2. Section summary**

The findings in this chapter explored how mentor and protégé managers described the ways in which they are similar and different to other people that they work together with. These were often described in terms of *"I am/we/us/my"* where the managers showed their own social belonging to one social group at work. Others at work were described in terms of *"They/them/ others"* and separation from this group was often stated in terms of *"I don't think I am, I am unlike"* or contextually as *"I am...I am"* (described self) whereas *"Some / others are"*. Table 5.1.2 summarizes the key findings from across each of the key themes A1-A5 as well as Theme B. The findings help us to answer research question RQ1.

These findings summarily suggest linkages along the lines of a technical-rational-male identity and business-administrative/management-relational-female identities. There is no "perfect fit" here, it appears many of the themes are linked, apart from experience and trust. Yet even here at Theme A5, female managers refer more often to trust in terms of *"people you trust to get the job done"*, which is a relational reference. Males refer more to relying on shared experiences, history and background, which could be a more rational reference. At Theme A4, the findings also suggest the female managers

**Table 5.1.2 Summary table of key findings from across themes A1-A5 and B**

<b>Main theme</b>	<b>Short codes</b>											
<b>A1 – work related theme</b>	<b>Management/ Administrative experts</b>				<b>Technical/ professional experts</b>				<b>“Twin-heads” Both educations (b) / Other (o)</b>			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	2		5		3		4		5		1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		Eva, Thea	Mads	Berit, Hanne, Kristine, Marit	Jens, Alex	Kate		Julie, Anna, Gina, Freya	Knut (b), John (b), Petter (o)	Inger (b), Celine (o)	Steinar (b)	
<b>A2 - work-related theme</b>	<b>Short codes</b>											
	<b>Self - Relational</b>				<b>Self - Rational</b>				<b>“In-betweeners” Self – balance of relational and rational sides</b>			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	5		5		3		2		2		3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Knut, Petter	Celine, Inger, Thea	Mads	Anna, Marit, Berit Hanne	Alex	Eva Kate	Steinar	Kristine	John, Jens			Freya, Gina, Julie
<b>A3 - work-related theme</b>	<b>Short codes</b>											
	<b>Management trained men – based overseas with power</b>				<b>Technically trained men – based overseas with power</b>				<b>Men with power based overseas</b>			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	1		0		0		1		1		2	
Not answered = Alex, Thea	Male	Female					Male	Female	Male	Female	Male	Female
	Knut							Berit		Inger	Steinar	Hanne
<b>A4 - work-related theme</b>	<b>Short codes – theme discussed in relation to self and others at work</b>											
	<b>Difference between self and men at work</b>						<b>Difference between self and other women at work</b>					
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	2		2		2		2		2		2	

	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
		Kate, Inger		Berit, Freya		Eva, Kate				Marit, Kristine	
<b>A5 - work-related theme</b>	<b>Short codes – similarities between self and others at work</b>										
	<b>Shared history, background, experience</b>				<b>People you trust to get the job done</b>				<b>Shared similarity to other Norwegians in the company system</b>		
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés
	2		1		2		2		1		0
Not answered = Alex & Thea	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
	John, Jens			Julie		Kate, Eva	Mads	Freya	Knut		
<b>B – work/life boundary discussed</b>	Like female employees who plan to cover work/life boundary issues before saying yes to overtime/ additional work commitments				Unlike male employees who do not plan to cover work/life boundary issues before saying yes to overtime/ additional work commitments				Protégé manager Berit is the only case who openly discusses this theme directly in her discourse		

being or “*feeling*” different from other female identities at work. In comparison, male managers do not suggest being or “*feeling*” different from other male identities at work.

At Theme B, solely female protégé manager Berit discusses difference between female and male employees in the way that work-life boundary issues are personally managed and discussed in the workplace. These findings are discussed in detail and in relation to relevant theory on work-related social identity at work in Chapter 9 as well as Chapter 10.

The following chapter, Chapter 6 now provides the analysis and findings with respect to employee voice/silence –types, tactics, targets and directions as discussed and revealed by the interview discourses. I will refer to relevant research questions during this process. I apply relevant and sometimes new literature where required to help summarise and understand these findings.

## 6 RESEARCH FINDINGS – VOICE AND SILENCE

In this chapter, I will discuss my research findings which relate directly to answering the following research question;

### **RQ2: Voice /Silence**

- How do managers use voice/silence?

The aim of this chapter is to explore, through the research findings, remaining gaps in the existing research literature on employee voice and/or silence behaviour. Themes to explore within the context of this current research are in terms of whether;

- a) Morrison's (2011) expanded voice type construct– can be applied to the respondents in this study? Findings relating to this theme are covered at Section 6.1.
- b) Tactics & Targets of Voice suggested by Dutton et al (2001) and Piderit & Ashford (2003) - can be applied to the respondents in this study? Findings relating to this theme are covered at section 6.2.
- c) Cross-sectional findings from across voice types, targets and tactics can provide insights into the linkages between voice types, tactics and targets. These findings are presented at section 6.2.3.
- d) Directionality of voice/ silence behaviour from Liu et al. (2010) – can this be applied to respondents in this study? Findings relating to this theme are covered at section 6.2.4.
- e) The silence construct (Morrison & Milliken (2002, 2003 and 2004) – can this be applied to the current study? Does Van Dyne, Ang & Botero's (2003) expanded silence type construct fit these exploratory research findings for this set of respondents? See Section 6.3.

In further discussing this chapter, I discuss voice behaviour in terms of various aspects of voice dynamics. As such, Sections 6.1 and 6.2 are discussed in terms of various aspects of voice dynamics. Furthermore, the findings are based on the respondents' own discourse during the research interviews regarding, for example occasions when they chose to either a) voice or b) remain silent in given contexts, about given themes, issues or topics at work. Morrison (2011) proposes for the voice and silence constructs to be viewed as two opposite sides of employee voice behaviour. As such, in this

chapter I explore voice and silence behaviour as two opposites on a continuum of the same construct. Therefore, my research questions mirror each other across voice and silence as discussed in the method chapter. So, I present voice and silence within this same chapter of findings even though I am aware that these two opposite employee voice/silence could each have had their own chapters of findings. Furthermore, it should also be noted that existing research from the area of silence is much less developed than for that of voice behaviour. So, successfully applying the expanded types of silence construct (Van Dyne, Ang & Botero, 2003) or exploring targets of silence as well as the outcomes of silence are significant contributions in themselves to the existing literature. The same applies to reporting a case of how and when an organization changes from a positive voice climate towards a climate of silence. This is also a contribution towards the existing literature.

### **6.1. Voice Dynamics: Expanding Morrison's (2011) voice construct**

The first way of building on existing theory in terms of voice dynamics is to explore whether Morrison's (2011) expanded voice types construct can be applied to the current study? As such, the emphasis in section 6.1 is on exploring through the coding and categorization process instances of how, where and when the respondents use different expanded voice construct types from Morrison (2011). In this section of my findings, I have chosen to differentiate between mentor and protégé managers to see whether there are any similarities and/ or differences between these two groups of managers. Additionally, to explore what other differences the managers might discuss which help to explain the findings.

Re-capping from the literature review section, Morrison's (2011, p. 398) expanded voice construct contains the following three message types of voice:

- i) suggestion-focussed voice:  
Defined as: "*the communication of suggestions or ideas for how to improve the work unit or organization.*"
- ii) problem-focussed voice:  
Defined as: "*an employee's expression of concern about work practices, incidents, or behaviours that he or she regards as harmful, or potentially harmful, to the organization.*"
- iii) opinion-focussed voice:



Defined as: *“communicating points of view on work-related issues that differ from those held by others.”*

Table 6.1 now shows a summary table of my findings. This is broken down into protégé and mentor managers. The table shows a breakdown of the number of respondents who discuss each message type within their example discourses of occasions when they have voiced at work/ within their organizations. It also shows the number of male and female managers who discuss each expanded voice message type.

How, where and when are the managers discussing using the three expanded voice construct message types in practice in their discourses?

### **6.1.1. Voice Dynamics: Suggestion-focussed voice**

In terms of suggestion-focussed voice, which according to Morrison’s (2011, p. 398) is *“the communication of suggestions or ideas for how to improve the work unit or organization. “In terms of my own findings, this is the most commonly used voice or message type - used by both mentor and protégé managers alike. Let’s first look at an example of suggestion-focussed voice from mentor manager Knut. He has the following to say about examples of using his voice in organizational contexts;*

*“Just one example? I do that the whole time, so it is quite difficult to just select one. OK (...) so, recently I have really challenged these administrative functions to detail fully what they are going to charge for each of these functions in time for next year’s annual budget. And I have driven them hard on this. To get them to produce an even budget that shows increased efficiencies. So, we have exchanged emails and telephone calls, held meetings etcetera so that is one concrete example for you.” Knut (mentor)*

Knut discusses using suggestion-focussed voice and considers the overall organizational whole in his discourse. He has cost saving measures for administrative divisions as his goal – as the organizational outcome of his suggestion-focussed voice behaviour. Steinar, a male protégé manager discusses the following clever idea that he also suggested upwards and how this aims to improve the work unit in a positive manner;

**Table 6.1: Applying Morrison’s (2011) expanded voice types**

<b>Voice type - Mentors</b>	<b>Male (5/5)</b>	<b>Female (5/5)</b>	<b>Total Mentors (10/10)</b>	<b>Note</b>
<i>Suggestion-focussed voice (SF)</i>	5	3	8	Eva, Inger and Thea describe a switch during their example of voicing - between SF and OP
	Knut, Petter, Jens, John, Alex	Eva, Inger, Thea	Knut, Petter, Jens, John, Alex, Eva, Inger, Thea	
<i>Problem-focussed voice (PF)</i>	0	1	1	PF voice is used solely by Kate (in more of an operational position)
	0	Kate	Kate	
<i>Opinion-focussed voice (OP)</i>	0	4	4	OP voice is used by Eva, Inger, Thea and Celine
	0	Eva, Inger, Thea, Celine	Eva, Inger, Thea, Celine	
<b>Voice type - Protégés</b>	<b>Male (2/10)</b>	<b>Female (8/10)</b>	<b>Total Protégés (10/10)</b>	<b>Note</b>
<i>Suggestion-focussed voice (SF)</i>	2	3	5	
	Mads, Steinar	Berit, Hanne, Marit	Berit, Hanne, Marit, Mads, Steinar	
<i>Problem-focussed voice (PF)</i>	0	1	1	
	0	Kristine	Kristine	
<i>Opinion-focussed voice (OP)</i>	0	3	3	
	0	Freya, Gina, Kristine	Freya, Gina, Kristine	
<i>Not defined – could be all three</i>	0	2	2	

*“Yes, OK...I have got (a named internal monthly publication) going. I mean that is about good/positive thing that we have got going that we publish once a month. So, each month, once a month, each team now has the responsibility for writing the good/positive story and sends this to the Board. This rotates once a month so that each team will gets its’ turn to go out and find a good story.”*  
Steinar (protégé)

My findings point to a difference in use of suggestion-focussed voice by both male versus female managers – across the two groups of both mentor and protégé groups. All the male respondents provide solely examples of their use of suggestion-focussed voice. The male managers also solely describe using suggestion-focussed voice. On the other hand, female managers additionally discuss using suggestion-focussed as well as problem-focussed and opinion-focussed voice types. This is an important finding which is further discussed in relation to existing theory in both the Discussion and Contributions chapters.

An alternative explanation for why suggestion-focussed voice is used most by the respondents could be the positive orientation that such suggestion-focussed voice represents. If wanting to be heard, as well as being promoted over time within the organization, then suggestion-focussed voice would allow the managers to be *“perceived positively over time.”* As such, the prevalence of suggestion-focussed voice amongst the managers may show that this it is a successful strategy of voicing to use within business organizations, should one be career-oriented or aspiring to the top.

Suggestion-focussed voice may also be used to disguise or even frame opinion-focussed voice or alternatively, problem-focussed voice. Suggestions do not just appear for any apparent reason. They are strongly attached to the given context or arena in which the managers voice.

### **6.1.2 Voice Dynamics: Problem-focussed voice**

According to Morrison’s (2011, p. 398), problem-focussed voice is *“an employee’s expression of concern about work practices, incidents, or behaviours that he or she regards as harmful, or potentially harmful, to the organization.”*

In terms of my own findings, this is the type of voice that mentors and protégés discuss using least in their example discourses. Only two managers, female mentor manager (Kate) and one protégé manager (Kristine) discuss using problem-focussed voice type in their examples. In Kate's discourse, she discusses reporting a problem upwards about a product safety problem that another department at her work may be responsible for causing. Here is Kate's (mentor) discourse;

*"It is because there is a lot of new equipment and erm...so I have had to report my concerns to (named department 1). Well, we need to ensure that we have the quality across the whole plant because before we can send out any product we must ensure it is a safe product to give to the customer... ("...") So, I had to report this in a Joint Management meeting. That I reported it because I thought it was important to do so." Kate (mentor)*

What is clear from Kate's discourse is the clear problem-orientation taken in her discourse. Kate is discussing a clearly defined and standardised reporting procedure that is in place at her company for reporting problems or issues upwards. Kate is following process and standard procedure by reporting upwards as required by her role.

Problem-focussed voice is expressed by both managers, Kate and Kristine, as taking place in "open, positive voice climates." In the case of Kate, her company has stringent reporting systems and processes in place which relate directly to Kate's role. She is obliged to report the problem and there are clear systems and processes in place for her to use without her becoming "labelled as a trouble-maker/ black sheep." For Kristine, she described her company as having a "high head room for discussion" where she never feels closed down. Kristine can discuss openly suggestions, opinions as well as problems within her management group/ organization.

### **6.1.3 Voice Dynamics: Opinion-focussed voice**

According to Morrison's (2011, p. 398), opinion-focussed voice is "*communicating points of view on work-related issues that differ from those held by others.*"

In terms of my own findings, opinion-focussed voice is used by several of the female managers –mentor managers; Eva, Inger, Thea, and Celine and female protégés

managers; Freya, Gina, Kristine. Inger, Freya & Gina are technically trained experts and Thea, Celine, Kristine & Eva are management/admin trained. Eva discusses the following process of trying to get the joint management board at her company to buy into process and operational changes that she wishes to implement through a shared platform. This would allow her company to make increased profits through cost savings in the future. Surprising, the board is against Eva's idea, so hence her example is one of opinion-focussed voice. Eva is communicating points of view that are different from those of others;

*"So that is what I am working on now....to get the "joint leadership/management" to accept that we need a shared platform, to enable us to achieve much more in the (xxx side - named) side of the business towards our suppliers. And there is a lot of resistance to this as there has been a short-term focus on short-term profits by using economies of scale/bulk buying, whereas I see there needs to be a shared platform for how operate." Eva (mentor)*

Protégé manager Gina's discusses the following example of using opinion-focussed voice;

*"Yes. Yesterday we had a meeting regarding a project implementation model, where another department had taken the initiative to change the model. They had suggested changes for us which didn't completely suit us, because they are structured a little differently than we are, so the model was a little wrong. So, we discussed this and I am not afraid of saying, "is it OK if we do things a bit differently, as this doesn't exactly fit for us!" If they take that point on board, that is another matter, but I am not afraid of saying what I think." (Gina, protégé)*

Both examples from Eva (mentor) and Gina (protégé) discuss opinion-focussed voice. For Gina (protégé), she is not afraid of providing her opinion as input during meetings. For Eva, opinion-focussed voice involves voice processes upwards towards the joint management board. The changes that Eva proposes would bring cost savings to the company, but in raising the idea or topic that she has, Eva is using opinion-focussed voice towards those in power. But Eva remains steadfast in her idea-selling efforts upwards, as other parts of her dialogue will show in other sections of the findings chapters.

My findings show female managers describing all three types of voice whereas the male managers merely describe only positively-oriented suggestion-focussed voice. This must be the preferred voice type and voicing strategy to use at work. Otherwise, other voice types would be preferred. One can only surmise as a researcher just what impact this might have on the voice climate over time. An additional surmise is what impact this might have on perceptions about “who are positive and supportive of the organization over time” versus “who are negative, opinionated and problem-focussed over time.”

The female managers were also more adept at switching between voice types as discussed below a Section 6.1.4.

#### **6.1.4 Voice Dynamics: Switching between voice types**

In practice, I found it was sometimes hard to distinguish just what type of voice the mentors and protégés discuss in the narrative discourses. In a few of the cases, I struggled as a researcher to code and categorise voice types, as there appeared to be a subtle “*switching*” between voice types sometimes taking place through the discourses. My findings seemed to show a switching in voice type within the same sentence or paragraph in some cases. Another related finding from my study is that this mainly occurs in relation to the more experienced female managers in my study. Three female mentors (Inger, Thea and Eva) discuss switching between suggestion-focussed and opinion-focussed voice types in their examples. They appear to use the more positive suggestion-focussed voice to “get other people on board, involve others and to build relational capital.” Then they use opinion-focussed voice to firmly position the issue or theme clearly in the minds of others involved in the meeting where the decision-making process takes place. See for example, Inger’s (mentor) discourse regarding a recent visit from top management team members from an overseas subsidiary. Here, Inger discusses switching between suggestion-focussed, where she describes herself as being in a mediator role and her opinion-focussed voice, where she describes coming with her own opinion and being direct in tone;

*“These have just been two intense days, where I have been completely direct, coming with my own opinion. Though I think and have no doubt played the mediator role as well. I have tried to understand as much as possible from both sides of the equation and what both parties are “trying to speak up” and I have*

*tried to be direct myself. For example, saying “Time out now!” and playing “the Boss” in terms of that. Otherwise, I am not typically a boss who likes to direct/instruct employees what they should do. If I see that employees do a good job, then I think that is fantastic! I don’t get involved in what people do, I just sometimes ask for a report on things. I am not one of these managers who “directs/controls” what happens here on a day-to-day basis...”* Inger (mentor)

From Inger’s discourse, we also see how such voice processes use different voices, switching between the a) *suggestion-focussed, solution-oriented voice type* when Inger describes being in the mediator role between the two parties and b) *the opinion-focussed voice type whilst in the role of Boss* – managing and controlling the meeting context. Inger has understood that such processes take time to resolve. She is smoothing the relationship between the two parties. Such meeting contexts need to be carefully managed, run and understood, which may explain why so few protégé managers discuss operating in these high context arenas.

### **6.1.5 Voice Dynamics: Summary – expanding Morrison’s (2011) voice types**

Summarizing Sections 6.1.1 – 6.1.4, my findings show the managers as people in work processes that are using distinct types of voice, to achieve different outcomes or results. My findings show the purpose of voice differs across the three types. Suggestion-focussed voice is the most commonly used type of voice described by both mentor and protégé managers. My findings also point to a difference in use of suggestion-focussed voice by both male versus female managers – across the two groups of both mentor and protégé groups. All the male respondents provide an example of their use of suggestion-focussed voice. The male managers also solely describe using suggestion-focussed voice. The female managers discuss using both problem-focussed and opinion-focussed voice as well as suggestion-focussed voice. This is an important finding, which will be further discussed in the Discussion Chapter in relation to supporting and conflicting theory. My findings also showed three of the more experienced female mentor managers describing using switching behaviour; between suggestion- and opinion-focussed voice types. Further summary of these contributions is also covered in the Conclusion chapter of this thesis.

## **6.2. Voice Dynamics: Tactics & Targets of Voice**

The second voice dynamics are the Tactics & Targets of Voice as suggested by Dutton et al (2001) and Piderit & Ashford (2003). Findings relating to Targets of Voice are covered in Section 6.2.1 and Tactics of Voice in Section 6.2.2.

The individual table findings from both Dutton et al (2001) and Piderit & Ashford (2003) have been combined into two separate tables of summary findings a) “Table 6.2.1: Combined Targets of Voice” and b) “Table 6.2.2: Combined Tactics of Voice.” In this chapter, I discuss each summary table and draw on relevant interview narratives of examples of mentor and the protégé managers describing who they target voice towards, occasions when they use such targets and in which types of meeting arenas they describe using voice.

### **6.2.1. Voice Dynamics: Targets of Voice**

My data revealed differences between mentor and protégé managers, in terms of the targets of voice for the managers. Targets relate to whom voice is aimed at and how these individual target persons are involved. In general, the more experienced mentors had a higher prevalence of targeting than did the protégés. Targeting is decisions regarding who to involve in issue selling moves upwards. Targets of voice can include involving others at upper level, involving others at same level, involving others outside the organization or through keeping your boss informed. Table 6.2.1 shows my summarised findings across the two sets of managers. My findings reveal that both mentors and protégés target voice upwards. Mentors discuss targeting through *involving their peers* more often than the protégés do. Protégés target their bosses through *keeping their bosses informed* more often than mentors.



**Table 6.2.1. Combined Targets of Voice**

Themes in the qualitative data		Number of coding entries per model for mentors:	Name	Number of coded entries per model for protégés:	Name
INVOLVEMENT		Mentors (M)	Mentors (M)	Protégés (P)	Protégés (P)
	Involve someone with power / Involve others at upper level	5	Celine, Eva, Inger, Petter, Thea	6	Berit, Freya, Hanne, Julie, Mads, Steinar
(of the 5M above)	Yes: Involve someone with power - opinion-focussed voice	2	Thea, Eva	0	0
	Involve peers / Involve others at same level	7	Celine, Eva, Inger, Kate, Thea, Jens, John	3	Gina, Mads, Berit
	Keep boss informed	1	Eva	2	Berit, Steinar
	Involve others (unspecified) / Involve others outside organization	6	Alex, Jens, Inger, John, Knut, Thea	4	Marit, Anna, Freya, Julie
(of the 6M "others" above)	Yes: involve others - external supplier/ partner in Norway (same country) - M	2	Jens, John	1	Marit
(of the 6M "others" above)	Yes: involve others - subsidiary/ Head Office employees overseas	3	Inger, Alex, Knut	1	Julie
(of the 6M "others" above)	Yes: involve others - external - not described	1	Petter	0	0
(of the 6M "others" above)	Yes: involve others - employees downwards	4	Alex, Knut, Petter, Inger	4	Julie, Freya, Anna, Steinar

I have also selected to present discourse tables of related findings to highlight how mentor and protégé managers discuss their own targeting of voice. My findings also revealed both mentors and protégés targeting voice downwards. The mentor group also discuss targeting outwards, including external organizations, suppliers/ strategic partners and overseas subsidiaries/ Head Offices. A related construct to targeting is the nature of involvement; a) through involving people formally through the likes of meeting contexts or through using a wide range of involvement in an issue-selling move upwards from Dutton et al (2001). In terms of *nature of involvement*, the respondents generally involve people formally via meetings to state their ideas, suggestions, concerns, or opinions about particular issues.

**Table 6.2.1.1: Example Targets of Involvement – discussed by all managers**

Example discourses: Targets of Involvement	Involvement of whom?	Name	
<i>“But I had to show some muscles and the director, and he is the one who I currently work for, he said as he walked out of the door, “This is something you are right about”</i>	Upper level	Thea (mentor)	
<i>“But generally, we work very tightly on such things here so there have been three of us working tightly on this one. But I have been on the team and contributed towards it at least. That is clear.”</i>	Others at same level	Alex (mentor)	
<i>“Mmm, all sub suppliers expect you to prioritise them. So, they are very different in terms of prices.”</i>	Others outside organization	Eva (mentor)	

<p><i>“And I remember how I was furious. I stood up, walked out and slammed the door after me. The glass panes shook!! (laughs) I remember I went to my office and was absolutely cursing and what I remember was that (named person) one of the directors came into me and said, “Why did you get so angry?” and thankfully he came so quickly afterwards that I hadn’t yet calmed down, it did pass but I was just as angry when he came into my office as before. And I gave a clear message that I cannot be called into a manager’s meeting where I sit and listen to such technical things that I am not at all interested in and that only has a limited relevance to my job. And that if they wanted me to be at the manager’s meeting then my cases needed to be prioritised/ taken up. And that’s how it was afterwards.”</i></p>	<p>Keeping your boss informed</p>	<p>Thea (mentor)</p>	
<p><i>“But one of the most important things that I have done practically and experienced over the past few years and what you can call “visible leadership/management” I have a plan for each department of questions that I am going to ask and information that I will ask for.”</i></p>	<p>Downwards</p>	<p>Alex (mentor)</p>	
<p><i>“The way that I followed it up outside this area all this gave them a different view of me. I have been told that, they saw me in a different light; it showed that I could stand up for myself. (...”.”) One thing is that the “Boss” says she is very good; it doesn’t matter if I can’t handle the people in the production and we can’t be a team.”</i></p>	<p>Upper level</p>	<p>Freya (protégé)</p>	
<p><i>“Now, when I am in the meeting with the other group managers and...Also, if I am attending technical meetings, I also feel I can say something there too. Not that I have a special technical knowledge, but I can cut through and stand together with them.”</i></p>	<p>Others at same level</p>	<p>Berit (protégé)</p>	
<p><i>“A couple of years ago, we (the business) were less busy. So, we needed to make to lay some people off. (“...”) I saw that the Norwegian Employment Office (NAV) offered courses and wondered whether we could get some of our employees onto these courses whilst they were laid off and obtaining unemployment benefit, so that they were better skilled/ able to go offshore when the work returned.”</i></p>	<p>Others outside organization</p>	<p>Marit (protégé)</p>	
<p><i>“I had spoken to the Administrative Director (named) about this beforehand and he thought it sounded fine/OK. The only thing he wanted was for me to remind him a little in advance whose turn it was so that he could make sure/follow what was going on.”</i></p>	<p>Keeping your boss informed</p>	<p>Steinar (protégé)</p>	
<p><i>“I have fixed safety presentation meetings every Friday with the team and I try to take up subjects/ themes that have come up during the previous week for us to learn from.”</i></p>	<p>Downwards</p>	<p>Anna (protégé)</p>	

Meetings are a common way for the managers of targeting involving others. All the managers discuss using meeting contexts to target voice. I include 10 example (partial) sentences below (5 mentors and 5 protégés) which show how meetings are discussed in the context of the example voice discourses;

**Table 6.2.1.2: Example Targets of Involvement – discussed by all managers**

Example discourses: meeting context discussed	Name
<i>“I remember one episode in particular when I sat in a managers meeting in the company...”</i>	Thea (mentor)
<i>“And my experience with this is that it is only when you physically meet up and speak together with people who are responsible for certain areas/departments that it is then that they actually mean what you say.”</i>	Alex (mentor)
<i>“So, we have exchanged emails and telephone calls, held meetings etcetera so that is one concrete example for you.”</i>	Knut (mentor)
<i>“When we just had the meeting now that has just lasted two days...”</i>	Inger (mentor)
<i>“So, I had to report this in a Joint Management meeting.”</i>	Kate (mentor)
<i>“I have fixed safety presentation meetings every Friday with the team.”</i>	Anna (protégé)
<i>“Yes, it isn’t always in meetings that people agree with you...”</i>	Kristine (protégé)
<i>“Yesterday we had a meeting regarding a project implementation model...”</i>	Gina (protégé)
<i>“Now, when I am in the meeting with the other group managers and my manager...”</i>	Berit (protégé)

Although not the focus of my research, the data revealed some gender differences between the male and female respondents in terms of their targets of involvement. The female mentors and protégés were more likely than males to involve *someone with power*. Mentor managers mention this target twice as often as protégés. This was an unexpected finding that will be further discussed in the Discussion Chapter of this thesis.

In terms of *involving someone with power*, all five experienced mentor managers who mention using this tactic are female. See for example Eva and Thea’s interview transcripts. These both also involve targeting *someone with power*. For example,

*“Yes, we have carried out a few “easy wins” (low hanging fruits) in the (dept. 1 - named) and (dept. 2 - named) and now we need convince the management board that we require a more structured and strategic approach to things.”*  
Eva (mentor)

*“So, I had to report this in a Joint Management meeting. That I reported it because I thought it was important to do so.”* Kate (mentor)

In terms of targeting *involving peers*, five of these experienced mentor managers are female. The interview transcripts from Thea, Eva and John below all involve occasions of *involving peers*. My findings show how relational mentor managers are, especially in terms of communicating and voicing together with peers, at their own level.

In summary, my findings indicate the mentors and protégés using the formal meeting as their preferred type or “*nature of involving*” others. I also discovered how mentors and protégés target through involving others not only upwards, but also at the same level as well as downwards within their own organizations. I also found how the mentor managers involve external partners such as suppliers or individuals from, for example, Head Office or subsidiary offices overseas in their involvement and targeting efforts through using issue-selling moves.

## **6.2.2 Voice Dynamics: Tactics of Voice**

What about tactics of voice? Tactics relate to choices about how to frame information, when, where and with whom to voice concerns. By choosing to split my data between mentor and protégé managers, differences were revealed in terms of the tactics of voice for the managers. The overall findings are summarised in Table 6.2.2 on the following page. In general, my findings indicate that in general, the more experienced mentor managers are more explicit in their use of tactics when voiced. This is a new finding which my sample allowed me to compare.

### **6.2.2.1 Voice Dynamics: How is voicing framed?**

My findings indicate that framing was also an important tactic. The most prevalent tactic was the use of positives and negatives. For example, the mentors used balancing between “*positives and negatives*” in giving feedback during team meetings. Knut (mentor) discusses cost saving measures within his company that plans to put the same measures in place for administrative employees as apply elsewhere in the company system for other employees;

*“Just one example? I do that the whole time, so it is quite difficult to just select one. OK (...) so, recently I have really challenged these administrative functions to detail fully what they are going to charge for each of these*

**Table 6.2.2 Combined Tactics of Voice**

Themes in the qualitative data		Number of coding entries:	Name	Number of coded entries:	Name
<b>FRAMING</b>					
	Do homework first / Preparation	7	Celine, Eva, Thea, Inger, Kate, Jens, John	3	Anna, Mads, Marit
	Use a rational, fact-based approach / Packaging_Presentation_Use of logic in business	7	Alex, John, Kate, Knut, Celine, Eva, Inger	4	Anna, Julie, Mads, Marit
	Positive framing	3	Alex, Eva, Jens	3	Steinar, Mads, Marit
	Negative framing	2	Kate, Thea	1	Gina
(of 2M above)	Yes: Negative framing - opinion-focussed voice	1	Thea	0	0
	Positives and negatives	7	Alex, John, Knut, Petter, Kate, Thea, Celine	4	Anna, Freya, Hanne, Berit
<b>PACKAGING: Presentation and Bundling</b>					
<b>Presentation</b>					
	Make continuous proposals	6	Thea Eva, Alex, Knut, John, Petter	3	Hanne, Berit, Mads
	Package issue as incremental	0	0	0	0
<b>Bundling</b>					
	Tie issue to valued goal - profitability	3	Kate, Inger, Knut	0	0
	Tie issue to valued goal - market share/	1	Kate	0	0
	Tie issue to concerns of key constituents	6	Thea, Eva, Kate, Alex, Celine, John	4	Mads, Gina, Anan, Steinar
	Tie issue to other issues	3	Thea, Jens, Petter	0	0
<b>DEMEANOUR</b>					
	Control emotions	5	Celine, Inger, Thea, Knut, Petter	1	Berit
(of 5M above)	Yes: Control emotions - suggestion-focussed voice	4	Celine, Inger, Knut, Petter	0	0
(of 5M above)	No: Do NOT control emotions - opinion-focussed voice	1	Thea	0	0
	Build a positive image first	1	Petter	1	Mads
	Protect image while selling	3	Kate, Petter, John	2	Berit, Mads
(of 4M above)	Do NOT protect image while selling	1	Thea	0	0
	Be professional, positive etc.	9	Alex, Jens, John, Kate, Celine, Inger, Thea, Eva, Petter	8	Anna, Berit, Freya, Gina, Hanne, Julie, Marit, Steinar
	Avoid whining, attacking, etc. - (Does not	1	Thea	0	0
<b>C: PROCESS: Formality, Preparation, and Timing</b>					
<b>Formality</b>					
	Use of formal process/involving people formally	10	Alex, Jens, John, Kate, Celine, Inger, Thea, Eva, Petter, Jens	9	Anna, Berit, Freya, Gina, Hanne, Julie, Marit, Steinar, Marit
	Use of written process	2	Thea, Knut	1	Anna
	Wide range of people	5	Thea, Eva, Alex, Celine, Inger	1	Mads
<b>Timing</b>					
	Persistence in selling activities	4	Kate, Alex, Inger, Knut	2	Berit, Mads
	Opportune timing	3	Thea, John, Petter	2	Hanne, Mads
	Early involvement	1	Jens	2	Mads, Steinar
	Set time/ timeframe to complete process	5	Alex, Knut, Celine, Eva, Thea	4	Anna, Julie, Marit, Steinar
	Use caution/ proceed slowly	8	Alex, Jens, John, Kate, Celine, Inger, Thea, Eva	2	Freya, Anna
(of the 8M above)	Yes: Use caution/ proceed slowly - suggestion-focussed voice	3	Thea, Eva, Kate	0	0
	Promptness	4	Inger, John, Knut, Thea	4	Gina, Hanne, Kristine, Meds
(of the 5M above)	Yes: Promptness- opinion-focussed voice	1	Thea	0	0

*functions in time for next year's annual budget. And I have driven them hard on this. To get them to produce an even budget that shows increased efficiencies. So, we have exchanged emails and telephone calls, held meetings etcetera so that is one concrete example for you."* Knut (mentor)

Knut is aware that these measures will be negatively received by some parts of the company system that are affected by the proposed change. However, Knut perceives the cost saving measures as positive and fair application of the same measures to administrators and managers as have been applied to other employees in the system previously.

Within the protégé group, only female managers use this framing tactic with "positives and negatives." Hanne (protégé) discusses using this tactic in dialogue with an overseas Head Office female manager to gain visibility through providing feedback on a work-related toolbox/ IT system that did not work properly. See Hanne's example discourse;

*"We have a supply side toolbox/ It system that doesn't work properly, so I have pushed for us to create a plan for our Head Office overseas (named) for the top level and have been very much of a sparring partner with the lady responsible at Head Office (named) about this...And we have given input, "this works well, this doesn't work" ...yes...this is an ongoing thing... (breathes out)"* Hanne (protégé)

#### **6.2.2.2. Voice Dynamics: How is voicing packaged?**

Both mentors and protégés most frequently mentioned "*making continuous proposals.*" Mentors discussed using the "*logic of a business plan*" more frequently than protégés. Evidence of this can be seen in Eva's discourse;

*"And I work towards a business plan for the budget next year as I will need to have resources in place to set aside time to work on this. Cases, getting a system in place, optimising how we run things so...the is the latest that I am attempting to start... (.". ".) so I am now creating a strategy for a business case before the budget next year. Because I will need people, a team and support in terms of resources. It is firstly intended for the (named area of the business 1)*

*Director and (named area of the business 2) Director in the Group.” Eva (mentor)*

Voicing is also “*tied to the goals of the firm,*” as shown in Eva’s discourse above. Here, my findings indicate differences between mentor and protégé managers. While both mentors and protégés mentioned tying proposals to the concerns of key constituents, mentors also tied the issue to profitability goals or to other goals. Again, this is in evidence through Eva’s discourse above. Eva’s target for voice is also clearly stated in the above excerpt, as is a set timeframe for both a) completing the proposed plan and b) selling the plan upwards to the relevant target managers with decision-making authority. But, firstly, the sell is packaged in the formal financial language of the business plan.

Berit’s (protégé) discourse reveals a form of making continuous proposal, in the way how she clearly states and makes visible her group’s positive contributions towards changed and improved work methods, when she is voicing within male technical forums;

*“Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative.” Berit (protégé)*

The reasons for doing so are clearly about targeting and making visible on a repeated basis, within the technical forum meetings, just what her group contributes towards the whole group. Finally, I also found the managers discussing “controlling their demeanour” as a tactic at work. Both mentors and protégés also mention using “*professionalism*” when voicing. Additionally, the mentor managers mention the importance of “*controlling emotions*” in voicing.

In summary, protégé managers’ package to make continuous proposals, whilst mentor managers package their voicing upwards through using the logic of a business plan, tying proposals to the concerns of key constituents, as well as tying the issue to profitability goals or to other goals.

### 6.2.2.3 Voice Dynamics: Which processes are used - formality, preparation and timing?

Tactics also include *processes: formality, preparation, and timing*.

#### ***Formality***

The mentors and protégés managers describe “*using formal processes*” in which to voice. Meetings were a popular arena in which to discuss themes, issues or concerns together with other managers and/or employees. They were also used as decision-making arenas. The mentors and protégés discussed “*use of written processes*” more than found in the initial findings by Dutton et al (2001).

#### ***Preparation***

“*Preparation*” for voicing was an important tactic. The mentor group mentioned this tactic most in relation to meetings. John (mentor) also discussed planning in advance for the meeting that he has with the external supplier. Inger (mentor) also describes preparation prior to a visit from top management team members from another foreign subsidiary;

“*There were three people at this (named site) involved.*”

“*So, there were around 20 people here at (the named site) who were preparing for this meeting.*” Inger (mentor)

#### ***Timing***

A tactic, equally important for both mentors and protégés, was related to “*having a set time or timeframe to complete a (given) process.*” Voicing was found to take place within a given time frame at work, as there is only limited actual time that these protégé managers have together in meetings with those in top management/ positions of power and influence at their companies. Phrases closely related to timing and the use of voice were “*opportune timing*”, “*persistence*” and “*early involvement.*” For example, “*opportune timing*” was important to both mentors and protégés and was used to their advantage in their selling activities, while “*persistence*” was a tactic used more often by mentors than protégés.



**Table 6.2.2.3: Processes described through the discourses for all managers**

Example discourses: meeting context discussed	Timing & involvement	Name
<i>“So, in such contexts it is important to choose the right cooperative partner and work out how we should connect with them. That part is relatively new. I came up with the strategy for both who we should contact and get on our team and how we should do that, to tighten the contact and to form an alliance with us for that project/job. So, yes...”</i>	Early involvement, Persistence	Jens (mentor)
<i>But this meeting took a slightly different turn than we had prepared for and during the meeting, I had to improvise during the meeting. I still got the meeting to turn in the direction that was beneficial for us. It was interesting to see how the meeting developed and how well we flipped ourselves around in there. I also felt especially good for my colleagues. That was what I felt was most important. The learning/knowledge that they gained out of this. How you manage to improvise in such unclear settings...even if you know the agenda beforehand... Yes, you can't prepare for everything. Sometimes you get surprised and “caught with your trousers down” and you need to be able to improvise to still land in a beneficial position.”</i>	Opportune timing, early involvement, Persistence	John (mentor)
<i>“And I used a lot of time beforehand.”</i>	Preparation	Celine (mentor)
<i>“Saying that which needs to be said, getting the subject on the table...that demands a good deal of preparation. In relation to we had a concrete problem that we wanted to solve and had laid out a strategy in advance and carefully gone through saying, “be like this, be like that”, as a way of preparing.”</i>	Preparation, Early involvement	Inger (mentor)
<i>“When we just had the meeting now, which has just lasted two days, we have gone through several themes and tried to be clear about how from my perspective, as a newcomer coming in from the outside with “new eyes and new blood”, I spoke up pretty early on that the company had set a new strategic goal with very large ambitions for growth and in a way, if we, were going to manage to reach that goal, then we would have to think more about the organization and the way we were organized in able for us to be able to meet the goals that had been set from above”</i>	Early involvement & Opportune timing & Persistence	Mads (protégé)
<i>“Also, if I am attending technical meetings, I also feel I can say something there too. Not that I have a special technical knowledge, but I can cut through and stand together with them say, “Well, we do things in this way now” and in a way, it is me who decides if we do things this way or that way. If you think more in that direction?”</i>	Persistence	Berit (protégé)
<i>“I have fixed safety presentation meetings every Friday with the team.”</i>	Having a set timeframe to complete a given process	Anna (protégé)
<i>“Yesterday we had a meeting regarding a project implementation model, where another department had taken the initiative to change the model.”</i>	Having a set timeframe to complete a given process	Gina (protégé)

Example discourses are shown in the following table. These show occasions where managers discuss using different timing and involvement processes in the context of meetings.

Additional themes relating to *timing* emerged out of my data. These two themes were feedback and speed. While protégés mentioned “*providing feedback promptly*” and “*within a set timeframe*”, mentors focused on themes relating to “*using caution/proceeding slowly*” and not revealing ones' intentions too early.

#### **6.2.2.4 Voice Dynamics: Summarizing Tactics and Targets of Voice**

My findings show Dutton et al's (2001) and Piderit & Ashford's (2003) initial codes and categories as applied to mentor and protégé managers in Norway. I find that through splitting the respondents into the two groups of; a) the more experienced mentor managers and b) the less experienced protégé managers that this has allowed for differences between these two groups of managers to be compared. It is easier to pinpoint and discuss both similarities and differences between these two separate groups of managers through sections 6.2.1 and 6.2.2. in terms of the managers' tactics and targets of voice. These findings are further discussed in the Discussion chapter of this thesis.

#### **6.2.3 Comparing across voice types, targets and tactics of voice**

At Section 6.2.3 my findings from across the voice types, targets and tactics are discussed. At Section 6.2.3.1, findings for voice types and targets are cross-tabulated and at Section 6.2.3.2, findings for voice types and tactics are cross-tabulated. In each case, reflections on the relationships between the data will be drawn. An analysis of targets and tactics is previously found published.

##### **6.2.3.1 Voice types & targets**

The following table has been created to analyse and check for relationships between the two aspects of a) voice type and b) target of voice, across the data. This is with the

aim to contribute towards our understanding and further theorising about voice types and targets. Table 6.2.3.1 is displayed on the following page.

The table shows just who uses which type of voice to target distinct groups of people. The cross-tabularization process again highlights the preference for using suggestion-focussed voice by all managers. Female managers alone describe using both problem-focussed and opinion-focussed voice types. So, the female managers' use of a broader range of voice types at work than their male counterparts.

In terms of targets for suggestion-focussed voice, the table and findings show how both mentor and protégé managers describe targeting upwards towards someone with power as well as across to peers. But apart from one female protégé manager (Marit), mentor managers solely target voice externally outside the organization. This perhaps shows how their role is more external facing and therefore they describe voicing outwards. A further difference is how the male mentor managers discuss targeting external suppliers/ partners in Norway as well as external subsidiaries/ Head Office overseas more often than female counterparts. This suggests that their relationships could be more about networking externally, although the same group also describe involving employees downwards. Solely female mentor manager Inger has similar targets externally and downwards. Female mentor managers such as Eva, Thea and Inger (b) discuss involving somebody with power.

For Thea and Eva, they discuss using this target of voice together with switching types between suggestion-focussed and opinion-focussed voice types in their examples of voicing at work.

In terms of problem-focussed voice type, mentor manager Kate discusses involving peers / others at same level in her example of voice. Kate is the sole manager who describes using problem-focussed voice.

In the case of opinion-focussed voice, a female manager Inger (b) describes using all targets of voice except for "keeping her boss informed." The women who describe using opinion-focussed voice all target through involving "someone with power/ an upper level" as well as "involving peers/ involving others at same level." Solely, mentor manager Eva describes "keeping her boss informed" whilst using opinion-focussed voice type. Mentor managers Thea and Inger (b) also describe using opinion-

**Table 6.2.3.1 Summary table showing voice types and their targets**

TYPE OF VOICE	SUGGESTION-FOCUSSED VOICE (SFV)		PROBLEM-FOCUSSED VOICE (PFV)		OPINION-FOCUSSED VOICE (OPV)		NOT DEFINABLE INTO ONE CATEGORY	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Morrison (2011)	8	5	1	1	4	3	0	2
	Eva, Thea, Knut (b), John (b), Inger (b), Petter (o), Alex, Jens	Berit, Hanne, Marit, Mads, Steinar	Kate	Kristine	Inger (b), Thea, Eva, Celine (0)	Gina, Kristine, Freya		Anna, Julie
	4 Female / 5 Male	3 Female / 2 Male	1 Female	1 Female	4 Female	3 Female		2 Female
<b>B: COMBINED TARGETS OF VOICE (Dutton et al, 2001; Piderit &amp; Ashford, 2003)</b>								
<b>INVOLVEMENT: TARGETS</b>								
a) Involve someone with power/Involve an upper level	Eva, Thea, Inger (b), Petter (o)	Berit, Hanne, Mads, Steinar (b)			Celine (o), Thea, Inger (b), Eva	Freya		Julie
If yes at a): Involve someone with power - opinion-focussed voice	Eva, Thea				Eva, Thea			
b) Involve peers/ Involve others at same level	Eva, Thea, Jens, Inger (b), Celine (o), John (b)	Berit, Mads	Kate		Celine (o), Thea, Inger (b), Eva	Gina		
c) Keep boss informed	Eva	Berit, Steinar (b)			Eva			
d) Involve others (unspecified)/ Involve others outside organization	Thea, John (b), Inger (b), Knut (b), Jens, Alex	Marit			Thea, Inger (b)	Freya		Julie, Anna
At d) If involve others - external suppliers/ partner in Norway	John (b), Jens	Marit						
At d) If involve others - external subsidiary/ Head Office employees	Inger (b), Knut (b), Alex				Inger (b)			Julie
At d) If involve others - external -not described	Petter (o)							
e) Involve employees downwards	Alex, Petter (o), Knut (b), Inger (b)	Marit			Inger (b)	Freya		Julie, Anna

focussed voice type when targeting externally. Solely female protégé manager Freya targets externally using opinion-focussed voice. She also targets someone with power/someone at upper level, whereas Gina involves peers/ others at same level. Two female protégé managers, Julie and Anna have similar patterns of targeting voice to mentor managers Inger (b) and Thea. These female managers have collectively understood to target somebody with power/ somebody at an upper level. It also appears from the data to be successful voice strategies for the female managers to target voice by involving peers/ others at same level when selling in their ideas at

work. The latter is particularly the case where the female managers use other voice types than the positively-oriented suggestion-focussed voice.

In summary, the cross-tabularization across voice types and voice targets reveals the patterns between cases as discussed above. Some relate to differences between mentor and protégé managers, whilst other differences are between male and female managers. The findings further exemplify how suggestion-focussed voice type is preferred when voicing to all targets. Women were found to have a wider range of voice types than male managers.

### **6.2.3.2 Voice types and tactics**

The following table has been created to compare across the data, to analyse and check for relationships between the two aspects of a) voice type and b) tactics of voice. This is with the aim to contribute towards our understanding and further theorising about voice types and tactics. Table 6.2.3.1 is displayed on the following page. Key findings from across the data will now be summarised.

The table shows just who uses which type of voice together with certain tactics in their issue-selling upwards moves at work. The cross-tabularization process again highlights the preference for using suggestion-focussed voice by all managers. Female managers alone describe using both problem-focussed and opinion-focussed voice types. So, the female managers' use of a broader range of voice types at work than their male counterparts.

In terms of the voice tactics for suggestion-focussed voice, the table and findings show how both mentor and protégé managers use the greatest prevalence of tactics in connection to suggestion-focussed voice. The mentor managers overall describe using a wider range of tactics together with suggestion-focussed voice than for protégé managers. Certain tactics are described in use by solely female mentor managers. These include use of negative framing, not controlling emotions, not protecting image while selling, as well as "behaving slightly unprofessionally." The example came from Thea. The following tactics are described merely in use by male mentor managers; build positive image first, protect image whilst selling, early involvement of others. Otherwise, the coding around male mentor managers concentrates on protecting professional image whilst voicing and issue-selling at work. For example,

*“be professional, positive etc., use of a formal process/involve people formally, use a rational, fact-based approach, use of the logic of the business plan, whilst balancing positives and negatives, positive framing and making continuous proposals.”* The female mentor managers *“do their homework first/prepare, use positive framing, balance positives and negatives.”* Female managers also *“make continuous proposals, control emotions, act professionally, are positive, use formal processes/ involve people formally and show persistence in selling activities”* when using suggestion-focussed voice at work. Male and female protégé managers describe, *“doing their homework first/ preparing, using positive framing, making continuous proposals, protecting their image whilst selling, being professional and positive, using a formal process/ involving people formally, having persistence in selling activities, having a set timeframe to complete process as well as using promptness.”* Male protégé managers solely describe, *“using a rational, fact-based approach, using the logic in a business plan, building a positive image first as well as involving a wide range of people,”* when using suggestion-focussed voice. Female protégé managers solely describe, *“controlling emotions”* when using suggestion-focussed voice. What do these differences between a) management levels and b) genders mean for the managers within their workplaces? These differences in voicing strategies when using suggestion-focussed voice alone imply that female managers must try harder to be heard, on a continuous basis, whilst doing more homework and preparation first. The male managers concentrate on positively framing their voice within the organizations and promoting image as professional, positive, rational, objective whilst using formal processes/ involving people formally.

Mentor manager Kate is the sole mentor manager who describes using problem-focussed voice. When doing so she uses the following tactics of voice, *“does homework first/ prepares, uses a rational, fact-based approach, uses the logic of a business plan, using negative framing, balances positives and negatives, ties issue to goal of market share, ties goal to goal of retaining a good organizational image, ties concern to concern of key constituents.”* Kate also *“protects her image whilst selling, in a professional and positive manner, but uses formal processes/ involves people formally. She is also persistence in her selling activities, uses caution and proceeds with caution.”* Protégé manager Kristine discusses a narrower range of tactics whilst using problem-focussed voice. She discusses, *“use of formal processes/ involving people formally”* and *“promptly.”*

The female mentor managers who use opinion-focussed voice use the following tactics, *“do homework first, prepare, use a rational, fact-based approach, uses the logic of a business plan, use positive framing, balance positive sand negatives, make continuous proposals, tie issue to goal of market share, tie concern to concern of key constituents as well as tying to other issues”* These female mentor managers also *“control their emotions, are professional and positive in demeanour and use a formal process/ involve people formally, set a timeframe to complete task, use opportune timing, show persistence in selling activities, show caution/ process slowly as well as using promptness.”* All three female protégé managers, discuss using the following tactic of opinion-focussed voice, *“use of formal process/ involve people formally.”* Two of the three female protégé managers discuss using the following tactics of opinion-focussed voice, *“being professional, positive in demeanour”* and *“being prompt.”* Protégé manager Gina uses *“negative framing whilst tying her issue to the concern of key constituents, through use of formal processes/involving people formally, whilst being professional and positive in demeanour.”* Freya alone discusses, *“using caution/ proceeding with caution”* as well as balancing *“positives and negatives”* whilst using opinion-focussed voice.

Two female protégé managers were hard to categorise into one voice category or another. These were Anna and Julie. Yet, both described the using the following tactics of voice, *“negative framing whilst tying her issue to the concern of key constituents, through use of formal processes/involving people formally, setting a timeframe to complete process, whilst being professional and positive in demeanour”* as well as *“using a rational, fact-based approach and using the logic of the business plan.”* Anna also describes, *“doing homework first/ preparing, balancing positives and negatives, tying the issue to the concerns of key constituents, using written processes whilst using caution/ processing slowly.”*

In summary, the following two cross-tabularization tables reveal different patterns of voice types and voice tactics across the two groups of mentor managers and protégé managers. The two tables are split according to tactics; a) Table 6.2.3.2.1 shows voice types cross-tabularized against framing & packaging tactics whereas b) Table 6.2.3.2.2 shows voice types cross-tabularized against process tactics. Summarising from these tables, we find certain types of voice, tied to voice tactics that are particularly prevalent for female managers in actual usage. Other voice tactics are tied

**Table 6.2.3.2.1 Voice types and framing & packaging tactics**

TYPE OF VOICE	SUGGESTION-FOCUSSED VOICE (SFV)		PROBLEM-FOCUSSED VOICE (PFV)		OPINION-FOCUSSED VOICE (OPV)		NOT DEFINABLE INTO ONE CATEGORY	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	8	5	1	1	4	3	0	2
	Eva, Thea, Knut (b), John (b), Inger (b), Petter (o), Alex, Jens	Berit, Hanne, Marit, Mads, Steinar	Kate	Kristine	Inger (b), Thea, Eva, Celine (0)	Gina, Kristine, Freya		Anna, Julie
	4 Female / 5 Male	3 Female / 2 Male	1 Female	1 Female	4 Female	3 Female		2 Female
<b>B: COMBINED TACTICSS OF VOICE (Dutton et al, 2001; Piderit &amp; Ashford, 2003)</b>								
<b>FRAMING</b>								
Do homework first/ Preparation	Eva, Thea, Jens, Inger (b), John (b)	Mads, Marit	Kate		Celine (o), Inger (b), Eva, Thea			Anna
Use a rational, fact-based approach / Packaging_ Presentation_ Use of logic in business plan	Eva, Alex, Knut (b), John (b), Inger (b)	Mads	Kate		Celine (o), Inger (b), Eva			Anna, Julie
Positive framing	Eva, Jens, Alex	Mads, Marit, Steinar (b)			Eva			
Negative framing	Thea		Kate		Thea	Gina		
If negative framing: opinion-focussed	Thea				Thea			
Positives and negatives	Knut (b), John (b), Thea, Petter (o), Alex	Berit, Hanne	Kate		Celine (o), Thea	Freya		Anna
<b>PACKAGING: Presentation</b>								
Make continuous proposals	Thea, Eva, Alex, Knut (b), John (b)	Hanne, Berit, Mads			Eva, Thea			
Package issue as incremental								
<b>PACKAGING: Bundling</b>								
Tie issue to values goal - market share	Inger (b), Knut (b)		Kate		Inger (b)			
Tie issue to valued goal - organizational image			Kate					
Tie issue to concern of key constituents	John (b), Alex, Eva, Thea	Mads, Steinar (b)	Kate		Celine (o), Eva, Thea	Gina		Anna
Tie issue to other issues	Thea, Petter (o), Jens				Thea			
<b>DEMEANOUR</b>								
Control emotions	Petter (o), Knut (b), Inger (b), Thea	Berit			Celine (o), Inger (b), Thea			
If control emotions: suggestion-focussed voice	Inger (b), Knut (b), Petter (o)				Celine (o), Inger (b)			
DO NOT control emotions	Thea				Thea			
Build a positive image first	Petter (o)	Mads						
Protect image while selling	Petter (o), John (b)	Berit, Mads	Kate					
DO NOT protect image while selling	Thea				Thea			
Be professional, positive etc.	Inger (b), John (b), Thea, Petter (o), Alex, Eva, Jens	Berit, Hanne, Marit	Kate		Celine (o), Inger (b), Thea, Eva	Gina, Freya		Anna, Julie
Avoid whining, attacking, etc. (Does not behave professionally)	Thea				Thea			



**Table 6.2.3.2.2 Voice types and process tactics**

TYPE OF VOICE	SUGGESTION-FOCUSSED VOICE (SFV)		PROBLEM-FOCUSSED VOICE (PFV)		OPINION-FOCUSSED VOICE (OPV)		NOT DEFINABLE INTO ONE CATEGORY	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Morrison (2011)	8	5	1	1	4	3	0	2
	Eva, Thea, Knut (b), John (b), Inger (b), Petter (o), Alex, Jens	Berit, Hanne, Marit, Mads, Steinar	Kate	Kristine	Inger (b), Thea, Eva, Celine (0)	Gina, Kristine, Freya		Anna, Julie
	4 Female / 5 Male	3 Female / 2 Male	1 Female	1 Female	4 Female	3 Female		2 Female
<b>B: COMBINED TACTICS OF VOICE (Dutton et al, 2001; Piderit &amp; Ashford, 2003)</b>								
<b>PROCESS: Formality</b>								
Use of formal process / involve people formally	Inger (b), John (b), Thea, Petter (o), Alex, Eva, Jens, Knut (b)	Berit, Hanne, Marit, Mads, Steinar (b)	Kate	Kristine	Inger (b), Thea, Eva	Gina, Freya, Kristine		Anna, Julie
Use of written process	Knut (b), Thea				Thea			Anna
Wide range of people	Thea, Eva, Alex, Inger (b)	Mads			Celine (o), Inger (b), Thea			
<b>PROCESS: Timing</b>								
Persistence in selling activities	Inger (b), Knut (b), Alex	Berit, Mads	Kate		Inger (b)			
Opportune timing	John (b), Petter (o), Thea	Hanne, Mads			Thea			
Early involvement	Jens	Steinar (b), Mad						
Set time/ timeframe to complete process	Eva, Thea, Alex, Knut (b)	Marit, Steinar (b)			Celine (b), Thea, Inger (b)	Gina		Julie, Anna
Use caution/ process slowly	Alex, Jens, John (b), Inger (b), Eva, Thea		Kate		Celine (b)	Freya		Anna
of those using caution/ proceeding slowly: suggestion-focussed voice	Thea, Eva		Kate		Thea, Eva			
Promptness	Inger (b), John (b), Knut (b), Thea	Hanne, Mads		Kristine	Thea	Kristine, Gina		
Of those using promptness: opinion-focussed voice	Thea				Thea			

to male managers. Again, one of the key findings from this cross-tabularization study is how suggestion-focussed voice type is the preferred voice type for all managers. Women were solely found to have a wider range of voice types and a separate set of voice tactics for coping with such problem or opinion-focussed voicing at work.

## 6.2.4 Voice Dynamics: Directionality of voice

Table 6.2.4.1 shows a summarised comparison of the directions of voice described by both the mentor and protégé managers. Sample discourses are then discussed from the interview narratives with regards to directions or arenas. The analysis has further been broken into two separate additional tables; Table 6.2.4.2 and Table 6.2.4.3, which are shown in the appendix as Appendix 11 and Appendix 12. These show the separate sample mentor and protégé discourses relating to these codes shown in Table 6.2.4.1.

My data analysis indicates the additional complexity of voicing for mentor managers versus their less experienced protégé managers. More experienced top management mentors voice in a variety of directions. They voice most in external arenas. The table of discourses below show ways in which the mentors discuss directionality in their discourses. The data analysis also indicates that most mentor managers describe having contact with external supplier, potential cooperative partners and overseas subsidiaries who are male. See, for example John, Knut and Jens. Eva and Inger (female mentor managers) discuss having contact with overseas Head Offices/ top management based in other country subsidiaries. Solely one protégé (Hanne) describes having contact with the overseas Head Office of her company in her dialogue regarding discussing changes to the company IT system.

Directionality of voice Liu et al (2010)	Number of coding entries:	No. of reference entries	Name	Number of coding entries:	No. of reference entries	Name
	Mentors	Mentors	Mentors	Protégés	Protégés	Protégés
<b>A: VOICING UPWARDS</b>	5	7	Eva, Inger, Kate, Thea, Celine	5	8	Berit, Freya, Hanne, Julie, Steinar
<b>B: VOICING OUTWARDS</b>						
B1: Towards Head Office/subsidiary employees overseas	2	2	Eva, Inger	1	1	Hanne
B1a: Towards external organization (same country)	1	1	Celine	1	1	Marit
B1b: Towards external suppliers or partners	4	6	Eva, Jens, Petter, John			
B1c: Towards external suppliers (home and overseas)	1	1	Eva			
B1d: Towards external partner/suppliers (home country)	2	2	John, Peter			
B1e: Towards external partner - no country mentioned	1	1	Jens			
<b>C: VOICING ACROSS to peers (voicing out - Liu et al, 2010)</b>	6	6	Celine, Eva, Inger, Thea, Kate, Jens	3	4	Steinar, Berit, Gina
<b>D: VOICING DOWNWARDS</b>			Celine, Eva, Inger, Knut, Petter, Alex	3	4	Anna, Freya, Julie
	Total	28	34	13	18	

**Table 6.2.4.1. Summary table showing directionality of voice described by mentor and protégé managers**

My findings show mentor and protégé managers describing various external versus internal directions when voicing. What the managers describe are complex organizations. This implies that one can sometimes simultaneously be communicating upwards as one also communicates downwards, across and/or outwards at the same time. Below is the example of Berit (protégé);

*“Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative.” Berit (protégé)*

**Table 6.2.4.2: Example discourses showing directionality of voice for the mentor managers**

Discourse example: Directionality of voice	Directionality
<i>“And that hasn’t been done previously. So that is what I am working on now....to get the “top management team” to accept that we need a shared platform...” Eva</i>	Upwards
<i>"I have just had a visit from somebody, (“...”) who work for the top management team in (named department). They are responsible for all (named department type) decisions that affect this (named) site." Inger</i>	Outwards – towards Head Office/ subsidiary overseas
<i>“And I used a lot of time beforehand, together with the management team as well as with the union representatives.” Celine</i>	Outwards – towards external organization (same country)
<i>“In terms of a recent example, if you can call it that, then we are currently putting together a very large offer for a new job where we saw the need to have a cooperative partner in to guarantee sufficient capacity (resource) was in place as we have a lot of work currently, to increase capacity. So, in such contexts it is important to choose the right cooperative partner and work out how we should connect with them...” Jens</i>	Outwards - towards external suppliers or partners
<i>“But generally, we work very tightly on such things here so there have been three of us working tightly on this one. But I have been on the team and contributed towards it at least. That is clear.” Jens</i>	Across – to peers
<i>In terms of voicing or remaining silent when discussing personnel matters downwards with own employees (“...”) if people are self-starters/ driven, it is easier to say, “you know what, this was a bad result for you, or “you can become better at this” But if I know that people are struggling then I don’t comment. And you can say that’s either positive or negative but what is the right thing to do...I need to evaluate what the reaction will be...” Kate</i>	Downwards

Berit discusses voicing across to her peers, who are a lot of technically-oriented men. At the same meeting, she voices upwards to her manager – jointly at the same time, during the same meeting. On other occasions, this timing of the meetings can differ, but there is still communication in different directions and towards different arenas/ groups of people. This second strategic approach is used by Inger (mentor).

*“So, there were around 20 people here at the plant who were preparing for this meeting. Of course, in addition to the preparations for these 3 who attended the meeting.”* Inger (mentor)

Here, preparation towards different internal meetings is key prior to the meeting with key external head office personnel. Voice here is complex, highly strategic and tactical. Voicing can also be balanced with silence for relational reasons as shown by Kate’s discourse, or be for strategic reasons as per John’s (mentor) discourse.

My findings suggest that external/ overseas arenas are the arenas where top managers are expected to operate, based on their management roles. External/ overseas arenas may be open to protégé managers who are strategically more visible and who are clearly on the road to top management. These arenas may be open to those who are pinpointed as trusted and respected by their own managers, who in turn are trusted and respected by the top management team/ Head Office.

In which directions do the protégé managers describe voicing in their examples of voice behaviour?

**Table 6.2.4.3: Example discourses showing directionality of voice for the protégé managers**

Discourse example: Directionality of voice	Directionality
<i>“Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function.”</i> Berit	Upwards
<i>“I have pushed for us to create a plan for (Head Office overseas) for the top level and have been very much of a sparring partner with the lady responsible in (named Head Office location overseas) about this...And we have given input...this is an ongoing thing...breathes out)”</i> Hanne	Outwards – towards Head Office/ subsidiary overseas
<i>“We managed to get things through the Norwegian employment office system and it was me who first came up with the idea, contacted the Norwegian employment office, wrote the application...”</i> Marit	Outwards – towards external organization (same country)

<p><i>"Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative." Berit</i></p>	<p>Across to peers</p>
<p><i>"It was very good in that area and it was a strategy on my behalf to do this, because I knew that to succeed I needed to have people on my side. One thing is that the "Boss" says she is very good; it doesn't matter if I can't handle the people in the (named department) and we can't be a team. So, it was a difficult beginning to be accepted. Yes, there were different issues going on relating to my position at the time, but that was a calculated risk." Freya</i></p>	<p>Downwards</p>

Summarising for Section 6.2.4 of this chapter, these research findings contribute to an understanding of directionality of voice. My analysis of the data revealed additional voicing direction including *"voicing externally"* – solely for top management protégés as well as *"voicing downwards"* which applied to both the management mentors and protégés in this current study. *In terms of the other different arenas shown above*, the protégé and mentor managers are involved in different arenas, in which they both learn to adjust towards and adapt within. These findings are contributions to the current body of literature.

### **6.2.5 Voice Dynamics - Section Summary**

The following summary table shows key findings across Sections 6.1 - 6.2.4. for voice dynamics; types, targets and tactics as well as directionality of voice. These findings are discussed again at Chapter 8 where I explore linkages between the main constructs. The findings are discussed in both the Discussion and Conclusion chapters of this thesis.

**Table 6.2.5 Summary table of key findings for voice dynamics**

<b>Main theme</b>	<b>Short codes – voice types</b>							
<b>6.1 – Voice types (Morrison, 2011)</b>	<b>Suggestion-focussed</b>		<b>Problem-focussed</b>		<b>Opinion-focussed</b>			
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés		
Total number	8	5	3	1	4	3		
Total male (M)/ female (F)	5M/ 3F	3M/2F	1F	1F	4F	3F		
	Knut, Petter, Jens, John, Alex, Eva, Inger, Thea	Berit, Hanne, Marit, Mads, Steinar	Kate	Kristine	Eva, Inger, Thea, Celine	Freya, Gina, Kristine		
<b>6.2 1. – Targets of voice (Dutton et al., 2001; Piderit &amp; Ashford, 2003)</b>	<b>Short codes – Three top targets of voice</b>							
	<b>1. Involve someone with power/ Involve somebody at upper level</b>		<b>2. Involve peers/ Involve others at same level</b>		<b>3. Involve others – outside organization</b>			
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés		
	5	6	7	3	6	4		
<b>6.2.2 – Tactics of voice (Dutton et al., 2001; Piderit &amp; Ashford, 2003)</b>	<b>Short codes – The top tactic of voice from each of the 4 categories</b>							
	<b>1. <u>Framing:</u> Positives &amp; negatives</b>		<b>2. <u>Packaging:</u> <u>Presentation &amp; Bundling:</u> Tie issue to concern of key constituents</b>		<b>3. <u>Demeanour:</u> Be professional, positive</b>		<b>4. <u>Process:</u> <u>Formality, Presentation &amp; Timing:</u> Use of formal process/ Use people formally</b>	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	7	4	7	4	9	8	10	9
<b>6.2.3.1 Voice types &amp; targets</b>	<b>Short codes – Three top targets of each voice type</b>							
	<b>Suggestion-focussed</b>		<b>Problem-focussed</b>		<b>Opinion-focussed</b>			
	Mentors	Protégés	Mentors	Protégés	Mentors		Protégés	
Involve someone with power/ at upper level	5	4			4		1	
Involve peers/ others at same level	6	2	1		4		1	
Involve others(unspecified) outside organization	6	1			2		1	
<b>6.2.3.2 voice types &amp; tactics</b>	<b>Short codes – Three top tactics of each voice type</b>							

	Suggestion-focussed		Problem-focussed		Opinion-focussed	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
Use of formal process/ involve people formally	8	5	1	1	3	3
Be professional, positive etc.	7	3	1		4	2
Make continuous proposals	5	3			2	
<b>6.2.4 Directions of voice (Liu et al., 2010)</b>	<b>Short codes – Three top directions of voice – as answered within the voice section of the interview</b>					
	<b>1. Voicing Upwards</b>		<b>2. Voicing Downwards</b>		<b>3. Voicing Across</b>	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
<b>Total number</b>	5	5	6	3	6	3
Total male (M)/ female (F)	5F	1M/ 4F	3M / 3F	3F	1M / 5F	1M / 2F
	Eva, Inger, Kate, Thea, Celine	Steinar, Berit, Hanne, Julie, Freya	Knut, Petter, Alex, Inger, Kate, Celine	Anna, Freya, Julie	Eva, Celine, Inger, Thea, Kate, Jens	Steinar, Berit, Gina

### **6.3. Exploring organizational silence**

In this subsection of Chapter 6, I will discuss my research findings relating to discussions of employee silence behaviour. The following aspect of research question 2 will be considered in this section;

#### **RQ2: Voice/Silence**

- How do managers use silence?

#### **6.3.1 Exploring Silence**

In my literature review section, I discuss how there is still little existing theory on silence behaviour in 2016, especially from within mainstream business and management literature (Morrison & Milliken, 2000, 2003; Morrison, 2011). In Section 6.3, I have first selected to categorise interview narrative discourse from both mentor and protégé respondents according to Van Dyne, Ang & Botero's (2003) three classifications of types of silence. Based on these findings, I composed Table 6.3.1 shown on the following page. This table shows the respondents' examples of silence

split into mentor and protégé groups. I have also split the findings into these three sections and discuss around the theme using relevant narrative discourse to exemplify each case. At Section 6.3.2, I then build on these findings by exploring evidence of other types of silence, which may fit better than those suggested by Van Dyne, Ang & Botero (2003). At Section 6.3.3, I then apply the same targets of voice as discussed at Section 6.2.1 for voice to silence. At Section 6.3.4, I compare the data across silence types and targets of silence. At Section 6.3.5, I then discuss one case and how that suggests an example of an organizational shift from a positive voice climate to a “climate of silence.” I finally round off Chapter 6 at Section 6.3.6 by summarizing the chapter and drawing some reflections on the findings.

### **6.3.1.1 Prosocial silence**

Summarizing from Table 6.3.1, my coding indicates that the respondents prefer using prosocial silence more often than acquiescent silence and defensive silence. Just to recap, Van Dyne, Ang & Botero (2003) define Prosocial Silence as;

*“withholding work-related ideas, information, or opinions with the goal of benefiting other people or the organization – based on altruistic cooperative motives...Prosocial silence is intentional and proactive behaviour...Like defensive silence, prosocial silence is based on awareness and consideration of alternatives and the conscious decision to withhold ideas, information, and opinions. In contrast to defensive silence, prosocial silence is motivated by concern for others, rather than by fear of negative personal consequences that might occur from speaking up.”* (Van Dyne, Ang & Botero, 2003, p. 1368).

Van Dyne, Ang & Botero (2003, p. 1386) additionally provide a table of proposed measures for the three new constructs, which I explore here at Section 6.3.1. When do the managers describe using prosocial silence in their example discourses? The following is an example discourse from Freya (protégé) where she describes how much of voicing/ remaining silent in meetings can be about her allowing others to talk and discuss things such as technical details. The meeting arena allows people to meet, share knowledge and discuss themes jointly together. It doesn't always have to be Freya as manager who voices, unless she sees it necessary to do so;



*“I don’t have to talk all the time, I need something to say and I still am in a meeting without saying anything, just to absorb information and knowledge. I don’t have to say things all the time (“...”). It might be things that you don’t know much about ...it might be technical, but now it becomes detailed, it might be about (technical item 1, technical item 2 etc.), that’s not my area and I might ask because I am interested and want to learn something, but like I said I don’t need to talk all the time.” Freya (protégé)*

Here is Kristine talking about occasions where she remains silent in meetings and occasions where she speaks up;

*“If I don’t know enough about what is being discussed then I can become less engaged/ ignore it. This could happen with subject/topic related knowledge and then if I clearly don’t understand things then I prefer to say, “I don’t understand this!” as I don’t want to agree to something that I don’t agree with because I didn’t understand. And there are also times when I don’t have to have an overview on things, maybe it is not necessary and so there I can be neutral really. I have no need to state clearly my opinions/ideas without fully being at the same level/ as knowledgeable about what they are discussing. If it is a subject that I know something about then I speak up in a meeting about it. Especially if there is a problem that needs resolving, which is basically what we work with ...resolving problems.” Kristine (protégé)*

So, how and where do protégé managers Julie, Kristine, Berit, Freya, and Steinar How do mentor managers describe using prosocial silence? The mentor managers often describe a process of *“hanging back themselves”* in meetings or balancing voicing through raising concerns or issues and otherwise remaining silence – showing prosocial silence. This latter behaviour is often used to allow others to voice and be involved in decision-making. See for example, Knut’s discourse below;

*“I can’t really think of anything in particular. I mean, if I think that things are functioning well, then it is functioning well and so I then don’t have the need to contribute with anything. Instead, I will just attend and observe and then reflect. And sometimes I might want to obtain some information. For example, say, “Can we do this even better?” But then I don’t need to get involved with those who carry out the meeting or contribute. Instead, I can just sit, lean back and reflect a little for myself. And there may also be some learning/*

**Table 6.3.1.: Applying Van Dyne, Ang & Botero’s (2003) silence construct to mentor and protégé discourses**

Silence type - Mentors	Male (5/5)	Female (5/5)	Total Mentors (10/10)	Note – summarized examples of silence according to type
<i>Acquiescent Silence (AS)</i>	1	1	2	Jens describes using AS when being left out of meetings, Eva when describing choosing to voice or remain silence about issues or concerns at work.
	Jens	Eva	Jens, Eva	
<i>Defensive Silence (DS)</i>	0	1?	1?	Thea may be using DS following a change at her company towards a “climate of silence”. She had previously used suggestion-focussed voice (SFV) at work.
	0	Thea	Thea	
<i>Prosocial Silence (PSS)</i>	2	5	7	Knut, John, Inger, Kate, Eva, Thea, & Celine describe using a “ <b>balance</b> between PSS and SFV, depending on the role, arena and time”
	Knut, John	Inger, Kate, Thea, Eva, Celine	Inger, Kate, Thea, Eva, Celine, Knut, John	
<i>Suggestion-focussed VOICE only (SFV)</i>	1	0	1	Petter describes learning that he needs to balance SFV and PSS more in the future.
	Petter	0	Petter	
Silence type described - Protégés	Male (2/10)	Female (8/10)	Total Protégés (10/10)	Note - summarized examples of silence according to type
<i>Acquiescent Silence (AS)</i>	1	6	7	<u>Anna &amp; Marit</u> – it depends on own role/ remit. Contribute more when closest to own remit. <u>Julie</u> – shifts from AS to PSV because of the mentoring project <u>Kristine</u> - takes a more neutral position in meetings that are not within her subject area. <u>Gina</u> chooses which battles to fight. Generally, voices, if not taken on board there is little more she can do. <u>Mads</u> - it depends on the arena. Less able to contribute in highly technical forums. However, remembers own management role. <u>Hanne</u> contributes less where made to feel negative about voice contribution. External, overseas/overseas/another team, there.
	Mads	Anna, Marit, Kristine, Gina, Hanne, Julie	Anna, Marit, Kristine, Gina, Hanne, Julie, Mads	
<i>Defensive Silence (DS)</i>	0	0	0	
<i>Prosocial Silence (PS)</i>	1	4	5	<u>Julie</u> –does not stay silent now about theme that matter to her and her team. <u>Kristine</u> – speaks up in meetings, does not agree for agreement’s sake. <u>Freya</u> – others learn and develop themselves when she remains silent herself. <u>Steinar</u> – has learnt he needs to stay silent at times to let others voice & learn. <u>Hanne</u> stays silent in arenas where her competencies and skills make her feel less safe to voice – external, overseas
	Steinar	Julie, Kristine, Hanne, Freya	Julie, Kristine, Hanne, Freya, Steinar	
<i>Suggestion-focussed VOICE only (SFV)</i>	1	0	1	<u>Berit</u> – rarely stays silent. Has learnt through mentoring to feel safer/more secure in own role when taking unpopular decisions.
		Berit	Berit	

*development point for myself regarding what is happening around me and so, that happens but I can't put my finger on a concrete example for you just now."*

Knut (mentor)

And here from Celine (mentor manager);

*"There can be strategic reasons, but there might also be reasons down to personnel. I might want an employee in this organisation to lead on something and in terms of this theme of providing ownership of the systems to different functions...then there can sometimes be too much that I take ownership of that they need to get on board with. Then I can say, "Now you can say something about this here, you are responsible for this here" ...to get other employees to speak up."* Celine (mentor)

So, in summary, mentor managers use prosocial silence to develop, involve other employees and allow others to contribute. This also allows power to be delegated to the other employees. For protégé managers, the meeting arena serves as a "*meeting place*" for managers, technical experts and other line employees to exchange knowledge across the group of middle management workers. This is where the protégé managers are describing using prosocial silence at work.

### **6.3.1.2 Acquiescent silence**

Just to recap, Van Dyne, Ang & Botero (2003) define Acquiescent Silence as;

*"intentionally passive and uninvolved behaviour. For example, an employee could withhold his/her ideas for change based on the belief that speaking up is pointless and unlikely to make a difference. Alternately, an employee might keep opinions and information to him/herself, based on low self-efficacy assessments about personal capability to influence the situation. In both examples, silence is a result of fundamental resignation. When employees believe, they don't make a difference, they disengage and are not likely to contribute ideas or suggestions proactively. For example, an employee could withhold comments during a departmental meeting based on an unwillingness to exert the effort to get involved. Finally, Acquiescent Silence could also*

*include intentionally passive behaviour and withholding information based on a feeling of resignation and the sense that meaningful changes are beyond the capabilities of the group.” (Van Dyne, Ang & Botero, 2003, p. 1366)*

My findings indicate that protégé managers use more acquiescent silence more often than mentor managers’ mention doing so. This includes protégés Anna, Marit, Julie, Kristine, Gina, Mads and Hanne. Here is Mads’ (protégé) discourse regarding what happens when you don’t feel as if you can contribute to given themes/ meeting types – when you do not feel within your comfort zone;

*“Areas that I do not have the prerequisite skills and experiences to comment on in a way, so for example at the technical forums, that I attend as a part of my role as project manager, but that I strictly speaking don’t have a clue about! (laughs) It is a very comfortable feeling (sarcastic) and something I could really survive without! ...If anybody requires an answer, then somebody else around me will have to answer. Erm...and that’s where I come short...I come short there...but in a way, that’s not the role that I have. I shouldn’t really voice so much around the technical as I don’t have the prerequisites to do so and don’t really want to obtain them either, because I should be a different role which is important in the larger context. Whereas, those who have these roles should use their time on this. So, we have a separation in terms of roles and responsibilities.” Mads (protégé)*

Similarly, we see Hanne’s (protégé) perspective on the same theme;

*“There are a lot of occasions when I sit passively and don’t...I am not on the offensive the whole time...there are not all themes that I get involved in... It is more if I am in a meeting where I cannot/ am not able to contribute, then I can of course try to say something about it, but it is no point getting engaged in it. However, if it influences my job, then I have to have an opinion about it and do something about it. But it is also the case that you can’t save the entire world (laughs). The women around here say, “we are not engineers so we cannot be expected to understand the intricacies of the technologies, but we need to be able to trust the processes for those that are responsible for that.” So, I don’t go to technical meetings at all and I almost don’t have the need to go and see a (technical product that the company makes) to be honest. But I should, I*

*should but...If you have been on one you have seen them all...I don't get engaged/ involved in detail that I don't have anything to do with and aren't going to have anything to do with or even can do..." Hanne (protégé)*

What is interesting to note between these similar examples above is how Hanne attributes the difference as due to being a female *manager* “*managing technical experts and across the knowledge divide between male technical experts and female managers*”. Mads attributes the difference in contribution as being due to differences in roles between people at work who are management trained and competent and the technically trained people at such meetings. Mads does not have a gendered perspective on differential rates of contributions at different types of meetings.

Two mentors (Eva & Jens) describe acquiescent silence and its' effects on own motivation and own attitude towards contributing his own ideas and getting involved in certain management arena contexts. Jens' discourse is included in Chapter 7, Section 7.2.1.1, so let's look at Eva's discourse here in 6.3.1.2. Again, Eva discusses choosing between voice and silence behaviour on given themes and at given times at work;

*“There is no doubt that. I have an expression that I use a little now and again and that is a bit like ... It happens that I see areas where I experience that this is so far away/there is much to learn or it would be so difficult to “get through” with it, that there isn't any point in opening a discussion on it even. Now and again, I consider taking it up, then I think “NO”. No good will come out of it. But it does happen that I just don't take up certain things, which intuitively I could consider taking up but that I think is so controversial, so large that the chance of making an impact/getting through with it means I don't take it up and let somebody else take it up. And that is also something that comes with age and experience that you choose more. And then there are some things that have so little relevance for the job itself or for myself that for that reason I leave it be. That is also the case in many other contexts in life too that you think, “It isn't so dangerous”, it goes well regardless, so just leave it be/as it is. But it happens that you leave some of the larger themes that you think are important. So, in terms of work, it can be the case that I have a very different view on things than my boss and it can be that I hear “You have learnt to read an organizational chart, hasn't you?” You know? And then I might think, OK, just*

*leave it alone/as it is. But then again, there are things that go against my own integrity and then I would act regardless. But at the end of the day, it is he who has the overall responsibility for my working day, so I sometimes decide not to take that fight just if it isn't something that goes against my integrity.”* Eva (mentor)

It is interesting to note that both groups clearly describe power in the context of their decisions to remain silent. Eva clearly refers to her boss jokingly mentioning the organizational chart when discussing key themes and why she should maybe not challenge him on certain issues or themes. Eva also discusses having a very good, open, trusting relationship with her boss and in trusting his point of view, based on a long and good relationship they have developed together over time. Basically, Eva respects her boss' point of view unless it is on a theme or issue which goes against her own integrity. Then she will speak up. This is interesting. The excerpt above does not give full justice to this aspect of Eva's good, strong, trusting relationship with her boss. In this way, the above excerpt should be read with this trusting relationship in mind. Still, my findings show protégé managers discussing adopting acquiescent silence more often at work than the mentor managers.

### **6.3.1.3. Defensive silence**

Just to recap, Van Dyne, Ang & Botero (2003) define Defensive Silence as;

*“Withholding relevant ideas, information or opinions, a form of self-protection, based on fear. Defensive silence is intentional and proactive behaviour as it is intended to protect the individual from external threats (Schlenker & Weigold, 1989). Defensive Silence is more proactive, involving awareness and consideration of alternatives, followed by a conscious decision to withhold ideas, information, and opinions as the best personal strategy now.”* (Van Dyne, Ang & Botero, 2003, p. 1367)

Neither protégés nor mentors discuss use of Defensive Silence, except for the case of Thea (mentor). Eva's (mentor) discourse at 6.3.1.2 above could be construed as an example of defensive silence. However, Eva does not obviously show fear of voicing. However, she clearly does have a strategy to; *“more proactively, involving awareness*

*and consideration of alternatives, followed by a conscious decision to withhold ideas, information, and opinions as the best personal strategy now.*” So, Eva does remain silent with a view to future strategic moves that she may take, as a means of *“determining which battles to fight.”*

Neither is Thea’s discourse a clear example of use of defensive voice. Her silence is not a strategy that she chooses herself. Her silence results from being closed or *“frozen out of key decision-making”* and of a climate of silence being created at her former company when a take-over results in a new management being put into place. Thea also discusses organizational structural changes made by the new management. Hers is a very personal understanding of how she sense-makes feeling at the time when the processes took place. I have chosen to include Thea’s full discourse and then to summarise briefly afterwards at Section 6.3.6.

### **6.3.2 Evidence of other types of silence**

When carrying out the above data analysis, I found it sometimes difficult to “make the discourses fit” neatly into the three types of silence suggested by Van Dyne, Ang & Botero (2003). My respondents seemed to be talking about themes that could be more neatly split into the following types;

- a) *Learning-driven silence*
- b) *Political / opportunistic silence*
- c) *Forced/enforced silence*

#### **6.3.2.1. Learning-driven silence**

*Learning-driven silence* can be seen in cases where respondents intentionally limit their own voice, so they *“remain silent”* for learning, to use their voice in the future if required. This goes beyond prosocial silence as described by Van Dyne, Ang & Botero (2003), where the emphasis is on remaining silent to give others centre stage so that they can take ownership.

Alternatively, remaining prosocial silent may clear the stage for those who are the *“experts with knowledge”* about a given theme. Example cases where this can apply include mentor managers Knut, Kate, Celine and Inger, as well as partially protégé

managers Kristine, Mads, Steinar and Freya. Freya and Knut's discourses are now repeated from Section 6.3.1.1 below, to show evidence from the discourse of learning-driven silence in use at work by these managers;

*"I don't have to talk all the time, I need something to say and I still am in a meeting without saying anything, just to absorb information and knowledge. I don't have to say things all the time ("...") It might be things that you don't know much about ...it might be technical, but now it becomes detailed, it might be about (technical item 1, technical item 2 etc.), that's not my area and I might ask because I am interested and want to learn something, but like I said I don't need to talk all the time."* Freya (protégé)

*"I can't really think of anything in particular. I mean, if I think that things are functioning well, then it is functioning well and so I then don't have the need to contribute with anything. Instead, I will just attend and observe and then reflect. And sometimes I might want to obtain some information. For example, say, "Can we do this even better?" But then I don't need to get involved with those who carry out the meeting or contribute. Instead, I can just sit, lean back and reflect a little for myself. And there may also be some learning/ a development point for myself regarding what is happening around me and so, that happens but I can't put my finger on a concrete example for you just now."* Knut (mentor)

In both above cases, there is unmistakable evidence of "learning-based silence" in use in the discourses.

### **6.3.2.2. Political/ opportunistic silence**

*Political/opportunistic silence* may include silence where respondents discuss allowing someone else to take the blame or allowing others to make mistakes that can lead to enhancing one's own reputation, power or resource-base. But political/ opportunism may also apply to cases where respondents remain out of certain contexts or arenas to avoid being assigned responsibility. Example cases where this is shown



through the discourses include mentor managers John and in part mentor manager Eva.

Political/ opportunistic silence may all be in play in several of the protégé managers' decisions regarding issues and themes during meetings where you fight your corner, versus their decisions to remain silent in other meetings. This may be the case for the following protégé respondents; Gina, Kristine, Anna, Marit, Julie and Hanne.

First, mentor manager Eva's part discourse is repeated from Section 6.3.1.2 below, to show evidence of political/ opportunistic silence in use by Eva at work. This is followed by the example of protégé Hanne;

*“There is no doubt that. I have an expression that I use a little now and again and that is a bit like... It happens that I see areas where I experience that this is so far away/there is much to learn or it would be so difficult to “get through” with it, that there isn't any point in opening a discussion on it even. Now and again, I consider taking it up, then I think “NO”. No good will come out of it. But it does happen that I just don't take up certain things, which intuitively I could consider taking up but that I think is so controversial, so large that the chance of making an impact/getting through with it means I don't take it up and let somebody else take it up. And that is also something that comes with age and experience that you choose more. And then there are some things that have so little relevance for the job itself or for myself that for that reason I leave it be. That is also the case in many other contexts in life too that you think, “It isn't so dangerous”, it goes well regardless, so just leave it be/as it is. But it happens that you leave some of the larger themes that you think are important... (continued below forced/enforced silence). So, in terms of work, it can be the case that I have a very different view on things than my boss and it can be that I hear “You have learnt to read an organizational chart, hasn't you?” You know? And then I might think, OK, just leave it alone/as it is. But then again, there are things that go against my own integrity and then I would act regardless. But at the end of the day, it is he who has the overall responsibility for my working day, so I sometimes decide not to take that fight just if it isn't something that goes against my integrity.” Eva (mentor)*

*“There are a lot of occasions when I sit passively and don’t...I am not on the offensive the whole time...there are not all themes that I get involved in... It is more if I am in a meeting where I cannot/ am not able to contribute, then I can of course try to say something about it, but it is no point getting engaged in it. However, if it influences my job, then I must have an opinion about it and do something about it. But it is also the case that you can’t save the whole world (laughs).” Hanne (protégé)*

In mentor manager John’s discourse below, the silence is obviously political/opportunistic. In his full discourse, John describes different roles that he plays in different meeting contexts and arenas and the resulting difference in his own voice/silence. In the excerpt below, he discusses occasions where he remains silent;

*“...If I see that our partner has some problems and I know myself that maybe we have the same amount of issues that will also cause a time delay on the project. Then I can remain silent and don’t need to be the most active there. Then I might instead pressure them to sit in the driving seat. But I don’t necessarily need to take on that role myself. And then I might use the “Victim role” if it is our customer. “We are having a few problems that we are working full-on to fix, damn it!” Then I can take more of that “lamb to the slaughter” role. Erm...I do indeed adapt myself to each situation that I am in... but always with honesty and integrity. But adopt, adapt to the agenda of a particular day...yes... to benefit us most.” John (mentor)*

In all the above cases, there is evidence of “*political/ opportunistic silence*” in use in the discourses.

### **6.3.2.3. Forced/ enforced silence**

*Forced/ enforced silence* may be shown in cases where they are not discussing an issue or a theme, either because their superior (boss) advise them not to or because they are frozen out of relevant decision-making arenas. Example cases where this may be shown in evidence include part discourse from mentor manager Eva. Mentor managers Jens and Thea may also be discussing cases of forced/enforced silence as well as protégé manager Hanne in external meeting contexts such as overseas arenas

where she is made to feel uncomfortable. Both Eva and Jens discourses are covered below, to show evidence of forced/ enforced silence described in use at work by these managers,

*“So, in terms of work, it can be the case that I have a very different view on things than my boss and it can be that I hear “You have learnt to read an organizational chart, hasn’t you?” You know? And then I might think, OK, just leave it alone/as it is. But then again, there are things that go against my own integrity and then I would act regardless. But at the end of the day, it is he who has the overall responsibility for my working day, so I sometimes decide not to take that fight just if it isn’t something that goes against my integrity.”* Eva (mentor)

*"I don't know whether I have any concrete examples of this to be honest. But in general, if decisions are going to be taken that I think I have something to contribute with, or if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don't even try to contribute at all. No, do you see? Then I don't care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm and I often feel that when you are held outside of things, then you do completely disconnect and that is..."* Jens (mentor)

Summarizing for Section 6.3.2.3, these findings and evidence they provide allow for an alternative, expanded understanding of what silence is within the business or organization, as well as occasions when these might be used in practical management settings. The above findings provide evidence of other types of silence in use by the managers. They allow reflection on the application of the three types of silence proposed by Van Dyne, Ang & Botero (2003).

However, in the context of this thesis, I have decided to continue to apply the three types of silence from Van Dyne, Ang & Bolero's (2003) to my further analyses at Sections 6.3.3, 6.3.4 and 6.3.5 as well as in further findings chapters of this thesis.

This is because the constructs and types already exist and have been tested previously in research contexts. I have also already applied them throughout my analysis.

Summarising for Section 6.3.2, emerging themes in my discourses reveal alternative or possibly additional types of silence as proposed by Van Dyne, Ang & Botero (2003). These alternate/additional types of silence will be discussed in both the discussion as well as the contributions chapters of this thesis.

### **6.3.3 Targets of silence**

Table 6.3.3 is based on the discourses of voice from all 20 respondents. This shows an expanded set of targets, based on the initial targets proposed by Dutton et al (2001) and Piderit & Ashford (2003). These targets have been previously applied to the same respondents' example discourses of voice at Section 6.2.1 within this same chapter. Please see Table 6.3.3 below which now shows examples of occasions when the respondents describe remaining silent at work about a given topic, theme or issue.

I have also selected to present discourse tables of related findings to highlight how mentor and protégé managers discuss their own targeting of silence. When applying the existing targets from Piderit & Ashford (2003) and Dutton et al (2001) (targets a–e), the following three targets for involvement are popular across the two groups of managers; *a) involve someone with power/ an upper level, b) involve – other employees downwards* and *c) involve peers/others at same level*. In terms of the mentors, there are no gender differences between the male and female mentor managers in terms of their choice of targets. Whereas for the protégé managers, solely four female protégé managers describe; *involving someone with power/an upper level*, whereas both male and female protégé managers describe; *involving peers/those at same level plus involving employees downwards*.

**Table 6.3.3 Combined Targets of Silence**

<b>B: COMBINED TARGETS OF VOICE (Dutton et al, 2001; Piderit &amp; Ashford, 2003) APPLIED AS TARGETS OF SILENCE</b>				
<b>INVOLVEMENT: TARGETS</b>				
a) Involve someone with power/Involve an upper level	6	Eva , Thea, John, Jens, Knut, Inger	4	Anna, Marit, Julie, Freya
b) Involve peers/ Involve others at same level	5	Celine, Jens, Knut, Eva, Thea	4	Mads, Julie, Anna, Steinar
c) Keep boss informed	3	Eva, Thea, Jens	2	Marit, Julie
d) Involve others (unspecified)/ Involve others outside organization	4	Jens, John, Inger, Knut	1	Hanne
At d) If involve others - external suppliers/ partner in Norway	2	Jens, John	0	
At d) If involve others - in an external subsidiary location/ Head Office employees	3	Inger, Knut, Thea	1	Hanne
e) Involve others - employees downwards	6	Knut, John, Kate, Eva, Celine, Inger	3	Steinar, Hanne, Freya
f) Involve others - knowledge experts outside own training/ experience	0		7	Anne, Mads, Marit, Hanne, Kristine, Freya, Julie
g) Involve others - where lack a relational closeness or proximity to the target	7	Eva, Jens, John, Knut, Celine, Inger, Eva, Thea	2	Gina, Julie
h) Involve others - more distanced from own role/remit - often in more formal settings	7	Eva, Jens, John, Knut, Celine, Inger, Thea	4	Gina, Julie, Kristine, Marit,
Suggestion focussed voice only used (no silence)	1	Petter	2	Berit
Not answered	1	Alex	0	

When expanding the targets of silence to other themes revealed by the discourses (targets f-h), then the protégé managers show a preference for remaining silent where the target *involves knowledge experts outside the realm of the managers' own training/experience*. Mentor managers discuss remaining silent more often where there is a *lack of relational closeness or proximity to the target(s)*, as well as when the target involves *more distance from own role/remit – often in more formal settings*. This latter expanded target is also popular amongst female protégé managers. All protégé managers who discuss remaining silent with these new “targets of silence” are female, whereas for the mentor managers, there are an almost equal number of male managers to female managers who discuss remaining silent with these targets of silence. The mentor group of managers also discuss targeting outwards, including external organizations, suppliers/ strategic partners and overseas subsidiaries/ Head Offices.

Example discourses: Targets of Involvement	Involvement of whom?	Name
<i>"On some occasions, you know that if you don't bother taking up a theme and let it remain off the agenda. Because these are things that I can get irritated about but I know if I took it up, then it would be more. it would take a lot of energy. These can be HR-related/ issues with employees or issues I want to raise with my manager."</i>	Upper level	Anna (protégé)
<i>"I don't have to talk all the time, I need something to say and I still be in a meeting without saying anything, just to absorb information and knowledge. I don't have to say something all the time and when you have central position, it is sometimes good not to talk all the time."</i>	Others at same level	Freya (protégé)
<i>"There are a lot of such situations/ contexts at work, they happen the whole time. That is a form of day-to-day thing and very often you ask for advice. "Should I take that further?", "Should I do anything about it?" and he says...I have a boss/manager who has over 40 years' experience..."</i>	Keeping your boss informed	Eva (mentor)
<i>And on some occasions, it can be that if you are with an external partner in a group and I represent our company then sometimes they might say: "this doesn't concern you/isn't about you" and then you are held out of there as well and then don't want to contribute anything. And that can be...erm...so"</i>	Others outside organization	Jens (mentor)
<i>"I sometimes don't voice when it is something that I know will be uncomfortable. I could no doubt voice more, but...if is maybe most because of the reaction that I will receive. It isn't always the case that I want to have that. But, sometimes if I expect...people that are away from work a lot and I know that they have another problem...really...so, I leave it be and maybe delay stating that I am dissatisfied. On other occasions, if people are self-starters/ driven, it is easier to say, "you know what, this was a bad result for you, "or "you can become better at this" But if I know that people are struggling then I don't comment. And you can say that's either positive or negative but what is the right thing to do...I need to evaluate what the reaction will be."</i>	Downwards	Kate (mentor)
<i>"...that's where I come short...I come short there...but in a way, that's not the role that I have. I shouldn't really voice so much around the technical as I don't have the prerequisites to do so and don't really want to obtain them either, because I should be a different role which is important in the larger context. Whereas, those who have these roles should use their time on this. "</i>	Knowledge experts outside the realm of own training/ experience.	Mads (protégé)
<i>"And then without warning, two new people could suddenly appear in the reception and present themselves and say they were employed and had just been told to come/turn up here. And, in some cases, these were going to sit in higher positions."</i>	Lack relational closeness or proximity to the target(s)	Thea (mentor)
<i>"The less you know people from previously and particularly if from a different locality/business site, then the less I at least dare to say everything... ("...") But the further up you go, then that closeness/ sense of welcoming disappears. At least that is how I see it. It becomes very fact-based. This is my opinion about this...and about that...so this must be correct! There is no process together."</i>	More distance from own role/remit – often in more formal settings	Julie (protégé)

In terms of the nature of involvement, respondents have discussed remaining silent about their ideas, suggestions, concerns, or opinions about particular issues in the following meetings or management arenas.

In summary, my findings indicate the mentors and protégés discuss formal meeting settings as places or arenas of voice exchange also in cases where they choose to remain silent. I also discovered how mentors and protégés target through involving others not only upwards, but also at the same level as well as downwards within their own organizations. I also found how the mentor managers involve external partners such as suppliers or individuals from, for example Head Office or subsidiary offices overseas in their involvement and targeting efforts through using issue-selling moves. Finally, I suggest an expanded set of targets of silence (f-h) suggested by the discourses on silence.

#### **6.3.4 Comparing across types and targets of silence**

At Section 6.3.4, I will discuss my findings from across types of silence as well as targets of silence. These two aspects of silence have been cross-tabularized and the results of this cross-tabularization process are now shown in Table 6.3.4. This process provides a comparison across the data, to analyse and check for relationships between the two aspects of; a) types of silence and b) targets of silence. This is with the aim to contribute towards our understanding and further theorising about types of silence as well as the targets of silence.

The above table has been created to compare across the data, to analyse and check for relationships between the two aspects of a) types of silence and b) targets of silence. This is with the aim to contribute towards our understanding and further theorising about the types of silence as well as the targets of silence. Table 6.2.4 is displayed above.

The table shows just who uses which type of silence to target different groups of people. The cross-tabularization process again highlights a slight preference for use of prosocial silence by all managers, followed by that of acquiescent silence and defensive silence.

In terms of targets for *prosocial silence*, the table and findings show how the mentor managers prefer to use the following targets of prosocial silence; *a) targeting upwards towards someone with power/ involving an upper level, b) involving employees downwards and c) involving others where the respondent lacks a relational closeness or proximity to the target*. In all three cases, there was little gender difference between the male and female mentors who describe using these targets of silence together with suggestion-focussed voice.

The protégé managers show the following preferences as targets of prosocial silence; *a) involve others – knowledge experts outside own remit/experience, b) involve peers/others at same level, c) involve others – further from own role/remit – often in more formal settings and d) involve someone with power/involving an upper level*. In many of the cases, female managers describe such targeting of their prosocial silence.

In all cases, for both the mentor and protégés, common codes across all cases involve most use of prosocial silence in internal company contexts. Where external contexts are the targets of prosocial silence, then most managers describing targeting externally are mentors and mostly male, apart from female mentor manager Inger and female protégé manager Hanne. This perhaps shows how the role of mentor managers is normally more external facing and therefore the mentor managers describe examples of remaining silent about themes outwards/ externally. The same pattern is evident in cases of external/ outward-facing targets for suggestion-focussed voice.

Solely one female mentor manager describes using *defensive silence*. This is mentor manager Thea, whose case is covered separately at Section 6.3.5. However, Thea describes using the following targets of defensive silence; *a) upwards towards someone with power/ involving an upper level, b) across to peers/ others at same level, c) keeping her boss informed, d) involving external Head Office employees, d) involving others where Thea lacks a relational closeness or proximity to the target and finally e) others – more distanced from own role/remit – often in more formal settings*.

Two mentor managers (Eva and Jens) both describe using acquiescent silence in their examples of occasions when they remained silent at work about a given issue, concern or problem. Both describe using the following targets of acquiescent silence; *a) involve someone with power/ an upper level, b) involve peers/ others at same level, c)*



**Table 6.3.4 Summary table showing types of silence and their targets**

TYPE OF SILENCE	PROSOCIAL SILENCE (PSS)		ACQUIESCENT SILENCE (AS)		DEFENSIVE SILENCE (DS)		SUGGESTION-FOCUSSED VOICE ONLY (SFV ONLY)	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Morrison (2011)	7	5	2	7	1	0	1	2
	<b>Knut (b), John (b), Inger (b), Kate, Thea, Eva, Celine</b>	<b>Hanne, Steinar, Freya, Julie, Kristine</b>	<b>Jens, Eva</b>	<b>Kristine, Mads, Anna, Marit, Gina, Julie, Hanne</b>	<b>Thea</b>		<b>Petter</b>	<b>Berit</b>
	5 Female / 2 Male	4 Female/ 1 Male	1 Female, 1 Male	6 Female/ 1 Male	1 Female		1 Male	1 Female
<b>B: COMBINED TARGETS OF SILENCE</b> -(applying the Targets of Voice from Dutton et al. 2001; Piderit & Ashford, 2003)								
<b>INVOLVEMENT: TARGETS</b>								
a) Involve someone with power/Involve an upper level	Eva, Thea, John (b), Inger (b), Knut (b), Jens	Julie, Freya,	Eva, Jens	Anna, Marit	Thea			
b) Involve peers/ Involve others at same level	Celine, Jens, Knut, Eva, Thea	Julie, Freya, Steinar	Eva, Jens	Mads, Anna, Julie	Thea			
c) Keep boss informed	Eva, Thea, Jens	Julie	Eva, Jens	Marit, Julie	Thea			
d) Involve others (unspecified)/ Involve others outside organization	Jens, John (b), Inger (b), Knut (b)	Hanne	Jens	Hanne				
At d) If involve others - external suppliers/partner in Norway	Jens, John (b)		Jens					
At d) If involve others - external subsidiary/ Head Office employees	Inger (b), Knut (b)	Hanne		Hanne	Thea			
e) If involve others - employees downwards	Knut (b), John (b), Kate, Eva, Celine, Inger (b)	Steinar, Hanne, Freya	Eva	Hanne				
f) Involve others - knowledge experts outside own training/ experience		Hanne, Freya, Julie, Kristine		Anna, Marit, Mads, Hanne, Kristine, Julie				
g) Involve others - where lack a relational closeness or proximity to the target	Eva, Jens, John (b), Knut (b), Celine, Inger (b)	Julie	Eva, Jens	Gina, Julie	Thea			
h) Involve others - more distanced from own role/remit - often in more formal settings		Julie, Kristine		Gina, Julie, Kristine, Marit	Thea			
Suggestion focussed voice only used (no silence)							Petter	Berit
Not answered = Mentor manager Alex								

*keep boss informed* and *d) involve others where a lack of relational closeness or proximity to the target* exists for the two respondents. Both describe directions of upwards, outwards, and relational distance from other targets of silence. For the protégé managers, they show the following preferences as targets of acquiescent silence; *a) involve others – knowledge experts outside own remit/experience*, *b) involve peers/others at same level*. In many the cases, female managers describe such targeting of their acquiescent silence. It is interesting to note the overlap in which protégé managers prefer to target both prosocial and acquiescent types of silence. These are virtually the same targets that protégé managers select.

My own reflections regarding this lack of further cases of defensive silence amongst the group of respondents, is perhaps best explained by the respondents using other “*more preferred types of silence*” within their own businesses. The managers seem to avoid using defensive silence and perhaps are discussing problems in a more positively framed “*prosocial manner*” or alternatively are just “*acquiescing and remaining silent*” about themes that a “*positive organizational voice culture*” would allow to be discussed openly by the respondents.

My findings also suggest that such behaviour is learnt over time. The respondents clearly know where boundaries lie within their businesses. Cases such as Eva, Jens and Eva reveal how the managers are “*closed down about/ frozen out*” when raising certain themes that are “*not open for discussion*” within their businesses. The behaviour is quite clear cut and cases such as Eva (already discussed in Section 6.3) show how decisions are sometimes made for the benefit of the managers themselves. They are shown to be advised by peers/ someone with power/ their bosses to not get involved in these themes. So, if on the road to top management or wanting to remain working for the same company over time, it is perhaps advisable for the managers to reframe such critical questions about “*closed down themes*” as prosocial silence. But one may also choose to acquiesce.

The latter point may also explain just why middle management protégé managers form most cases where acquiescent silence is described in use. Here, the majority of cases are female (Kristine, Anna, Marit, Gina, Julie, Hanne). Solely one of the protégé managers describing acquiescent silence in use is male (Mads). I also found the female managers describe use of a broader range of types of silence at work than their male counterparts describe using.

In summary, the cross-tabularization across types and targets of silence reveals the patterns between cases described above. Some of these differences relate to differences between mentor and protégé managers, whilst other differences are between male and female managers.

The findings further exemplify how prosocial silence type is preferred in choices to remain silent to all targets. Women were found to have a wider range of voice types than male managers.

### 6.3.5 Thea's case: Change towards a climate of silence – defensive or enforced?

Thea's discourse explains how a climate of silence develops within a business or organization over time. Understanding how climates of silence develop is a gap in the research literature on Employee Voice Behaviour, according to Morrison (2011)'s Review of Employee Voice Behaviour.

Thea is one of the mentors from the mentor project with one of the longest periods of work experience and who worked from the initial stages of development on one of the main businesses. Thea took redundancy from this company when there was a virtual "*change in organizational climate*" overnight on the recruitment and replacement of top-level managers and board members at the company.

Thea describes a positive voice climate in her discourse under the previous "*management*" and how there was a "*high head room*" for different points of view. She was also in a key position previously, which required her to be kept "*in the loop*" concerning new recruits, attended and took an active role at key meetings and how things were "*done by the book*" / legally.

With the new "*management*", this open voice climate changed virtually overnight and Thea found herself closed out of the decision-making loop for example, through finding out that key meetings were taking place that she was not invited to. So, Thea was not allowed to contribute voice in her role of manager. She was also informed, possibly by the union representatives / old guard managers, that redundancy processes and procedures had not been followed properly / carried out legally in some cases. Thea describes how new recruits could "*just turn up at the office*" that she did not know a thing about.

Thea explains how "*closing out/freezing out*" behaviour takes place within businesses and organizations as I discuss and propose at Section 6.3.2 as an alternate form of "*forced/enforced silence.*" Thea also discusses how this forced/enforced silence comes from new central or top management team following her company being bought up by another similar company to her own.

In the following table, I summarise some of the key points covered by Thea's discourse, also presented in this Section 6.3.5.

<b>Positive organizational voice culture</b>	<b>Negative organizational culture or “climate of silence”</b>
Involvement of key management and personnel in decision-making processes	No involvement of key management and personnel in decision-making processes
Trade unions involved in central negotiations together with key managers about key employment decisions	Trade unions may be less involved in central negotiations and may do so together with new managers who lack a company history
Relate to and care for employees in work processes	Do not relate to or care about the employees in work processes
Flat, open decision-making processes with broad management involvement	Closed decision-making processes with a narrow management involvement.
Key decisions take place locally, where the top management team knows the people	Key decisions take place elsewhere, where the top management team is relationally distanced from the people involved in the process
Opening up meetings and involving more managers / key personnel in key organizational change processes.	Freezing out of meetings. Closing out of key managers/personnel in key organizational change processes
Relational, people-oriented processes – proximity and closeness to other people at work	Objective, rational, efficiency and performance-related systems - emotional distancing from other people in processes at work

## ***THEA'S DISCOURSE – CHANGE TOWARDS A CLIMATE OF SILENCE***

*"Yes, I felt that a lot at my former place of employment, that there was a lot that happened. That they turned the culture upside down that had been in the old company. We had been an old industrial company for years, which had both good and bad sides. But a lot of decisions were taken...for example I was used to being involved in all recruitment to our part of company. Nobody was employed at the company unless I had been involved in the recruitment process and I had approved it. The technical managers were of course involved in evaluated technical qualifications, in order to build a good working environment and culture. It was important to see both the person as well as their qualification, in order to employ people who were both technically well-skilled but who can also contribute into other areas of the company. And then without warning, two new people could suddenly appear in the reception and present themselves and say they were employed and had just been told to come/turn up here. And, in some cases, these were people who were going to sit in higher positions. So, it became a very confusing way to that they operated centrally. And there was a lot of discontent during that period and many of the (top) managers resigned. I don't think any of the old top management team remained in the board. The Administrative Director had left and in that case they had appointed somebody in his place, between Christmas and the New Year, which I read first in the newspaper. And, this was a person who had been appointed by the Group Board centrally. Well, there were a lot of strange things that happened you could say. And you couldn't reach through with any opinions or views and there was no place to go to with your opinions, views either so..."*

*Yes, it was obvious that the person who had been appointed had been appointed to carry out the downsizing/ redundancy process at the company. But also to improve the economics/financial aspects of the business; and it was absolutely necessary to do that too. There is no doubt about that as we had taken on board way too many projects in comparison to what we had to complete them. All of the projects were going downhill and it needed somebody to get to grips with that. But, there is something about talking together with people instead of going over their heads and that process happen. If you sit down and speak to people honestly about why you have been made unemployed instead of somebody else. Speaking honestly, that is something that I have never had bad experience from using. But here there was nobody who cared that and things were done in a way that was completely wrong in relation to the law. So, it was a bit of a cynical way of doing things, and gambling that nobody would take up a case. And when I was sitting in the middle of the process, then I had to be loyal at the same time as I disagreed so much towards things. This was just the start and I noticed myself that I started to become disloyal to the company because I disagreed so much with what was going on and said to people that I disagreed. And in a way, I had to be honest and think I cannot continue being disloyal that became the start towards what ended with my resignation. So that was a very frustrating situation and built itself up over a 6 month period where there was a lot of work to carry out and not enough people to carry them out. So, there was no money for recruiting the right people for the projects, downsizing and so... I think such things get you to "hit the wall/become exhausted", you are tired. You can manage a lot when things are fun, but when they aren't, then you become simply sick as a result of it.*

### ***THEA'S DISCOURSE – CHANGE TOWARDS A CLIMATE OF SILENCE***

*I got pneumonia on several occasions and lots of strange things “showing their heads”. A type of reaction to things. I was quite used to being taken seriously and all of a sudden I wasn't heard in the slightest. Then you feel...I have no value. I started to doubt my own competencies and think, “What have I done wrong now?” and it was a symptomatic that you become sick when you get overlooked. Meetings were held that I know I should have been called into, that the union representative told me about and when I questioned this I was told, “No, you do not need to attend that meeting.” Things such as that, and then you become a bit...like...stepped on in a way...Yes, so it was...there were a few strange things that happened. But after I left I have seen things in a slightly different light. “Done is done and eaten is eaten” I got on/found something else and don't have much energy for sitting and crying over that I mean. But directly afterwards it was a bit of a defeated feeling that I sat with and then thought, “Actually, it was a brave thing to do. I could just have sat there receiving my salary, been well paid and done as little as possible, as there is nobody who expects anything from me anyway... I don't suit in a role at a company where you are a passive member regardless, so that is that. But there were both negative and positive experiences in relation to that.”*

**INTERVIEWER QUESTION:** *Would you say that your example was positive or negative for the business? Or was there no change?*

*“I would say it was very negative for the business what happened during that period there. 3 of 30 mid-managers reacted in the type of way that I had also been treated and they wrote a letter that they planned to send to the owners of the company. And one came to me and I said, “You know what, that is something that you really shouldn't do. That will go through the official channels and will come to be used against me etc. They still sent it out and all of managers had sent it except from me. But they changed something. All of the old managers were treated in the same manner and I think they wanted their own management team with their own people. So they used these methods in a way, to freeze us out of the organization instead of talking to us. “We are going down a new path, with new people and need to have somebody else in this position to do this job here and you can get a redundancy pack.” (laughs) But that was that! So there was a lot of upheaval. The two who started the business that I currently work for, they left at about the same time. One sat in a very technical position, high up. They started a new business and sold it for two years ago and received many million NOK from the sale. So, it is important that people quit themselves with *that process*. I would have thought that the business was impacted those who they lost. But such are things.”*

### **6.3.6 Dynamics of Silence - Section Summary**

Summarizing section 6.3 regarding employee silence behaviour, I have first applied Van Dyne, Ang & Botero's (2003) three types of silence to the interview discourses at Section 6.3.1. These findings indicated a preference for use of prosocial silence by both mentors and protégé managers. Protégés also used acquiescent silence more often in their examples than mentor managers. The sole example of defensive silence was in an example described by the mentor Thea. I have summarized this example in Section 6.3.5 of the chapter text and have drawn on relevant theory in explaining the change from an open voice culture to a climate of silence at Thea's own previous company, as well as detailing both individual and group/organizational outcomes that were described as resulting from an organizational change in culture from a positive, open voice climate to a negative, closed "*climate of silence.*"

The following summary table shows key findings summarised from across Sections 6.3.1 - 6.3.5 for the dynamics of silence; types, targets and tactics of silence. These findings are discussed again at Chapter 8 where I also explore linkages between the main constructs. The findings are then further discussed in both the Discussion and Conclusion chapters of his thesis in relation to existing theory as well as contributions that can be made from these findings.

### **6.4 Voice/Silence - Chapter Summary**

Chapter 6 has now discussed findings relating to the dynamics of voice. This was covered at Sections 6.1 and Section 6.2. The dynamics of silence were then covered at Section 6.3. The key findings across "Voice" and "Silence" have both been summarized at the close of each subsection. Key findings are summarized in the form of two summary tables.

Chapter 6 has applied the proposed; *a) expanded voice type construct* (Morrison, 2011) as well as the *b) expanded silence type construct* (Van Dyne, Ang & Botero, 2003) to the current cases and respondents. Evidence of three new types of silence were also discussed at Section 6.3.2. In addition, existing models such as Dutton et al (2001), Piderit & Ashford (2003) and Liu et al (2010) have also been applied across the management data split; between mentor and protégé managers. Finally, findings for types, targets and tactics of voice have also been cross-tabularized and discussed. A similar process has been carried out with regards to the types and targets of silence.

**Table 6.3.6 Summary table of key findings for dynamics of silence**

<b>Main theme</b>	<b>Short codes – types of silence</b>					
<b>6.3.1 – Voice types (Morrison, 2011)</b>	<b>Prosocial silence</b>		<b>Acquiescent silence</b>		<b>Defensive Silence</b>	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
Total number	7	5	2	7	1	0
Total male (M)/ female (F)	2M/ 5F	1M/4F	1M/1F	1M/6F	1F	
	Knut, John, Eva, Inger, Thea, Kate, Celine	Julie, Kristine, Hanne, Freya, Steinar	Jens, Eva	Mads, Anna, Marit, Gina, Hanne, Julie, Kristine	Thea	
<b>6.3.2 Evidence of other types of silence proposed</b>	<b>1. Learning-driven silence</b> <b>2. Political/ opportunistic silence</b> <b>3. Forced/ enforced silence</b>					
<b>6.3.3. – Targets of silence (Dutton et al., 2001; Piderit &amp; Ashford, 2003)</b>	<b>Short codes – Three top targets of silence</b>					
	<b>1. Involve others- more distanced from own role/remit – often in more formal settings</b>		<b>2. Involve someone with power/ Involve somebody at upper level</b>		<b>3. Involve peers/others at same level</b>	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
Total number	7	4	6	4	5	4
<b>6.3.4 Types &amp; targets of silence</b>	<b>Short codes – Three top targets of each voice type</b>					
	<b>Prosocial silence</b>		<b>Acquiescent silence</b>		<b>Defensive Silence</b>	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
Total number	5	4	2	7	1	0
Involve others – employee downwards	6	3	1	1	0	0
Involve peers/ others at same level	5	3	2	3	1	0
Involve someone with power/ at upper level	6	2	2	2	1	0
<b>6.3.5 – evidence of a “climate of silence”</b>	<b>THEA: an example of an organizational cultural change from a positive, open, inclusive voice climate towards a climate of silence when the previous company is bought up and a new management team is put into place at Thea’s former company.</b>					

In addition, in closing Section 6.3, one case has been explored in detail, where a change from a positive organization voice culture towards a climate of silence is discussed.

So, chapter 6 has now covered findings relating to the following research question;



## **RQ2: Voice/Silence**

- How do managers use voice/silence?

The findings show unmistakable evidence of just how the mentor and protégé managers either choose to voice or remain silent at their work. Across both sets of managers, there is a preference shown for “*positively-oriented suggestion-focussed voice and prosocial silence*” described in use in work contexts. However, protégé managers are shown to have a higher usage of acquiescent silence as described at work. Mentor managers describe both voicing and remaining silent where they describe a higher incidence of meetings in external contexts, such as together with people from Head office, supplier, partners, and subsidiaries. More thorough analysis can be found throughout the chapter in terms of individual-as well as group-level differences in use of voice/silence at work.

A full discussion of the findings with regards to contributions to existing fields of knowledge, theories and models can be found in Chapter 9. I also discuss my own reflections on the findings within Chapter 9. Chapter 10 then discusses the contributions, limitations, management and policy implications that can be drawn from this study in relation to the dynamics of voice/silence.

Chapter 7 will now discuss findings relating to the outcomes of voice/silence. These will be discussed at both the individual-level, as well as at the group or organizational levels.



## 7 RESEARCH FINDINGS: The Outcomes of Voice & Silence

In this chapter, I present research findings relating directly to the outcomes of voice and silence. These outcomes are based on the respondents' own discussed outcomes or their own perceived outcomes of either choosing to voice or remain silent in given contexts, about given themes at work.

During the literature review chapter, I propose the following research question to explore in relation to my proposed research contributions to the outcomes of voice literature/ silence literature:

### **RQ3: Voice/Silence Outcomes**

- What are the outcomes of voice/silence at individual level and organizational or group level?

I present findings regarding the outcomes of voice at **Section 7.1** and the outcomes of silence at **Section 7.2**.

### **7.1. Perceived outcomes of voice**

This section reports on my research findings regarding the outcomes of voice. My findings are further broken down into the perceived outcomes of voice at an individual level at Section 7.1.1 and the perceived outcomes of voice at a group and/ or organizational level at Section 7.1.2. For both sections, the cases are summarised into tables. Then supporting sentences from the discourses are used to exemplify the outcomes described by the respondents.

During their interviews, the respondents were asked to start by discussing an example of when they had voiced, as conceptually defined by Morrison (2011) and what the outcome, or result of this was for; *a) themselves* and *b) for their group and/or organization?* Further questions were also asked during the interviews regarding outcomes – at *individual, group and/or organizational levels* and whether these outcomes were positive, negative or no change outcomes for the individuals, their groups and/or their group/ organizations. This made it an easier process for me to code and categorise my findings and made the process easier for the respondents

themselves to reflect on each level (individual, group and/or organizational) separately during the interview process.

### 7.1.1. Perceived outcomes of voice – at an individual-level

In Section 7.1.1, I report on the findings that were discussed by the mentor and protégé managers in terms of the respondents’ *own perceived individual-level outcomes* of using voice at work as well as the message type of voice (*suggestion-focussed, opinion-focussed and/or problem-focussed*) for Morrison (2011) that they cover. I have collated two summary analysis tables, shown on the following pages – see Table 7.1.1.1 and Table 7.1.1.2. Table 7.1.1.1 shows individual-level outcomes for mentor managers, whereas Table 7.1.1.2 shows the same outcomes, but for protégé managers. I will then exemplify these findings through presenting relevant interview transcripts from individual respondents.

**Table 7.1.1.1 Perceived outcomes of voice – for top managers at an individual level**

SHORT CODES - INDIVIDUAL-LEVEL OUTCOMES	Mentor		Example discourse
	Male	Female	
POSITIVE_A process of developing <u>self</u> based on voicing based on who you are and what you stand for – outcome for self-esteem, motivation and learning.	Male	Female	“...it has a positive impact of course when you offer your contribution and it is positively, well received and treat seriously. Yes, that will make you feel like you want to contribute more, so it has a positive influence.” Jens
	4	2	
	John, Petter, Jens, Knut	Eva, Thea	
POSITIVE_Can build on relational management skills in solving issues	Male	Female	“Because I am rather a “relational” person, I don’t like it when people don’t get along with each other. (“...”).my job is to ensure that, we start discussing the “difficult subjects” as quickly as possible.” Inger
	0	1	
	0	Inger	
POSITIVE_Learn about a new area of the business	Male	Female	“Yes, a lot. I have a lot to learn (“...”) in terms of the new (named new) business area then to get to understand this... this is new. I will come to learn a lot of new things and that is fun!” Eva
	0	1	
	0	Eva	
POSITIVE_ It feels good to know that you contributed and stood up for your group in meeting forums in terms of resources and your staff.	Male	Female	“They put so much time into solving technical problems and I remember that I had said, “I now have a case that I need to take up at the managers’ meeting that I need to have a decision on today etc.” Thea
	0	4	
	0	Eva, Inger, Celine, Thea	
POSITIVE_Sharper learning curve previously rather than now_learn more from deviations from the norm	0	Kate	“I don’t think I changed much because of this, as that is just a part of my role...However, I think in my earlier role as department manager, there it was pretty sharp curve in terms of providing such feedback” Kate

**Table 7.1.1.2 Perceived outcomes of voice – for protégé managers at an individual level**

SHORT CODES - INDIVIDUAL-LEVEL OUTCOMES	Protégés		Example discourse
POSITIVE_A process of developing <u>self</u> based on voicing based on who you are and what you stand for – outcome for self-esteem, motivation and learning	Male	Female	“ <i>But when you come into an unfamiliar environment and you understand that the identity you are allows you to voice/ contribute based on whom you are and the type of professionalism that you have, then of course this allows you to build your self-esteem.</i> ” Mads
	2	3	
	Steinar, Mads	Berit, Hanne Marit Freya	
POSITIVE_not described	Male	Female	
	0	1	
	0	Hanne	
POSITIVE_Get heard early on_gain power time	Male	Female	“ <i>I have managed to develop myself in a direction that I can sell a message and either manage feedback on that message or defend criticism for it based on who I am to develop further...It is this that has given me “the management’s ear” that I have run with and will now see if it works!</i> ” Mads
	1	0	
	Mads	0	
POSITIVE_ It feels good to know that you contributed and stood up for your group in meeting forums regarding resources and your staff at work.	Male	Female	“ <i>I have been told that, they saw me in a different light, it showed that I could stand up for myself. Through this I gained a respect that compared to “some others outside the department, because I addressed some issues that weren’t too popular outside the area.”</i> Freya
	0	3	
	0	Gina, Kristine Freya	
POSITIVE_Gained respect of both own employees as well as the management	Male	Female	See Freya’s discourse above
	0	2	
	0	Freya, Kristine	
POSITIVE_ Voicing about awkward or “closed” theme is part of the role/remit, but is not always comfortable to bring up.	Male	Female	“ <i>There are many ways in which to say things, but if I am totally in disagreement, then I will say/speak up about it. I often do that. It isn’t that I am always in disagreement, but there is nothing stopping me from doing to should I need to. So...</i> ” Kristine
	0	1	
	0	Kristine	
UNCERTAIN_It depends whether my contribution is taken on board or not	Male	Female	“ <i>Yesterday we had a meeting where another department had taken the initiative to change the model. They had suggested changes for us which didn’t completely suit us, because they are structured a little differently than we are, so the model was a little wrong. So, we discussed this and I am not afraid of saying, “is it OK if we do things a bit differently, as this doesn’t exactly fit for us!” If they take that point on board, that is another matter, but I am not afraid of saying what I think.</i> ” Gina
	0	1	
	0	Gina	
Not defined into own group	Anna, Julie		

In Tables 7.1.1. 1 and 7.1.1.2, perceived outcomes of voicing at the individual-level are shown in separate columns for mentor and protégé managers. I have provided example discourses throughout the table above (where relevant).

In summary, many of the individual-level perceived outcomes reported by both sets of managers are relational and learning based, regardless of the voice type.

Learning relates to; learning about self and positive improvement in each role or context, as well as building self-esteem, and remaining motivated. It is also about reflecting on and understanding self as well as understanding others in an organizational context.

Of course, the individual mentor or protégé managers themselves are best able to gauge what they personally obtained out of an individual voice/silence example. They are best able to tell and reflect on how, when and where they voice currently at work, whilst able to reflect backwards in time on their past experiences of how they voiced at work. They are also best able to reflect personally on their previous voice contribution(s) and how they felt and perceived difference between their own past and current voice contribution at a personal (individual) level as voice outcomes.

### **7.1.2. Perceived outcomes of voice – at a group and/ or organizational level**

In Section 7.1.2, I report on the findings that were discussed by the mentor and protégé managers in terms of the respondents' *perceived* group and/or organizational level outcomes of using voice at work.

As at Section 7.1.1, I have also collated two summary analysis tables– see the following pages at Table 7.1.2.1 and 7.1.2.2. Table 7.1.1.1 shows group and organizational level outcomes for mentor managers, whereas Table 7.1.1.2 shows the same outcomes, but for protégé managers. The tables show the results of research data processes of coding and categorising interview transcript responses to the relevant interview questions and then splitting the data between mentor and protégé responses. The table also presents relevant examples from the respondents.

**Table 7.1.2.1: Perceived outcomes of voice – for top managers at a group and/or organizational level**

<b>GROUP AND/OR ORGANIZATIONAL LEVEL OUTCOMES</b>	<b>Mentor</b>		<b>Example discourses</b>
POSITIVE_Organizational Learning	Male	Female	<i>“And my job is to maximise service production. If production stops, then we can’t get the product to customers. (“...”) In terms of the positive, it had a positive effect in the way of asking if there is anything we could contribute/assist with. Stop an employee doing something else so that they can concentrate on getting this issue resolved for example. I mean, everybody wants to deliver the product because after all, that is what we live off.” Kate</i>
	2	1	
	John, Alex, Petter	Kate	
POSITIVE_Organizational Change_Structures, Processes & (Strategy)	Male	Female	<i>“OK, Europe is one region and within that region there are several administrative functions that carry out services on behalf of the works. These administrative functions have clearly not been challenged to become more efficient in terms of cost savings as the lines have, to keep costs down for their services. So, recently I have really challenged these administrative functions to detail fully what they are going to charge for each of these functions in time for next year’s annual budget. And I have driven them pretty hard on this.” Knut</i>
	1	1	
	Knut	Eva	
POSITIVE_Cost saving	Male	Female	<i>“If we have goods/ services bought in at the right costs then we can maximize savings and actually meet the savings set.” Inger</i>
	1	1	
	Knut	Inger	
POSITIVE_Relational_see the people who create the results for the company	Male	Female	<i>“Yes, it was positive for both me and the company. Because in this company and other companies like it, the businesses are so technically-oriented that there can be a tendency to forget about the people who carry out the work. The people are what make us successful and if the only occasion employees and their spouses are thanked is during a speech at the Christmas Dinner then this is not sufficient...this will not create/ lead to results” Thea</i>
	0	1	
	0	Thea	
POSITIVE_Relational capital_skill up employees/ managers	Male	Female	<i>“I felt like I contributed towards...I felt good because the meeting went so well and that my employee here learnt a lot from this.” John</i>
	1	0	
	John	0	
POSITIVE_Relational_ownership of the problem by both internal and external parties	Male	Female	<i>(discourse continued from above) “I think the supplier actually also learnt something from it as we are just one of several places in the country where the outcome can also be a beneficial solution for them. If all adopted the solution...” John</i>
	1	1	
	John,	Inger	
POSITIVE_Relational_continued cooperation between internal and external parties	Male	Female	<i>For example, if we have disagreement about our (named place of work) buying this and the other subsidiary buying that, then we just end up arguing and get nowhere. Then we haven’t managed to meet anything. If we work towards finding a sensible solution instead of against each other, then we can manage to obtain savings. It’s not about setting one against the other, but about reaching sensible answers. I mean, we buy in from “outside” to the plant and there are a lot of differences.” Inger</i>
	1	1	
	John, Petter	Inger	
POSITIVE_not described	Male	Female	
	1	0	
	Jens	0	

**Table 7.1.2.2: Perceived outcomes of voice – for protégé managers at a group and/or organizational level**

GROUP AND/OR ORGANIZATIONAL LEVEL OUTCOMES	Protégés		Example discourses
	Male	Female	
POSITIVE_Organizational Learning	Male	Female	<i>"In a way, I think that it is more about sharing the good knowledge and experiences, ("...") we are learning from others and helping to communicate out to others our good stories." Steinar</i>
	1	1	
	Steinar	Marit, Julie, Anna	
POSITIVE_Organizational Change_Structures, Processes & (Strategy)	Male	Female	<i>"Our basis organizational resource is personnel, ("...") in terms of re-structuring the most obvious thing for us was to reorganize in relation to the project groups that we have...so in relation to the organizational structure that we have this stands for." Mads</i>
	1	0	
	Mads	0	
POSITIVE_Relational capital_skill up employees/managers	Male	Female	<i>"Yes, it was very positive for the business as we managed to skill up the employees." Marit</i>
	0	1	
	0	Marit	
POSITIVE_Cost saving	Male	Female	(Continued from above discourse) <i>"and save on direct course costs too." Marit</i>
	0	1	
	0	Marit	
POSITIVE_not described	Male	Female	
	0	1	
	0	Hanne	
POSITIVE_Gained stability and respect of own employees	Male	Female	<i>We have gained stability in the crew, erm... ("...") Both I and the supervisor agree that there is more stability and that people are more content and happier to work up there. There may be additional effects here, but I think it is important to show that you want to achieve something (knocking the table), and work for a fair system for everybody. So yes, I think I have achieved a more satisfied crew." Freya</i>
	0	1	
	0	Freya	
UNCERTAIN_It depends whether my contribution is taken on board or not	Male	Female	<i>"Yesterday we had a meeting where another department had taken the initiative to change the model. They had suggested changes for us which didn't completely suit us, because they are structured a little differently than we are, so the model was a little wrong. So, we discussed this and I am not afraid of saying, "is it OK if we do things a bit differently, as this doesn't exactly fit for us!" If they take that point on board, that is another matter, but I am not afraid of saying what I think." Gina</i>
	0	1	
	0	Gina	
POSITIVE_Has a long company history at an organization with an open voice culture so feels can voice easily_Voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome	Male	Female	<i>"Yes, it isn't always in meetings that people agree with you and it can also be that if you say something and a discussion comes out of it, that you suddenly see things from a slightly different perspective. So, it isn't always my opinion that becomes the conclusion, but there needs to be space/ room to be able to say it." Kristine</i>
	0	1	
	0	Kristine	
UNCERTAIN_It depends	Male	Female	<i>"I have fixed safety presentation meetings every Friday with the team and I try to take up subjects/ themes that have come up during the previous week for us to learn from. Sometimes this creates lots of discussion around the themes and on other occasions they just say, "it that all, is that all it was?" So, it is very difficult to find subjects that I think the team can learn from and what others think is important." Anna</i>
	0	1	
	0	Anna	



Summarising across the two tables, the perceived outcomes of voicing at the group and/or organizational levels are shown in separate columns for mentor and protégé managers, the columns are then further subdivided by gender.

A first point to note is how again, most outcomes discussed were *positive perceived outcomes* for the organization and/ or group. This is as would be expected at Question 3, as the emphasis is on telling an example of positive voice – based on the perceptions of the managers themselves. Of course, other managers, employees or parties may not also perceive the outcomes as positive that the respondents themselves provide.

In summary, many of the group and/or organizational level outcomes of voice are relational and learning-based.

In this regard, learning relates to; organizational learning in terms of positive improvement in each role or context. Learning also concerns organizational outcomes to structures, processes and sometimes even to strategic directions in which the company should be changing or developing. But learning outcomes also regard “*learning about relational partners, suppliers and/or Head Office employees*” in terms of their own reaction to problems and the ways in which problems are often resolved between the parties. These latter outcomes for the group and/or organization are relational. Sometimes learning to co-operate and finding solutions to problems can prove a win-win scenario for both parties. The external parties may also “*win*” from developing joint solutions to problems as well as maintaining good, trusting co-operative relationships moving forwards.

The group/organizational outcomes may also concern efficiency as well as cost saving measures or concern securing product or service quality.

Summarising from Section 7.1, relational outcomes of voicing are described more in use by experienced mentor managers in their voice contribution examples. Organizational learning is described as important for both the mentor and protégé managers. Another finding is how the mentor managers discuss being more relational across distinct groups and/or voice arenas.

## **7.2. Perceived outcomes of silence**

During their interviews, the respondents were asked to discuss an example of when they had remained silent as conceptually defined by Morrison (2011) and what the outcomes of silence were for; *a) themselves* and *b) for their own group and/or organization*. Further questions were also asked during the interviews regarding these outcomes and whether these outcomes were positive, negative or no change for the individuals and/or their group/ organization.

### **7.2.1. Perceived outcomes of silence – at an individual level**

What perceived individual-level outcomes did the respondents discuss in the context of the current study in response to their example of using silence at work? Tables 7.2.1.1 and 7.2.1.1 show a summary analysis of mentor and protégé responses. Table 7.2.1.1 shows individual-level outcomes for mentor managers, whereas Table 7.2.1.2 shows the same outcomes, but for protégé managers. For each of the outcomes, an example discourse from the respondents is also provided under each of the two sections. I then draw a summary of the findings below and in table format on the following pages.

The following tables show examples of show how managers discuss balancing voice and silence behaviour within their organizations. Further, this is a skill that many managers have learnt, or discuss being on the “*road to learning*” over time. Remaining silent allows room for all points of view to be taken on board and for involvement of others in the group sense-making and decision-making processes.

In some cases, the individual-level outcomes are also about learning how other people within the organization including manager, your employees, your boss, top managers, knowledge experts and other departmental line managers will react. Sometimes, the managers are also appearing to use silence strategically, to better position self centrally within the organization.

Silence is also described in use in external contexts; mainly by the mentor managers. They describe occasions of remaining silent strategically to best position themselves in relation to their partners, suppliers, Head Office, other subsidiaries. This is a strategic as well as relational management skill shown in use by these managers.

**Table 7.2.1.1 Perceived outcomes of silence – for top managers at an individual-level**

<b>INDIVIDUAL-LEVEL OUTCOMES</b>	<b>Male Mentors</b>	<b>Female Mentors</b>	<b>Example discourses</b>
NO CHANGE_The manager feels apathetic and not included, but understands the reasons why they have may have been held out of decision-making arenas or “held out of” meetings	1	0	“...if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don’t even try to contribute at all. No, do you see? Then I don’t care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm and I often feel that when you are held outside of things, then you do completely disconnect.” Jens
	Jens	0	
NEGATIVE_The manager feels frustrated, stressed, de-motivated, apathetic, worthless/ unvoiced. The manager solely used silence following a change at her company towards a “climate of silence”	0	1	Full discourse shown in Chapter 6, Section 6.3.5.
	0	Thea	
POSITIVE_Learn to balance voice and silence in voice encounters at work - to learn and develop own professional knowledge	2	5	"It is a part of learning in that each time you don't take up a theme or put it aside, then you learn how those around you will react to what you experience yourself. So, it does develop you. And you gain a broader base of experiences. But it isn't necessarily the case that you leave that theme and don't take it further and leave it alone/be. It is a form of symbiosis between colleagues and other things. I don't know ...No, it is clear that with each experience, and you develop." Eva
	John, Knut	Inger, Kate, Eva, Thea, Celine	
POSITIVE_Needs to learn to balance voice and silence more in the future, to allow room for others to develop	1	0	"I have tried but it doesn't work...It is strange because if I get engaged in something I will very often be asked if I want to be the chairman etc. normally it doesn't take long before I am asked to take a leading role, (“..”) I think I have something that is easily connected to being a leader. I also think that I am good at getting people around me engaged. I get a lot done..." Petter
	Petter	0	

**Table 7.2.1.2 Perceived outcomes of silence – for protégé managers at an individual-level**

<b>INDIVIDUAL-LEVEL OUTCOMES</b>	<b>Male Protégés</b>	<b>Female Protégés</b>	<b>Example discourses</b>
Learning which battles to fight	0	3	<p><i>“We have a couple of very strong personalities at work. So, it is possible that I previously haven’t voiced so much to them at work. Because you either always receive negative responses back from them or maybe also because you are a bit afraid of what they will answer...or that there will be a discussion. So, yes, I am sometimes afraid of voicing, if I know in advance what the consequences will be.” Gina</i></p>
	0	Julie, Gina, Hanne	
POSITIVE_voices more constructively now since being on the mentor project, puts self outside of own comfort zone	0	1	<p><i>At the start, I was perceived as being very withdrawn, accepting of what was said. But you become unsatisfied when you just accept what is said to you and don’t speak out. I sat in a meeting together with (named person – a company board member) and he said, “can’t we just call a spade for a spade?” My mentor also said the same thing to me and I remember that from the first or second meetings, “Isn’t it best to just say things the way they are?” Because I do say it very much the way it is now!!! I am in a group meeting together with the other group manager and I notice myself that I stretch my head further forward now. But the risk of stretching your head forward is that you then must also tolerate hearing something back. Being prepared for that is also key.” Julie</i></p>
	0	Julie	
POSITIVE_learning if sits, listens and remains silent in arenas where others are more knowledgeable	1	3	<p><i>“If I don’t know enough about what is being discussed then I can become less engaged/ ignore it, (“...”) there are also times when I don’t have to have an overview on things, maybe it is not necessary and so there I can be neutral really. I have no need to state clearly my opinions/ideas without fully being at the same level/ as knowledgeable about what they are discussing.” Kristine</i></p>
	Mads	Freya, Kristine	
POSITIVE_learning that he needs to balance voice and silence more in the future, to allow room for others to develop	1	0	<p><i>“I have to say, I sometimes have the tendency, unfortunately, to cut people off to put across my opinions and concerns. But this is no doubt not a great trait to have, so I try to control myself through allowing people to finish speaking and preferably asking follow-up questions instead. But sometimes I am more eager than...yes...it sometimes becomes like this... (“...”)” Steinar</i></p>
	Steinar	0	
POSITIVE_NEGATIVE_The outcomes can be both positive and negative for self if risking voicing. It depends.	0	1	<p><i>“I don’t have to say something all the time and when you have central position, it is sometimes good not to talk all the time (laughter), but if there is something I think that needs to be said, I will say it and I am not afraid of saying it.” Freya</i></p>
	0	Freya	
Rarely stays silent in meetings, generally speaks up/ out about things. So, this is not an outcome of silence.	0	1”	<p><i>...sometimes you need to take up some conversations, themes or decisions that aren’t too popular, (“...”) not everything I do as a manager is something that I think is fun. There are also times when I feel in my stomach that I am now going to have a conversation that I am not looking forward to. And that I hope is a natural feeling. So, it varies but there is something in saying, “OK, have I have that function that I have and sometimes there are something that are not too positive” So, in a way it is a part of the job.” Berit</i></p>
	0	Berit	

### **7.2.2. Perceived outcomes of silence – at a group and/or organizational level**

Perceived outcomes of silence at the group and/or organizational level are again based on the sense-making of the individual respondents' outcomes rather than on real, measurable business outcomes. It is the protégé's own "*perceived efficacy – either positive, negative or no change*" that either builds or reduces positive self-esteem and the motivation to choose to voice/ remain silent further in the future because of previous voice/silence behaviour and outcomes. They may of course be real business outcomes in line with perceived, but this is NOT the emphasis / interest of this study.

Tables 7.2.2.1 and 7.2.2.1 now shows a summary analysis of mentor and protégé responses to Question B3/c above. The analysis shows the perceived group/ organizational outcomes that the respondents discuss in the context of the current study in response to their example of using silence at work. Table 7.2.2.1 shows group and organizational outcomes for mentor managers, Table 7.2.2.2 shows the same outcomes but for protégé managers.

In general, the perceived groups and/or organizational outcomes of remaining silent are described less positively by the mentor and protégé managers than they describe the same perceived outcomes of their own voice contributions. In terms of individual silence behaviour, there are also group and/or organizational outcomes. The actual/ real outcomes for many of these episodes when remaining silent are less positive, less obvious, and greyer if you like. Unless of course the change relates to helping to develop other employees or team members, through allowing them to voice and remaining silent yourself as a manager.

### 7.2.2.1 Perceived outcomes of silence – for top managers at a group and/or organizational level

GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES	Male Mentors	Female Mentors	Example discourses
ALL OUTCOMES_It depends whether you take the perspective of Jens as an individual manager, or the top management team	1	0	<p><i>"But in general, if decisions are going to be taken that I think I have something to contribute with, or if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don't even try to contribute at all. No, do you see? Then I don't care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm, and I often feel that when you are held outside things, then you do completely disconnect and that is..."</i> Jens</p>
	Jens	0	
ALL OUTCOMES_It depends whether you take the perspective of Thea as an individual manager from the "old management team" or the new management perspective and whether their long-term strategic financial goals were reached. But for the people losing out in the process described, it is negative.	0	1	<p><i>I" would say it was very negative for the business what happened during that period there. (1-5) of 30 mid-managers reacted in the type of way that I had also been treated...I ("...") I would say it was very negative for the business what happened during that period there. (1-5) of 30 mid-managers reacted in the type of way that I had also been treated."</i> Thea</p>
	0	Thea?	
ALL OUTCOMES_Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility.	2	5	<p><i>"It is definitely positive for the business that you are not dependent on one strong person and if that person leaves/moves then everything falls down like a house of cards. I would rather develop things so that you can take out central individuals/people but that the foundation, the structure still stands there and it is robust and solid. That is the production and supply of our product."</i> Knut</p>
	Knut, John	Inger, Kate, Eva, Thea, Celine	
POSITIVE_Allows others to build competencies at work as well as the opportunity to take ownership and responsibility more so now.	1	0	<p><i>"I have tried, but it doesn't work..." ("...")</i> In terms of learning through the mentor relationship he says, <i>"I hope that through my conversations with my protégé where I have much more passive role, that learn to become more relaxed, I don't need to be in the driving seat all the time. Some people must listen for about 40 years before they understand what's being said, to talk or present things in a way that give people an opportunity to see that they can provide input, so it isn't too often: "He has made up his mind", because the firm, by that, can lose out on valuable input..."</i> Petter</p>
	Petter	0	

### 7.2.2.2 Perceived outcomes of silence – for protégé managers at a group and/or organizational level

GROUP AND/OR ORGANIZATIONAL OUTCOMES	Male Protégés	Male Protégés	Example discourses
NO CHANGE_Not resolved	0	1	
	0	Anna	
ALL OUTCOMES_It depends on the arena, role and remit. Contributes more when within own remit	0	2	<i>“If I don’t know enough about what is being discussed then I can become less engaged/ ignore it. (“...”) And there are also times when I don’t have to have an overview on things, maybe it is not necessary and so there I can be neutral really. I have no need to state clearly my opinions/ideas without fully being at the same level/ as knowledgeable about what they are discussing.” Kristine</i>
	0	Marit, Kristine	
ALL OUTCOMES_It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change – oriented and positive. It is not worth taking up some themes as afraid of the consequences.	0	1	<i>“Yes, there no doubt is. We have a couple of very strong personalities at work. So, it is possible that I previously haven’t voiced so much to them at work. Because you either always receive negative responses back from them or maybe also because you are a bit afraid of what they will answer...or that there will be a discussion. So, yes, I am sometimes afraid of voicing, if I know in advance what the consequences will b.” Gina</i>
	0	Gina	
NO CHANGE/ NEGATIVE_where made to feel negative about voice contribution for example, externally or overseas, with others teams.	0	1	<i>“(“...”) in other groups, I feel completely...small...“I think it must do with the theme that we discuss of course. if I come out to other locations/sites and see that I have not learnt enough/ kept up the pace. Then I feel I can’t contribute.” Hanne</i>
	0	Hanne	
ALL OUTCOMES POSSIBLE_it depends on the decisions of the knowledge experts in highly technical forums. However, Mads remains in his management role throughout such forums.	1	0	<i>“Areas that I do not have the prerequisite skills and experiences to comment on in a way, so for example at the technical forums, that I attend as a part of my role as project manager, but that I strictly speaking don’t have a clue about! (laughs) It is a very comfortable feeling (sarcastic) and something I could really survive without...If anybody requires an answer, then somebody else around me must answer. Erm...and that’s where I come short...I come short there...but in a way, that’s not the role that I have. I shouldn’t really voice so much around the technical as I don’t have the prerequisites to do so and don’t really want to obtain them either, because I should be a different role which is important in the larger context. Whereas, those who have these roles should use their time on this. So, we have a separation in terms of roles and responsibilities.” Mads</i>
	Mads	0	
POSITIVE_voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of her business group more now in meetings.	0	1	<i>“I have now found an OK way to say things constructively without appearing childish. Previously, I used to do what my boss/manager told me to do. Now I say that “this is rubbish, this needs changing etc.” but always try to develop/satisfy members of my team in this process too. I see others’ needs instead of my own. If you go out (outside the comfort zone) then you lose your foundation/grounding. You need to remain</i>
	0	Julie	

			<i>certain/clear of your strengths, weaknesses, influences that you have at base. Use them as grounding...</i> Julie
ALL OUTCOMES_speaks up in meetings, does not agree for agreement's sake.	0	1	<i>"If I don't know enough about what is being discussed then I can become less engaged / ignore it. This could happen with subject/topic relate knowledge and then if I clearly don't understand things then I prefer to say, "I don't understand this!" as I don't want to agree to something that I don't agree with because I didn't understand."</i> Kristine
	0	Kristine	
POSITIVE_where made to feel positive about voice contribution, this is internally, amongst own team, here.	0	1	<i>"In some groups, I feel as if I have really developed a lot. I think, "where have they been?" I feel a lot stronger and tougher and as if I can contribute. ("...")"I think it has to do with the theme that we discuss of course. Those that are about processes and procedures within what I work with, then I feel very strong. Whereas here at the Head Office it where the management team sit, so people are humbler here. Yes.... but I am not afraid of speaking up/saying what I think, especially if I disagree with something. But I have a lot of respect for the management which is natural.... as there are a lot of skills/competencies sitting here."</i> Hanne
	0	Hanne	
POSITIVE_learning for others through learning to balance voice and silent by allowing room for others to voice proactively.	1	0	<i>"But to be honest, I can't really come up with anything because if I have something to contribute/say, then I normally just say it, say what I mean/think. How can I put this? I don't go around and "think about it, think about it, think about it", because you still need to come up with/ say something regardless."</i> Steinar
	Steinar	0	
ALL OUTCOMES_The outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes.	0	1	<i>"I don't have to talk all the time, I need something to say and I still be in a meeting without saying anything, just to absorb information and knowledge. I don't have to say something all the time and when you have central position, it is sometimes good not to talk all the time. ("...") "I would always raise the issue or voice my opinion regardless, I am not afraid of that. We do have a system of group report, so if you have any concerns you can report them there. I have never been afraid to raise issues or speak out if I felt that things were unfair."</i> Freya
	0	Freya	
ALL OUTCOMES_rarely stays silent, but the outcomes differ dependent on competing demands within the business.	0	1	<i>"It depends, it can be a bit of both. It depends on what it concerns ("...") "being a manager sometimes means that it is me who says, "Now it is my who is going to decide and we are going to choose to prioritize this project and side-line that project. So, that isn't always popular in that context or for that project manager. But sometimes you need to make an evaluation in the group dependent on the amount/scale of what we are supplying. But it can be positive or negative. But externally, that you can stand up for that and know that you have the company supporting you and take action on behalf of the company and externally (towards the customer) remain a little humble and loyal to the company."</i> Berit
	0	Berit	



### **7.3 Summarising Outcomes of Voice & Silence**

This chapter has now covered the following applications of theory to research findings;

- a) Findings relating to perceived outcomes of voice have now been discussed. These were based on discourses from the mentor and protégé managers. The findings were further divided into; a) perceived individual-level outcomes of voice and b) group and/or organizational outcomes of voice at work. Relevant transcripts have been added as evidence throughout. These outcomes are discussed section by section at Section 7.1.
- b) Findings relating to perceived outcomes of remaining silent have also been discussed. These were based on discourses from both the mentor and protégé managers. The findings were further divided into; a) perceived individual-level outcomes of remaining silent and b) group and/or organizational outcomes of remaining silent at work. Relevant transcripts have been added as evidence throughout. These outcomes are discussed section by section at Section 7.1.

So, Chapter 7 has now answered the following research question;

#### **RQ3: Voice/Silence Outcomes**

- What are the outcomes of voice/silence at individual level and organizational or group level?

The outcomes of voice/silence show how most both the mentor and protégé managers frame their outcomes towards “*positive outcomes*” for both; a) self as an individual manager in organizational processes as well as for b) their group and/ or organization.

Some of the managers describe “*unclear*” outcomes towards their own voice/silence contributions. This may be because the managers may be uncertain what the outcome was. Other managers state clear boundaries in terms of their own role/remit as opposed to just how much or how little they “*in the management role*” “*should*” contribute voice/remain silent in given arenas or contexts at work. So, there are “*grey*” outcomes that several of the managers discuss as well. Some managers are also able to reflect that, “*the outcome depends on whose perspective you take.*” Whether their own or that of relevant others, such as, for example “*your boss*”, “*other*

*managers*”, “*whether from the old or new top management team.*” The outcomes presented do help us to understand the type of outcomes that the managers perceive for self (at the individual level) as well as for their group and/or organization. As previously noted, these are often positively framed outcomes.

A full discussion of the findings with regards to contributions to existing fields of knowledge, theories and models can be found in Chapter 9. I also discuss my own reflections on the findings within Chapter 9. Chapter 10 then discusses the contributions, limitations, management and policy implications that can be drawn from this study in relation to the outcomes of voice/silence.

Chapter 8 will now discuss the linkages within the discourses between work-related social identity themes, voice/silence as well as the outcomes of voice/silence; as discussed by the mentor and protégé managers. Where do discourses show evidence of these linkages or relationships between the main constructs of; a) social identity at work, b) voice/silence and c) the outcomes of voice/silence in the workplace for these individual managers in practice

## **8 – RESEARCH FINDINGS EXPLORING LINKAGES BETWEEN SOCIAL IDENTITY, VOICE/SILENCE AND OUTCOMES**

In Chapter 8, I will cover findings that explore the following research question in a work-related context:

### **RQ4: Linkages between work-related social identity, voice/silence and outcomes**

- What linkages are uncovered between work-related social identity, voice/silence and outcomes?

The purpose of Chapter 8 is to present linkages between work-related social identity, voice and/or silence and perceived outcomes. Both at the individual as well as the group and/or organizational levels – as discussed by the respondents at interview and as revealed through previous findings in Chapters 5-7.

Certain linkages were discussed openly as themes by some respondents, or suggested through the discourse. Consequently, the purpose of Chapter 8 is to reveal the extent of associations between the themes, constructs, types, directions and outcomes across all twenty individual cases. For this purpose, three separate cross-tabulations have been carried out to reveal the extent of such linkages and provide insight into who uses which nexuses and where there is difference in usage between the managers. The following chapter findings are drawn from these three larger cross-tabulation tables.

At Section 8.1, I will begin by exploring the linkages between work-related social identity and voice types, tactics and directions. The following associations will be explored at 8.1;

- Identity themes x voice types.
- Identity themes x voice tactics.
- Identity themes x voice direction.

At Section 8.2, I will explore the linkages between work-related social identity and silence types and direction. The following nexuses will be explored in this subsection;

- Identity themes x silence types.
- Identity themes x silence direction.

At Section 8.3, I will explore the linkages between voice types, tactics and directions as well as their outcomes at both an individual as well as at a group/organizational level. The following connections will be explored in subsection 8.3;

- Voice types x individual outcomes.
- Voice types x group/organizational outcomes.
- Voice tactic x individual outcomes.
- Voice tactic x group/organizational outcomes.
- Voice direction x individual outcomes.
- Voice direction x group/organizational outcomes.

At Section 8.4, I will explore the commonality between silence types, tactics and directions as well as their outcomes at both an individual as well as at a group/organizational level. I will explore the following links in subsection 8.4;

- Silence type x individual outcomes.
- Silence type x group/organizational outcomes.
- Targets of silence x individual outcomes.
- Targets of silence x group/organizational outcomes.

I will also draw summary findings for each table; and provide illustrative case study evidence for certain important points that may be weaved into the discourses. I will additionally consider any particular/specific insights from cases that reveal something unique or interesting in the findings. A list of propositions that emerge from the analysis will also be included.

## **8.1 Linkages between work-related social identity and voice types, tactics and directions**

This section will cover the correlations between work-related social identity and voice types at subsection 8.1.1. At subsection 8.1.2, I will consider links between work-related social identity and voice tactics. Finally, at subsection 8.1.3, I will assess associations between work-related social identity and directions of voice. In each case, propositions will be drawn.

### **8.1.1 Linkages between work-related social identity and voice types**

Links between work-related social identity and voice types have been divided into two tables for ease of reading. The first, Table 8.1.1.1 shows correlations between work-related social identity themes A1-A3 and voice types. The latter, Table 8.1.1.2 evidences the linkages for work-related social identity themes A4-A5 & B and types of voice used. The two tables are now summarized. Afterwards, cases will be discussed and key findings and proposals will be drawn.

Summarising across the tables, the findings demonstrate that suggestion-focused voice is the preferred voice type to use at work by all managers. The second most prevalent type of voice described in use at work is opinion-focused voice. This is exclusively adopted by female managers, including mentor managers Eva, Thea, Celine and Inger, as well as protégé managers Freya, Gina and Kristine. Whilst problem-focused voice is the least described voice type in use at work by mentor manager Thea. In all cases, the managers who describe using; *a) opinion-focused* and *b) problem-focused voice type* at work are female. This implies that male top-level, as well as middle-level managers, do not use as broad a range of voice types at work as female managers. Male managers appear to focus on the positively perceived suggestion-focussed voice type at work. This leads to the following conclusion being drawn:

**Proposition 1: Individuals who define themselves as male managers at work are more likely to use solely suggestion-focused voice at work. Individuals who define themselves as female managers are more likely to use a broader range of the three types of voice at work.**



Table 8.1.1.1 illustrates associations between work-related social identity themes A1-A3. Themes A1 and A2 show a greater number of links across cases in terms of voice type and social identity themes.

In terms of Theme A1: Technical versus business employees versus “*twin-heads*”, difference was most often described in the discourses in terms of; a) *those employees who understand business/finance language*, b) *those employees who understand specialist/technical or scientific language* and c) *the twin-headed managers or those managers having another type of formal educational background*.

The following findings demonstrate how, *across* the two groups of managers, there was a clear preference shown for use of *suggestion-focussed voice* at work.

In terms of the protégé (middle) managers who are management/administratively-trained, this group prefer to use suggestion-focussed voice at work. One example from the discourses is provided by new protégé manager Mads who discusses voicing in technical forums. He discusses comparing his own management knowledge to the technical language, skills and experiences of those sitting on the technical forum. Mads’ discourse also shows the separation, discussed by many of the protégés in particular, in terms of knowledge boundaries between individuals within the company. This is between the technical professional experts (*them*) and the administrative or managerial *employees (us)*. So, Mads’ discourse also shows as an example of work-related social identity in practice. “*He*”, Mads is like the managers/ administrators and different from “*them*” technical professional experts. But the choice to voice or remain silent is also related to perceptions of relevance in relation to own role/ position at the company;

*“Areas that I do not have the prerequisite skills and experiences to comment on in a way, so for example at the technical forums, that I attend as a part of my role as (named type) manager, but that I strictly speaking don’t have a clue about! (laughs) It is a very comfortable feeling (sarcastic) and something I could really survive without! If anybody requires an answer, then somebody else around me must answer. Erm...and that’s where I come short...I come short there...but in a way, that’s not the role that I have. I shouldn’t really voice so much around the technical as I don’t have the prerequisites to do so and don’t really want to obtain them either, because I should be a different role*

*which is important in the larger context. Whereas, those who have these roles should use their time on this. So, we have a separation in terms of roles and responsibilities."* Mads (protégé)

Only one protégé manager describes using problem as well as opinion-focussed voice. This is female protégé manager Kristine. There is a similar pattern exhibited between Kristine's case as well as those of mentor (top) managers Eva and Thea. All three are female managers. In terms of the technical/ professionally-trained managers, only two male mentor managers (Jens and Alex) designate using suggestion-focussed voice. Alternatively, female mentor manager Kate describes using *problem-focussed voice*. Female protégé managers Freya and Gina show preference for *opinion-focussed voice*. Julie and Anna do not have defined voice types.

Of the "twin-heads", most are mentor managers and they show a clear preference for suggestion-focused voice type at work. The exceptions are two female managers (Celine and Inger) who describe using opinion-focussed voice at work. Only male protégé manager Steinar describes using suggestion-focussed voice at work. As such no further propositions can be drawn from his case. However, the following propositions can be drawn from the findings relating to associations between social identity Theme A1 and voice types;

**Proposition 2: Individuals who define their identities as either; a) management/administratively-trained or b) "twin-heads" are more likely to use suggestion-focussed voice type at work.**

Theme A2 relates to similarities and differences between others at work. Described in terms of; a) *relational*, b) *rational* or c) *balancing relational and rational sides of self*.

These findings also demonstrate how both mentor and protégé managers describe self at work as relational. *Relational managers* across both groups of managers (protégés and mentors) *show a clear preference for use of suggestion-focussed voice type at work*. For example, newcomer and "relational" male protégé manager Mads states the following about voicing as a new manager within a high-tech start-up business;

*"Yes, I must honestly admit to doing. What is new for me as for all in a new role or new branch is that I have entered an environment that I do not know... I do not know anything about the resources around me or the branch. I am a bit*



*uncertain in a way, which role I should take and how. How humble should I be?...I know my place...I don't know my place...Erm...what I am going to curb saying. But there are lots of things that influence me daily. Become even better acquainted with people and getting people to trust who I am and the skills/experiences that I have. I have a very different set of skills and experience than the majority who work in this company. They are technical specialists in what they work with and have very technical-oriented skills and experiences whereas I have completely different preferences in relation to my skills and experiences. Yes, I do it. But as I become more comfortable with my skills and experiences and feel more secure...But throwing myself into things I am not completely secure...erm..." Mads (protégé)*

I find protégé managers to voice differently depending on their knowledge, skills and competencies in given contexts as well as whether the proposed outcome process or issue impacts on their own jobs.

Of the relational managers, female mentor managers (Inger, Celine and Thea) also describe using *opinion-focussed voice type* at work. Three of the four protégé managers who describe using suggestion-focussed voice at work are female (Berit, Marit, Hanne). This leads to the following conclusions being drawn;

**Proposition 3: Individuals defining their identities as relational managers at work are more likely to be female. The relational managers are more likely to use suggestion-focussed voice type than other employees.**

**Proposition 4: Individuals who define their identities as relational female top level (mentor) managers are more likely to use suggestion-focussed and opinion-focussed voice at work than middle management (protégé) managers.**

The findings also show both protégé and mentor managers, who are *either rational or "a balance between rational/relational"*, prefer to use suggestion-focussed voice type at work. This leads to the following proposition being drawn;

**Proposition 5: Individuals who define their identities as either rational or as "balancing between rational and relational self at work" are more likely to use suggestion-focussed voice type at work.**

My findings also illustrate that where *female managers* define themselves as *rational*, they are more likely to use either *problem-focussed* or *opinion-focussed voice types* at work. Whereas *rational male managers* are more likely to use *suggestion-focussed voice at work*. This leads to the following proposal;

**Proposition 6: Individuals who define their identities as female rational managers are more likely to use problem-focussed or opinion-focussed voice type at work than rational male managers. The latter being more likely to focus on suggestion-focussed voice type at work.**

In terms of Theme A3, most managers evinced a clear preference for using suggestion-focussed voice type within all three arenas discussed under social identity theme A3. This is across the following subthemes of difference; *a) from other men – based overseas*, *b) technically-trained men – based overseas* and *c) men with power – based overseas*.

From the supporting discourses, protégé manager Berit clearly discusses how technical forums at her own place of work are male arenas, which consist mostly of groups of men. See Berit's discourse below in terms of an occasion when she voices using a positive, suggestion-focussed voice;

*“Yes, I do that or have become better at doing that as well as becoming more conscious/ aware of my role. Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative. I don't sit there and think, “Now I am sitting here and don't dare to say anything!” I can easily express what “we stand for in my group” what is working well from my group, changes that we have made, that I think we have good interaction and that type of thing. So, I do now “speak up” much more in the group management context. Also, if I am attending technical meetings, I also feel I can say something there too. Not that I have a special technical knowledge, but I can cut through and stand together with them say, “Well, we do things in this way now” and in a way, it is me who decides if we do things this way or that way. If you think more in that direction? So, in a way this is about my sense of safety/security as a manager. In that I have developed myself*

*by becoming more conscious that I dare to speak up and that I feel safe/secure in myself in the role that I have, and that is something that I have worked on."*  
Berit (protégé)

Here, Berit is clearly differentiates technically-oriented knowledge to men in group management meeting forums and how she makes visible the separation between her own knowledge and role as a female manager/ administrator and that of technically-oriented people (mainly men) at work. Berit discusses voicing in such forums where she feels safer/ more secure in her role as manager. Berit is talking about knowledge boundaries between her own "*female, administrative, management skills and competencies*" and that of the "*male, technical experts*" She is also talking about voice contribution that she makes to "*cut through and make her own skills and competencies visible in such arenas.*"

Across the discourses and findings, this results in the following postulation;

**Proposition 7: Individuals who define themselves as ‘managers who are different from other men based overseas’ are more likely to use suggestion-focussed voice type.**

Only one female mentor manager (Inger) describes using both suggestion-focussed, as well as opinion-focussed voice in arenas where she is different from other men with power – based overseas. Consequently, no further propositions have been drawn with regards to this sole case.

Theme A4, subtheme *a) difference between self and men at work*, revealed female mentor manager Inger and female protégé manager Berit using *suggestion-focussed voice* at work across arenas where gender made them different from other men in their workplaces. Inger describes how she manages voice across male and female arenas in the male-dominated company in which she works. Inger states the following about her workplace;

*"Many of the people that I have around me are often men, so that is a difference. Without really thinking much about it, I am pretty used to being with men in a work/professional context. But, for several years now, we have had a focus on gender equality and diversity here at the (named type of workplace).*

*So, diversity is many things...gender is just one thing. Erm...so we have seen an increase in the diversity measures that we carry out." Inger*

Here is Inger's further discourse regarding occasions when she voices and what the effects can be;

*"Erm...I am also usually the one who can go in and loosen/ease a bad atmosphere that could be on the verge of breaking down.... I think I am too honest to be a good negotiator. There are others who are better at this than me. That I am sure of, because they generally keep their cards "close to their chest" whereas I tend to "show my cards too early!" (laughs) That is something that I generally leave to others. But in terms of managing conflicts between people, that is something that I am much better at. To say to people, "no, now you have crossed the line there!" and that type of management of conflict...to ease or resolve a bad atmosphere between people. That is something I have good skills at carrying out. (Interviewee leaves the room for a glass of water, taking a few seconds)"*

Interviewer comment: "So, your skills at managing conflict?"

*"Yes, that is something that I am good at doing. Mediating between parties. Erm...I like to have people around me who feel OK, erm...and. prefers to go into situations where people are having a tough time. If the guys fight...well, to put it this way, when I enter the room, they stop fighting as they see that a "woman is coming", which might make it easier to talk. The situation can be also actual, physical fighting, but that is yes, something that I...I don't think I am afraid...to go into almost any type of situation. Erm...there is very little that I have backed out of and I really believe that a solution can always be found. Erm...it isn't always easy to see that solution...I don't always see the situation myself either. When you discuss with people, ideas come up. So, "maybe if you do it in this way, then it might help" for example. I might use some of the ideas together with my own to work out how I will act. Things come up that might help, maybe because you were having trouble thinking constructively. Hmm..."*

Inger (mentor)

Whereas, female mentor manager Kate described using *problem-focused voice* type; female mentor manager Inger and female protégé manager Freya alternatively discussed using *opinion-focussed voice* type.

For Theme A4, subtheme *b) difference between self and other women at work*, the cases were again evenly spread throughout the distinct types of voice used when voicing in such arenas. Mentor manager Eva and protégé manager Marit both describe using suggestion-focused voice. Protégé manager Marit states the following about women who she is different from at work;

*“There aren’t too many women here; there are just four of us. So, this is a male-dominated company. So, I can possibly describe myself as different maybe from one of the other women. One woman is very sharp and straight to the point. On some occasions this is appropriate and on other occasions it is not appropriate.”* Marit (protégé)

Marit clearly first describes herself as being one of four female employees at her male-dominated company. So, she is in the minority group in her company. Marit then describes herself as different from another female colleague at her workplace in terms of how *“others have reacted to her colleague”* for her direct straight to the point tone, opposed whereas Marit who is more humble, friendly, relational. Marit perceives her own voice as being *“appropriate”* (desirable behaviour for a woman at work) and as serving the organizations’ benefit as a whole. Marit perceives her own voice as suggestion-focussed. Marit perceives her colleague’s directness and sharpness as *“inappropriate”* and perceives her colleague as lacking humbleness. Her colleague *“actually is”* something different from what the gender normed voice for women at her company *“should be”* – as perceived by Marit.

However, mentor manager Kate and protégé manager Kristine both discuss using *problem-focused voice* type. In Kate’s case, an interview question relating to similarities and differences between self and others that she worked together with revealed some interesting insights into differences in voice behaviour, that is communication depending on whether the audience was female (her own team) or a wider, male audience at her place of work, where the majority are men. The discourse reveals interesting insights into how Kate is measuring herself up against the *“ideal”* and how this influences her own voicing in male versus female work-related contexts;

*“I also think I am more direct than most of them (the women). I am a bit more impatient. I am not happy...we can well discuss things for a long time...but*

*then I can't be bothered any longer and we need to move forwards. And I think in relation to the (named department 1), where we had a very nice, social and cosy, I am no doubt an individualist in relation to cutting through that. "We shouldn't be having it so nice the whole time, something should be happening here too" A bit like that. And maybe I say that very clearly. "Now we should get this done...", "we don't need to take this coffee break now," "you holiday will have to wait" and that is no doubt a difference from person to person in how clear you are. And this is also the case in other types of meetings too. In most meetings, the majority are men. This isn't the case for the (named department), but in the rest of the (named site) the majority are men. So, I am used to giving orders/ instruction in a completely unique way. You need to be heard and so you must have clarity and know what you are talking about. If you are in the (named department 1), where there are most women, then you cannot be quite so clear/direct. Because, then they feel...how should I put this..." oh, how rude she was today!" Do you understand a bit what I mean? I talk a bit differently when I have group meeting in the (named department 1), versus if I were in a setting where I was going to speak to (named department 2), where the majority are men. You could also maybe talk to (named female manager) about that as she has an extensive experience of dealing with that. And I think you just do that automatically, to make an impact, because we all want to do that...You need to do that...you need to speak in the way that the receiver understands what you are saying." Kate (mentor)*

Kate is asked during interview whether she needs to know what she is talking about. She replies the following;

*"Yes, absolutely. You must have the knowledge. But this is the case for most places of work. You need to know your subject...at least it is much simpler if you do...mm...You need to understand at least enough to know when to ask if you don't know...you can't know everything. But you need to know enough to know when you should take advice. I mean, in our role (named) our decisions are critical so you need to be able to cooperate. The culture here is a lot about cooperation. The majority here don't just do what they boss says, just because the boss says it. The majority would prefer to understand why the boss says they should do it. And that is no doubt a bit..." Kate (mentor)*

Finally, mentor manager Eva and protégé manager Kristine both describe using opinion-focused voice. Below is an example discourse from female protégé manager Kristine;

*“I am no doubt different in that I am more results-oriented than they are maybe used to from previously. If you understand? I am no doubt a little like that as a person, but also have it internalized within me from previous jobs. So, I have a direct way of saying, “this is something we need to/ must do!” I am no doubt very direct, so maybe there has been an atmosphere...between us. But I think that is maybe because they have worked in a different group where they maybe aren’t used to working in that way or where there has been a focus on it. The first thing I did when I entered the role was to set up an organizational plan for the group to see the strategic goals and operative plans. And when they saw what that was, they thought this was great as they could see that it required something from them too and I think we all get something useful/good out of that. So, but...it is a bit difficult...”* Kristine (protégé)

Kristine in this example is the female manager who is sharp and direct. She is “*actually is*” more rational, objective and finance-oriented as a manager. That is “*who she is as a manager/ in the role*” but she notes how it was;

*“very different from what the new group we are used to”* and “*how there has been an atmosphere...between us when she has been very direct.*” Kristine (protégé)

This section’s knowledge contribution to this field comes from further understanding switching behaviour between voice types as demonstrated by Eva and Kristine. Influence does not come from understanding linkages between social identity Theme A4 and voice types per se. As such, these findings are split evenly across all cases and no further propositions can be drawn in terms of links between this subtheme of Theme A4 and voice types.

In terms of Theme A5, most managers – five in total; describe using suggestion-focussed voice at work across the subthemes of; *a) having a shared history or background, b) people you trust to get the job done and c) like other Norwegians in*

*external contexts overseas*. Four of the five managers are male. This leads to the following conclusion being drawn;

**Proposition 8: Individuals who define themselves as male top managers, who “share a similar history or background to others, are working together with people who they trust to get the job done and share a Nordic heritage” in external contexts overseas, are more likely to use suggestion-focussed voice.**

With regards to subtheme *a) having a shared history or background*, two male mentor managers (John, Jens) describe using suggestion-focussed voice at work. This leads to the following proposal being made;

**Proposition 9: Individuals who define themselves as male top-level (mentor) managers and have a long-shared history with others at work, are more likely to use suggestion-focussed voice at work.**

In terms of subtheme *b) people you trust to get the job done*, managers Eva, Mads, Kate, and Freya discuss this subtheme whilst voicing as a manager at work. Two of these managers (Mads and Eva), describe using suggestion-focused voice at work. Protégé manager Mads, for example, is a newcomer in an entrepreneurial technology start-up company. He describes lacking a company history. As such, he is not yet trusted within the business. Others at work need to quickly understand “who he is as a manager and what he types of person he is.” Mads says the following;

*"Yes, you could say so...a lot. Both in terms of me having come from an environment where I have developed myself all the time and where I have known the individuals well who have helped me to develop. But when you come into a new environment and you understand that the identity you are allows you to voice/ contribute based on who you are and the type of professionalism that you have, then of course this allows you to build your self-esteem. I have a lot to learn, but I have learnt a lot through the process that we have gone through. Not just because I have met a lot of new people, but because through my own engagement I have managed to develop myself in a direction that I can sell a message and either manage feedback on that message or defend criticism for it based on who I am to develop further."* Mads (protégé)



Mads' discourse also reveals thought processes surrounding choices of whether to dare to voice as a new employee in a new role or not. What is important from this discourse is how Mads strongly links this back to work-related identity and acceptance of "*who he is*" in the workplace versus how new managers is their role "*should be.*" He also reveals how he has no prior knowledge of how much or how little it is acceptable to voice within his new organizational context. In other words, Mads is describing voice/silence boundaries within organizations and how, in new organizations, as a new employee, you need to work out where the boundaries for voice lay to first learn and then gain trust and respect from other employees. The boundaries could surround knowledge or "*humbleness as a manager*", and "*knowing your place*" as well as "learning the new company boundaries for own voice / silence behaviour. Two managers use opinion-focussed voice (Eva and Freya). One mentor manager (Kate) describes using problem-focussed voice type at work.

Mads, as well as other supporting discourses leads to the following propositions being drawn;

**Proposition 10: Individuals who define themselves as managers and who trust others at work to complete tasks, are more likely to use a broader range of voice types at work.**

**Proposition 11: Individuals who define themselves as female managers and who trust others at work to complete tasks, are more likely to use a broader range of voice types at work and switch regularly between types.**

Only one male mentor manager (Knut) describes using suggestion-focussed voice in external management arenas where his "Norwegianness" makes him distinct from other managers in these overseas arenas. Being the sole case, there is no clear linkage therefore, between social identity subtheme A5c and use of voice at work across the groups. As such, no conclusions can be drawn with regards to this subtheme.

However, I have chosen to include Knut's case discourse, as it does exemplify difference between him and other managers in overseas contexts in terms of how his own voice is perceived "out there". Knut discusses Norwegian versus other country cultures and differences between Norway and other country cultures and how his own "Norwegian voice contribution" is perceived in the company system overseas;

*“That is a little difficult to answer and a very general question and it also comes down to personality type too and various categories of personality. But in terms of the Norwegian culture, as people we are direct, open and honest. Sometimes maybe too honest and we trust each other...and in that I think I am like many other Norwegians. If you compare that property there with other country cultures, then I think we are very different. If you look at other country cultures against the Norwegian with that set of parameters, then I do notice an enormous difference between my behaviour versus others from other parts of the company system. I really stand out. I am very different in those other cultures outside Norway and to a certain extent Scandinavia in general, although there are still a few differences there too. But outside Scandinavia things take place in diplomatic words and turns of phrases, they pack things in and are very careful and are not so open and direct as we are in Norway, the Nordic region, Scandinavia. That means a lot of difference. But I use the difference consciously in the system as that is what creates friction and creates opportunities, so I like to be myself. So, I am sometimes perceived as a bit of a bull in a china shop. But I have the best of intentions as I don’t do this for my own sake but for the sake of the company. And after a while, people just see me as this, this is how I am and that my intentions are good. I am not one who elbows in/pushes others out to promote myself, but I do want to obtain satisfactory results for the company. In that way, I then gradually become more and more accepted from my experience.” Knut*

Knut describes the difference in voice, tone and communication styles which he experiences exist between the Nordic block countries and other countries. These differences are all about “*accepted*” voice. What he does is carry out “*the actual*” voice of himself in these external contexts. He understands how he is perceived “as a bull in a china shop”, but sticks with his style until people get used to him and realise that he has good intentions for the company. Knut is also discussing what is perceived “out there” in “external management contexts overseas” as the “*expected/ ideal voice*” and the “*actual/ real voice*” that he as a Norwegian manager exhibits out there- in these contexts.

Theme B regards the sole case of Berit, who describes exclusively using *suggestion-focussed voice at work type* in relation to ways in which she is both like other female working parents at her work as well as different from other male working parents in

**Table 8.1.1.2 Linkages between work-related social identity themes A4-A5 & B and voice types**

WORK-RELATED SOCIAL IDENTITY (A4-A5 & B)	A4: Work-related social identity - Short codes - themes discussed in relation to self and others at work				A5: Work-related social identity - Short codes (similarities between self and others at work)				B - work/life boundary similarity to						
	Mentors	Protégés	Mentors	Protégés	Shared history, background, experience	People you trust to get the job done	Shared similarity to other Norwegians in the company system	Not answered = Alex & Thea	Mentors	Protégés	Mentors	Protégés	Like female employees plan to cover work/life boundary issues before saying yes to overtime/ commitments	Unlike male employees do not plan to cover work/life boundary issues before saying yes to overtime/ commitments	
	2	2	2	2	2	1	2	2	1	2	2	0	1	0	1
	Kate, Inger	Berit, Freya	Eva, Kate	Marit, Kristine	John, Jens	Julie	Kate, Eva	Freya, Mads	Knut				Berit		Berit
a) SUGGESTION-FOCUSSED VOICE	Inger	Berit	Eva	Marit	John, Jens		Eva	Mads	Knut				Berit		Berit
b) PROBLEM-FOCUSSED VOICE	Kate		Kate	Kristine			Kate								
c) OPINION-FOCUSSED VOICE	Inger	Freya	Eva	Kristine			Eva	Freya							Not answered = Alex, Thea
d) Not defined - could be all three						Julie									

terms of the ways in which male and female parents at her work manage and voice about work-life balance issues in the workplace. Berit's full discourse has been covered in Chapter 5, Section 5.1.2 Theme B.

In summary, across all social identity themes A1-A5 & B, there are certain key voice types that are repeated throughout this subsection. These voice types can be key devices of "*being a manager at work*" – significant ways of successfully voicing throughout the businesses / companies in question.

### **8.1.2 Linkages between work-related social identity and tactics of voice**

Linkages between work-related social identity and tactics of voice have been split into two tables for ease of reading. Firstly, table 8.1.2 shows relationships between work-related social identity themes A1-A3 and the tactics of voice. Secondly, table 8.1.2.2 shows the linkages for work-related social identity themes A4-A5 & B and the tactics of voice. The two tables are now summarized. Afterwards, key findings will be considered and cases discussed. Propositions will also be drawn.

In terms of types of tactics of voice, there are differences between the two groups of managers. For example, a larger number of top-level (mentor) managers discuss using a greater number of tactics of voice than middle-level (protégé) managers do at work. These top-level managers also appear to follow set patterns of voice tactics, which suggests that these may be preferred tactics of voice for top managers to use at work within their businesses.

Summarizing from Table 8.1.2.1 we see a larger number of cases collated around work-related identity themes A1 and A2. Theme A1 relates to similarities and differences between others at work being described in terms of educational background; *a) management/administrative, b) technical/professional and c) "twin-heads."*

In terms of Theme A1, the following were the top seven tactics of voice to use at work across both groups of managers; *a) use of formal process/ include people formally, b) be professional, positive, etc., c) balance positives and negatives, d) do homework first/ preparation, e) use a rational, fact-based approach/ packaging, presentation, use of logics in a business plan, f) tie issue to concern of key constituents, g) use*

*caution/proceed slowly*. This leads to the following general proposition with regards to use of voice tactics by managers;

**Proposition 12: Individuals who define their identities as managers at work are likely to show preference for using the following voice tactics; a) use of formal process/ include people formally, b) be professional, positive, etc., c) balance positives and negatives, d) do homework first/ preparation, e) use a rational, fact-based approach/ packaging\_presentation\_use of logics in a business plan, f) tie issue to concern of key constituents, g) use caution/proceed slowly.**

Another additional finding in relation to Theme A1 is that a larger number of “*twin-headed*” top-level (mentor) managers describe using several more voice tactics at work than, for example, middle-level (protégé) managers (e.g. Steinar). Principal tactics for “*twin-headed*” mentor managers include; a) *use of formal process/ include people formally*, b) *use a rational, fact-based approach/packaging\_presentation\_use of logics in business plan*, c) *balance positives and negatives*, d) *control emotions*, e) *control emotions – particularly when using suggestion-focussed voice*, f) *be professional, positive etc.*, g) *do homework first/ preparation*, h) *use caution/ proceed slowly*, i) *use promptness*, j) *make continuous proposals*, k) *tie issue to valued goal – profitability*, l) *tie issue to concerns of key constituents*, m) *protect image whilst selling*, n) *involve a wide range of people*, o) *show persistence in selling activities* and finally consider p) *set timeframe to complete process*. Only one male protégé manager describes themselves as having a “*twin-headed*” educational background (Steinar). He voices using the following tactics; a) *use positive framing*, b) *be professional, positive etc.*, c) *use a formal process/ involve people formally*, d) *use early involvement* and f) *consider a set timeframe to complete a process*.

For the remaining nine protégé managers, all were almost split between describing self as management/administratively-trained or technical-professional trained. Of these managers, the most popular tactics of voicing were; a) *use a formal process/ involve people formally*, b) *be professional, positive etc.*, c) *balance positives and negatives*, consider a d) *set timeframe to complete process*, e) *use promptness*, f) *do homework first/ preparation*, h) *use a rational, fact-based approach/ packaging/ presentation/ use of logics in a business plan*, i) *tie issue to concerns of key constituents*, j) *protect image whilst selling*, k) *show persistence in selling activity*, l)

*use opportune timing, m) use caution/proceed slowly.* This leads to the following proposition being drawn;

**Proposition 13: Individuals who define their identities as “twin-headed” top-level managers use a wider and sometimes, slightly different, ranges of voice tactics than middle-level managers do at work.**

Theme A2 relates to similarities and differences between others at work being described in terms of; *a) relational, b) rational and c) balancing relational and rational sides of self.*

The findings show most both mentor and protégé managers defining self at work as relational. However, a higher number of relational mentor top managers describe using several more voice tactics at work than relational middle-level (protégé) managers. For Theme A2, these tactics are; *a) use of formal process/ include people formally voicing, b) control emotions, c) be professional, positive etc., d) control emotions – particularly when using suggestion-focussed voice, e) balance positives and negatives, f) do homework first/ preparation g) use a rational, fact-based approach/ packaging\_ presentation\_ use of logics in a business plan h) make continuous proposals, i) involve a wide range of people, j) consider a set timeframe to complete process, k) use caution/proceed slowly, l) use promptness, m) show persistence in selling activities, n) use opportune timing, o) tie issue to valued goal – profitability, p) tie issue to concerns of key constituents.*

Similar patterns were also seen between the remaining mentor top managers.

**Proposition 14: Individuals who define their identities as *relational* top-level managers use a wider and sometimes, slightly different range of voice tactics than for relational middle-level managers at work.**

In terms of Theme A2, the protégé managers shared the following top six tactics of voice across the divisions of *a) relational, b) rational and c) balancing relational and rational sides of self* at work; *a) use of formal process/ involve people formally, b) be professional, positive etc., c) consider a set timeframe to complete process, d) use promptness, e) tie issue to concerns of key constituents f) balance positives and negatives.* This leads to the following proposition being drawn;

**Table 8.1.2.1 Linkages between work-related social identity themes A1-A3 and tactics of voice**

WORK-RELATED SOCIAL IDENTITY (A1-A5 & B)	A1: Work-related social identity theme - Short codes						A2: Work-related social identity - Short codes						A3: Work-related social identity - Short codes -						
	Management/ Administrative experts		Technical/ professional experts		Both educations (b) / Other (o)		Self- Relational		Self- Rational		Self - balance of relational and rational		Management trained men - based overseas		Technically trained men - based overseas		Men with power based overseas		
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	
	2	5	3	4	5	1	5	5	3	2	2	3	1	0	0	1	1	2	
	Eva, Thea	Berit, Hanne, Kristine, Marit, Mads	Jens, Kate, Alex	Julie, Anna, Gina, Freya	Knut (b), John (b), Inger (b), Celine (o), Petter (o)	Steinar (b)	Celine, Inger, Knut, Petter, Thea	Anna, Mads, Marit, Berit, Hanne	Eva, Kate, Alex	Kristine, Steinar (b)	John, Jens	Gina, Julie, Freya	Not answered = Alex, Thea			Berit	Inger	Steinar, Hanne	Not answered = Alex & Thea
<b>FRAMING</b>																			
Do homework first / Preparation	Eva, Thea	Mads, Marit	Kate, Jens	Anna	Celine, Inger (b), John (b)		Thea, Celine (o), Inger (b)	Mads, Marit, Anna	Eva, Kate		John, Jens						Inger (b)		
Use a rational, fact-based approach / Packaging - Presentation, Use of logic in business plan	Eva	Mads	Kate, Alex	Anna, Julie	Celine, Inger (b), John (b), Knut (b)		Celine (o), Inger (b), Knut (b)	Mads, Anna	Eva, Kate, Alex		John (b)	Julie					Inger (b)		
Positive framing	Eva	Mads, Marit	Alex, Jens			Steinar (b)		Mads, Marit	Eva, Alex	Steinar (b)	Jens		Not answered = Alex, Thea					Steinar (b)	Not answered = Alex & Thea
Negative framing	Thea		Kate	Gina			Thea		Kate			Gina							
(of 2M above) Yes: Negative framing - opinion-focused voice	Thea						Thea												
Positives and negatives	Thea	Berit, Hanne,	Kate, Alex	Anna, Freya	Celine (o), Petter (o), John (b), Knut (b)		Thea, Celine (o), Knut (b), Petter (o)	Berit, Hanne, Anna	Kate, Alex		John (b)	Freya				Berit		Hanne	
<b>PACKAGING: Presentation and Bundling</b>																			
Presentation																			
Make continuous proposals	Thea, Eva	Hanne, Berit, Mads	Alex		Knut (b), John (b), Petter (o)		Thea, Knut (b), Petter (o)	Hanne, Berit, Mads	Eva, Alex		John (b)					Berit		Hanne	
Package issue as incremental																			
<b>Bundling</b>																			
Tie issue to valued goal - profitability			Kate		Inger (b), Knut (b)		Inger (b), Knut (b)		Kate								Inger (b), Knut (b)		
Tie issue to valued goal - market share/ organizational image			Kate						Kate										
Tie issue to concerns of key constituents	Thea, Eva	Mads	Kate, Alex	Gina, Anna	Celine (o), John (b)	Steinar (b)	Thea, Celine (o)	Mads, Anna	Eva, Kate, Alex	Steinar (b)	John (b)	Gina						Steinar (b)	
Tie issue to other issues	Thea		Jens		Petter (o)		Thea, Petter (o)				Jens								
<b>DEMEANOUR</b>																			
Control emotions	Thea	Berit			Petter (o), Knut (b), Celine (o), Inger (b)		Thea, Petter (o), Knut (b), Celine (o), Inger (b)	Berit									Berit		
(of 5M above) Yes: Control emotions - suggestion-focused voice					Celine (o), Knut (b), Petter (o), Inger (b)		Celine (o), Knut (b), Petter (o), Inger (b)												
(of 5M above) No: Do NOT control emotions - opinion-focused voice	Thea						Thea												
Build a positive image first		Mads			Petter (o)		Petter (o)	Mads											
Protect image while selling		Berit, Mads	Kate		Petter (o), John (b)		Petter (o), John (b)	Berit, Mads	Kate		John (b)					Berit			
(of 4M above) Do NOT protect image while selling	Thea						Thea												
Be professional, positive etc.	Eva, Thea	Berit, Hanne, Marit	Alex, Jens, Kate	Anna, Freya, Gina, Julie	Inger (b), Petter (o), Celine (o), John (b)	Steinar (b)	Thea, Inger (b), Petter (o), Celine (o)	Berit, Hanne, Marit, Anna	Eva, Kate, Alex	Steinar (b)	John (b)	Freya, Gina, Julie				Berit		Steinar (b), Hanne	
Avoid whining, attacking, etc. - (Does not behave professionally)	Thea						Thea												
<b>C: PROCESS: Formality, Preparation, and Timing</b>																			
<b>Formality</b>																			
Use of formal process / Involve people	Eva, Thea	Berit, Hanne, Marit, Mads, Kristine	Alex, Jens, Kate	Anna, Freya, Gina, Julie	Inger (b), Petter (o), Celine (o), John (b), Knut (b)	Steinar (b)	Thea, Inger (b), Petter (o), Celine (o), John (b), Knut (b)	Berit, Hanne, Marit, Mads, Anna	Eva, Alex, Kate	Steinar (b), Kristine	John (b)	Freya, Gina, Julie				Berit		Steinar (b), Hanne	
Use of written process	Thea			Anna	Knut (b)		Thea												
Wide range of people	Thea, Eva	Mads	Alex		Celine (o), Inger (b)		Thea, Celine (o), Inger (b)	Mads	Eva, Alex										
<b>Timing</b>																			
Persistence in selling activities		Berit, Mads	Kate, Alex		Inger (b), Knut (b)		Inger (b), Knut (b)	Berit, Mads	Kate, Alex							Berit			
Opportune timing	Thea	Hanne, Mads			John (b), Petter (o)		Thea, Petter (b)	Hanne, Mads			John (b)							Hanne	
Early involvement		Mads	Jens			Steinar (b)		Mads		Steinar (b)	Jens							Steinar (b)	
Set time/ timeframe to complete process	Eva, Thea	Marit	Alex	Julie, Gina, Anna	Knut (b), Celine (o)	Steinar (b)	Thea, Knut (b), Celine (o)	Marit, Anna	Eva, Alex	Steinar (b)		Julie, Gina						Steinar (b)	
Use caution/ proceed slowly	Eva, Thea		Alex, Jens, Kate	Freya, Anna	John (b), Celine (o), Inger (b)		Thea, Celine (o), Inger (b)	Anna	Eva, Kate, Alex		John (b)	Freya							
Use caution/ proceed slowly - suggestion-focused voice	Eva, Thea		Kate				Thea		Eva, Kate										
Promptness	Thea	Hanne, Kristine, Mads		Gina	Inger (b), John (b), Knut (b)		Thea, Inger (b), Knut (b)	Hanne, Kristine, Mads			John (b)	Gina						Hanne	
Of those using caution: Promptness - opinion-focused voice	Thea						Thea												

**Proposition 15: Individuals who define their identities as middle-level managers are more likely to use a slightly different set of voice tactics than top-level managers at work.**

In terms of Theme A3, this is solely used by two mentor managers; one male and one female (Knut and Inger), as well as three protégé managers; one male and two females (Steinar, Berit and Hanne). Across both groups of managers for Theme A3, the mentor and protégé managers describe using the following top six tactics of voice; *a) use a formal process/ involve people formally, b) be professional, positive etc., c) balance positives and negatives, d) make continuous proposals, e) control emotions, f) use persistence in selling activities, g) consider a set timeframe to complete process, h) use promptness.*

In terms of voicing in arenas with men with power bases overseas, female mentor manager Inger describes using the following voice tactics in such arenas; *a) do homework first/ preparation, b) use a rational, fact-based approach/ packaging\_presentation\_use of logics in business plan.* Whereas, male protégé manager Steinar describes using the following tactics of voice; *a) positive framing, b) tie issue to concern of key constituents, c) be professional, positive etc., d) use a formal process/ involve people formally, e) use early involvement, f) consider a set timeframe to complete process.* Female protégé manager Hanne describes using the following tactics of voice in such arenas; *a) balancing positives and negatives, b) making continuous proposals, c) being professional, positive etc.,* This leads to the following two propositions being formed;

**Proposition 16: Individuals who define their identities as “external facing” top managers are more likely to use a different combination of voice tactics in these “external facing arenas” than middle managers do.**

**Proposition 17: Individuals who define their identities as “female external facing” middle managers are more likely to use a different combination of voice tactics in these “external facing arenas” than male middle managers do.**

In terms of Theme A4, shown in Table 8.1.2.2, subtheme *a) difference between self and men at work*, revealed the following most popular tactics of voice across the two



set of managers are; a) *use of formal process/ involve people formally*, b) *be professional, positive, etc.*, c) *balance positives and negatives*, d) *use caution/ process slowly*, e) *tie issue to valued goal- profitability*, f) *use a rational, fact-based approach*. This leads to the following proposition;

**Proposition 18: Individuals, who define themselves as female managers working together with men, are more likely to use the following tactics of voice at work;** a) *use of formal process/ involve people formally*, b) *be professional, positive, etc.*, c) *balance positives and negatives* and d) *use caution/ proceed slowly*, e) *tie issue to valued goal- profitability*, f) *use a rational, fact-based approach*.

In terms of Theme A4, subtheme *b) difference between self and other women at work*, the following popular tactics of voice are common across the two groups of managers; a) *use of formal process/ involve people formally*, b) *be professional, positive, etc.*, c) *use positive framing*, d) *do homework first /preparation*. Mentor manager Kate, however, describes using the following additional tactics of voice; a) *balance positives and negatives*, b) *tie issue to valued concern – profitability*, c) *tie issue to valued concern – market share/ organizational image*, d) *protect image whilst selling*. Female mentor manager Eva discusses; a) *considering a set timeframe to complete process* and b) *involving a wide range of people*. Protégé manager Kristine additionally describes voicing; a) *using promptness*. This leads to the following propositions being drawn;

**Proposition 19: Individuals, who define themselves as female managers who are different from other women at work, are more likely to use the following voice tactics at work;** a) *use of formal process/ involve people formally*, b) *be professional, positive, etc.*, c) *use positive framing*, d) *do homework first /preparation*.

**Proposition 20: Individuals who define themselves as female top-level managers, different from other women at their work, are more likely to use the following additional tactics of voice;** a) *considering a set timeframe to complete process*, b) *involving a wide range of people*, c) *balancing positives and negatives*, b) *tying issue to valued concern – profitability*, c) *tying issue to valued concern – market share/ organizational image* and d) *protecting image whilst selling* **than other managers at work.**

**Proposition 21: Individuals who define themselves as female middle-level managers, who are different from other women at their work, are more likely to use promptness as an additional voice tactic than other managers at work.**

In terms of Theme A5 and across the subthemes of; *a) having a shared history or background, b) people you trust to get the job done and c) like other Norwegians in external contexts overseas*. The findings demonstrate how most managers, whether protégé or mentor, describe using the following voice tactics; *a) use of formal process/ involve people formally, b) set a rational, fact-based approach/ packaging/ presentation/ use of logics in business plan, c) do homework first/ preparation, d) make continuous proposals e) use caution/ proceed slowly*.

For mentor managers, who *a) have a shared history or background with other at work*, two male mentor managers (John, Jens) describe using the same voice tactic of; *a) do homework first/ preparation*. Protégé manager Julie describes using; *a) formal process/ involve people formally, b) considering a set timeframe to complete process*. No clear findings can consequently be drawn from this set of cases. They are non-conclusive and so no further propositions can be elucidated.

In terms of subtheme *b) people you trust to get the job done*, female mentor managers Eva and Kate discuss using the following shared tactics of voice; *a) do homework first/ preparation, b) use a rational, fact-based approach/ packaging\_ presentation\_ use of logics in business plan, c) tie issue to concerns of key constituents, d) be professional, positive etc., e) use of formal process/ involve people formally, f) use caution/ process slowly – particularly in terms of using suggestion-focussed voice*. Mentor manager Eva additionally describes; *a) positive framing, b) make continuous proposals, c) involve a wide range of people and d) consider a set timeframe to complete process*. Mentor manager Kate valued goal – profitability, *d) tie goal to valued goal – market share/ organizational image, f) protect image whilst selling and g) persistence in selling activity*. Female protégé manager Freya additionally discusses; *a) balancing positives and negatives*. Male protégé manager Mads additionally describes using; *a) make continuous proposals, b) build a positive image first, c) protect image whilst selling, d) involve a wide range of people, f) use opportune timing and g) use promptness*. The following proposition is thus drawn in relation to top-level managers such as Kate and Eva;

WORK-RELATED SOCIAL IDENTITY (A4-A5 & B)	A4: Work-related social identity - Short codes					A5: Work-related social identity - Short codes (similarities between)						B – work/life boundary similarity to				
	Difference between self and men at work		Difference between self and women at work			Shared history, background, experience		People you trust to get the job done		Shared similarity to other Norwegians in the company system		Like female employees plan to cover work/life boundary issues before saying yes to overtime/ commitments		Unlike male employees do not plan to cover work/life boundary issues before saying yes to overtime/ commitments		
	Mentors	Protégés	Mentors	Protégés	Not answered = Alex & Thea	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Not answered = Alex & Thea	Mentors	Protégés	Mentors	Protégés
	2	2	2	2		2	1	2	2	1	0		0	1	0	1
	Kate, Inger (b)	Berit, Freya	Eva, Kate	Marit, Kristine		John, Jens	Julie	Kate, Eva	Freya, Mads	Knut (b)			Berit			Berit
<b>FRAMING</b>																
Do homework first / Preparation	Kate, Inger (b)		Eva, Kate	Marit		John (b), Jens		Kate, Eva	Mads							
Use a rational, fact-based approach / Packaging_Presentation_Use of logic in business plan	Kate, Inger (b)		Eva, Kate			John (b)		Kate, Eva	Mads	Knut (b)						
Positive framing			Eva, Kate	Marit	Not answered = Alex & Thea	Jens		Eva	Mads							
Negative framing	Kate							Kate								
(of 2M above) Yes: Negative framing - opinion-focussed voice																
Positives and negatives	Kate, Inger	Berit, Freya	Kate			John (b)		Kate	Freya				Berit			Berit
<b>PACKAGING: Presentation and Bundling</b>																
<b>Presentation</b>																
Make continuous proposals		Berit				John (b)		Eva	Mads	Knut (b)			Berit			Berit
Package issue as incremental																
<b>Bundling</b>																
Tie issue to valued goal - profitability	Kate, Inger (b)		Kate					Kate		Knut (b)						
Tie issue to valued goal - market share/ organizational image	Kate		Kate					Kate								
Tie issue to concerns of key constituents	Kate		Eva, Kate			John (b)		Eva, Kate								
Tie issue to other issues						Jens										
<b>Demeanour</b>																
Control emotions	Inger (b)	Berit								Knut (b)			Berit			Berit
(of 5M above) Yes: Control emotions - suggestion-focussed voice	Inger (b)									Knut (b)						
(of 5M above) No: Do NOT control emotions - opinion-focussed voice																
Build a positive image first									Mads							
Protect image while selling	Kate	Berit	Kate					Kate	Mads				Berit			Berit
(of 4M above) Do NOT protect image while selling																
Be professional, positive etc.	Inger (b), Kate	Berit, Freya	Eva, Kate	Marit				Eva, Kate	Freya				Berit			Berit
Avoid whining, attacking, etc. - (Does not behave professionally)																
<b>C: PROCESS: Formality, Preparation, and Timing</b>																
<b>Formality</b>																
Use of formal process / Involve people	Inger (b), Kate	Berit, Freya	Eva, Kate	Marit, Kristine		John (b)	Julie	Eva, Kate	Freya, Mads	Knut (b)			Berit			Berit
Use of written process																
Wide range of people	Inger (b)		Eva					Eva	Mads							
<b>Timing</b>																
Persistence in selling activities	Inger (b)	Berit						Kate	Mads	Knut (b)			Berit			Berit
Opportune timing						John (b)			Mads							
Early involvement						Jens			Mads							
Set time/ timeframe to complete process			Eva				Julie	Eva		Knut (b)						
Use caution/ proceed slowly	Inger (b), Kate	Freya	Eva, Kate			John (b)		Eva, Kate	Freya							
Use caution/ proceed slowly - suggestion-focussed voice	Kate		Eva, Kate					Eva, Kate								
Promptness				Kristine		John (b)			Mads	Knut (b)						
Of those using caution: Promptness- opinion-focussed voice																

**Table 8.1.2.2 Linkages between work-related social identity themes A4-A5 & B and tactics of voice.**

**Proposition 22: Individuals who define themselves as female top-level managers and who trust others at work to complete tasks, are additionally likely to use the following tactic of voice at work; a) negative framing, b) balancing positives and negatives, c) tying issue to valued goal – profitability, d) tying goal to valued goal – market share/ organizational image, f) protect image whilst selling and g) persistence**

*in selling activity, h) positive framing, i) make continuous proposals, j) involve a wide range of people and k) consider a set timeframe to complete process.*

**Proposition 23: Individuals who define themselves as female middle-level managers and who trust others at work to complete tasks, are additionally likely to use the following tactic of voice at work; a) balancing positives and negatives.**

**Proposition 24: Individuals who define themselves as male middle-level managers and who trust others at work to complete tasks, are additionally likely to use the following tactics of voice at work; a) make continuous proposals, b) build a positive image first, c) protect image whilst selling, d) involve a wide range of people, f) use opportune timing and g) use promptness.**

Only one male mentor manager (Knut) describes using tactics of voice at work. He describes voicing in external management arenas where his “Norwegianness” makes him distinct from other managers in these overseas arenas. Knut describes; a) *use a rational, fact-based approach/ packaging\_ presentation\_ use of logics in business plan*, b) *make continuous proposals*, c) *control emotions* d) *use of formal process/ involve people formally*, e) *persistence in selling activities*, f) *consider as set timeframe to complete process* and g) *use promptness*. However, being the sole case, there is therefore no clear linkage between social identity subtheme A5c and use of voice at work. As such, no propositions can be drawn with regards to this subtheme and case.

As Theme B regards the sole case of Berit, who describes using; a) *balancing positives and negatives*, b) *make continuous proposals*, c) *build a positive image first*, d) *be professional, positive etc.*, e) *use of a formal process/ involve people formally* and f) *use persistence in selling activities*. However, no linkages or propositions can be drawn with regards to her sole case. Berit is instead an outlier case, interesting because she dares to discuss this theme of division at work openly during her interview. As noted at subsection 8.1.1, Berit’s case and full discourse have already been discussed within Chapter 5, Section 5.1.2 Theme B.

In summary, and across all social identity themes A1-A5 & B, there are certain key voice tactics that are repeated throughout this subsection. These voice tactics can be

key strategies of “*being a manager at work*” – fundamental ways of successfully voicing throughout the businesses / companies in question.

### **8.1.3 Linkages between work-related social identity and directions of voice**

The linkages between work-related social identity and the directions of voice have been split into two tables for ease of reading. The first, Table 8.1.3.1 shows connections between work-related social identity themes A1-A3 and directions of voice. The latter, Table 8.1.3.2 shows the linkages for work-related social identity themes A4-A5 & B and directions of voice. The two tables are now summarized. Afterwards, key findings will be drawn and cases discussed. Propositions will also be drawn.

In terms of types of direction of voice, there are differences found between the two groups of managers. For example, a higher number of the top-level (mentor) managers discuss voicing in several more directions than middle-level (protégé) managers do at work.

Summarizing from Table 8.1.3.1 shows a greater number of cases; especially with regards to work-related identity themes A1 and A2.

Theme A1 relates to similarities and differences between others at work being described in terms of educational background; *a) management/administrative, b) technical/professional* and *c) “twin-heads.”* Summarizing from Table 8.1.3.1, a larger number of several *twin-headed* top-level (mentor) managers describe voicing at work, across more directions than middle-level (protégé) managers at work. These directions are; *a) voicing downwards, b) voicing upwards, c) voicing across, d) voicing outwards - towards external partners or suppliers in home country, e) voicing outwards towards external subsidiary location/Head Office.* Only one male protégé manager described himself as having a “*twin-headed*” educational background (Steinar). He described voicing; *a) upwards* and *b) across*.

However, the nine protégé managers were almost evenly split between describing self as management/administratively-trained or technical-professional trained. Of these managers, the most popular direction of voicing was; *a) upwards, b) across, c)*

**Table 8.1.3.1 Linkages between work-related social identity themes A1-A3 and directions of voice**

WORK-RELATED SOCIAL IDENTITY (A1-A3)	A1: Work-related social identity theme - Short codes						A2: Work-related social identity - Short codes						A3: Work-related social identity - Short codes					
	Management/Administrative experts		Technical/professional experts		Both educators (b) / Other (o)		Self-Relational		Self-Rational		Self-balance of relational and rational		Management trained men-based overseas		Technically trained men-based overseas		Men with power-based overseas	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	2	5	3	4	5	1	5	3	2	2	3	1	0	0	1	1	2	
	Eva, Thea	Berit, Hanne, Kristine, Marit, Mads	Jens, Kate, Alex	Julie, Anna, Gina, Freya	Knut (b), John (b), Inger (b), Celine (o), Peter (o)	Steinar (b)	Celine, Inger, Knut, Peter, Thea	Anna, Mads, Marit, Berit, Hanne	Eva, Kate, Alex	Kristine, Steinar	John, Jens	Gina, Julie, Freya	Knut		Berit	Inger	Steinar, Hanne	Not answered = Alex & Thea
<b>D: DIRECTIONALITY OF VOICE (Lui et al., 2010)</b>																		
1) VOICING UPWARDS	Eva, Thea	Berit, Hanne,	Kate	Julie, Freya	Celine (o), Inger (b)	Steinar (b)	Celine (o), Inger (b)		Eva, Kate			Freya			Berit	Inger (b)	Hanne	
2) VOICING OUTWARDS																		
a) Towards Head Office/subsidiary overseas	Eva	Hanne			Inger (b)			Eva								Inger (b)	Hanne	
b) Towards external organization (same country)		Marit			Celine (o)													
c) Towards external partner or supplier	Eva		Jens		Peter (o), John (b)			Eva		Jens, John (b)								
d) Towards external supplier-home and overseas	Eva							Eva										
e) Towards external partner/supplier (home country)					Peter (o), John (b)					John (b)								Not answered = Alex, Thea
f) Towards external partner- no country mentioned			Jens							Jens								
3) VOICING ACROSS	Eva, Thea	Berit	Jens, Kate	Gina	Celine (o), Inger (b)	Steinar (b)		Eva, Kate	Steinar (b)	Jens	Gina			Berit	Inger (b)	Steinar (b)		
4) VOICING DOWNWARDS			Alex	Anna, Freya, Julie	Knut (b), Inger (b), Celine (o), Peter (o)			Eva, Alex			Julie, Freya	Knut (b)			Inger (b)			

*outwards – towards external organization (home country), d) towards Head Office/ subsidiary overseas.*

One example discourse from protégé manager Julie exemplifies this protégé manager using different directions of voice, as well as the ways in which work-related social identity theme A1 influences Julie's own voice in different contexts at work. Julie is a technical trained professional who sees other people at work with management training as being different from herself;

*“There are a lot of different parameters that impact on that (...) the less you know people from previously and particularly if from a different locality/business site, then the less I at least dare to say everything. If you happen to be a bit more honest and direct, then you get a sharp, almost (xxx nationality marker) response back. You are met differently at various levels, because they know and understand you less. There you are comprehended as being a little spoilt whereas here, people would realize that you were unsatisfied or annoyed and need to find a solution. We are very solution-oriented in my department and share problems. They (the team) try to find solutions and we talk together about them (solutions) during the meetings. But the further up you go, then that closeness/ sense of openness disappears. At least that is how I see it. It becomes very fact-based. I think this... I think that... so this must be correct! There is no process together. They almost need to take decisions in smaller groups and then there is more distance, less open/honest communication and almost one-way communication in larger groups...mmm... yes...so I almost feel a little philosophical now.” Julie (protégé)*

Julie describes lack of process together “*the further up you go*” and how it is more bureaucratic there, with greater distance, smaller meetings and less honest open, almost one-way communication versus in her own group/ team where there is a lot of room/space for discussion and disagreement. This is a difference maybe between a production/ process orientation of technical experts and “*what management looks like*” from the outside “*technical professional*” perspective. Furthermore, in her discourse, Julie is making direct linkages between her own voice/ silence contributions and that of her own group – who she is of course like.

The above findings from across the discourses lead to the following proposition being drawn;

**Proposition 25: Individuals who define their identities as “twin-headed” top-level managers voice in a wider range of directions than middle-level managers do at work.**

Theme A2 relates to similarities and differences between others at work being described in terms of; *a) relational, b) rational and c) balancing relational and rational sides of self.*

The findings show most both mentor and protégé managers describing self at work as relational. However, a higher number of relational mentor managers describe voicing in several directions than middle-level (protégé) managers do at work. As for Theme, A1, these directions are the same; *a) voicing downwards, b) voicing upwards, c) voicing across, d) voicing outwards - towards external partners or suppliers in home country, e) voicing outwards towards external subsidiary location/Head Office.*

The example discourse from relational mentor manager Thea shows targeting voice in different directions in different arenas. Thea refers to her management issues being de-prioritised in the managers meeting over solving technical problems (Theme 1). But this is also a story about prioritising the rational over the relational aspects of management. Thea had to show some muscles to the person in a position of power – a male director. Thea is discussing how she felt directly after *“going against the rules of the game and exposing herself in her role.”* She feels as if she “behaved like a child by slamming the door” and yet afterwards she could see that these are boys who tolerate a knock as well;

*“I remember one episode in particular when I sat in a manager meeting in the company and felt that the things that belonged to my field/ area were things that we never got chance or time to discuss. They put so much time into solving technical problems and I remember that I had said, “I now have a case that I need to take up at the managers’ meeting that I need to have a decision on today etc.” And the same thing happened...we ran out of time and my case was not discussed. And I remember how I was furious. I stood up, walked out and slammed the door after me. The glass panes shook!! (laughs) I remember I went to my office and was furious and one I remember that (named person) one of the directors came into me and said, “Why did you get so angry?” and thankfully he came so quickly afterwards that I hadn’t yet calmed down, it did*



*pass but I was just as angry when he came into my office as before. And I gave a clear message that I cannot be called into a manager's meeting where I sit and listen to such technical things that I am not at all interested in and that only has a limited relevance to my job. And that if they wanted me to be at the manager's meeting then my cases needed to be prioritised/ taken up. And that's how it was afterwards. But I had to show some muscles to the director, he said as he walked out of the door, "This is something you are right about...And I felt that I have sat there so long, I felt a bit stupid afterwards, after I had "come down to normal" and was less angry, that I had behaved like a child so to speak, by slamming the door...but I think that was what was really needed/required in a way. These were boys who tolerated a knock as well."*

Thea (mentor)

In terms of supporting cross-case evidence, similar patterns of targeting of voice were seen across the remaining mentor managers, except for male mentor managers John and Jens, who described self as balancing between relational and rational at work. These managers described voicing together with external suppliers/partners in Norway. This direction was also shared by rational female mentor manager Eva. The following proposition is drawn for this finding;

**Proposition 26: Individuals who relate to external partners or suppliers in their home country regularly at work are likely to be required to voice in this external direction.**

In terms of Theme A2, the protégé managers across the divisions of *a) relational, b) rational* and *c) balancing relational and rational sides of self* at work shared the following directions of voicing; *a) across, b) upwards, c) downwards, d) outwards – towards external organization (home country)*. This leads to the following proposition being surmised;

**Proposition 27: Individuals who define their identities as middle-level managers' voice in a different set of directions than top-management managers at work. These are more internal facing than for top managers.**

In terms of Theme A3, this is solely used by two mentor managers; one male and one female (Knut and Inger), as well as three protégé managers; one male and two females

(Steinar, Berit and Hanne). Across groups of managers and Theme A3, the mentor and protégé managers described voicing; a) across, b) upwards, c) downwards, d) outwards –towards Head Office/ subsidiary overseas. In terms of voicing in arenas with men with power bases overseas, male protégé manager Steinar describes voicing; a) across. Female protégé manager Hanne describes voicing; a) upwards and b) outwards towards external subsidiary location/Head Office.

The discourse from protégé manager Hanne, shows work-related social identity Theme A3 in practice in relation to how it influences Hanne's own voice / silence in given work-related contexts;

*“There are a lot of occasions when I sit passively and don't...I am not on the offensive the whole time...there are not all themes that I get involved in... It is more if I am in a meeting where I cannot/ am not able to contribute, then I can of course try to say something about it, but it is no point getting engaged in it. However, if it influences my job, then I must have an opinion about it and do something about it. But it is also the case that you can't save the whole world (laughs). The women around here say, “we are not (named technical professional experts) so we cannot be expected to understand the intricacies of the technologies, but we need to be able to trust the processes for those that are responsible for that.” So, I don't go to technical meetings at all and I almost don't have the need to go and see a (named product) to be honest. But I should, I should but...If you have been on one you have seen them all...I don't get engaged/ involved in detail that I don't have anything to do with and aren't going to have anything to do with or even can do...There are some who try to know a little about everything but that doesn't work.” Hanne (protégé)*

Evidence from across the discourses, including Hanne's leads to the following proposition being drawn;

**Proposition 28: Individuals who define their identities as “external facing” are required to voice in an additional set of directions than for internal-facing managers, regardless of whether they define self as a top-level or middle-level manager.**

In terms of Theme A4, subtheme *a) difference between self and men at work* revealed the following popular directions of voice across the two set of managers as; *a) voicing upwards, b) voicing across* and *c) voicing downwards*. This leads to the following proposition;

**Proposition 29: Individuals, who define themselves as female managers working together with men, are more likely to voice upwards, across and downwards at work than male managers.**

In terms of Theme A4, subtheme *b) difference between self and other women at work*, the following popular direction of voice is common across the two groups of managers; *a) voicing upwards* and *b) voicing across*. Otherwise, mentor manager Eva also describes voicing; *a) outwards – towards Head Office/subsidiary office overseas, b) outwards – towards external supplier/ partner in Norway* and *c) outwards-towards external supplier – home or overseas*.

Eva also mentions the following in terms of similarities and differences between herself and others who she works together with and some of this relates to directions or targets of her own voice at work;

*"I think in many ways I am unlike those who I work with (laughs). Very often, I experience that I am very structured and have a need to complete projects as well as just start them. I don't think I am the typical designer or salesperson, marketing, I am much more the person who says, OK this is crap here, and how can we implement things and change and deliver the product? And I think there are many here who think that I maybe control too much whilst I just have the goal to get it completed. So, I am no doubt seen as a clear decision-maker and effective for good and bad. But I have a good set of network contacts after many years of working in various parts of the business as so that is useful, so I think they accept me to get anything out of this (my network)." Eva (mentor)*

This is an interesting comment to make; as it would also imply "*compared to other people at her work*" Eva is discussing what is accepted/appropriate for her "*me*" to voice and exhibit in her role at the company. Eva implies that she can voice more due to her network contacts. In other words, she has greater leeway in terms of her own voicing as her network contacts are important. Who is Eva comparing herself with

when she makes this comparison? Possibly to other managers, or with other women maybe...regardless, the network provides her with greater flexibility in terms of what she can get away with saying/ voicing – and in terms of what is accepted as being appropriate ways to voice within her organization.

Protégé manager Marit describes voicing; *a) outwards – towards external organization (home country)*. This leads to the following propositions being concluded;

**Proposition 30: Individuals, who define themselves as female managers who are different from other women at work, are more likely to voice upwards and across more often than other managers at work.**

**Proposition 31: Individuals who define themselves as female top-level managers, different from other women at their work, are more likely to voice *a) upwards, b) across, c) outwards - to overseas locations/Head Office and d) outwards – towards external supplier/ partner in Norway* than other managers at work.**

**Proposition 32: Individuals who define themselves as female middle-level managers, who are different from other women at their work, are more likely to voice; *a) voicing upwards, b) voicing across and c) voicing downwards* than other managers at work.**

In terms of Theme A5 and across the subthemes of; *a) having a shared history or background, b) people you trust to get the job done and c) like other Norwegians in external contexts overseas*; the findings show most managers, whether protégé or mentor, describe voicing; *a) downwards, b) upwards, c) across*.

For mentor managers, who *a) have a shared history or background with other at work*, two male mentor managers (John, Jens) describe voicing as; *a) outwards towards external suppliers (in Norway) and b) across*.

The following is example discourse from mentor manager John showing how shared history or background plays out in practice in terms of the role of voicing within different management roles or “hats” at work. Moreover, this also shows different targets or directions of voice;

**Table 8.1.3.2 Linkages between work-related social identity themes A4-A5 & B and directions of voice**

WORK-RELATED SOCIAL IDENTITY (A4-A5 & B)	A4: Work-related social identity - Short codes - themes discussed in relation to self and				A5: Work-related social identity - Short codes (similarities between self and others at work)				B - work/life boundary similarity to				
	Difference between self and men at work		Difference between self and women at work		Shared history, background, experience		People you trust to get the job done		Like female employees plan to cover work/life boundary issues before saying yes to overtime/ commitments/ issues before saying yes to overtime/ commitments		Unlike male employees do not plan to cover work/life boundary issues before saying yes to overtime/ commitments		
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	
	2	2	2	2	2	1	2	2	1	0	1	0	
	Kate, Inger	Berit, Freya	Eva, Kate	Manit, Kristine	John, Jens	Julie	Kate, Eva	Freya, Mads	Knut	Berit			
	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	Not answered = Alex & Thea	
<b>D: DIRECTIONALITY OF VOICE (Lui et al., 2010)</b>													
1) VOICING UPWARDS	Inger (b), Kate	Berit, Freya	Kate, Eva				Kate, Eva					Berit	
2) VOICING OUTWARDS			Eva	Manit			Eva						
a) Towards Head Office/subsidiary overseas													
b) Towards external organization (same country)													
c) Towards external partner or supplier			Eva		Jens		Eva						
d) Towards external supplier - home and overseas			Eva				Eva						
e) Towards external partner/ supplier (home country)					John								
f) Towards external partner - no country mentioned													
3) VOICING ACROSS	Inger (b), Kate	Berit	Kate, Eva		Jens		Kate, Eva						
4) VOICING DOWNWARDS	Inger (b)	Freya	Eva			Julie	Eva	Freya	Knut (b)				

*“Yes of course. The meeting agendas really guide the role that you take. Now, if we are in a crisis meeting...erm...with an employee who has made a critical error, then we need to allow them the opportunity to explain himself/herself in a sound manner through listening to what s/he must tell us. This is unlike if a supplier causes a problem for us that he maybe hasn't even considered the consequences of. Then I would probably be much tougher on him in relation to the duties and responsibilities they must us as a customer. Because we are their customer. Then I will use that situation and the power it gives. ...It is all about being conscious all the time about what you are going to say before you say it. “What role do I have?” and “what role am I going to play here?” So, this is the most important in all of this. At each time, you must help to pull the load a little, to prove that you can do so and to get people moving a little with you. You try to run 100 metres but sometimes it is almost harder to get people up to speed. It is not just about standing on the start line as a trainer would have done. You have to be with them to help to pull, to help to pull...That switching of roles needs to be there all of the time.” John (mentor)*

The full cross-case analysis also shows protégé manager Julie describing voicing *a) downwards*. No clear findings can thus be elucidated from this set of cases. They are non-conclusive and so no further propositions can be drawn.

In terms of subtheme *b) people you trust to get the job done*, female mentor managers Eva and Kate discuss voicing in the following directions; *a) upwards* and *b) across*, Mentor manager Eva additionally describes voicing; *a) outwards – towards external supplier/ partner in Norway* and *c) outwards- towards external supplier – home or overseas*. Protégé manager Freya discusses voicing downwards. However, as Freya is the sole case for this there is no clear linkage between social identity subtheme A5b and use of voice at work. Nevertheless, the following proposition has been drawn in relation to top-level managers such as Kate and Eva;

**Proposition 33: Individuals who define themselves as female top-level managers and who trust others at work to complete tasks, are also likely to voice; a) upwards and b) across than other managers at work.**

Only one male mentor manager (Knut) describes using directions of voice at work. He describes voicing downwards in external management arenas where his

“Norwegianness” makes him distinct from other managers in these overseas arenas. Being the sole case, there is therefore no clear linkage between social identity subtheme A5c and use of voice at work. As such, no propositions can be drawn with regards to this subtheme.

At Theme B, the sole case of Berit is described as voicing upwards at work. However, no linkages or propositions can be drawn with regards to her case. Berit is instead an outlier case, interesting in itself because she dares to discuss this theme of division at work openly during her interview. As noted at subsection 8.1.1, Berit’s case and full discourse have already been discussed within Chapter 5, Section 5.1.2 Theme B.

In summary, across all social identity themes A1-A5 & B, there are certain key directions of voice that are repeated throughout this subsection. These directions of voice can be key strategic directions for “*being a manager at work*” – key ways of successfully directionally voicing throughout the businesses / companies in question.

## **8.2 Linkages between work-related social identity and silence types and directions**

This section will cover the relationships between work-related social identity and types of silence at subsection 8.2.1. These are followed by discussing the linkages between work-related social identity and directions of silence at subsection 8.2.2. In each case, propositions will be drawn.

### **8.2.1 Linkages between work-related social identity and types of silence**

The linkages between work-related social identity and the types of silence have been split into two tables for ease of reading. The first, Table 8.2.1.1 shows linkages between work-related social identity themes A1-A3 and types of silence. The latter, Table 8.2.1.2 elucidates links for work-related social identity themes A4-A5 & B and types of silence. The two tables are now summarized. Afterwards, key findings will be drawn and cases discussed to illustrate where the discourses reveal something unique or interesting about the findings. Propositions will also be drawn.

In terms of types of silence, prosocial silence type is most often described in use by both groups of managers. Acquiescent silence is more frequently used by protégé managers.

Defensive silence is mentioned by merely one female mentor manager and again, it is questionable whether this case (Thea) is really describing defensive silence as proposed by Van Dyne, Ang & Botero (2003). However, the cross-tabulation draws attention to these gender differences in the types of silence described in use. This leads to the following overall proposition being drawn;

**Proposition SIL1: Individuals who define themselves as managers at work seldom use defensive silence.**

Summarizing from Table 8.2.1.1, this table shows a greater number of cases; especially with regards to work-related identity themes A1 and A2.

Theme A1 relates to similarities and differences between others at work being described in terms of educational background; *a) management/administrative, b) technical/professional and c) “twin-heads.”* Summarizing from Table 8.2.1.1, we can see how across the *technical/professional* and *management/administrative* groups at work, protégé managers describe using more *acquiescent silence*.

The following example discourse from Freya (protégé), is repeated from Chapter 6, Subsection 6.3.1.1. Freya is also describing work-related self as being a manager under Theme A1 and others as technical experts in the example below. The meeting arena allows people to meet, share knowledge and discuss themes jointly together. It doesn't always have to be Freya as manager who voices, unless she sees it necessary to do so;

*“I don't have to talk all the time, I need something to say and I still am in a meeting without saying anything, just to absorb information and knowledge. I don't have to say things all the time (“...”). It might be things that you don't know much about ...it might be technical, but now it becomes detailed, it might be about (technical item 1, technical item 2 etc.), that's not my area and I might ask because I am interested and want to learn something, but like I said I don't need to talk all the time.”* Freya (protégé)







Mentor managers describe using prosocial silence at work, across the three divisions of the *technical/professional* and *management/administrative* and “*twin-headed*” backgrounds. This leads to the following propositions being drawn;

**Proposition SIL2: Individuals who define their identities as middle level managers are more likely to use acquiescent silence than top level managers, regardless of their educational background.**

**Proposition SIL3: Individuals who define their identities as top level managers are more likely to use prosocial silence than middle level managers, regardless of their educational background.**

Theme A2 relates to similarities and differences between others at work being described in terms of; *a) relational, b) rational and c) balancing relational and rational sides of self.*

The findings show most both mentor and protégé managers describe self at work as *relational*. However, *relational mentor managers* are more likely to use *prosocial silence at work than protégé managers*. Conversely, *protégé managers* are more likely to use acquiescent silence at work than mentor managers. This leads to the following propositions being drawn;

**Proposition SIL4: Individuals who define their identities as *relational* middle level managers are more likely to use acquiescent silence at work than top level managers.**

**Proposition SIL5: Individuals who define their identities as *relational top level managers* are more likely to use prosocial silence at work than middle level managers.**

The findings also show both protégé and mentor managers, who are either rational or “*a balance between rational/relational*”, preferring to use prosocial silence at work.

I draw on the example of protégé manager Gina, in terms of understanding the linkage between being an “in-betweener” and balancing voice/silence at work through being consciously aware of her own personality in decisions to remain silent or voice at work;

*"I think it is a bit of a combination. I think I have been very good previously at understanding and doing things and I have a very detailed knowledge of how things function at this company. So, in a way, I can back-up what I say so if I have a good reason for saying something, then I will base it on my knowledge. I am also very extrovert and say out loud what I am thinking. I try not to say things too swiftly, but try to think a little through things beforehand. But in a way, I can say things "out loud", but maybe tone down the way I say it. I might say, "Do you think it would be an idea to," and not, "this is how it will be done" I try to angle/frame the message, "what if..." sneak manipulate...yes, yes... (laughs). Be diplomatic about things. This has been strengthened through the courses. Become strengthened "who I am" and "how I react" through the courses, because I have been made more conscious about it. But I believe my way of communicating has always been there, I have just been made more conscious/aware of it. Awareness that one shouldn't talk too much and that one should remain silent sometimes. That is something that I have learnt through the courses. That is the disadvantage of being an extrovert. It is positive being an extrovert, but this is just something that you need to control a little sometimes." Gina (protégé)*

Gina's discourse, other supporting discourses as well as the full cross-case analysis leads to the following proposition being drawn;

**Proposition SIL6: Individuals who define their identities as either *rational* or as *balancing between rational and relational self at work* are more likely to use prosocial silence at work as an alternative to acquiescent silence.**

Only one male mentor manager (Knut) describes Theme A3 in relation to his use of prosocial silence and difference between self and other management-trained men in meetings overseas. Consequently, there is no clear linkage between social identity theme A3 and use of silence at work. Hence, no propositions can be drawn with regards to Theme A3.

Regarding Theme A4, subtheme *a) difference between self and men at work*, mentor managers Kate and Inger and protégé manager Freya all use prosocial silence at work.

Across arenas where gender made them different from other male colleagues in their workplaces. This leads to the following proposition being drawn;

**Proposition SIL7: Individuals, who define themselves as female middle managers working together with men, are more likely to use acquiescent silence than top-level managers.**

**Proposition SIL8: Individuals who define themselves as top-level female managers and different from other male colleagues at their work, are more likely to use prosocial silence than middle-level managers.**

In terms of Theme A4, subtheme *b) difference between self and other women at work*, protégé managers Marit and Kristine, as well as mentor manager Eva, discuss using acquiescent silence in arenas where they felt different from other women at work. The following discourse from mentor manager Kate exemplifies this position well. Here, Kate is describing occasions when she chooses not to take up the theme is working full-time as a current part-time employee. Her team consists mainly of female employees;

*“I sometimes don’t voice when it is something that I know will be uncomfortable. I could no doubt voice more, but...if is maybe most because of the reaction that I will receive. It isn’t always the case that I want to have that. But, sometimes if I expect...people that are away from work a lot and I know that they have another problem...really...so, I leave it be and maybe delay stating that I am dissatisfied. On other occasions, if people are self-starters/driven, it is easier to say, “you know what, this was a bad result for you, or “you can become better at this” But if I know that people are struggling then I don’t comment. And you can say that’s either positive or negative but what is the right thing to do...I need to evaluate what the reaction will be. I mean, if I have a lady who is up for promotion, but who only works in a 60% position, then I would have said, “80% is great, or if you would rather work 100%” So, it’s about how I should say that. It would be great for me if all the employees worked 100% because that would be the easiest for me, but I know that not everybody can/wants to do that, so...But I get to hear very often around the (named site) that, “you have so many reduced positions in the (named unit) because there are some many women who work there!” So, I don’t say, “Can’t*

*you soon start working full-time?" when in principle this is what I mean and they know this is what I mean. Instead I say, "how are we going to achieve this within the coming 5-year timeframe?" So, sometimes I leave things be too."*

Kate (mentor)

Female mentor managers (Eva and Kate) instead adopted prosocial silence. This leads to the following propositions being drawn.

**Proposition SIL9: Individuals who define themselves as female middle managers and different from other women at their work, are more likely to use acquiescent silence than top-level managers.**

**Proposition SIL10: Individuals, who define themselves as top-level female managers working together with women, are more likely to use prosocial silence than do middle-level managers.**

With Theme A5, most managers, whether protégé or mentor, describe using prosocial silence at work across the subthemes of; *a) having a shared history or background, b) people you trust to get the job done and c) like other Norwegians in external contexts overseas.*

In relation to subtheme *a) having a shared history or background*, two male mentor managers (John, Jens) describe remaining silent to their company's advantage in the case of John (prosocial silence), and in relation to Jens (acquiescent silence). because he had been frozen out of decision-making arenas. This leads to the following proposition being drawn;

**Proposition SIL11: Individuals who define themselves as male top-level managers and have a long-shared history with others at work, are more likely to use either prosocial silence or acquiescent silence at work.**

In terms of subtheme *b) people you trust to get the job done*, managers Eva, Mads, Thea, Kate, and Freya discuss this subtheme whilst remaining silent as a manager at work. Three of these managers describe using prosocial silence, whilst the remaining two use acquiescent silence. The following discourse reveals how mentor manager Eva, who is trusted as a manager to get the job done describes taking up certain

themes with her boss that she knows are “silence themes”. The example discourse is being repeated from Chapter 6, subsection 6.3.1.2, this time to show how work-related Theme A5 links to decisions to remain silent at work;

*“There is no doubt that. I have an expression that I use a little now and again and that is a bit like ... It happens that I see areas where I experience that this is so far away/there is much to learn or it would be so difficult to “get through” with it, that there isn’t any point in opening a discussion on it even. Now and again, I consider taking it up, then I think “NO”. No good will come out of it. But it does happen that I just don’t take up certain things, which intuitively I could consider taking up but that I think is so controversial, so large that the chance of making an impact/getting through with it means I don’t take it up and let somebody else take it up. And that is also something that comes with age and experience that you choose more. And then there are some things that have so little relevance for the job itself or for myself that for that reason I leave it be. That is also the case in many other contexts in life too that you think, “It isn’t so dangerous”, it goes well regardless, so just leave it be/as it is. But it happens that you leave some of the larger themes that you think are important. So, in terms of work, it can be the case that I have a very different view on things than my boss and it can be that I hear “You have learnt to read an organizational chart, hasn’t you?” You know? And then I might think, OK, just leave it alone/as it is. But then again, there are things that go against my own integrity and then I would act regardless. But at the end of the day, it is he who has the overall responsibility for my working day, so I sometimes decide not to take that fight just if it isn’t something that goes against my integrity.” Eva (mentor)*

Eva’s discourse, other supporting discourses as well as the full cross-case analysis, leads to the following proposition being drawn;

**Proposition SIL12: Individuals who define themselves as managers and who trust others at their work to complete tasks, are more likely to use prosocial silence, followed by acquiescent silence at work.**

Male mentor manager (Knut) exclusively describes using prosocial silence in external management arenas where his "Norwegianness" makes him distinct from other

managers in these overseas arenas. Being the sole case, there is therefore no clear linkage between social identity subtheme A5c and use of silence at work. As such, no propositions can be drawn with regards to this subtheme.

As Theme B regards the singular case of Berit, who describes solely using prosocial silence at work, then no linkages or propositions can be drawn with regards to her case.

In summary, and across all social identity themes A1-A5 & B, there are certain key types of silence that are repeated throughout this subsection. These types of silence can be key strategic directions for “*being a manager at work*” – key ways of successfully using silence throughout the businesses / companies in question.

### **8.2.2 Linkages between work-related social identity and directions of silence**

The linkages between work-related social identity and the directions of silence have been split into two tables for ease of reading. The first, Table 8.2.2.1 shows linkages between work-related social identity themes A1-A3 and directions of silence. The second, Table 8.2.2.2 shows the linkages for work-related social identity themes A4-A5 & B and directions of silence. The two tables are now summarized. Afterwards, key findings will be drawn and cases discussed to illustrate where the discourses reveal something unique or interesting about the findings. Propositions will also be drawn.

In terms of types of direction of silence, there are differences between the two groups of managers. For example, a higher number of the top-level (mentor) managers discuss remaining silent, at work in several directions, than middle-level (protégé) managers do.

Summarizing from above, Table 8.2.2.1 shows a greater number of cases; especially with regards to work-related identity themes A1 and A2.

Theme A1 relates to similarities and differences between others at work described in terms of educational background; *a) management/administrative, b)*



*technical/professional* and c) “*twin-heads*.” Summarizing from Table 8.2.2.1, we can see how a larger number of “*twin-headed*” top-level (mentor) managers describe remaining silent at work, across more directions, than middle-level (protégé) managers. The diverse directions mentioned above are; a) *remaining silent where there is more distance from own role/remit – often in more formal settings*, b) *remaining silent where there is a lack of relational closeness or proximity to the target*, c) *remaining silent downwards*, d) *remaining silent upwards*, e) *remaining silent outwards* f) *remaining silent outwards towards external subsidiary location/Head Office* h) *remaining silent across*. Only one male protégé manager describes himself as having a “*twin-headed*” educational background (Steinar). He describes remaining silent; a) *across* and b) *downwards*.

Similar patterns were also seen between the remaining mentor managers, except for male mentor manager Jens, who describes remaining silent together with external suppliers/partners in Norway. This direction was also shared by female protégé manager Hanne. Thus, there are only two managers who describe remaining silent in this additional direction. No proposition is drawn in respect of this finding, as the findings are not conclusive in this respect.

The nine protégé managers were, however, almost evenly split between describing self as management/administratively-trained or technical-professional trained. Of these managers, the most popular directions of remaining silent were; a) *towards knowledge experts outside own training/experience*, b) *where there is more distance from own role/remit – often in more formal settings* c) *upwards*, d) *across*, and e) *downwards*. This leads to the following proposition being drawn;

**Proposition SIL12: Individuals who define their identities as “*twin-headed*” top-level managers remain silent in a wider range of directions than middle-level managers do at work.**

Theme A2 relates to similarities and differences between others at work being described in terms of; a) *relational*, b) *rational* and c) *balancing relational and rational sides of self*.

The findings show most *both mentor and protégé managers describing self at work as relational*. However, a higher number of relational mentor managers describe

remaining silent in several directions than middle-level (protégé) managers do at work. As for Theme, A1, these directions are; *a) remaining silent where there is more distance from own role/remit – often in more formal settings, b) remaining silent where there is a lack of relational closeness or proximity to the target, c) remaining silent downwards, d) remaining silent upwards, e) remaining silent across, f) remaining silent outwards towards external subsidiary location/Head Office, g) remaining silent outwards.*

Similar patterns were also seen between the remaining mentor managers, except for male mentor managers John and Jens, who described self as balancing between relational and rational at work. These managers described remaining silent together with external suppliers/partners in Norway. This direction of silence was also shared by female protégé manager Hanne and mentor managers Knut and Inger. The latter three describe self as relational managers. The following proposition is drawn regarding this finding;

**Proposition SIL13: Across management backgrounds and levels, individuals who relate to external partners or suppliers in their home country regularly at work are likely to be required to remain silent in this external context.**

In terms of Theme A2, the protégé managers across the divisions of *a) relational, b) rational* and *c) balancing relational and rational sides of self* at work share the following directions of remaining silent; *a) towards knowledge experts outside own training/experience, b) where there is more distance from own role/remit – often in more formal settings c) upwards, d) across, e) downwards, c) remaining silent where there is a lack of relational closeness or proximity to the target.* This leads to the following proposition being drawn;

**Proposition SIL14: Individuals who define their identities as middle-level managers remain silent in a different set of directions than top-management managers do at work. Middle managers use more internal-facing directions than the top-level managers' use.**

In terms of Theme A3, this is solely used by two mentor managers; one male and one female (Knut and Inger), as well as two protégé managers; one male and one female (Steinar and Hanne). There are slight differences in terms of how mentor and protégé

managers describe remaining silent in arenas where they are different from either; a) management-trained men in overseas arenas, or b) men with power bases overseas. Mentor managers Knut and Inger both describe remaining silent; *a) remaining silent where there is more distance from own role/remit – often in more formal settings, b) remaining silent where there is a lack of relational closeness or proximity to the target, c) remaining silent downwards, d) remaining silent upwards, e) remaining silent across, f) remaining silent outwards towards external subsidiary location/Head Office, g) remaining silent outwards.* In terms of remaining silent in arenas with men with power bases overseas, male protégé manager Steinar describes remaining silent; *a) across, b) downwards.* Female protégé manager Hanne describes remaining silent; *a) outwards, b) outwards towards external subsidiary location/Head Office and c) towards knowledge experts outside own training/experience.* This leads to the following proposition;

**Proposition SIL15: Individuals who define their identities as “external facing” are required to remain silent in an additional set of directions than internal-facing managers, regardless of whether they define self as being a top-level or middle-level manager.**

Theme A4, subtheme *a) difference between self and men at work* reveals the following popular directions of silence across the two set of managers; *a) remaining silent downwards, and b) remaining silent upwards.* Mentor manager Inger also describes remaining silent in a range of directions as described at Theme A1 and A2 above. Protégé manager Freya describes remaining silent; *a) upwards, b) downwards, and c) towards knowledge experts outside own training/experience.*

**Proposition SIL16: Individuals who define themselves as female managers working together with men, are more likely to remain silent both downwards and upwards at work.**

In terms of Theme A4, subtheme *b) difference between self and other women at work*, the following popular direction of silence is common across the two groups of managers; *a) remaining silent upwards.* Otherwise, mentor managers Eva and Kate describe; *a) remaining silent downwards.* Eva also describes remaining silent; *a) where there is more distance from own role/remit – often in more formal settings and b) where there is a lack of relational closeness or proximity to the target.*

**Table 8.2.2.1 Linkages between work-related social identity themes A1-A3 and directions of silence**

WORK-RELATED SOCIAL IDENTITY (A1-A3)	A1: Work-related social identity theme - Short codes						A2: Work-related social identity - Short codes						A3: Work-related social identity - Short codes																																				
	Management/Administrative experts		Technical/professional experts		Both educations (b) / Other (o)		Self-Relational		Self-Rational		Self-balance of relational and rational		Management trained men-based overseas		Technically trained men-based overseas		Men with power based overseas																																
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés																															
	2	Berit, Hamne, Kristine, Marit, Mads	5	Berit, Hamne, Kristine, Marit, Mads	3	Jens, Kate, Alex	4	Julie, Anna, Gina, Freya	5	Anna, Mads, Berit, Hanne	3	Eva, Kate, Alex	2	Kristine, Steinar (b)	2	John, Jens	2	Gina, Julie, Freya	3	Celine, Inger, Knut, Petter, Thea	5	Anna, Mads, Berit, Hanne	3	Eva, Kate, Alex	2	Kristine, Steinar (b)	2	John, Jens	2	Gina, Julie, Freya	3	Celine, Inger, Knut, Petter, Thea	5	Anna, Mads, Berit, Hanne	3	Eva, Kate, Alex	2	Kristine, Steinar (b)	2	John, Jens	2	Gina, Julie, Freya	3	Celine, Inger, Knut, Petter, Thea					
		Eva, Thea		Marit		Jens		Julie, Freya, Anna		Inger, Knut, Thea		Eva		Anna, Marit		John, Jens		Julie, Freya		Knut		Anna, Mads, Berit, Hanne		Eva		Kristine, Steinar (b)		John, Jens		Gina, Julie, Freya		Celine, Inger, Knut, Petter, Thea		Anna, Mads, Berit, Hanne		Eva, Kate, Alex		Kristine, Steinar (b)		John, Jens		Gina, Julie, Freya		Celine, Inger, Knut, Petter, Thea					
DIRECTIONS OF SILENCE																																																	
1) REMAINING SILENT UPWARDS		Eva, Thea		Marit		Jens		Julie, Freya, Anna		Inger, Knut, Thea		Eva		Anna, Marit		John, Jens		Julie, Freya		Knut		Anna, Mads, Berit, Hanne		Eva		Kristine, Steinar (b)		John, Jens		Gina, Julie, Freya		Celine, Inger, Knut, Petter, Thea		Anna, Mads, Berit, Hanne		Eva, Kate, Alex		Kristine, Steinar (b)		John, Jens		Gina, Julie, Freya		Celine, Inger, Knut, Petter, Thea					
2) REMAINING SILENT ACROSS		Eva, Thea		Mads		Jens		Julie, Anna		Inger, Knut, Thea		Eva		Mads, Anna		Jens		Julie		Knut		Mads, Anna		Eva		Steinar		Jens		Julie		Knut		Mads, Anna		Eva		Steinar		Jens		Julie		Knut					
3) REMAINING SILENT OUTWARDS				Hanne		Jens				John (b), Inger (b), Knut (b)				Hanne		John (b), Inger (b), Knut (b)				Inger, Knut		Hanne						John, Jens				Inger, Knut		Hanne								Inger, Knut		Hanne					
3a) Towards external partner or supplier in Norway						Jens				John (b)						John (b)												John, Jens																					
3b) Towards external subsidiary location/ Head Office employees		Thea		Hanne						Inger (b), Knut (b)				Hanne		Inger (b), Knut (b)																																	
4) REMAINING SILENT DOWNWARDS		Eva		Hanne		Kate		Freya		Knut (b), John (b), Celine, Inger (b)				Hanne		Knut (b), Inger (b), Celine (o), Thea												John		Freya		Knut		Hanne															
5) REMAINING SILENT - towards knowledge experts outside own training/experience				Mads, Hanne, Kristine, Marit				Julie, Anna, Freya						Mads, Hanne, Kristine, Marit																																			
6) REMAINING SILENT - where lack a relational closeness or proximity to the target		Eva, Thea				Jens		Gina, Julie		Inger (b), Knut (b), John (b), Celine (o)						Knut (b), Inger (b), Celine (o), Thea												John, Jens		Gina, Julie		Knut																	
7) REMAINING SILENT - more distance from own role/omit - often in more formal settings		Eva, Thea		Kristine, Marit		Jens		Julie, Gina		Inger (b), Knut (b), John (b), Celine (o), Petter (o)						Knut (b), Inger (b), Celine (o), Petter (o)												John, Jens		Gina, Julie		Knut																	
SUGGESTION-FOCUSSED VOICE ONLY (no silence)				Berit										Berit		Petter (o)																																	
NOT ANSWERED						Alex																																											

**Table 8.2.2.2 Linkages between work-related social identity themes A1-A3 and directions of silence**

WORK-RELATED SOCIAL IDENTITY (A4-A5 & B)	A4: Work-related social identity - Short codes - themes discussed in relation to self and others at work				A5: Work-related social identity - Short codes (similarities between self and others at work)				B - work/life boundary's similarity to				
	Mentors	Protégés	Mentors	Protégés	Shared history, background, experience	People you trust to get the job done	Shared similarity to other Norwegians in the company system	Mentors	Protégés	Like female employees plan to cover work/life boundary issues before saying yes to overtime/ commitments	Mentors	Protégés	Unlike male employees do not plan to cover work/life boundary issues before saying yes to overtime/ commitments
	2	2	Eva, Kate	2	2	1	2	2	2	0	1	0	1
	Kate, Inger (b)	Beit, Freya	Eva, Kate	Maarit, Kristine	John, Jens	Kate, Eva	Freya, Mads	John, Jens	John, Jens	Not answered = Alex & Thea	Beit	Beit	Beit
1) REMAINING SILENT UPWARDS	Inger	Freya	Eva	Maarit	John, Jens	Eva	Freya	John, Jens	John, Jens	Not answered = Alex & Thea			
2) REMAINING SILENT ACROSS	Inger		Eva		Jens	Eva		Jens	Jens	Not answered = Alex & Thea			
3) REMAINING SILENT OUTWARDS	Inger				John, Jens			John, Jens	John, Jens	Not answered = Alex & Thea			
3a) Towards external partner or supplier in Norway					John, Jens			John, Jens	John, Jens	Not answered = Alex & Thea			
3b) Towards external subsidiary location/ Head Office employees	Inger									Not answered = Alex & Thea			
4) REMAINING SILENT DOWNWARDS	Kate, Inger (b)	Freya	Eva, Kate	Maarit, Kristine	John	Eva, Kate	Freya	John	John	Not answered = Alex & Thea			
5) REMAINING SILENT -towards knowledge experts outside own training experience		Freya		Maarit, Kristine			Freya, Mads			Not answered = Alex & Thea			
6) REMAINING SILENT -where lack a relational closeness or proximity to the target	Inger (b)		Eva		John, Jens	Eva		John, Jens	John, Jens	Not answered = Alex & Thea			
7) REMAINING SILENT -more distance from own role/ remit - often in more formal settings	Inger (b)		Eva	Maarit, Kristine	John, Jens	Eva		John, Jens	John, Jens	Not answered = Alex & Thea			
SUGGESTION-FOCUSSED VOICE ONLY (no silence)		Beit								Not answered = Alex & Thea	Beit		Beit
NOT ANSWERED										Not answered = Alex & Thea			

Protégé manager Marit and Kristine describe remaining silent; *a) towards knowledge experts outside own training/experience upwards and b) where there is more distance from own role/remit – often in more formal setting*. Protégé manager Marit additionally describes remaining silent *upwards*. This leads to the following propositions being drawn;

**Proposition SIL17: Individuals who define themselves as female managers and as different from other women at work, are more likely to remain silent upwards more often than other managers at work.**

**Proposition SIL18: Individuals who define themselves as female top-level managers and as different from other women at their work, are more likely to remain silent *a) upwards, b) where there is more distance from own role/remit – often in more formal settings and c) where there is a lack of relational closeness or proximity to the target* than other managers at work.**

**Proposition SIL19: Individuals who define themselves as female middle-level managers and as different from other women at their work, are more likely to remain silent *a) towards knowledge experts outside own training/experience b) upwards and c) where there is more distance from own role/remit – often in more formal setting* than other managers at work.**

In terms of Theme A5 and across the subthemes of; *a) having a shared history or background, b) people you trust to get the job done and c) like other Norwegians in external contexts overseas*. The findings show most managers, whether protégé or mentor, describe remaining silent; *a) upwards, b) where there is more distance from own role/remit – often in more formal settings, c) where there is a lack of relational closeness or proximity to the target, d) downwards and e) across*.

For mentor managers, who *a) have a shared history or background with others at work*, two male mentor managers (John, Jens) describe remaining silent; *a) upwards, b) outwards, c) outwards towards external suppliers in Norway, d) where there is a lack of relational closeness or proximity to the target and e) where there is more distance from own role/remit – often in more formal settings*. John also describes remaining silent downwards, whereas Jens remains silent across.

Protégé manager Julie describes remaining silent, *a) upwards, b) towards knowledge experts outside own training/experience c) across and d) where there is more distance from own role/remit – often in more formal settings*. This leads to the following proposition being drawn;

**Proposition SIL20: Individuals who define themselves as top-level managers and have a long-shared history with others at work, are more likely to remain silent in the following directions; a) upwards, b) outwards, c) outwards towards external suppliers in Norway, d) where there is a lack of relational closeness or proximity to the target and e) where there is more distance from own role/remit – often in more formal setting, f) downwards, and h) across than other managers at work.**

**Proposition SIL21: Individuals who define themselves as middle-level managers and have a long-shared history with others at work, are more likely to remain silent in the following directions; a) upwards, b) towards knowledge experts outside own training/experience c) across and d) where there is more distance from own role/remit – often in more formal settings than other managers do at work.**

In terms of subtheme *b) people you trust to get the job done*, managers Eva and Freya discuss remaining silent in the following directions; *a) upwards, b) downwards, c) towards knowledge experts outside own training/experience*. Mentor manager Eva additionally describes remaining silent; *a) across, b) where more distance from own role/remit – often in more formal settings and c) where lacks a relational closeness to the target*. Protégé manager Freya discusses no additional directions. This leads to the following proposition being drawn;

**Proposition SIL22: Individuals who define themselves as managers and who trust others at work to complete tasks, are more likely to remain silent; a) upwards, b) downwards, c) towards knowledge experts outside own training/experience than other managers at work.**

**Proposition SIL23: Individuals who define themselves as top-level managers and who trust others at work to complete tasks, are also likely to remain silent; a) across, b) where more distance from own role/remit – often in more formal settings and c) where lacks a relational closeness to the target than other managers at work.**

Only male mentor manager (Knut) uses another direction of silence at work. He describes remaining silent in external management arenas where his “*Norwegianness*” makes him distinct from other managers in these overseas arenas. Being the sole case, there is therefore no clear linkage between social identity subtheme A5c and use of silence at work. As such, no propositions can be drawn with regards to this subtheme and case.

As Theme B regards the sole case of Berit, who describes solely using prosocial silence at work, then no linkages or propositions can be drawn with regards to her case.

In summary and across all social identity themes A1-A5 & B, there are certain key directions of silence that are repeated throughout this subsection. These directions of silence can be key strategic directions for “*being a manager at work*” – key ways of successfully directionally remaining silent throughout the businesses / companies in question. The propositions are further collated, summarised and discussed in subsection 8.5.1 in terms of the linkages and findings from across Sections 8.1 and 8.2. Chapter 8 will now move to an analysis of the linkages between voice types, tactics and directions and their outcomes at Section 8.3.

### **8.3 Linkages between voice types, tactics and directions and their outcomes**

Section 8.3 now covers links between; *a) voice types, tactics and directions* with their respective *b) outcomes* - at both individual as well as group/organizational levels. Section 8.3.1 discusses the linkages between voice types and individual-level outcomes.

#### **8.3.1 Linkages between voice types and individual-level outcomes**

In the following section, the three different voice types of; *a) suggestion-focussed voice, b) problem- focussed voice and c) opinion-focussed voice* have been cross-tabularized against the different individual-level outcomes of voice discussed as findings in Chapter 7, Section 7.1.1.



This process has been carried out to understand linkages between different voice types used by the different managers at their work in relation to their perceived individual-level outcomes of voicing at work. Table 8.3.1 shows these linkages. These table contents are also summarized below. Afterwards, key findings are drawn and cases discussed to illustrate where the discourses reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

In terms of individual-level outcomes from *suggestion-focussed voice*, then all outcomes were described as positive by the individual managers interviewed. I found the following suggestion-focused voice outcome to be the most prevalent across the cases "*Ale: A process of developing self based on voicing based on who you are and what you stand for – outcomes for self-esteem, motivation and learning.*" This individual-level outcome was shared by male managers Jens, Knut and Mads.

Here is an example from mentor manager Jens regarding the suggestion-focussed voice being heard and the individual-level outcome for self versus occasion where he is "frozen out" of discussions;

*No, but It has a positive impact of course when you offer your contribution and it is positively, well received and treat seriously. Yes, that will make you feel like you want to contribute more, so it has a positive influence, instead of if you had met a cold wall. Then you would lose motivation to come up with things and that I believe is important. So, we try to have a "high headroom" for discussions and have an open point of view in relation to most things. So, erm..."* Jens (mentor)

No female managers discussed this same individual-level outcome of suggestion-focussed voice. This leads to the following propositions being drawn;

**Proposition VOI 1: Individuals who use suggestion-focussed voice at work are either male or female. Their individual-level outcomes are described as positive.**

**Proposition VOI 2: Individuals who use suggestion-focussed voice type at work are likely to gain positive outcomes for themselves. These outcomes are likely to concern; voicing based on who you are and what you stand for - outcomes for self-esteem, motivation and learning.**

Additional cases were also found. Firstly, female mentor manager Inger described the positive individual-level outcome of “*building on relational management skills in solving issues*”, whereas mentor manager Eva described the positive outcome of “*teaching herself about a new area of the business.*” Secondly, male protégé manager Mads mentioned the positive outcome for himself of “*gaining power time and getting heard early on at his company.*” Female manager Hanne does not further describe why the outcomes of suggestion-focussed voice are positive for self, but she is certain that the consequences are positive.

When summarising the perceived individual-level outcomes from *problem-focussed voice*, both outcomes were described as positive by the individuals interviewed. Problem-focussed outcomes were only described by two female managers, Kate and Kristine. Kate described the “*positive outcome of now learning more from deviations from the norm, whereas she had a sharper learning curve earlier.*” Kristine describes how she is used to voicing in her workplace as it is the norm to speak up about things within her business. The following is sample discourse from mentor manager Kate regarding the above individual-level outcome of problem-focussed voice;

*"I don't think I changed much because of this, as that is just a part of my role...However, I think in my earlier role as department manager, there it was pretty sharp curve in terms of providing such feedback. Because you must show that you had sufficient skills and experience to voice about it. But you are given more leeway with the years because you have worked your way up, built credibility if you like. But as a newcomer, then it is not so easy. It isn't so easy for those who “come in from the outside” into meetings and of course get met with counterarguments because of that. It isn't always so easy to build yourself up, but you learn a lot from that. But it depends who it is that hits back at you. But I think I have learnt most through deviations from the norm...with problems. It is then that you need to find solutions, when you find out who is solutions-oriented, who works well together with whom...because then there is stress. Then, we show ourselves a bit more...those who take responsibility, they show up more. I think that is one of the occasions when you learn most about yourself. Oh, also in terms of HR-related issues. You must speak to employees about things that aren't always so nice and learn a lot about yourself. So, that also influences things too...you can't avoid it doing so." Kate (mentor)*

Yet much of the rest of the text relates to interaction between people as well. It is just not as explicitly stated. For example, there cannot be feedback without interaction and exchange. There cannot be “*joint solutions to deviations to the norm*”, “*finding out who is solutions-oriented*”, “*finding out who works well together with whom...those who take responsibility, they show up more.*” These involve communication, voice and interaction between Kate’s team members to resolve the problem. Voice is not always actively mentioned, but the processes are about voice exchange between individual people as well as adopting a solutions-orientation to problem-solving as a manager for Kate at work. It is within Kate’s role and remit to report upwards about the problem that she has encountered, so she clearly uses problem-focussed voice type in this instance. Kristine uses the example of always voicing at work whether she agrees or disagrees with something, as “*the company is open towards that.*”

As for Hanne above, Kristine does not know why the outcomes of suggestion-focussed voice are positive for self, but she is certain that the outcomes are constructive.

**Proposition VOI3: Individuals who use problem-focussed voice at work are likely to be female.**

**Proposition VOI4: Individuals who use problem-focussed voice type at work are likely to describe a positive outcome for themselves by using this voice type at work. This outcome may concern the:** “*positive outcome of currently learning from deviations from the norm, whereas she had a sharper learning curve earlier.*”

If we summarise from the *individual-level outcomes from opinion-focussed voice*, then we see that these outcomes were described as positive by the individuals interviewed. Only protégé Gina was “*uncertain*” about the outcome of her opinion-focussed voicing. *Opinion-focused voice outcomes* were only described by female managers, Inger, Freya, Kristine and Gina. For example, mentor manager Inger describes the positive individual-level outcome of “*building on relational management skills in solving issues.*” In terms of the protégé managers, both Freya and Kristine describe the affirmative outcome of “*gaining the respect of both the team as well as the management*”, whereas Freya additionally describes the positive outcome of

*“developing self based on who you are and what you stand for – outcome for self-esteem, motivation and learning.”*

Let’s now look at Freya’s discourse in relation to this individual-level outcome of using opinion-focussed voice;

*“I have been told that, they saw me in a different light, it showed that I could stand up for myself. Through this I gained a respect that compared to some others outside the department, because I addressed some issues that weren’t too popular outside the area. It was very good in that area and it was a strategy on my behalf to do this, because I knew that to succeed I needed to have people on my side. One thing is that the “Boss” says she is very good; it doesn’t matter if I can’t handle the people in (own named department) and we can’t be a team. So, it was a difficult beginning to be accepted. Yes, there were different issues going on relating to my position at the time, but that was a calculated risk.”* Freya (protégé)

Voicing processes have helped cement trust and respect for Freya in her new role in her existing company.

Freya, like Kristine, describes works in a company with an open voice climate. The company is renowned internationally for a good working environment, as well as diversity measures and employee involvement. Still, through the process of voicing, Freya feels that she has gained increased respect within her team as well as obtain strategic visibility upwards within their organization.

However, Gina describes the less certain outcome of *“it depends on whether my contribution is taken on board or not.”* This leads to the following propositions being drawn:

**Proposition VOI5: Individuals who use opinion-focussed voice at work are likely to be female.**

**Proposition VOI6: Individuals who define their identities at work as female top managers who use opinion-focussed voice type are likely to describe a positive**

**Table 8.3.1 Linkages between voice types and individual-level outcomes of voice**

TYPE OF VOICE	SUGGESTION-FOCUSSED VOICE (SFV)		PROBLEM-FOCUSSED VOICE (PFV)		OPINION-FOCUSSED VOICE (OPV)		NOT DEFINABLE INTO ONE CATEGORY	
applying construct from Morrison (2011)								
VOICE DIMENSIONS								
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	8	5	1	1	4	3	0	2
	Eva, Thea, Knut (b), John (b), Inger (b), Petter (o), Alex, Jens	Berit Hanne, Marit, Mads, Steiner	Kate	Kristine	Inger (b), Thea, Eva, Celine (0)	Gina, Kristine, Freya		Anna, Julie
	4 Female / 5 Male	3 Female / 2 Male	1 Female	1 Female	4 Female	3 Female		2 Female
<b>A: INDIVIDUAL-LEVEL VOICE OUTCOMES (Morrison, 2011):</b>								
<b>A1: Suggestion-focussed voice IND level OUTCOME(SFV)</b>	Mentors	Protégés						
A 1a: IND POSITIVE OUTCOME_SFV_A process of developing self on the basis of voicing on the basis of who you are and what you stand for – outcome for self-esteem, motivation and learning	Jens, Knut (b)	Mads						
A 1b: IND POSITIVE OUTCOME_SFV_Can build on relational management skills in solving issues	Inger (b)							
A 1c: IND POSITIVE OUTCOME_SFV_Learn about a new area of the business	Eva							
A 1d: IND POSITIVE OUTCOMES_not described		Hanne						
A 1e: IND POSITIVE OUTCOME_SFV_Get heard early on_gain power time		Mads						
<b>A2: Problem-focussed voice IND OUTCOMES (PFV)</b>								
A2a: IND POSITIVE OUTCOMES_PFV_Sharpener learning curve previously rather than now_learn more from deviations from the norm			Kate					
A2b: IND OUTCOMES_PFV_Not described during the interview. Kristine is used to voicing at work, it is the norm in her workplace.				Kristine				
<b>A3: Opinion-focussed voice IND OUTCOMES (SFV)</b>								
A 3a: IND POSITIVE OUTCOME_OPV_Can build on relational management skills in solving issues					Inger (b)			
A 3b: IND POSITIVE OUTCOMES_OPV_Gained Respect of both own employees as well as the management						Freya, Kristine		
A 3d: IND POSITIVE OUTCOMES_A process of developing self on the basis of voicing on the basis of who you are and what you stand for – outcome for self-esteem, motivation and learning						Freya		
A 3e: IND UNCERTAIN OUTCOME_OPV_It depends whether my contribution is taken on board or not						Gina		
<b>A4: Not defined into one category = Anna, Julie</b>								Anna, Julie

**outcome for themselves from using this voice type at work. This outcome may concern;** *“building on relational management skills in solving issues.”*

**Proposition VOI7: Individuals who define their identities at work as female middle managers who use opinion-focussed voice type are likely to describe the following positive outcomes for themselves from using this voice type at work;** *“gaining the respect of both the team as well as the management”* and *“developing self based on who you are and what you stand for – outcome for self-esteem, motivation and learning.”*

**Proposition VOI8: Individuals who define their identities at work as female middle managers who use opinion-focussed voice type are likely to describe the following uncertain outcomes for themselves from using this voice type at work;** *“it depends on whether my contribution is taken on board or not.”*

Summarising across the three types of voice; the managers show a clear preference for framing individual-level outcomes positively, except for protégé manager Gina. Further reflections on the reasons for why this positive framing is used are further discussed in both Chapter 9, and briefly in Chapter 10.

### **8.3.2 Linkages between voice types and group/organizational outcomes**

In the following section, the three different voice types of; *a) suggestion-focussed voice, b) problem-focussed voice and c) opinion-focussed voice* (discussed as findings in Chapter 6, Section 6.1.1) have been cross-tabularized against the different group and/or organizational-level outcomes of voice (discussed as findings in Chapter 7, Section 7.1.1).

This process has been carried out to understand linkages between different voice types used by the various managers at their work in relation to their group and/or organizational-level outcomes of voicing at work. Table 8.3.2 shows these linkages. The table contents are also summarized. Subsequently, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

When individual managers were interviewed about perceived group and/or organizational outcomes of *suggestion-focussed voice*, all outcomes were described as positive. The most popular suggestion-focussed group and/ or organizational outcome was “*B1a: Organizational Learning.*” This group and/or organizational-level outcome was shared by male managers Jens, Alex and Steinar as well as female protégé manager Marit. Here is protégé manager Steinar’s discourse regarding knowledge sharing as a form of organizational learning as a group and/ or organizational outcome of his own suggestion-focussed voice;

*“In a way, I think that it is more about sharing the good knowledge and experiences. Because we have over xxx employees spread across x no. locations and so to get across the “good things” that happen in (named town 1) in (named town 2) and the opposite ...we can help by being on board and sharing clever ideas and knowledge. No unit is isolated, but instead it is more that we are learning from others and helping to communicate out to others our good stories.”* Steinar (protégé)

For mentor managers, other additional positive group and/ or organizational outcomes of suggestion-focussed voice included; *a) cost saving* (discussed by Knut and Inger), *b) relational ownership of the problem by both internal and external parties* (discussed by John and Inger), *c) organizational change\_ structures\_ processes and strategy* (discussed by Knut), *d) relational\_ continued cooperation between internal and external parties* (discussed by Inger), *e) relational - see the people who create the results for the company* (discussed by Thea).

Let’s take a quick look at a sample discourse from mentor manager John, who discusses the positive organizational outcome of getting a supplier to take responsibility whilst maintaining a good, mutual relationship with them through using suggestion-focussed voice;

*“We needed the supplier to understand our point of view and to take responsibility and ownership for the problem. This is often what one tries to do in all cases. It is about every employee taking ownership of their area of responsibility. And it was evident in this example, that both the supplier and the*

person who sat in on the meeting from our side of the table also saw the problem so clearly in the end that they also obtained ownership of the case. This meant that we came to both a very good outcome/conclusion, good co-operation, we obtained ownership of the problem from both our own employee and our supplier." John (mentor)

For protégé managers, other additional positive group and/ or organizational outcomes of suggestion-focussed voice included; *a) cost saving* (discussed by Marit), *b) relational capital skill up employees/ managers* (discussed by Marit), *c) organizational change\_ structures\_ processes and strategy* (discussed by Mads), *d) positive - reason not described* (discussed by Hanne).

For example, Marit discusses the organizational outcome of her voice example of suggesting to skill up employees through the Norwegian Employment Agency (NAV) who would otherwise be out of work during periods of downturn. Marit states the following;

*"Yes, it was very positive for the business as we managed to skill up the employees and save on direct course costs too."* Marit (protégé)

The sample discourses as well as supporting cross-case evidence lead to the following propositions being drawn:

**Proposition VGO1: Individuals who use suggestion-focussed voice at work can be either male or female.**

**Proposition VGO2: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of suggestion-focussed voice; a) organizational learning, b) cost saving c) relational\_ownership of the problem by both internal and external parties, d) organizational change\_ structures\_ processes and strategy, e) relational - see the people who create the results for the company.**

**Proposition VGO3: Individuals who define self at work as a middle manager describe the following positive group and/or organizational outcomes of suggestion-focussed voice; a) organizational learning, b) cost saving, c)**



*organizational change\_ structures\_processes and strategy, d) relational capital\_skill up employees/managers.*

Only two female managers, Kate and Kristine discussed group and/or organizational-level outcomes of *problem-focused voice*.

Mentor manager Kate describes the following group and/ or organizational outcomes of her own problem-focused voice; a) *organizational learning* and b) *relational\_ownership of the problem by internal parties*.

Protégé manager Kristine describes the following group and/ or organizational outcomes of her own problem-focused voice; a) *has a long company history at an organization with an open voice culture so feels can voice easily* b) *voicing/ disagreement may allow individual to see things from a unique perspective and enables better acceptance of the decision outcome*.

See Kristine's discourse below regarding the "open voice climate" within her organization and how it affects her own voice as a manager within the organization;

*"I do that (voice) the whole time because we have an organization where there is space/room for that. There is a culture here where we don't need to agree all the time and there is room for disagreement. And I have also worked here for 10+ years, so am confident/safe/secure in my role regardless. There are many ways in which to say things, but if I am totally in disagreement, then I will say/speak up about it. I often do that. It isn't that I am always in disagreement, but there is nothing stopping me from doing to should I need to. So..."* Kristine (protégé)

Regarding the group and/ or organizational outcomes;

*"Yes, it isn't always in meetings that people agree with you and it can also be that if you say something and a discussion comes out of it, that you suddenly see things from a slightly different perspective. So, it isn't always my opinion that becomes the conclusion, but there needs to be space/ room to be able to say it. And that can lead to a discussion and if a decision is going to be taken on things it is possible that an alternative solution based on increased knowledge is found. But I experience that there is culture to voice in this company. That is my experience. There is also something about daring to stand*

*up for what you think/believe So, it is seldom the case that all agree with you regardless... " ... " Kristine (protégé)*

Based on Kristine's discourse, other supporting discourses, as well as the full cross-case analysis, the findings lead to the following propositions being drawn;

**Proposition VGO4: Individual managers who use problem-focussed voice at work are more likely to be female.**

**Proposition VGO5: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of problem-focussed voice; a) *organizational learning* and b) *relational\_ownership of the problem by internal parties*.**

**Proposition VGO6: Individuals who define self at work as a middle manager describe the following positive group and/or organizational outcomes of problem-focussed voice; a) *has a long company history at an organization with an open voice culture so feels can voice easily*, b) *voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome*.**

In terms of summarising the group and/or organizational-level outcomes of *opinion-focussed voice*, results were again described positively by the individual managers interviewed. Only protégé Gina was "*uncertain*" about the outcome of her opinion-focussed voicing. In all cases, group and/or organizational consequences of voice outcomes were only described by female managers, Inger and Freya, Gina, Celine, Eva and Thea.

Below, Eva discusses organizational change processes involving change to structure, process and (strategy) that she perceives will be positive for the organizational and/or group outcomes of the proposed changes to streamline international purchase/supply chains that she has as the goal for her voice contribution described in the discourse;

*"It will have a lot of positive effects (laughs), oh yes!! There are many who will see it as negative for their own part/department, but I think in the end, when they understand what it means and what we want to achieve that they will put on their "named company" hat and not their location hat in terms of attitude? It*

*is important to get people on board from the beginning and get this implemented afterwards. It doesn't help to press things onto people from above here as we have a lot of well-qualified people here who are better to have with you than against you."* Eva (mentor)

Eva discusses the theme of “*getting people on board and getting them with you, rather than against you.*” Eva discusses a strategic voice contribution upwards. Above we can she discusses organizational outcomes that are positive in terms of the organization and in terms of the cost savings that will result. But at the group level, Eva is certain that “*some will see it as negative for their own part/ department.*” So, the perceived outcome in this case depends on whose perception you take and where you happen to be in the company. Eva focuses on the organizational whole where she sees the benefit in terms of cost savings that can be made in terms of streamlining these areas of the business.

Similarly, across the cases, mentor managers Inger, Eva, Celine and Thea describe the following group and/ or organizational outcomes of opinion-focused voice; a) *cost saving* (described by Inger and Celine), b) *organizational change\_ structures\_ processes and strategy* (discussed by Eva), c) *relational\_ownership of the problem by both internal and external parties* (discussed by Inger), d) *relational - see the people who create the results for the company* (discussed by Thea), e) *relational - continued cooperation between internal and external parties* (discussed by Inger).

Protégé managers Freya and Gina describe the following group and/ or organizational outcomes of their opinion-focused voice; a) *positive - gained respect of both own employees as well as the management* (described by Freya), b) *uncertain - it depends whether my contribution is taken on board or not* (described by Gina). In the case of Gina, the perceived organizational and/or group outcome of her own opinion-focussed voice is less clear in her example of raising her concerns regarding a project implementation model that would affect her own department. She is uncertain whether her voice leads to any meaningful change, but she is not afraid to voice regardless. Here is Gina's discourse,

*“Yesterday we had a meeting regarding a project implementation model, where another department had taken the initiative to change the model. They had suggested changes for us which didn't completely suit us, because they are*

*structured a little differently than we are, so the model was a little wrong. So, we discussed this and I am not afraid of saying, “is it OK if we do things a bit differently, as this doesn’t exactly fit for us!” If they take that point on board, that is another matter, but I am not afraid of saying what I think.” Gina (protégé)*

Based on Gina’s and Eva’s discourses, other supporting discourses as well as the full cross-case analysis, the following propositions can be drawn;

**Proposition VGO7: Individual managers who use opinion-focussed voice at work are more likely to be female.**

**Proposition VGO8: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of opinion-focussed voice;** a) *cost saving*, b) *organizational change\_ structures\_processes and strategy*, c) *relational\_ownership of the problem by both internal and external parties*, d) *relational - see the people who create the results for the company*, e) *relational\_ continued cooperation between internal and external parties*.

**Proposition VGO9: Individuals who define self at work as a middle manager describe the following either positive or uncertain group and/or organizational outcomes of opinion-focussed voice;** a) *positive\_- gained respect of both own employees as well as the management*, b) *uncertain\_- it depends whether my contribution is taken on board or not*.

Summarising subsection 8.3.2, across all three voice types, the described group and/or organizational outcomes across voice types are deemed positive for the group and/or organization. In terms of outcomes of problem and opinion-focussed voice, in both cases, the described results are confined to the female managers who solely use these “*non-preferred voice types*.” Suggestion-focussed voice outcomes apply across both male and female groups of managers. A further difference can be seen throughout this subsection in terms of dissimilarity between top level (mentor) managers and middle level (protégé) managers in terms of their perceived outcomes.

**Table 8.3.2 Linkages between voice types and group and/or organizational-level outcomes of voice**

TYPE OF VOICE applying construct from Morrison (2011)	SUGGESTION- FOCUSSED VOICE (SFV)		PROBLEM- FOCUSSED VOICE (PFV)		OPINION- FOCUSSED VOICE (OPV)		NOT DEFINABLE INTO ONE CATEGORY	
<b>VOICE DIMENSIONS</b>								
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	8	5	1	1	4	3	0	2
	Eva, Thea, Knut (b), John (b), Inger (b), Petter (o), Alex, Jens	Berit Hanne, Marit, Mads, Steiner	Kate	Kristine	Inger (b), Thea, Eva, Celine (0)	Gina, Kristine, Freya		Anna, Julie
	4 Female / 5 Male	3 Female / 2 Male	1 Female	1 Female	4 Female	3 Female		2 Female
<b>B1: Suggestion-focussed voice GROUP/ ORGANIZATIONAL level OUTCOMES (SFV)</b>								
B1a: GR/ORG POSITIVE OUTCOMES_SFV_Organizational Learning	John (b), Alex	Marit, Steiner (b)						
B1b: GR/ORG POSITIVE OUTCOMES_SFV_Organizational Change_Structures, Processes & (Strategy)	Knut (b)	Mads						
B1c: GR/ORG POSITIVE OUTCOMES_SFV_Cost saving	Knut (b), Inger (b)	Marit						
B1d: GR/ORG POSITIVE OUTCOME_SFV_Relational_see the people who create the results for the company	Thea							
B1e: GR/ORG POSITIVE OUTCOME_SFV_Relational_capital_skill up employees/ managers	John (b)	Marit						
B1f: GR/ORG POSITIVE OUTCOMES_SFV_Relational_ownership of the problem by both internal and external parties	John (b), Inger (b)							
B1g: GR/ORG POSITIVE OUTCOMES_SFV_Relational_continued cooperation between internal and external parties	Inger (b)							
B1h: GR/ORG POSITIVE OUTCOMES_SFV_not described		Hanne						
<b>B2: Problem-focussed voice GROUP/ ORGANIZATIONAL level outcomes (PFV)</b>								
B2a: GR/ORG POSITIVE OUTCOMES_PFV_Organizational Learning			Kate					
B2b: GR/ORG POSITIVE OUTCOMES_PFV_Relational_ownership of the problem by internal parties			Kate					
B2c: GR/ORG POSITIVE OUTCOMES_PFV_Has a long company history at an organization with an open voice culture so feels can voice easily. Voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome				Kristine				
<b>B3: Opinion-focussed voice GROUP/ ORGANIZATIONAL level OUTCOMES (SFV)</b>								
B3a: GR/ORG POSITIVE OUTCOMES_OPV_Organizational Change_Structures, Processes & (Strategy)					Eva			
B3b: GR/ORG POSITIVE OUTCOMES_OPV_Cost saving					Celine (o), Inger (b)			
B3c: GR/ORG POSITIVE OUTCOMES_OPV_Relational_ownership of the problem by both internal and external parties					Inger (b)			
B3d: GR/ORG POSITIVE OUTCOMES_OPV_Relational_get to see the people who create the results for the company					Thea			
B3e: GR/ORG POSITIVE OUTCOME_OPV_Relational_continued cooperation between internal and external parties					Inger (b)			
B3f: GR/ORG POSITIVE OUTCOMES_OPV_Gained Respect of both own employees as well as the management						Freya		
B3g: GR/ORG UNCERTAIN OUTCOME_OPV_It depends whether my contribution is taken on board or not						Gina		
<b>4) Not defined into one category</b>								
a) Under Not Definable GR/ORG Outcome_POSITIVE_Organizational Learning								Anna, Julie

### **8.3.3 Linkages between tactics of voice and individual-level outcomes**

In the following section, the tactics of voice, discussed as findings in Chapter 6, Section 6.2.2, have been cross-tabularized against the different individual-level outcomes of voice, discussed as findings in Chapter 7, Section 7.1.1.

This process has been undertaken to interpret links between different tactics of voice discussed by the various managers in relation to their perceived individual-level outcomes of using these tactics whilst voicing at work. Table 8.3.2.1 – 8.3.2.4 shows these linkages across the distinct types and tactics of voice. These contents have also been summarized. Afterwards, key findings have been drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

#### **8.3.3.1 Linkages between tactics and individual-level suggestion-focussed outcomes of voice**

In terms of connections between individual-level suggestion-focussed voice targets and individual-level voice outcomes across both groups of managers, all five managers (Jens, Knut, Inger, Mads and Hanne) describe targeting through;

- Involving someone with power/involving an upper level

This target is linked to the following individual-level outcomes of suggestion-focused voice for the managers shown;

- A1a: IND POSITIVE OUTCOME\_SFV\_A process of developing self based on voice regarding who you are and what you stand for – outcome for self-esteem, motivation and learning. (Male mentor managers Jens and Knut and protégé manager Mads)
- A1b: IND POSITIVE OUTCOME\_SFV\_Can build on relational management skills in solving issues (Female mentor manager Inger)
- A1c: IND POSITIVE OUTCOME\_SFV\_Learn about a new area of the business (Female mentor manager Eva)

- A1d: IND POSITIVE OUTCOMES\_Not described (Female protégé manager Hanne)
- A1e: IND POSITIVE OUTCOME\_SFV\_Get heard early on to gain power time (Male protégé manager Mads)

Four of the five managers (Jens, Knut, Inger and Mads) also describe targeting suggestion-focussed voice through;

- Involving peers/ involve others at same level

This target is additionally related to the outcomes described for the managers named above.

Top management mentors Jens, Knut, and Inger additionally describe involving a range of external parties, whereas protégé managers Hanne and Mads do not. Female mentor manager Eva is the sole manager who describes “*keeping her boss informed.*” This leads to the following propositions being formed;

**Proposition VOIT 1: Individuals who define themselves as managers at work are likely to target suggestion-focussed voice through; a) *involving someone with power/involve an upper level, b) involving peers/ involve others at same level. These leads to positive outcomes for self.***

**Proposition VOIT 2: Individuals who define themselves as top managers are more likely to involve a range of different targets, both internal and external parties, in comparison to middle managers. These leads to positive outcomes for self.**

**Proposition VOIT 3: Individuals, who define themselves as female top managers at work in comparison to male managers, are more likely to additionally target suggestion-focussed voice through; a) *keeping their bosses informed.* These leads to positive outcomes for self that are more often described as relational and/or learning outcomes.**

**Proposition VOIT 4: Individuals, who define themselves as male middle managers at work in comparison to female middle managers, are more likely to**

**describe the positive outcomes for self in terms of obtaining power or position at work.**

In terms of linkages between *suggestion-focussed voice tactics and individual-level voice outcomes*, the following **framing tactics** that are popular across the cases (over 3 of the 5 cases) in relation to the individual-level suggestion-focussed voice outcomes described above;

- Doing their homework first / Preparation
- Using a rational, fact-based approach / Packaging/ Presentation - use of logic in business plan

This leads to the following proposition being drawn;

**Proposition VOIT5: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed voice tactics at work in relation to voice through; a) *doing homework first / preparation*, b) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan. This leads to positive outcomes for self.**

Top management mentors Eva, Knut and Jens as well as protégé manager Mads additionally describe using “*positive framing*” and “*using positives and negatives*” when framing voice to positive suggestion-focussed voice outcomes at the individual-level. Most these managers are male. This leads to the following proposition being drawn;

**Proposition VOIT6: Individuals who define themselves as male managers at work, in comparison to female managers, are more likely to additionally target suggestion-focussed voice through; a) “*positive framing*” and b) “*using positives and negatives*” These leads to positive outcomes for self that are more often described as building self-esteem, motivation and learning for self. But they can also concern obtaining power or position at work.**

In terms of linkages between *suggestion-focussed voice tactics and individual-level voice outcomes*, the following **framing and packaging tactics** are popular across the cases (prevalent in over 3 of the 5 cases);



## **Presentation**

- Making continuous proposals

## **Bundling**

- Tying issue to concerns of key constituents

**Proposition VOIT 7: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed voice framing and packaging tactics at work in relation to voice through; a) making continuous proposals, b) tying issue to concerns of key constituents. These leads to positive outcomes for self.**

In terms of linkages between *suggestion-focussed demeanour voice tactics and the voice outcomes*, the following *demeanour tactic* that was popular across the cases (prevalent in over 3 of the 5 cases);

- Be professional, positive etc.

This leads to the following proposition being formulated;

**Proposition VOIT8: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed *demeanour* voice tactic at work; “be professional, positive, etc.” This leads to positive outcomes for self.**

Mentor top managers Knut and Inger additionally describe using “*controlling emotions*” as a *demeanour* tactic of voice. Protégé managers Steinar and Hanne instead describe “*building a positive image first*” and “*protecting image whilst selling*”. This leads to the following set of propositions being drawn;

**Proposition VOIT9: Individuals who define themselves as top managers at work are likely to use the following suggestion-focussed *demeanour* voice tactic at work; “*controlling emotions*.” This leads to positive outcomes for self.**

**Proposition VOIT10: Individuals who define themselves as middle managers at work are likely to use the following suggestion-focussed *demeanour* voice tactics at work; a) “*building a positive image first*” and b) “*protecting image whilst selling*.” These leads to positive outcomes for self.**

In terms of linkages between suggestion-focussed voice tactics and the voice outcomes, the following *process tactics* that are popular across the cases (prevalent in over 3 of the 5 cases);

### **Formality**

- Using formal process / involve people formally
- Wide range of people

### **Timing**

- Persistence in selling activities
- Opportune timing

Additionally, female top management mentors Eva and Inger describe using “*caution/proceed slowly*” as a process voice tactic which links to positive suggestion-focussed voice outcomes at the individual-level. Protégé managers Mads and Hanne and mentor manager Knut instead emphasize “*promptness*” and “*early involvement.*” These findings lead to the following propositions being drawn in terms of process tactics of voice;

**Proposition VOIT11: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed *process* voice tactics at work; a) “*use formal process / involve people formally*”, b) “*involve a wide range of people*”, c) “*use persistence in selling activities*” and d) “*use opportune timing.*” These leads to positive outcomes for self.**

**Proposition VOIT12: Individuals who define themselves as female top managers at work are likely to use the following additional suggestion-focussed *process* voice tactic at work; a) “*caution/proceed slowly.*” This leads to positive outcomes for self.**

**Proposition VOIT13: Individuals who define themselves as either a) male top managers or b) middle managers at work are likely to use the following additional suggestion-focussed *process* voice tactics at work; a) “*promptness*” and b) *early involvement.*” These leads to positive outcomes for self.**

These above propositions have been summarised in the following table; Table 8.3.3.1.

**Table 8.3.3.1 Linkages between targets & tactics of suggestion-focused voice and individual-level outcomes of suggestion-focused voice**

A: INDIVIDUAL-LEVEL VOICE OUTCOMES (Morrison, 2011; OUTCOMESFV)	SUGGESTION-FOCUSED VOICE	INVOLVEMENT: Targets	FRAMING	PACKAGING: Presentation	PACKAGING: Bundling	DEMANOUR	C: PROCESS: Formality	C: PROCESS: Timing
A1c: IND POSITIVE OUTCOME_SPV_A A1: Suggestions-focused voice (IND level OUTCOMESFV)	Mentors Mads	a) Involve someone with power/involve an upper level (Mads)	Do homework first / Preparation (Mads, Jens)	Make continuous proposals (Knut - b, Mads)	The issue to valued goal - market share/ organizational image (Knut b)	Control emotions (Knut - b)	Use of formal process / involve people formally (Knut - b, Jens, Mads)	Persistence in selling activities (Knut - b, Mads)
A1b: IND POSITIVE OUTCOME_SPV_C A1: build on relational management skills in selling activities	Jens, Knut b)	b) Involve peers/ involve others at same level (Jens, Mads) d) Involve others (unspecified)/ involve others outside organization (Knut, Jens) A1d) If involve others - external suppliers/partner in Norway (Jens) A1c) If involve others - external subsidiary/ Head Office employees (Knut) A1) If involve others - employees downwards (Knut)	Use a rational, fact-based approach/ Packaging, Presentation, Use of logic in business plan (Knut, Mads) Positive framing (Jens, Mads) Positives and negatives (Knut - b)		The issue to concerns of key constituents (Mads) The issue to other issues (Jens)	of Yes, Control emotions - suggestion-focused voice (Knut - b) Build a positive image first (Mads) Protect image while selling (Mads)	Use of written process (Knut - b) Wide range of people (Mads)	Opportune timing (Mads) Early involvement (Jens, Mads)
A1b: IND POSITIVE OUTCOME_SPV_Cm A1b: on relational management skills in selling activities	Inger (b)	a) Involve someone with power/involve an upper level (Inger, b) b) Involve peers/ involve others at same level (Inger - b) d) Involve others (unspecified)/ involve others outside organization (Inger - b) A1c) If involve others - external subsidiary/ Head Office employees (Inger - b) A1d) If involve others - employees downwards (Inger - b)	Do homework first / Preparation (Inger - b) Use a rational, fact-based approach/ Packaging, Presentation, Use of logic in business plan (Inger - b)		The issue to valued goal - market share/ organizational image (Inger - b)	Control emotions (Inger - b) of Yes, Control emotions - suggestion-focused voice (Inger - b) Be professional, positive etc. (Inger - b)	Use of formal process / involve people formally (Inger - b) Wide range of people (Inger - b)	Persistence in selling activities (Inger - b) Use caution/ proceed slowly (Inger - b)
A1c: IND POSITIVE OUTCOME_SPV_Cel A1c: Learn about a new area of the business	Eva	a) Involve someone with power/involve an upper level (Eva) If yes at a): Involve someone with power - opinion-focused voice b) Involve peers/ involve others at same level c) Keep boss informed d) Involve someone with power/involve an upper level (Hanne)	Do homework first / Preparation (Eva) Positive framing (Eva)	Make continuous proposals (Eva)	The issue to concerns of key constituents (Eva)	Be professional, positive etc. (Eva)	Use of formal process / involve people formally (Eva) Wide range of people (Eva)	Set time/ timeframe to complete process (Eva) Use caution/ proceed slowly (Eva)
A1d: IND POSITIVE OUTCOMES_not described	Hanne			Make continuous proposals (Hanne)		Be professional, positive etc. (Hanne)	Use of formal process / involve people formally (Hanne)	Opportune timing (Hanne) Promptness (Hanne)
A1c: IND POSITIVE OUTCOME_SPV_Cel A1c: heard early on, gain power time	Mads	b) Involve peers/ involve others at same level	Do homework first / Preparation (Mads)	Make continuous proposals (Mads)	The issue to concerns of key constituents (Mads)	Build a positive image first (Mads) Protect image while selling (Mads)	Use of formal process / involve people formally (Mads) Wide range of people (Mads)	Persistence in selling activities (Mads) Opportune timing (Mads) Early involvement ( Mads)

### 8.3.3.2 Linkages between tactics and individual-level problem-focussed outcomes of voice

There are only two cases where managers describe actively using problem-focussed voice at work. They involve female mentor manager Kate and female protégé manager Kristine. Consequently, few general propositions can be drawn from this set of two cases except for the following;

**Proposition VOIT14: Individuals who define themselves as female managers at work use problem-focussed voice at work as well as suggestion-focussed voice at work. Male managers merely use suggestion-focussed voice at work.**

Even though few propositions can be drawn, I have chosen to provide a summary analysis across the two sets of findings as evidence, in terms of linkages between problem-focussed voice tactics and individual-level outcomes of using problem-focussed voice at work.

In terms of links between individual-level *problem-focussed* voice targets and across her voice outcomes, Kate describes using 15 voice tactics in total. These are tied to the following individual-level outcome of voice;

- A2a: IND POSITIVE OUTCOMES\_PFV\_Sharp learning curve previously rather than now\_She learns more from deviations from the norm.

Kristine is coded twice in terms of the same linkages. These connect to the following individual-level outcome for Kristine;

- A2b: IND OUTCOMES\_PFV\_Not described during the interview. Kristine is used to voicing at work; it is the norm in her workplace.

In terms of targets, Kate describes the following **target** of voice linked to her positive outcome of problem-focussed voice;

- Involving peers/ involving others at same level

In terms of linkages between problem-focussed voice tactics and her voice outcomes, the following *framing tactics* were used by mentor manager Kate;

- Doing homework first / Preparation
- Using a rational, fact-based approach / Packaging\_Presentation\_ Use of logic in business plan
- Using negative framing
- Using positives and negatives

In terms of linkages between *problem-focussed voice tactics and voice outcomes*, the following *packaging tactics* were used by mentor manager Kate;

### **Bundling**

- Tying issue to concerns of key constituents
- Tying issue to valued goal - market share/ organizational image
- Tying issue to valued goal - profitability

In terms of links between problem-focussed **demeanour** tactics of voice and her voice outcomes, the following *demeanour tactics* were used by mentor manager Kate;

- Being professional, positive etc.
- Protecting image while selling

In terms of linkages between problem-focussed voice tactics and their voice outcomes, the following *process tactics* were used by both mentor manager Kate and protégé manager Kristine;

### **Formality**

- Use of formal process / Involve people formally (Kate & Kristine)

### **Timing**

- Persistence in selling activities (Kate)
- Use caution/ proceed slowly (Kate)
- Promptness (Kristine)

These linkages are shown summarised in Table 8.3.3.2;

**Table 8.3.3.2 Linkages between targets & tactics of problem-focused voice and individual-level outcomes of problem-focused voice**

A: INDIVIDUAL-LEVEL VOICE OUTCOMES (Marrison, 2011):			INVOLVEMENT: Targets	FRAMING	PACKAGING: Presentation	PACKAGING: Bundling	DEMEANOR	C: PROCESS: Formality	C: PROCESS: Timing
A2: Problem-focused voice IND OUTCOMES (PFV)	Mentors	Protégés							
A2a: IND POSITIVE OUTCOMES_PFV_Sharper learning curve previously rather than now_learn more from deviations from the norm	Kate		b) Involve peers/ Involve others at same level (Kate)	Do homework first / Preparation (Kate)		Tie issue to valued goal - market share/ organizational image (Kate)	Protect image while selling (Kate)	Use of formal process / Involve people formally (Kate)	Persistence in selling activities (Kate)
				Use a rational, fact-based approach / Packaging_Presentation_Use of logic in business plan (Kate)		Tie issue to valued goal - profitability (Kate)	Be professional, positive etc. (Kate)		Use caution/ proceed slowly (Kate)
				Negative framing (Kate)		Tie issue to concerns of key constituents (Kate)			
				Positives and negatives (Kate)					
A2b: IND OUTCOMES_PFV_Not described during the interview. Kristine is used to voicing at work, it is the norm in her workplace.		Kristine						Use of formal process / Involve people formally (Kristine)	Promptness (Kristine)

### 8.3.3.3 Linkages between tactics and individual-level opinion-focused outcomes of voice

In terms of connections between *individual-level opinion-focussed voice targets and individual-level opinion-focussed voice outcomes*, the following targets of voice are popular across two of four of the cases. The two cases involve mentor manager Inger and protégé manager Freya;

- Involving someone with power/Involve an upper level
- Involving others – employees downwards

In terms of linkages between individual-level opinion-focused voice targets and individual-level voice outcomes across both groups of managers, three of the four managers (Inger, Kristine and Freya) describe targeting through;

- Involving someone with power/involve an upper level

This target is linked to the following individual-level outcomes of opinion-focussed voice for the managers shown;

- 3ab: IND POSITIVE OUTCOME\_SFV\_Can build on relational management skills in solving issues (Female mentor manager Inger)

- A3b: IND POSITIVE OUTCOMES\_OPV\_Gained Respect of both own employees as well as the management (Female protégé managers Freya and Kristine)
- A3c: IND POSITIVE OUTCOMES\_A process of developing self based on voicing based on who you are and what you stand for – outcome for self-esteem, motivation and learning (Female protégé manager Freya)
- A3d: IND UNCERTAIN OUTCOME\_OPV\_It depends whether my contribution is taken on board or not (Female protégé manager Gina)
- Unclear outcome (Female protégé managers Anna and Julie).

Female top management mentors Inger (b) as well as protégé manager Freya additionally discuss, “*Involving others outside organization.*”

**Proposition VOIT15: Individuals who define themselves as female managers at work use opinion-focussed voice at work as well as suggestion-focussed voice at work. Male managers merely use suggestion-focussed voice at work.**

**Proposition VOIT16: Individuals who define themselves as female managers at work are likely to target opinion-focussed voice through; a) *involving someone with power/involve an upper level, b) involving peers/ involve others –employees downwards and c) involve others outside organization.* This leads to *either positive or uncertain outcomes for self.***

In terms of linkages between opinion-focussed voice tactics and their individual-level voice outcomes, the following *framing tactic* is popular for three of the four managers, protégé managers Freya, Anna, Julie and Anna;

- Using positives and negatives (Julie, Anna & Freya)

The following framing tactic is also shared by mentor manager Inger and protégé managers Anna and Julie;

- Use a rational, fact-based approach / packaging\_presentation / use of logic in business plan

Gina additionally describes using a “*negative framing*” voice and opinion-focussed voice at the individual-level. She describes these voice outcomes as uncertain – probably due to the reactions of others when she voices. This leads to the following propositions being drawn;

**Proposition VOIT17: Individuals who define themselves as female middle managers at work are likely to frame opinion-focussed voice through; a) using positives and negatives.” This leads to either positive or uncertain outcomes for self.**

**Proposition VOIT18: Individuals who define themselves as female top managers at work are likely to frame opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan.” This leads to positive outcomes for self.**

**Proposition VOIT19: Individuals who define themselves as female middle managers at work are likely to frame opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan, b) negative framing. This leads to uncertain outcomes for self.**

In terms of linkages between *opinion-focussed voice tactics and their individual-level voice outcomes*, the following **packaging tactic** is used by both protégé managers Gina and Anna;

### **Bundling**

- Tying issue to concerns of key constituents

This leads to the following proposition being drawn;

**Proposition VOIT20: Individuals who define themselves as female middle managers at work are likely to package opinion-focussed voice through; a) tying issue to concerns of key constituents.” This leads to uncertain outcomes for self.**

Top manager Inger additionally describes “*tie issue to valued goal – market share/organizational image.*” This leads to the following proposition being drawn;



**Proposition VOIT21: Individuals who define themselves as female top managers at work are likely to package opinion-focussed voice through; a) *tying issue to valued goal – market share/organizational image.*” This leads to *positive* outcomes for self.**

In terms of linkages between opinion-focussed demeanour tactics of voice and individual-level outcomes of opinion-focussed voice, the following *demeanour tactic* is popular across all five of the cases – involving mentor manager Inger and protégé managers Freya, Gina, Anna & Julie;

- Being professional, positive etc.

This leads to the following proposition being drawn;

**Proposition VOIT22: Individuals who define themselves as female managers at work are likely to use the following demeanour in relation to using opinion-focussed voice at work; a) *be professional, positive, etc.*” This leads to *either positive or uncertain* outcomes for self.**

Top management mentor Inger additionally describes using “*controlling emotions*” as a tactic of voice which links to positive opinion-focussed voice outcomes at the individual-level. Whereas protégé manager Anna additionally described; “*use of written process.*” This leads to the following set of propositions being drawn;

**Proposition VOIT23: Individuals who define themselves as female top managers at work are likely to additionally use the following demeanour in relation to using opinion-focussed voice at work; a) “*controlling emotions.*” This leads to *positive* outcomes for self.**

**Proposition VOIT24: Individuals who define themselves as female middle managers at work are likely to additionally use the following demeanour in relation to using opinion-focussed voice at work; a) “*use of written process.*” This leads to *uncertain* outcomes for self.**

In terms of linkages between *opinion-focussed tactics of voice and its' individual-level outcomes*, the following **process tactics** were also popular across at least two of the six cases. In some cases, for all six cases;

### **Formality**

- Using formal process / Involve people formally (Inger, Kristine, Freya, Gina, Anna, Julie)

### **Timing**

- Setting timeframe to given process (Gina, Julie, Anna)
- Promptness (Gina, Kristine)
- Use caution/ proceed slowly (Inger, Anna)

Female top management mentor Inger additionally describes using “*persistence in selling activities*” as a tactic of voice, which links to the less certain outcomes surrounding opinion-focussed voice outcomes at the individual-level. This leads to the following propositions being drawn;

**Proposition VOIT25: Individuals who define themselves as female managers at work are likely to use the following formal process tactic in relation to using opinion-focussed voice at work; a) “using formal process / involve people formally.” This leads to either *positive* or *uncertain* outcomes for self.**

**Proposition VOIT26: Individuals who define themselves as female managers at work are likely to use the following timing process tactic in relation to using opinion-focussed voice at work; a) “setting a timeframe to a given process, b) using promptness and c) using caution.” This leads to either *positive* or *uncertain* outcomes for self.**

These linkages are shown collated in the following table;

**Table 8.3.3.3 Linkages between targets & tactics of opinion-focused voice and individual-level outcomes of opinion-focused voice**

A: INDIVIDUAL-LEVEL VOICE OUTCOMES (Merriam, 2011):	INVOLEMENT: Targets	FRAMING	PACKAGING: Presentation	PACKAGING: Bundling	DEMANOUR	C: PROCESS: Formality	C: PROCESS: Timing
A3: Opinion-focused voice INDIVIDUAL-LEVEL OUTCOME: OPV, Cui	a) Involve someone with power/involve an upper level (finger b)	Do homework first / Preparation (finger-b)		The issue to be raised (goal - market share/ organizational image) (finger-b)	Control emotions (finger-b)	Use of formal process / Involve people formally (finger-b)	Be cautious/ proceed slowly (finger-b)
A3: Opinion-focused voice INDIVIDUAL-LEVEL OUTCOME: OPV, Cui	b) Involve peers/ Involve others at same level (finger-b)	Use a rational, fact based approach/ Packaging, Presentation, Use of logic in business plan (finger-b)			of Yes. Control emotions - suggestion- focussed voice (finger-b)	Wide range of people (finger-b)	Use caution/ proceed slowly (finger-b)
A3: IND POSITIVE OUTCOMES, OPV, Gained Respect of both own employees, as well as the management.	d) Involve others (unspecified)/ Involve others outside organization (Preya)	Positives and negatives (Preya)			Be profess tonal, positive etc. (finger-b)	Use of formal process / Involve people formally (Kitsine, Preya)	Promptness (Kitsine)
A3: IND POSITIVE OUTCOMES, A process of developing self on the basis of voicing on the basis of who you are and what you stand for - outcome for self-esteem, motivation and learning.	a) Involve someone with power/involve an upper level (Preya)	Positives and negatives (Preya)			Be profess tonal, positive etc. (Preya)	Use of formal process / Involve people formally (Preya)	
A3: IND UNCERTAIN OUTCOME: OPV, It depends whether my contribution is taken on board or not.	d) Involve others (unspecified)/ Involve others outside organization (Preya)	Negative framing (Gina)		The issue to concerns of key constituents (Gina)	Be profess tonal, positive etc. (Gina)	Use of formal process / Involve people formally (Gina)	Promptness (Gina)
A4: Not defined into one category = Anna, Julie	a) Involve someone with power/involve an upper level (Preya)	Positives and negatives (Anna)		The issue to concerns of key constituents (Anna)	Be profess tonal, positive etc. (Anna, Julie)	Use of written process (Anna)	Set timeframe to given process (Anna)
	b) Involve peers/ Involve others at same level (finger-b)	Do homework first / Preparation (Anna)				Use of formal process / Involve people formally (Anna, Julie)	Use caution/ proceed slowly (Anna)
	d) Involve others (unspecified)/ Involve others outside organization (Preya)	Use a rational, fact based approach/ Packaging, Presentation, Use of logic in business plan (finger-b)					

The subsections have now summarised the linkages across the findings in relation to the voice tactics of; suggestion-focussed voice, b) problem-focussed voice and c) opinion-focussed voice and their individual-level outcomes. Each of these three linkages has been discussed at separate subsections of this Section 8.3.3. Several propositions have been drawn. These propositions will be further collated and discussed at this chapter summary section 8.5.4.1.

### **8.3.4 Linkages between tactics of voice and group/organizational outcomes**

In the following section, the tactics of voice discussed as findings in Chapter 6, Section 6.2.2 have been cross-tabularized against the different group and/or organizational-level outcomes of voice discussed as findings in Chapter 7, Section 7.2.1.

This process has been carried out to develop linkages between different tactics of voice discussed by the managers at their work. In relation to their perceived individual-level outcomes that occurred whilst using these voicing tactics and the different voice types at work. Tables 8.3.4.1- 8.3.4.3 shows these linkages across the three voice types of; *a) suggestion-focussed, b) problem-focussed and c) opinion-focussed*. These table contents are also summarized. Afterwards, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

#### **8.3.4.1 Linkages between tactics and group and/or organizational-level outcomes of suggestion-focussed voice**

In terms of links between group and/or organizational-level suggestion-focussed voice targets and across all group and/or organizational-level voice outcomes, four of the managers (Hanne, Mads, Inger, and Steinar) target;

- Involving someone with power/Involve an upper level

Four of the managers (Inger, John, Mads, and Thea) also discuss the following target;

- Involving peers/ involving others at same level

These are linked to the following positive group and/or organizational outcomes for suggestion-focussed voice for the mentor and protégé managers named below;

- B1a: GR/ORG POSITIVE OUTCOMES\_SFV\_Organizational Learning (Mentor managers John, Alex, protégé managers Marit, Steinar)
- B1b: GR/ORG POSITIVE OUTCOMES\_SFV\_Organizational Change\_Structures, Processes & (Strategy) – (Mentor manager Knut, protégé manager Mads)
- B1c: GR/ORG POSITIVE OUTCOMES\_SFV\_Cost saving (Mentor managers Knut, Inger, protégé manager Marit)
- B1d: GR/ORG POSITIVE OUTCOME\_SFV\_Relational\_see the people who create the results for the company (Thea)
- B1e: GR/ORG POSITIVE OUTCOME\_SFV\_Relational capital\_skill up employees/ managers (Mentor manager John, protégé manager Marit)
- B1f: GR/ORG POSITIVE OUTCOMES\_SFV\_Relational\_ownership of the problem by both internal and external parties (Mentor managers John, Inger)
- B1g: GR/ORG POSITIVE OUTCOMES\_SFV\_Relational\_continued cooperation between internal and external parties (Mentor manager Inger)
- B1h: GR/ORG POSITIVE OUTCOMES\_SFV\_not described (Protégé manager Hanne).

Top management mentors Jens, Knut (B), Inger (b), Alex and John additionally describe “*involving a range of external parties*”, whereas protégé manager Hanne does not. Protégé manager Marit describes “*involving external suppliers/ partners in Norway.*” This leads to the following propositions being drawn;

**Proposition VOGT1: Individuals who define themselves as managers at work are likely to target suggestion-focussed voice through; a) *involving someone with***

*power/involve an upper level, b) involving peers/ involve others at same level. These lead to positive outcomes for the group and/or organization.*

**Proposition VOGT2: Individuals who define themselves as top managers are more likely to additionally involve a range of different targets, both internal and external parties, in comparison to middle managers. This leads to positive outcomes for the group and/or organization.**

In terms of linkages between suggestion-focussed voice tactics and their group and/or organizational-level voice outcomes, the following *framing tactics* proved most popular (over three of the five cases);

- Doing homework first / preparation (John, Marit, Mads, Inger, Thea)
- Using a rational, fact-based approach / packaging\_presentation / use of logic in business plan (Inger, John, Knut, Mads, Alex)
- Using positives and negatives (John, Alex, Knut, Thea)
- Using positive framing (Alex, Marit, Steinar, Mads, Marit)

This leads to the following propositions being drawn;

**Proposition VOGT3: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed framing tactics at work in relation to voice through; a) doing homework first / preparation, b) using a rational, fact-based approach / packaging\_presentation / use of logic in business plan, c) using positives and negatives, d) using positive framing. This leads to positive outcomes for the group and/or organization.**

**Proposition VOGT4: Individuals who define themselves as male managers at work are more likely (than female counterparts) to regularly use the following suggestion-focussed framing tactic of voice at work through; a) using a rational, fact-based approach / packaging\_presentation / use of logic in business plan. This leads to positive outcomes for the group and/or organization.**

In terms of linkages between suggestion-focussed voice tactics and group and/or organizational outcomes of voice, the following *packaging tactics* proved most popular across the cases (prevalent in over three of the five cases);

## **Presentation**

- Making continuous proposals (Hanne, John, Knut, Alex)

## **Bundling**

- Tying issue to concerns of key constituents (John, Alex, Steinar, Mads, Thea)

Top management mentors John and Thea additionally describe “*tying issue to valued goal – profitability*” and “*tying issue to valued goal - market share/ organizational image.*” Thea uses “*tying issue to other issues.*” This leads to the following propositions being drawn in relation to use of framing tactics of voice relative to group and/or organizational outcomes;

**Proposition VOGT5: Individuals who define themselves as male managers at work are more likely (than female colleagues) to regularly use the following suggestion-focussed packaging tactics of voice at work; a) making continuous proposals, b) tying issues to concerns of key constituents. This leads to positive outcomes for the group and/or organization.**

**Proposition VOGT6: Individuals who define themselves as top managers at work more regularly use the following suggestion-focussed packaging tactics of voice at work, in comparison to middle managers; a) “making continuous proposals”, b) “tying issues to concerns of key constituents”, c) “tying issue to valued goal – profitability” d) “tying issue to valued goal - market share/ organizational image. e) “tying issue to other issues.” This leads to positive outcomes for the group and/or organization.**

In terms of links between *suggestion-focussed voice tactics and their group and/or organizational voice outcomes*, the following **demeanour tactic** of voice is popular across the cases (prevalent in over three of the five cases);

- Being professional, positive etc. (Inger, Hanne, John, Marit, Thea, Knut, Alex, Steinar)

This leads to the following propositions being drawn in relation to use of demeanour tactics of voice relative to group and/or organizational outcomes;

**Proposition VOGT7: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed demeanour tactic of voice for business; a) “be professional, positive, etc.” This leads to positive outcomes for the group and/or organization.**

Top management mentors Knut and Inger additionally describe using “*controlling emotions*” as a voice tactic which links to positive suggestion-focussed voice outcomes at the group and/or organizational-level. Mentor manager John and protégé manager Mads conversely describe actions of “*building a positive image first*” and “*protecting image whilst selling.*” This leads to the following propositions in relation to mentor top managers and male protégé middle managers;

**Proposition VOGT8: Individuals who define themselves as top managers are more likely to use the following suggestion-focussed demeanour tactic of voice at work in comparison to middle managers; a) “*controlling emotions.*” This leads to positive outcomes for the group and/or organization.**

**Proposition VOGT9: Individuals who define themselves as male managers are more likely to use the following suggestion-focussed demeanour tactics of voice at work in comparison to female counterparts; a) “*building a positive image first*”, b) “*protecting image whilst selling.*” This leads to positive outcomes for the group and/or organization.**

In terms of linkages between suggestion-focussed voice tactics and their group and/or organizational outcomes of voice, the following *process tactics* that are popular across the cases (prevalent in over three of the five cases) are;

#### **Formality**

- Use of formal process / involve people formally (John, Alex, Marit, Steinar, Knut, Mads, Inger, Thea, Hanne)
- Wide range of people (Inger, Thea, Mads, Alex)

#### **Timing**

- Persistence in selling activities (Alex, Knut, Mads, Inger)
- Opportune timing (Hanne, Mads, John, Thea)



**Table 8.3.4.1 now shows these the table of findings across the tactics of voice in relation to suggestion-focussed voice.**

TYPE OF VOICE	SUGGESTION-FOCUSED VOICE (SFV)		B: COMBINED TARGETS OF VOICE (Dutton et al., 2001; Piderit & Ashford, 2003)					C: PROCESS: Formality		C: PROCESS: Timing	
			INVOLVEMENT: Targets	FRAMING	PACKAGING: Presentation	PACKAGING: Bundling	DEMEANOUR				
B1: Suggestion-focussed voice: GROUP ORGANIZATIONAL-level OUTCOMES											
B1a: GR-ORG POSITIVE OUTCOMES_SFV_Organizational Learning	John (b), Alex	Marit, Steiner (b)	a) Involve someone with power/involve an upper level (Steiner -b) b) Involve peers/ involve others at same level (John -b) c) Keep boss informed (Steiner -b) d) Involve others (unspecified) Involve others outside organization (John -b, Alex, Marit) A/d) If involve others - external suppliers/partner in Norway (John -b, Marit) A/d) If involve others - external subsidiary/Head Office employees (Alex) A/d) If involve others - employees downwards (Alex, Marit)	Do homework first / Preparation (John -b, Marit) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (John -b, Alex) Positive framing (Alex, Marit, Steiner -b) Positives and negatives (John -b, Alex)	Make continuous proposals (John -b, Alex)	The issue to concerns of key constituents (John -b, Alex, Steiner -b)	Protect image while selling (John -b) Be professional, positive etc. (John -b, Alex, Marit, Steiner -b)	Use of formal process / Involve people formally (John -b, Alex, Marit, Steiner -b)	Persistence in selling activities (Alex)	Opportune timing (John -b)	Early involvement (Steiner -b)
B1b: GR-ORG POSITIVE OUTCOMES_SFV_Organizational Change, Structures, Processes & Strategy	Knut (b)	Mads	a) Involve someone with power/involve an upper level (Mads) b) Involve peers/ involve others at same level (Mads) d) Involve others (unspecified) Involve others outside organization (Knut) A/d) If involve others - external subsidiary/Head Office employees (Knut) A/d) If involve others - employees downwards (Alex, Marit)	Do homework first / Preparation (Mads) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (Knut, Mads) Positive framing (Mads) Positives and negatives (Knut -b)	Make continuous proposals (Knut -b)	The issue to valued goal - market share/ organizational image (Inger -b, Knut -b) The issue to concerns of key constituents (Mads)	Control emotions (Knut -b) of Yes: Control emotions - suggestion-focussed voice (Knut -b) Build a positive image first (Mads)	Use of formal process / Involve people formally (Knut -b, Mads) Use of written process (Knut -b)	Persistence in selling activities (Knut -b, Mads)	Opportune timing (Mads)	Promptness (Knut -b, Mads)
B1c: GR-ORG POSITIVE OUTCOMES_SFV_Concavtive	Knut (b), Inger (b)	Marit	a) Involve someone with power/involve an upper level (Inger -b) b) Involve peers/ involve others at same level (Inger -b) d) Involve others (unspecified) Involve others outside organization (Inger -b, Knut, Marit) A/d) If involve others - external subsidiary/Head Office employees (Inger -b, Knut -b) A/d) If involve others - external suppliers/partner in Norway (Marit) A/d) If involve others - employees downwards (Inger -b, Knut, Marit)	Do homework first / Preparation (Inger -b, Marit) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (Inger -b, Knut -b) Positives and negatives (Knut -b) Positive framing (Marit)	Make continuous proposals (Knut -b)	The issue to valued goal - profitability (Inger -b, Knut -b) The issue to valued goal - market share/ organizational image (Knut, Inger -b)	Control emotions (Inger -b, Knut -b) of Yes: Control emotions - suggestion-focussed voice (Inger -b, Knut -b) Be professional, positive etc. (Inger -b, Knut -b, Marit)	Use of formal process / Involve people formally (Inger -b, Knut -b) Wide range of people (Inger -b)	Set time/ timeframe to complete process (Knut -b, Marit) Persistence in selling activities (Inger -b, Knut)	Opportune timing (Inger -b)	Promptness (Knut -b)
B1d: GR-ORG POSITIVE OUTCOMES_SFV_Relational, see the people who create the results for the company	Thea		b) Involve peers/ involve others at same level (Thea)	Do homework first / Preparation (Thea) Positives and negatives (Thea)		The issue to other issues (Thea) The issue to concerns of key constituents (Thea)	Avoid whining, attacking, etc. - (Does not behave professionally) (Thea) Be professional, positive etc. (Thea)	Use of formal process / Involve people formally (Thea)	Opportune timing (Thea)	Set time/ timeframe to complete process (Thea)	Promptness (Thea)
B1e: GR-ORG POSITIVE OUTCOMES_SFV_Relational capital, skill up employees managers	John (b)	Marit	b) Involve peers/ involve others at same level (John -b) d) Involve others (unspecified) Involve others outside organization (John -b, Marit) A/d) If involve others - external suppliers/partner in Norway (John -b, Marit)	Positive framing (Marit) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (John -b) Positives and negatives (John -b) Positive framing (Marit)	Make continuous proposals (John -b)	The issue to concerns of key constituents (John -b)	Protect image while selling (John -b) Be professional, positive etc. (John -b, Marit)	Use of formal process / Involve people formally (John -b, Marit)	Opportune timing (John -b)	Set time/ timeframe to complete process (Marit)	Use caution/ proceed slowly (John -b)
B1f: GR-ORG POSITIVE OUTCOMES_SFV_Relational, ownership of the problem by both internal and external	John (b), Inger (b)		a) Involve someone with power/involve an upper level (Inger -b) b) Involve peers/ involve others at same level (Inger -b, John) d) Involve others (unspecified) Involve others outside organization (Inger -b, John) e) Involve others (unspecified) Involve others outside organization (John -b) A/d) If involve others - external suppliers/partner in Norway (John -b) A/d) If involve others - external subsidiary/Head Office employees (Inger -b) A/d) If involve others - employees downwards (Inger -b)	Do homework first / Preparation (Inger -b) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (Inger -b, John) Positives and negatives (John -b) Positives and negatives (John -b) Positive framing (Marit)	Make continuous proposals (John -b)	The issue to valued goal - market share/ organizational image (Inger -b) The issue to concerns of key constituents (John -b) The issue to valued goal - profitability (Inger -b)	Control emotions (Inger -b) of Yes: Control emotions - suggestion-focussed voice (Inger -b) Protect image while selling (John -b) Be professional, positive etc. (John -b, Inger -b)	Use of formal process / Involve people formally (Inger -b, John -b)	Opportune timing (John -b)	Set time/ timeframe to complete process (Marit)	Promptness (John -b)
B1g: GR-ORG POSITIVE OUTCOMES_SFV_Relational, continued cooperation between internal and external	Inger (b)		a) Involve someone with power/involve an upper level (Inger -b) b) Involve peers/ involve others at same level (Inger -b) d) Involve others (unspecified) Involve others outside organization (Inger -b) A/d) If involve others - external subsidiary/Head Office employees (Inger -b) A/d) If involve others - employees downwards (Inger -b)	Do homework first / Preparation (Inger -b) Use a rational, fact-based approach / Packaging, Presentation, Use of logic in business plan (Inger -b) Positives and negatives (Inger -b)		The issue to valued goal - market share/ organizational image (Inger -b)	Control emotions (Inger -b) of Yes: Control emotions - suggestion-focussed voice (Inger -b) Be professional, positive etc. (Inger -b)	Use of formal process / Involve people formally (Inger -b)	Persistence in selling activities (Inger -b)	Use caution/ proceed slowly (Inger -b)	
B1h: GR-ORG POSITIVE OUTCOMES_SFV_as described		Hanne	a) Involve someone with power/involve an upper level (Hanne)		Make continuous proposals (Hanne)		Be professional, positive etc. (Hanne)	Use of formal process / Involve people formally (Hanne)	Opportune timing (Hanne)	Promptness (Hanne)	

- Promptness (John, Knut, Mads, Thea, Hanne)

Mentor managers Thea and Knut additionally describe “*use of written processes.*”

Mentor managers Inger and John describe using “*caution/proceed slowly*” as a voice tactic, which links to positive suggestion-focussed group and/or organizational-level voice outcomes. Protégé managers Steinar and Hanne, and mentor manager Knut, mention “*early involvement.*” This leads to the following propositions being drawn in

relation to the use of formality and timing process tactics of voice in relation to group and/or organizational outcomes:

**Proposition VOGT10: Individuals who define themselves as managers at work are more likely to use the following suggestion-focussed formality process tactics of voice in comparison to other employees; a) “use of formal process/ involve people formally, b) involve a wide range of people.” This leads to positive outcomes for the group and/or organization.**

**Proposition VOGT11: Individuals who define themselves as managers at work are more likely to use the following suggestion-focussed timing process tactics of voice in comparison to other employees; a) “use persistence in selling activities”, b) “use opportune timing”, c) “use promptness.” This leads to positive outcomes for the group and/or organization.**

**Proposition VOGT12: Individuals who define themselves as male managers at work are more likely to use the following suggestion-focussed timing process tactics of voice at work in comparison to female managers; a) “use persistence in selling activities”, b) “use opportune timing”, c) “use promptness.” This leads to positive outcomes for the group and/or organization.**

#### **8.3.4.2 Linkages between tactics and group and/or organizational-level problem-focussed outcomes of voice**

There are only two initial cases where the managers describe actively using problem-focussed voice at work. These are the two cases of female mentor manager Kate and female protégé manager Kristine. Hence, few propositions can be drawn from this set of narrow findings except for the following;

**Proposition VOGT13: Individuals who define themselves as female managers at work use problem-focussed, as well as suggestion-focussed voice at work. Male managers merely use suggestion-focussed voice at work.**

Even though few propositions can be drawn, I have chosen to provide a summary analysis across the two sets of findings as evidence, in terms of linkages, between

problem-focussed voice tactics and group and/or organizational-level outcomes of using problem-focussed voice at work.

In terms of linkages between the group and/or organizational-level *problem-focussed* voice targets, and across her voice outcomes, Kate describes using fourteen voice tactics in total. These are tied to the following group and/or organizational-level outcome of voice;

- B2a: GR/ORG POSITIVE OUTCOMES\_PFV\_ Organizational Learning
- B2b: GR/ORG POSITIVE OUTCOMES\_PFV\_ Relational\_ownership of the problem by internal parties

Kristine is coded twice in terms of the same linkages. These correlate to the following individual-level outcome for Kristine;

B3c: GR/ORG POSITIVE OUTCOMES\_PFV\_Has a long company history at an organization with an open voice culture so feels can voice easily. Voicing/ disagreement may allow individual to see things from a unique perspective and better accept the decision outcome.

Kate describes the following *target* of voice linked to her two positive outcomes of problem-focussed voice;

- Involving peers/ involving others at same level

In terms of linkages between problem-focussed voice tactics and her group, and/or organizational outcomes of voice, the following *framing tactics* were used by mentor manager Kate:

- Doing homework first / Preparation
- Using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan
- Using negative framing
- Using positives and negatives

In terms of links between problem-focussed voice tactics and her group, and/or organizational outcomes of voice, the following *packaging tactics* were used by mentor manager Kate:

### **Bundling**

- Tying issue to concerns of key constituents
- Tying issue to valued goal - market share/ organizational image
- Tying issue to valued goal - profitability

In terms of linkages between problem-focussed voice tactics and her group, and/or organizational outcomes of voice, the following *demeanour tactics* were used by mentor manager Kate:

- Being professional, positive etc.
- Protecting image while selling

In terms of linkages between problem-focussed voice tactics, and group and/or organizational outcomes of voice, the following *process tactics* were used by both mentor manager Kate and protégé manager Kristine:

### **Formality**

- Using formal process / Involve people formally (Kate & Kristine)

### **Timing**

- Persistence in selling activities (Kate)
- Using caution/ proceed slowly (Kate)
- Promptness (Kristine)

These linkages are shown summarised in the following table:

**Table 8.3.4.2 Linkages between tactics of problem-focused voice and group and/or organizational-level outcomes of problem-focused voice**

	Meiners	Protégés	INVOLVEMENT: Targets	FRAMING	PACKAGING: Presentation	PACKAGING: Bundling	DEMEANOUR	C: PROCESS: Formality	C: PROCESS: Timing
B2: Problem-focused voice, GROUP ORGANIZATIONAL level outcomes (PV)									
B2a: GR ORG POSITIVE OUTCOMES_PPV_Organizational Learning	Kate		b) Involve peers/ Involve others at same level (Kate)	Do homework first/ Preparation (Kate)		The issue to valued goal - market share/ organizational image (Kate)	Protect image while selling (Kate)	Use of formal process / Involve people formally (Kate)	Persistence in selling activities (Kate)
				Use a rational, fact-based approach / Packaging_Presentation_Use of logic in business plan (Kate)		The issue to valued goal - profitability (Kate)	Be professional, positive etc. (Kate)		Use caution/ proceed slowly (Kate)
				Negative framing (Kate)		The issue to concerns of key constituents (Kate)			
				Positive and negatives (Kate)					
B2b: GR ORG POSITIVE OUTCOMES_PPV_Relational_ownership of the problem by internal parties	Kate								
B2c: GR ORG POSITIVE OUTCOMES_PPV_Has a long company history at an organization with an open voice culture so feels can voice easily_Voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome		Kristine						Use of formal process / Involve people formally (Kristine)	Promptness (Kristine)

### **8.3.4.3 Linkages between tactics and group and/or organizational-level opinion-focussed outcomes of voice**

In terms of linkages between group and/or organizational-level opinion-focussed voice targets, and across their voice outcomes, the following voice objectives are popular across three of the six cases:

- Involving someone with power/involve an upper level
- Involving peers/ involves others at same level
- Involving others – employees downwards

Female top management mentors, Inger and Eva, as well as protégé manager Freya, discuss “*Involving others outside organization.*”

This target is linked to the following group and/or organizational-level outcomes of opinion-focussed voice for the managers shown:

- B3a: GR/ORG POSITIVE OUTCOMES\_OPV\_Organizational - Change\_Structures, Processes & (Strategy) (Eva)
- B3b: GR/ORG POSITIVE OUTCOMES\_OPV\_Cost saving (Celine, Inger)
- B3c: GR/ORG POSITIVE OUTCOMES\_OPV\_Relational - ownership of the problem by both internal and external parties (Inger)
- B1d: GR/ORG POSITIVE OUTCOME\_SFV\_Relational\_- see the people who create the results for the company (Thea)
- B3e: GR/ORG POSITIVE OUTCOME\_OPV\_Relational\_- continued cooperation between internal and external parties (Inger)
- B3f: GR/ORG POSITIVE OUTCOMES\_OPV\_Gained Respect of both own employees as well as the management (Freya)

- B3g: GR/ORG UNCERTAIN OUTCOME\_OPV\_It depends whether my contribution is taken on board or not (Gina)
- Unclear outcome (Female protégé managers Anna and Julie).

These findings lead to the following propositions being drawn with regards to suggestion-focussed voice, its' targets and outcomes:

**Proposition VOGT14: Individuals who define themselves as female managers use opinion-focussed and suggestion-focussed voice at work. Male managers solely use suggestion-focussed voice at work.**

**Proposition VOGT15: Individuals who define themselves as female managers at work are likely to target opinion-focussed voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others –employees downwards and c) involve others outside organization. This leads to either positive or uncertain outcomes for self.**

In terms of linkages between opinion-focussed voice tactics and their group and/or organizational voice outcomes, the following *framing tactics* are popular across three of the six cases;

- Using positives and negatives (Freya, Anna, Thea, Celine)
- Doing homework first/ Preparation (Eva, Inger, Celine, Thea, Anna)

Top management mentors, Inger and Eva, additionally describe, “*using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan.*”

Protégé managers Gina, as well as mentor manager Thea, additionally describe using “*negative framing*” of voice to opinion-focussed voice outcomes at the group and/or organizational-level. Gina describes the group and/or organizational voice outcomes as uncertain. These lead to the following propositions being drawn with regards to framing tactics and use of opinion-focussed voice:

**Proposition VOGT16: Individuals who define themselves as female managers at work are likely to frame opinion-focussed voice through; a) using positives and negatives, b) doing homework first/ preparation and c) negative framing.” This leads to either positive or uncertain outcomes for group and/or organization.**

**Proposition VOGT17: Individuals who define themselves as female top managers at work are likely to frame opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation /\_use of logic in business plan.” This leads to positive outcomes for the group and/or organization.**

In terms of links between opinion-focussed voice tactics and their group and/or organizational voice outcomes, the following *packaging tactics* are popular across three of the six cases:

### **Bundling**

- Tying issue to concerns of key constituents (Eva, Celine, Thea, Gina, Anna)

This leads to the following proposition being drawn;

**Proposition VOGT18: Individuals who define themselves as female managers at work are likely to package opinion-focussed voice through; a) tying issue to concerns of key constituents.” This leads to uncertain outcomes for own group and/or organization.**

Top managers Inger and Eva additionally describe “*tying issue to valued goal –market share/ organizational image.*” This leads to the following proposition being drawn;

**Proposition VOGT19: Individuals who define themselves as female top managers at work are likely to package opinion-focussed voice through; a) tying issue to valued goal – market share/organizational image. This leads to positive outcomes for own group and/or organization.**

In terms of linkages between opinion-focussed voice tactics and their group and/or organizational voice outcomes, the following *demeanour tactics* are popular across three of the six cases:



- Being professional, positive etc. (Eva, Inger, Freya, Gina, Anna, Julie)

Top management mentors Inger and Celine additionally describe using “*controlling emotions*” as a tactic of voice which links to positive opinion-focussed voice outcomes at the group and/or organizational-level. This leads to the following propositions being drawn:

**Proposition VOGT20: Individuals who define themselves as female managers at work are likely to use the following demeanour in relation to using opinion-focussed voice at work; a) *be professional, positive, etc.*” This leads to *either positive or uncertain* outcomes for own group and/or organization.**

**Proposition VOGT21: Individuals who define themselves as female top managers at work are likely to additionally adopt the following demeanour whilst using opinion-focussed voice; a) *“controlling emotions.”* This leads to *positive* outcomes for group and/or organization.**

Regarding links between opinion-focussed voice tactics and their voice outcomes at group and/or organizational level, the following *process tactics* are popular across three of the six cases;

### **Formality**

- Using of formal process / Involve people formally (Eva, Inger, Celine, Thea, Freya, Gina, Anna, Julie)
- Wide range of people (Inger, Celine, Thea, Eva)

### **Timing**

- Setting time-frame to given process (Eva, Celine, Thea, Gina, Julie, Anna)
- Using caution/ process slowly (Anna, Inger, Celine, Eva)

In addition, mentor manager Inger, solely uses “*persistence in selling activities.*” This leads to the following propositions being drawn with regards to linkages between opinion-focussed voice formality and timing process tactics, and group and/or organizational outcomes of opinion-focussed voice:

**Proposition VOGT22: Individuals who define themselves as female managers at work are likely to use the following formality process tactics in relation to using opinion-focussed voice at work; a) “Using formal process / Involve people formally.” This leads to *either positive or uncertain* outcomes for self.**

**Proposition VOGT23: Individuals who define themselves as female top managers at work are more likely than female middle managers to use the following formality process tactic in relation to exercising opinion-focussed voice at work; a) “Involve a wide range of people.” This leads to *positive* outcomes for own group and/or organization.**

**Proposition VOGT24: Individuals who define themselves as female managers at work are likely to adopt the following timing process tactic in relation to using opinion-focussed voice at work; a) “setting a timeframe to a given process, and b) using caution. / proceed with caution” This leads to *either positive or uncertain* outcomes for own group and/or organization.**

**Proposition VOGT25: Individuals who define themselves as female top managers at work are more likely than female middle managers to use the following timing process tactic in relation to using opinion-focussed voice at work; Show persistence in selling activities.” This leads to *positive* outcomes for own group and/or organization.**

These above subsections summarise the linkages, across the findings, in relation to the voice tactics of; a) suggestion-focussed voice, b) problem-focussed voice and c) opinion-focussed voice and their group and/or organizational-level outcomes. Each of these three linkages has been discussed at separate subsections of Section 8.3.4. Several propositions have been drawn. These propositions will be further collated and discussed at this chapter summary, section 8.5.4.2.



### 8.3.5 Linkages between directions of voice and individual outcomes

In the following section, the directions of voice discussed in Chapter 6, Section 6.2.4 have been cross-tabularized against the different individual-level outcomes of voice discussed as findings in Chapter 7, Section 7.1.1.

This process has been undertaken to comprehend links between different directions of voice in relation to their individual-level outcomes. Table 8.3.5 shows these linkages. These table contents are also summarized. Afterwards, key findings are drawn and cases were discussed to illustrate something unique or interesting about the findings. Propositions will also be drawn throughout this section.

The findings in the table summarized elicit few connections between direction of voice and perceived individual-level outcomes of voice. Nevertheless, one key general-level finding in terms of this section is that all cases, across both the protégé and mentor managers, are female. The female managers prefer to firstly; *a) voice upwards*, whilst an equal number prefer to; *b) voice across* as *c) voice downwards*. Finally, direction with linkages between the cases reveals; *d) voicing outwards*.

In these cases, the female managers emphasize developing positive individual-level outcomes; such as; *a) developing new knowledge, skills and competencies* as well as *b) emphasizing how they can b) build on relational management skills in solving issues*. One case from the discourses that can support this evidence is that of mentor manager Inger, who discusses the relational aspects of voicing in various directions when preparation internally for a meeting, again taking place internal to her company but together with external parties from another subsidiary office overseas. Here are the outcomes she describes;

*“Because I am rather a “relational” person, I don’t like it when people don’t get on with each other. I mean, when people are angry with each other, I don’t think that’s OK at all. In such cases, I am such a person that wants to go into such situations and do something about it. I mean, you always need to think to yourself, “how is it sensible to go into this situation?” and in this case, I have used a good amount of time on this. There were 3 people at this plant involved and over the past two days I have used a lot of time to prepare for it, for it (the process) to be effective as possible. So,*

*we have used a good amount of time on this. It is important to use time on it. Because I think us Norwegians, we like to “skirt around the subject” and find it difficult to talk about the subject if we find it difficult. Whereas, my job is to ensure that as quickly as possible, we start discussing the “difficult subjects.” Saying that which needs to be said, getting the subject on the table...that demands a good deal of preparation. So, there were around 20 people here at the plant who were preparing for this meeting. Of course, in addition to the preparations for these 3 that attended.” Inger (mentor)*

Inger is aware of her “Norwegianness” as well as of “*who she is*” in such meeting contexts at work. She is also aware of how this affects her attitude towards resolving issues, misunderstandings and conflicts between individuals, who happen to come from a different country in the “company system.” Voice is central to understanding each other across these national boundaries. The aim is to maintain good personal relationships between the different subsidiaries. The outcome will be positive for Inger if the problem is resolved, as she prefers as people to get on with each other at work. It is as basic as that. Inger will feel better herself if others around her relate better to one another.

Based on the case discourse, other supporting discourses as well as the full cross-case analysis, the following propositions can be drawn:

**Proposition VOID 1: Individuals who define self as a female manager attribute their own individual-level outcomes of voice to voicing in different directions at work.**

**Proposition VOID 2: Individuals who define self as a female manager show preference for; a) *voicing upwards*, b) *voicing across*, c) *voicing downwards* and d) *voicing externally towards Head Office/subsidiaries overseas*.**

**Proposition VOID 3: Individuals who define self as a male manager at work do not attribute own individual-level outcomes of voice to voicing in different directions at work.**

In general, cases were not found to be clustered, but were spread across the directions of voice, for any further propositions to be drawn. Ultimately, the cases were largely inconclusive in terms of this linkage.

**Table 8.3.5 Linkages between directions of voice and individual-level outcomes of voice**

TYPE OF VOICE	IF: COMBINED TARGETS OF VOICE (Dutton et al., 2001; Pihetti & Ashford, 2003)												
applying construct from Morrison (2011)	INVOLVEMENT Targets												
	a) Involve someone with power/involve an upper level		b) Involve peers/Involve others at same level		c) Keep boss informed		d) Involve others (unspecified)/Involve others outside organization		At d) If involve others external suppliers/partner in Norway		At d) If involve others external-not described - employees downwards		
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	
A1: INDIVIDUAL-LEVEL VOICE OUTCOMES (Morrison, 2011): A1: Suggestion-focussed voice IND level OUTCOME(SFV)	5 Eva, Thea, Inger (b), Celine (o), Petter (o)	6 Berit, Hanne, Julie, Freya, Steinmar (b)	7 Eva, Thea, Kate, Jens, Inger (b), Celine (o), John (b)	3 Berit, Mark, Gina	1 Eva	2 Berit, Steinmar (b)	4 Thea, John (b), Inger (b), Knut (b), Jens, Alex	1 Marit	2 Jens, John (b)	3 Inger (b), Knut (b), Alex	1 Petter (o)	0 0	4 Marit, Alex, Petter (o), Knut (b), Inger (b), Anna
A1a: IND POSITIVE OUTCOME_SFV_A process of developing self on the basis of voicing on the basis of who you are and what you stand for - outcome for self-esteem.													
A1b: IND POSITIVE OUTCOME_SFV_Can build on relational management skills in solving issues													
A1c: IND POSITIVE OUTCOME_SFV_Learn about a new area of the business													
A1d: IND POSITIVE OUTCOMES_not described													
A1e: IND POSITIVE OUTCOME_SFV_Get heard early on, gain power time													
A2: Problem-deussset voice IND OUTCOMES (PFV)													
A2a: IND POSITIVE OUTCOMES_PPV_Sharper learning curve previously rather than now, learn more from deviations from the norm													
A2b: IND OUTCOMES_PPV_Not described during the interview. Kristine is used to voicing at work, it is the norm in her workplace.													
A3: Option-focussed voice IND OUTCOMES (SFV)													
A3a: IND POSITIVE OUTCOME_OPV_Can build on relational management skills in solving issues													
A3b: IND POSITIVE OUTCOMES_OPV_Gained Respect of both own employees as well as the management													
A3c: IND POSITIVE OUTCOMES_A process of developing self on the basis of voicing on the basis of who you are and what you stand for - outcome for self-esteem, motivation and learning													
A3d: IND UNCERTAIN OUTCOME_OPV_It depends whether my contribution is taken on board or not													
A4: Not defined into one category = Anna, Julie													

### 8.3.6 Linkages between directions of voice and group/organizational outcomes

In the following section, the directions of voice discussed in Chapter 6, Section 6.2.4 have been cross-tabularized against the different group/ organizational-level outcomes of voice discussed as findings in Chapter 7, Section 7.1.2.

This process has been carried out to understand linkages between different directions of voice in relation to their group and/or organizational-level outcomes. Table 8.3.6 shows these links. These table contents are also summarized within this section. Afterwards, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

Overall, the group and/or organizational outcome show most cases covering linkages between voice directions and voice type were between *B1b GR/ORG POSITIVE outcomes: Cost saving*, in relation to outcomes of opinion-focussed voice type. This was discussed by the following pairs of mentor managers in relation to the listed direction of voice;

- Inger & Celine – *voicing upwards*
- Inger & Celine – *voicing across*
- Inger & Celine - *voicing downwards*

Inger also discussed this outcome of *opinion-focussed voice* in terms of; a) *voicing outwards towards Head Office/ subsidiary overseas* and Celine in terms of; a) *voicing outwards – towards external organization*, b) *voicing outwards - towards external partner or supplier*.

The second example where cases overlap, in terms of group and/or organizational outcomes, is evident with the suggestion-focussed voice outcome of *B1b GR/ORG POSITIVE outcome: Cost saving*, this was discussed by the following mentor manager pair:

- Knut & Inger – *voicing downwards*

**Table 8.3.6 Linkages between directions of voice and group and/or organizational-level outcomes of voice**

TYPE OF VOICE	B: COMBINED TARGETS OF VOICE (Dutton et al, 2001; Piderit & Ashford, 2003)																	
applying construct from Morrison (2011)	INVOLVEMENT: Targets																	
	a) Involve someone with power/Involve an upper level		If yes at a): Involve someone with power: opinion-focussed voice		b) Involve peers/ Involve others at same level		c) Keep boss informed		d) Involve others (unspecified)/ Involve others outside organization		At d) If involve others external suppliers/ partner in Norway		At d) If involve others external subsidiary/ Head Office employees		At d) If involve others external -not described		At d) If involve others -employees downwards	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
	5	6	2	0	7	3	1	2	6	4	2	1	3	1	1	0	4	4
	Eva, Thea, Inger (b), Celine (o), Petter (o)	Berit, Hanne, Mads, Julie, Freya, Steinar (b)	Eva, Thea	0	Eva, Thea, Kate, Jens, Inger (b), Celine (o), John (b)	Berit, Mads, Gåna	Eva	Berit, Steinar (b)	Thea, John (b), Inger (b), Knut (b), Jens, Alex	Marit, Julie, Freya, Anna	Jens, John (b)	Marit	Inger (b), Knut (b), Alex	Julie	Petter (o)	0	Alex, Petter (o), Knut (b), Inger (b)	Marit, Julie, Freya, Anna
	4 Female / 2 Male	4 Female / 2 Male	2 Female		5 Female / 2 Male	3 Female	1 Female	1 Male / 1 Female	1 Female / 5 Male	4 Female	2 Male	1 Female	1 Female / 2 Male	1 Female	1 Male		1 Female / 3 Male	4 Female
<b>B1: Suggestion-focussed voice GROUP/ ORGANIZATIONAL level OUTCOMES (SFV)</b>																		
B1a: GR/ORG POSITIVE OUTCOMES_SFV_Organizational Learning		Steinar (b)			John (b)			Steinar (b)	John (b), Alex	Marit	John (b)	Marit	Alex					Marit
B1b: GR/ORG POSITIVE OUTCOMES_SFV_Organizational Change_Structures, Processes & (Strategy)		Mads			Mads				Knut (b)				Knut (b)					Knut (b)
B1c: GR/ORG POSITIVE OUTCOMES_SFV_Cost saving		Inger (b)			Inger (b)				Inger (b), Knut	Marit		Marit	Inger (b), Knut (b)					Inger (b), Knut (b)
B1d: GR/ORG POSITIVE OUTCOME_SFV_Relational_see the people who create the results for the company		Thea		Thea	Thea				Thea									
B1e: GR/ORG POSITIVE OUTCOME_SFV_Relational_capital_skill up employees/ managers					John (b)				John (b)	Marit	John (b)	Marit						Marit
B1f: GR/ORG POSITIVE OUTCOMES_SFV_Relational_ownership of the problem by both internal and external parties		Inger (b)			Inger (b), John (b)				Inger (b), John (b)		John (b)		Inger (b)					Inger (b)
B1g: GR/ORG POSITIVE OUTCOMES_SFV_Relational_continued cooperation between internal and external parties		Inger (b)			Inger (b)				Inger (b)				Inger (b)					Inger (b)
B1g: GR/ORG POSITIVE OUTCOMES_SFV_not described		Hanne																
<b>B2: Problem-focussed voice GROUP/ ORGANIZATIONAL level outcomes (PFV)</b>																		
B2a: GR/ORG POSITIVE OUTCOMES_PFV_Organizational Learning					Kate													
B2b: GR/ORG POSITIVE OUTCOMES_PFV_Relational_ownership of the problem by internal parties					Kate													
B2c: GR/ORG POSITIVE OUTCOMES_PFV_Has a long company																		
<b>B3: Opinion-focussed voice GROUP/ ORGANIZATIONAL level OUTCOMES (SFV)</b>																		
B3a: GR/ORG POSITIVE OUTCOMES_OPV_Organizational Change_Structures, Processes & (Strategy)		Eva		Eva	Eva		Eva											
B3b: GR/ORG POSITIVE OUTCOMES_OPV_Cost saving		Celine (o), Inger (b)			Celine (o), Inger (b)		Inger (b)		Inger (b)				Inger (b)					Inger (b)
B3c: GR/ORG POSITIVE OUTCOMES_OPV_Relational_ownership of the problem by both internal and external parties		Inger (b)			Inger (b)		Inger (b)		Inger (b)				Inger (b)					Inger (b)
B3d: GR/ORG POSITIVE OUTCOMES_OPV_Relational_get to see the people who create the results for the company		Thea		Thea	Thea		Thea											
B3e: GR/ORG POSITIVE OUTCOME_OPV_Relational_continued cooperation between internal and external parties		Inger (b)		Inger (b)	Inger (b)		Inger (b)		Inger (b)				Inger (b)					Inger (b)
B3f: GR/ORG POSITIVE OUTCOMES_OPV_Gained Respect of both own employees as well as the management		Freya								Freya								Freya
B3g: GR/ORG UNCERTAIN OUTCOME_OPV_It depends whether my						Gåna												
<b>4) Not defined into one category</b>																		
a) Under Not Definable GR/ORG Outcome_POSITIVE_Organizational Learning		Julie								Julie, Anna			Julie					Julie, Anna

Example discourse from mentor manager Knut, exemplifies using opinion-focussed voice directionally downwards about how cost reduction measures should also apply to administrative staff. Knut (mentor) also discusses the following group and/or organizational outcomes in relation to voicing downwards from his own position as top manager in terms of using opinion-focussed voice;



*"This can create a huge change, but it is important in the Norwegian system that we hold our costs down, so it is important that both the lines and organization contribute towards reducing these costs, including all who carry out services and charge costs in the systems. So, as an isolated example, this is extremely important for us. This also can change the culture in (named region), as the other works may also start to ask questions and put pressure on the administrators to cut costs from other parts of the (named region) that just Norway. And when several take up the same theme, then you get an avalanche, scree, snowball effect if you like. And then you are on the way to changing things. And these are positive opinions. It is not that we want to throw these administrative functions out, or shut them down or make them unemployed. But it is because they should have the same pressure that the lines must deliver efficiency improvements as part of a holistic/universal system. I comprehend this as positive. Yes! If we are going to hold costs, earnings and operations for the works down then everybody needs to contribute." Knut (mentor)*

Across all cases, the following proposition can be drawn in relation to this group and/or organizational outcome:

**Proposition VOGD 1: Individuals who define themselves as top managers are likely to discuss the following directions in relation to positive cost savings at work: a) downwards, b) across and c) upwards.**

Otherwise, the cases across group and/or organizational outcomes consist of single cases that are evenly spread throughout the table of findings. This means that there are no further clusters or evidence of a clear linkage between: a) *directions of voice* and b) *group and/or organizational outcomes*. This is an important finding.

#### **8.4 Linkages between types and targets of silence and their outcomes**

Section 8.4 covers connections between; a) *types and targets of remaining silent*, with their respective b) *outcomes - at both individual as well as group/organizational levels*. Section 8.4.1 presently discusses linkages between types of silence and individual-level outcomes.

## 8.4.1 Linkages between types of silence and individual-level outcomes

In the following section, the three diverse types of silence *a) prosocial silence*, *b) defensive silence* and *c) acquiescent silence*, discussed as findings in Chapter 6, Section 6.3.1, have been cross-tabularized against the different perceived individual-level outcomes of silence discussed as findings in Chapter 7, Section 7.2.1.

This process has been carried out to understand linkages between distinct types of silence, used by the different managers at their workplace, in relation to their perceived individual-level outcomes of remaining silent at work. Table 8.4.1 shows these connections. These table contents are also summarized. Afterwards, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

### 8.4.1.1 Linkages between prosocial silence and individual-level outcomes of silence

In terms of perceived individual-level outcomes from *prosocial silence*, all outcomes were described as positive by the individuals interviewed except for outcome A3e; which could lead to either a positive or a negative outcome for self. The following is a list of all described outcomes of prosocial silence as well as the names of cases linked to each individual-level outcome of prosocial silence:

- A3a: IND OUTCOME\_POSITIVE\_Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge (mentor managers Eva, Thea, Kate, Knut, John, Inger and Celine)
- A3b: IND OUTCOME\_POSITIVE\_Voices more constructively now since being on the mentor project, puts self outside of own comfort zone (protégé manager Julie).
- A3c: IND OUTCOME\_Learning if sits, listens and remains silent in arenas where others are more knowledgeable (protégé managers Mads, Kristine and Freya).

- A3d: IND OUTCOME\_Learning that he needs to balance PSV and PSS more in the future, to allow room for others to develop (protégé manager Steinar)
- A3e: IND Outcome\_POSITIVE\_NEGATIVE\_The outcomes can be both positive and negative for self if risking voicing. It depends... (Protégé manager Freya).

Let's look at example discourses from mentor manager John, who discusses using prosocial silence for strategic reasons, but also because he may want other employees to take responsibility and learn from given scenarios or contexts, such as in contact with external parties to the business;

*"There can be strategic reasons, but there might also be reasons down to personnel. I might want an employee in this organisation to lead on something and in terms of this theme of providing ownership of the systems to distinct functions...then there can sometimes be too much that I take ownership of that they need to get on board with. Then I can say, "Now you can say something about this here, you are responsible for this here" ...to get other employees to speak up." (John, mentor)*

I found the following prosocial silence outcome to be the most prevalent across the cases: *"A3a: Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge."* This individual-level outcome was shared by mentor managers: Eva, Thea, Kate, Knut, John, Inger and Celine. No protégé managers discussed this same individual-level outcome of suggestion-focussed voice. However, the protégé managers did discuss alternate individual-level outcomes: A3b, A3c, A3d and A3e. All of them were described as having positive outcomes for self except for outcome A3e. These findings lead to the following set of propositions being drawn in relation to links between prosocial silence and individual-level outcomes of prosocial silence;

**Proposition SOI1: Individuals who use prosocial silence at work are either male or female. Their individual-level outcomes are described mainly in *positive* terms.**

**Proposition SOI2: Individuals who define themselves as top managers at work and who use prosocial silence are likely to gain the following *positive* outcome for themselves from using this voice type at work; “learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge.”**

**Proposition SOI3: Individuals who define themselves as middle managers at work, and who use prosocial silence, are likely to gain the following mainly *positive* outcomes for themselves from using this voice type at work: a) “learning if sits, listens and remains silent in arenas where others are more knowledgeable”, b) “voices more constructively now since being on the mentor project, puts self outside of own comfort zone,” c) “learning that one needs to balance suggestion-focused voice and prosocial silence more in the future, to allow room for others to develop,” d) “the outcomes can be both positive and negative for self if risking voicing. It depends.”**

#### **8.4.1.2 Linkages between defensive silence and individual-level outcomes of defensive silence**

A summary of perceived individual-level outcomes from *defensive silence* shows discourse from one case; that of female mentor manager Thea. Consequently, it is difficult to draw any conclusive evidence with regards to individual-level outcomes of defensive silence. Instead individual-level outcomes on a case by case basis will be considered whereby Thea had to resort to using defensive silence in her workplace.

Thea describes having to shift from a positive, engaged and involved suggestion-focussed voice/silence strategy to a negative, defensive voice/silence strategy when a new top management team were put in place at her company. This resulted in her being frozen out of decision-making influence on critical issues relating to her own role. This case is covered in Chapter 6 of this thesis.

Outcomes relating to this change of management really depend on who has the power to decide whether the process was successful or not. For the company, in the long-term, the strategy was successful, but for Thea personally, it was difficult to process at the time. For the company, their “freezing out” of old top managers led to a

competing rival company being formed, as well as a loss of key competency and skill sets in the form of key employees/ managers. So, in this case, the individual-level outcomes are less clear cut.

In the long-term, Thea (mentor), can discuss more objectively around the “*freezing out*” process and is able, in her discourse, to reflect on why these processes took place. At the time, the outcome was clearly negative for both herself and the company, but now in the longer term, the decision may be more positive and may have been necessary for company survival.

However much these actions made sense to her company at the time, from the discourse, the overall impression is that Thea (mentor) disagrees with many of the ways in which the processes took place at the time and she felt that any ill feeling could have been avoided. For her, the human aspect of management was lost in the restructuring process. This process could have been avoided and the actual management processes could have been better, more involving, and fairer for the people caught up in the procedure. Thea states how;

*“Yes, I don’t suit in a role at a company where you are a passive member regardless, so that is that. But there were both negative and positive experiences in relation to that.”*

Thea realised through her experience of having to adopt either an acquiescent or defensive voice/silence strategy, that she did not suit being passive (acquiescent), and so in the end, once suggestion-focussed voice arenas were blocked to her, she chose to leave the company. This is a classic exit decision. This was an individual-level outcome that affected her personally. It was a risky decision, but one that Thea felt she had to take due to the type of person that she is. This is already discussed fully in the Silence findings of this thesis. It is also about knowing just which themes or issues you are comfortable acquiescing on and accepting and which themes you cannot at base accept. These latter themes may lead to voice behaviour, either defensive or negatively construed in nature or positive and prosaically construed. Where avenues to voice are closed down, this may lead to exit from the company for the individual in question.

### 8.4.1.3. Linkages between acquiescent silence and individual-level outcomes of acquiescent silence

When summarising from the perceived individual-level outcomes from acquiescent silence, these outcomes were described as all outcomes / no change by the individuals interviewed. Acquiescent silence outcomes were described by female protégé managers Gina, Julie and Hanne as well as male mentor manager Jens. The two individual-level outcomes described are now listed below;

- A1a: IND\_NO CHANGE OUTCOME\_Use of AS when being held out of decision-making or “held out of” meetings (mentor manager Jens)
- A1b: IND\_ALL OUTCOMES\_Learning which battles to fight (protégé managers Gina, Julie and Hanne)

Jens, who is a mentor manager describes using acquiescent silence when he feels “held out of”/ “held on the periphery of” decision-making, and the effects this can have both on self as well as group and/or organizational outcomes;

*"I don't know whether I have any concrete examples of this to be honest. But in general, if decisions are going to be taken that I think I have something to contribute with, or if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don't even try to contribute at all. No, do you see? Then I don't care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm and I often feel that when you are held outside of things, then you do completely disconnect and that is..." Jens (mentor)*

- A1a: IND\_NO CHANGE OUTCOME\_Use of AS when being held out of decision-making or “held out of” meetings (mentor manager Jens)
- A1b: IND\_ALL OUTCOMES\_Learning which battles to fight (protégé managers Gina, Julie and Hanne)

Jens, who is a mentor manager describes using acquiescent silence when he feels “held out of”/ “held on the periphery of” decision-making, and the effects this can have both on self as well as group and/or organizational outcomes;

*"I don't know whether I have any concrete examples of this to be honest. But in general, if decisions are going to be taken that I think I have something to contribute with, or if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don't even try to contribute at all. No, do you see? Then I don't care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm and I often feel that when you are held outside of things, then you do completely disconnect and that is..."* Jens (mentor)

**Table 8.4.1.3 Linkages between types of silence and perceived individual-level outcomes of remaining silent**

TYPE OF SILENCE	ACQUIESCENT SILENCE (AS)	
	applying construct from Van Dyne, Ang & Botero (2003)	Mentors
	2	7
	Eva, Jens	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna
	1 Female / 1 Male	6 Female / 1 Male
<b>A: INDIVIDUAL-LEVEL OUTCOMES SILENCE:</b>		
<b>A1: Acquiescent Silence IND level (AS) OUTCOMES</b>		
A1a: IND_NO CHANGE OUTCOME_The manager feels apathetic and not included, but understands the reasons why they have may have been held out of decision-making arenas or “held out of” meetings	Jens	
A1b: IND_ALL OUTCOMES_Learning which battles to fight		Gina, Julie, Hanne

Female protégé managers; Marit, Gina and Anna, Julie also describe using Acquiescent Silence in their examples from work. Gina states the following in terms of instances when she remains silent;

*“Yes, there no doubt is. We have a couple of very strong personalities at work. So, it is possible that I previously haven’t voiced so much to them at work. Because you either always receive negative responses back from them or maybe also because you are a bit afraid of what they will answer...or that there will be a discussion. So, yes, I am sometimes afraid of voicing, if I know in advance what the consequences will be.”* Gina (protégé)

Gina and Jens’ discourses, other supporting discourses as well as the full cross-cases analysis, lead to the following propositions being drawn:

**Proposition SO14: Individuals who use acquiescent silence at work are more likely to be female middle managers.**

**Proposition SO15: Individuals who define their identities at work as male top managers who use acquiescent silence are likely to describe a no change outcome for themselves from using this voice type at work. This outcome may concern;** *“using acquiescent silence when being held out of decision-making or “held out of meetings.”*

**Proposition S016: Individuals who define their identities at work as female middle managers who use acquiescent silence are likely to describe the following all possible outcome for themselves from using this voice type at work. This outcome may concern;** *“learning which battles to fight.”*

Summarising across the three types of silence as illustrated in Table 8.4.1; the mentor top managers show a clear preference for framing individual-level outcomes of prosocial silence positively. In the cases of defensive silence and acquiescent silence, framing of outcomes for self is less positive. The managers discussing these alternative types of silence discuss either no change or all possible outcomes as alternatives of using these types of silence at work. Further reflections on the reasons for why this positive framing of prosocial silence occurs, or shows no change, and all



possible outcomes for acquiescent silence and defensive silence, are discussed in more detail in Chapter 9 and briefly in Chapter 10.

## **8.4.2 Linkages between types of silence and group/organizational outcomes**

In the following section, the three diverse types of silence *a) prosocial silence, b) defensive silence and c) acquiescent silence* discussed as findings in Chapter 6, Section 6.3.1 have been cross-tabularized against the different perceived group and/or organizational-level outcomes of silence examined as findings in Chapter 7, Section 7.2.2.

This process has been carried out to understand linkages between diverse types of silence used by the different managers at their work in relation to their perceived group and/or organizational-level outcomes of remaining silent at work. Table 8.4.2 shows these links. These table contents are also summarized. Afterwards, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

### **8.4.2.1. Linkages between prosocial silence and group and/or organizational outcomes**

In terms of the perceived group and/or organizational outcomes *of prosocial silence*, then all outcomes were described as positive by the individuals interviewed, except for female protégé manager (Freya) who described all outcomes for her group and/or organization from using prosocial silence at work. The following group and/or organizational outcomes of prosocial silence are shown below. Cases linked to use of this type of silence, as well as their outcomes at the group and/or organizational level outcomes, are evident below;

- B3a: GR/ORG POSITIVE OUTCOME\_PSS\_Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility (Mentor managers Inger, Kate, Eva, Celine, Knut, John)

- B3b: GR/ORG POSITIVE OUTCOMES\_PSS\_Voices more constructively now since being on the mentor project. Develops others and can now reflect on and increasingly discuss the needs of her business group in meetings (Protégé manager Julie)
- B3c: GR/ORG ALL OUTCOMES\_PSS\_Speaks up in meetings, does not agree for agreement's sake (Protégé manager Kristine)
- B3d: GR/ORG POSITIVE OUTCOME\_PSS\_Where made to feel positive about voice contribution, that is internally, amongst own team, (Protégé manager Hanne)
- B3e: GR/ORG POSITIVE OUTCOME\_PSS\_Learning for others through learning to balance voice and silent by allowing room for others to voice proactively (Protégé manager Steinar)
- B3f: GR/ORG ALL OUTCOMES\_PSS\_The outcome depends on other people's perception. Results can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes (Protégé manager Freya).

The group and/or organizational outcomes of prosocial silence are sometimes described by the respondents as being positive, in the sense that they are framed in terms of learning, development and knowledge transfer outcomes that are positive for the group and/or organization. They are also about delegating decision-making authority to other managers or employees. See for example the following discourse from Knut (mentor) regarding the reasons why he remains silent in some meetings, to allow others in the organization to develop and to ensure that the company does not become too reliant on one person or individual, such as himself. He would like to ensure that sufficient skills and competencies are transferred to other for the organization to survive;

*"It terms of letting other people take responsibility for things, as I said at the start, I am very good at giving people some responsibility and at delegating and them taking ownership for things. Nothing is better than that. And in a*

*way, this is the other side of the same case in terms of my personality as I prefer this. It is positive for the business that you are not dependent on one strong person and if that person leaves/moves then everything falls down like a house of cards. I would rather develop things so that you can take out central individuals/people but that the foundation, the structure still stands there and it is robust and solid. That is the production and supply of our product." Knut (mentor)*

Knut's citations, other supporting discourses as well as the full cross-case analysis lead to the following propositions being drawn:

**Proposition SOG1: Individuals who use prosocial silence at work can be either male or female.**

**Proposition SOG2: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of prosocial silence;** *"learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility."*

**Proposition SOG3: Individuals who define self at work as middle managers describe the following positive group and/or organizational outcomes of use of prosocial silence at work;** a) *"voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of her business group more now in meetings",* b) *"where made to feel positive about voice contribution, this is internally, amongst own team, here",* c) *"learning for others through learning to balance voice and silent by allowing room for others to voice proactively."*

**Proposition SOG4: Individuals who define self at work as a female middle manager describe the following all outcomes for group and/or organizational outcomes of use of prosocial silence at work;** a) *"speaks up in meetings, does not agree for agreement's sake",* b) *"the outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes."*

#### 8.4.2.2. Linkages between defensive silence and group and/or organizational outcomes

In terms of group and/or organizational-level outcomes of *defensive silence*, only one case is evident, that of female mentor manager, Thea. She describes the following group and/or organizational outcome from using defensive silence at work;

- B2a: GR/ORG OUTCOMES\_ALL OUTCOMES\_DS\_It decides whether you take the perspective of Thea as an individual manager from the "*old management team*" or the new management perspective and whether their long-term strategic financial goals were reached. But for the people losing out in the process described, it is negative.

As Thea's is the only case detailing defensive silence at work, then there is no conclusive evidence from which to draw more generalised propositions from. Instead, I have chosen to draw on case evidence from her interview transcript to provide a full overview of Thea's case.

Thea's discourse is not a clear example of the use of *defensive silence*. Her silence is not a strategy that she chooses herself. Her silence results from being closed or "*frozen out of key decision-making*" and of a climate of silence being created at her former company when a take-over resulted in new management being put into place. Thea also discusses organizational structural changes made by the new management.

All outcomes (positive, no change or negative) could result from the take-over process used by the top management team when restructuring Thea's old company. Regarding group and/or organizational outcomes, it depends whether you take the perspective of Thea as an individual manager from *the "old management team"* and how she perceives the group and/or organizational outcomes. Or whether you take the perspective of the new management team as to whether their long-term strategic financial goals were met. But the process did have negative effects as described by Thea below.

For Thea, it is negative to lose key managers and personnel who then go on to establish rival competing businesses. For Thea, it is negative, because the process was unfair, unethical at times and not a people-oriented process. Things could have been

better managed by sitting down and negotiating rather than using “freezing out” behaviour.

Thea’s discourse describes “risk” and “fear” of voicing and how other fellow managers (long term colleagues), protected her from being “labelled together with them” as a whistle-blower. Thea’s colleagues do not want Thea to “get tarred with the same brush” as the other managers will. Thea describes a process of closing down and freezing out from voice arenas by the new management team and often was unable to voice. But it is also a question of what fell within her own remit and possibly as to which side of the fence she “felt she should have fallen” as a manager in a management role. For the new management, changes were required.

Taking a long-term perspective, many changes may have secured the long-term survival of the business and secured long-term employment for those employees remaining employed locally and globally. Accordingly, outcomes depend on whose perspective you take. Thea also reflects on this difference in her own discourse. Thea’s full discourse regarding this example and above episode is covered at Section 6.3.5. Here is an excerpt from the full discourse regarding outcomes:

*“I would say it was very negative for the business what happened during that period there. (1-5) of 30 mid-managers reacted in the type of way that I had also been treated and they wrote a letter that they planned to send to the owners of the company. And one came to me and I said, “You know what, that is something that you really shouldn’t do. That will go through the official channels and will come to be used against me etc. etc. They still sent it out and all of managers had sent it except from me. But they changed something. All the old managers were treated in the same manner and I think they wanted their own management team with their own people. So, they used these methods in a way, to freeze us out of the organization instead of talking to us. “We are going down a new path, with new people and need to have somebody else in this position to do this job here and you can get a redundancy pack.” (laughs) But that was that! So, there was a lot of upheaval. The two who started the business, they left at about the same time. One sat in a very technical position, high up. They started a new business and sold it two years ago, and received many million NOK from the sale. So, it is important that people quit themselves”*

with that process. I would have thought that the business was impacted by those who they lost. But such are things." Thea (mentor)

Thea also says the following in a larger excerpt from the discourse with regards to the more "general outcomes over time":

"Yes, so it was...there were a few strange things that happened. But after I left I have seen things in a slightly different light. "Done is done and eaten is eaten" I got on/found something else and don't have much energy for sitting and crying over that I mean. But directly afterwards it was a bit of a defeated feeling that I sat with and then I thought...it was a brave thing to do. I could just have sat there receiving my salary, been well paid and done as little as possible, as there is nobody who expects anything from me anyway. I don't suit in a role at a company where you are a passive member regardless, so that is that. But there were both negative and positive experiences in relation to that."

Thea (mentor)

#### **8.4.2.3 Linkages between acquiescent silence and its' group and/or organizational outcomes**

In terms of summarising the group and/or organizational-level outcomes of acquiescent silence, all outcomes were described as either: all outcomes or no change outcomes by the individuals interviewed. The outcomes are listed below:

- B1a: GR/ORG OUTCOME\_AS\_ALL OUTCOMES\_It decides whether you take the perspective of Jens as an individual manager, or the top management team (Mentor manager Jens)
- B1b: GR/ORG OUTCOME\_AS\_NO CHANGE\_Not resolved (Protégé manager Anna)
- B1c: GR/ORG OUTCOME\_AS\_It depends on the arena, role and remit. Contributes more when within own remit (Protégé managers Marit and Kristine)

**Table 8.4.2.3 Linkages between acquiescent silence and its' group and/or organizational outcomes**

TYPE OF SILENCE	ACQUIESCENT SILENCE (AS)		DEFENSIVE SILENCE (DS)		PROSOCIAL SILENCE (PSS)		SUGGESTION-FOCUSED (SFV) VOICE ONLY - NOT SILENCE	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Van Dyne, Ang & Botero (2003)	2	7	1?	0	7	5	1	1
	Eva, Jens	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna	Thea?	0	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b)	Julie, Kristine, Freya, Steiner (b), Hanne	Petter (o)	Berit
	1 Female / 1 Male	6 Female / 1 Male	1 Female	0	5 Female / 2 Male	4 Female / 1 Male	1 Male	1 Female
<b>B: ORGANIZATIONAL OR GROUP-LEVEL OUTCOMES SILENCE: applying construct from Van Dyne, Ang &amp; Botero (2003)</b>								
<b>B1: Acquiescent Silence GROUP/ORGANIZATIONAL OUTCOMES (AS)</b>	Eva, Jens	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna						
B1a: GR/ORG OUTCOME_AS_ALL OUTCOMES_It decides whether you take the perspective of Jens as an individual manager, or the top management team	Jens							
B1b: GR/ORG OUTCOME_AS_NO CHANGE_Not resolved		Anna						
B1c: GR/ORG OUTCOME_AS_It depends on the arena, role and remit. Contributes more when within own remit		Marit, Kristine						
B1d: GR/ORG OUTCOME_AS_ALL OUTCOMES_It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change-oriented and positive. It is not worth taking up some themes as afraid of the consequences.		Gina						
B1e: GR/ORG OUTCOME_AS_NO CHANGE/NEGATIVE_ where made to feel negative about voice contribution for example, externally or overseas, with others teams		Hanne						
B1f: GR/ORG OUTCOME_ALL OUTCOMES POSSIBLE_AS_It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums		Mads						
<b>B2: Defensive Silence GROUP/ORGANIZATIONAL OUTCOMES (DS)</b>								
B2a: GR/ORG OUTCOMES_ALL OUTCOMES_DS_It decides whether you take the perspective of Thea as an individual manager from the "old management team" or the new management perspective and whether their long-term strategic financial goals were reached. But for the people losing out in the process described, it is negative			Thea?					
<b>B3: ProSocial Silence GROUP/ORGANIZATIONAL level (PSS)</b>								
B3a: GR/ORG POSITIVE OUTCOME_PSS_ Learn to balance prosocial voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility					Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b)			
B3b: GR/ORG POSITIVE OUTCOMES_PSS_Voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of her business group more now in meetings						Julie		
B3c: GR/ORG ALL OUTCOMES_PSS_Speaks up in meetings, does not agree for agreement's sake						Kristine		
B3d: GR/ORG POSITIVE OUTCOME_PSS_Where made to feel positive about voice contribution, this is internally, amongst own team, here						Hanne		
B3e: GR/ORG POSITIVE OUTCOME_PSS_Learning for others through learning to balance voice and silent by allowing room for others to voice proactively						Steiner		
B3f: GR/ORG ALL OUTCOMES_PSS_The outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward						Freya		
<b>4) Suggestion-focussed voice only (SFV)</b>								
A4a: SFV only_NOT AN GR/ORG OUTCOME OF SILENCE_rarely stays silent, but the outcomes differ dependent on competing demands within the business								Berit
A4b: SFV only_NOT AN GR/ORG OUTCOME OF SILENCE_Allows others to build competencies at work as well as the opportunity to take ownership and responsibility	Petter (o)						Petter (o)	

- B1d: GR/ORG OUTCOME\_AS\_ALL OUTCOMES\_It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change –oriented and positive. It is not worth taking up some themes as afraid of the consequences (Protégé manager Gina)
- B1e: GR/ORG OUTCOME\_AS\_NO CHANGE/ NEGATIVE\_ where made to feel negative about voice contribution for example, externally or overseas, with others teams (Protégé manager Hanne)
- B1f: GR/ORG OUTCOME\_ALL OUTCOMES POSSIBLE\_AS\_It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums (Protégé manager Mads).

One supporting citation comes from protégé manager Gina’s full discourse regarding why she sometimes just “*doesn’t discuss themes or “leaves them unresolved”*” as discussed during her interview. Gina basically discusses a range of uncertain group and/or organizational outcomes of her adopting an acquiescent silence approach in such instances;

*“We have a couple of very strong personalities at work. So, it is possible that I previously haven’t voiced so much to them at work. Because you either always receive negative responses back from them or maybe also because you are a bit afraid of what they will answer...or that there will be a discussion. So, yes, I am sometimes afraid of voicing, if I know in advance what the consequences will be...There are some people who have worked here for a long time and who have a certain way of doing things. In a way, they go a little on repeat. So, sometimes it doesn’t work to say, “what would happen if we did things in this way?” or “can you think of another way to do this?” ...they aren’t open to this (the change). So, then I might want to say either, “OK then, now we can do things in this way”, or I might want to say, “what if we do it like this?” but I avoid doing so because I can be bothered. I can also be a little afraid of the consequences, but I also know in a way from previous experience that it will be the same people again that I avoid so can’t be bothered. So, then you avoid...I think I just side-line it.”* Gina (protégé)



Gina's discourse, other supporting discourses as well as the full cross-case analysis lead to the following propositions being drawn;

**Proposition SOG5: Individual managers who use acquiescent silence at work are more likely to be female middle managers.**

**Proposition SOG6: Individuals who define self at work as a top manager describe the following - all or no change group and/or organizational outcomes of using acquiescent silence at work; “It decides whether you take the managers’ own [outlook] as an individual manager, or the perspective of the top management team.”**

**Proposition SOG7: Individuals who define self at work as a female middle manager describe the following all group and/or organizational outcomes of using acquiescent silence at work; a) “It depends on the arena, role and remit. Contribute more when within own remit,” b) “Not resolved,” c) “It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change –oriented and positive. It is not worth taking up some themes as afraid of the consequences,” d) “Where made to feel negative about voice contribution for example, externally or overseas, with other teams.”**

**Proposition SOG8: Individuals who define self at work as a male middle manager describe the following all group and/or organizational outcomes of using acquiescent silence at work; a) “It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums.”**

Summarising across the three types of silence, and as shown in Table 8.4.2 on the following page, the mentor top managers show a clear preference for framing group and/or organizational-level outcomes of prosocial silence positively. In the cases of defensive silence and acquiescent silence, framing of group and/or organizational outcomes is less positive. The managers discussing these alternate types of silence confer either no change or all possible outcomes as alternatives of using these types of silence at work. Further reflections on the reasons why this positive framing of prosocial silence occurs, and my findings demonstrating no change or all possible

outcomes for acquiescent silence and defensive silence, these are further discussed in Chapter 9 and briefly in Chapter 10.

### **8.4.3 Linkages between targets of silence and individual-level outcomes**

In the following section, the targets of silence; from Chapter 6, Section 6.3.3 have been cross-tabularized against the different individual-level outcomes of silence from Chapter 7, Section 7.2.1.

This process has been carried out to understand linkages between different targets of silence discussed by the different managers at their work in relation to their perceived individual-level outcomes of remaining silent in each direction at work. Tables 8.4.3.1 – 8.4.3.3 show these linkages across each of the three types of silence; *a) prosocial, b) defensive and c) acquiescent*. These table contents are also summarized. Afterwards, key findings are drawn and cases discussed to illustrate where the cases reveal something unique or interesting about the findings. Propositions will also be drawn throughout this section.

#### **8.4.3.1 Linkages between targets of prosocial silence and its' individual-level outcomes**

The findings in the table summarized above show some interesting links between targets of silence and perceived individual-level outcomes of silence.

Firstly, outcome *A3a: IND OUTCOME\_POSITIVE\_Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge* is discussed solely by top management mentors (Eva, Thea, Kate, Knut, John, Inger and Celine). These mentors describe using the following targets of prosocial silence in relation to this outcome;

- Involve others- more distanced from own role/remit - often in more formal settings (Thea, Eva, John, Knut, Celine, Inger)
- Involving someone with power/ Involve an upper level (Thea, Eva, John, Knut, Inger)
- Involve peers/ involve others at same level (Thea, Celine, Knut, Eva)

- Involve others (unspecified)/ Involve others outside organization (John, Inger, Knut)
- Involve others- external suppliers/ partners (John)
- Involve others – where lack a relational closeness to the target (Thea, Eva, John, Knut, Celine, Inger)
- Involve others – employees downwards (Knut, Eva, John, Celine, Kate, Inger).

In these cases, the mentor top managers discuss using a range of different targets of prosocial silence when *a) balancing use of prosocial silence and suggestion-focused voice at work to learn and develop their own professional knowledge* as an individual-level outcome.

A relevant example discourse that can exemplify some of the directions of prosocial silence in relation to individual-level outcomes is that of mentor manager John. He discusses remaining using prosocial silence for strategic reasons, but also because he may want other employees to take responsibility and learn from given scenarios or contexts, such as in contact with external parties to the business. John describes several directions when doing so;

*"There can be strategic reasons, but there might also be reasons down to personnel. I might want an employee in this organisation to lead on something and in terms of this theme of providing ownership of the systems to distinct functions...then there can sometimes be too much that I take ownership of that they need to get on board with. Then I can say, "Now you can say something about this here, you are responsible for this here" ...to get other employees to speak up."* (John, mentor)

So, the following, admittedly weak, propositions can be drawn;

**Proposition SOIT 1: Individuals who define self as a top manager show preference for targeting prosocial silence through;** *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving peers/ involve others at same level, d) involving others (unspecified)/ involving others outside organization, e) involving others- external suppliers/ partners, f) involving others – more distanced from own role/remit – often in more formal settings, g) involving others – where lack a*

*relational closeness to the target, h) involving others – employees downwards.* This leads to their own individual-level learning and knowledge development through learning to balance their own episodes of voice and silence.

In terms of the protégé middle managers, they discuss the following individual-level outcomes to which they attach the targets of silence listed below;

B3b: IND OUTCOME\_POSITIVE\_voices more constructively now since being on the mentor project, develops others and puts self outside of own comfort zone. This outcome is discussed by female protégé manager Julie. She discusses the following targets of her own prosocial silence in relation to this result;

- Involve others- more distanced from own role/remit - often in more formal settings (Julie)
- Involving someone with power/ Involve an upper level (Julie)
- Keep boss informed (Julie)
- Involve peers/ involve others at same level (Julie)
- Involve others- knowledge experts outside own training / remit (Julie)
- Involve others – where lack a relational closeness to the target (Julie)

Secondly, A3c: *IND OUTCOME\_POSITIVE\_Learning if sits, listens and remains silent in arenas where others are more knowledgeable* is described as an outcome by two female protégé managers; Kristine and Freya as well as male protégé manager Mads. They discuss the following targets of her prosocial silence in relation to this outcome;

- Involve others- knowledge experts outside own training / remit (Freya, Mads, Kristine)
- Involve others- more distanced from own role/remit - often in more formal settings (Kristine)
- Involving someone with power/ Involve an upper level (Freya)
- Involve peers/ involve others at same level (Mads)
- Involve others – employees downwards (Freya)

Thirdly, A3d: *IND OUTCOME\_POSITIVE\_learning that he needs to balance suggestion-focussed voice (SFV) and prosocial silence more in the future, to allow*

**Table 8.4.3.1 Linkages between directions of silence and individual-level outcomes of prosocial silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
	Mentors	Protégés
applying construct from Van Dyne, Ang & Botero (2003)		
	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit
	5 Female / 4 Male	8 Female/ 2 Male
<b>A3: ProSocial Silence IND OUTCOMES (PSS)</b>		
A3a: IND OUTCOME_POSITIVE_Learn to balance prosocial voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge	Involving someone with power/ Involve an upper level (Thea, Eva, John, Knut, Inger)	
	Involve peers/ involve others at same level (Thea, Celine, Knut, Eva)	
	Keep boss informed (Thea, Eva)	
	Involve others (unspecified)/ involve others outside organization (John, Inger, Knut)	
	Involve others - in an external subsidiary location/ Head Office employees (Thea, Knut, Inger)	
	Involve others - external suppliers/ partners (John)	
	Involve others - where lack a relational closeness to the target (Thea, Eva, John, Knut, Celine, Inger)	
	Involve others - more distanced from own role/remit - often in more formal settings (Thea, Eva, John, Knut, Celine, Inger)	
	Involve other - employee downwards (Knut, John, Eva, Celine, Inger, Kate)	
A3b: IND OUTCOME_POSITIVE_voices more constructively now since being on the mentor project, puts self outside of own comfort zone		Involve others - more distanced from own role/remit - often in more formal settings (Julie)
		Involve others - where lack a relational closeness to the target (Julie)
		Involve others - knowledge experts outside own training/ remit (Julie)
		Keep boss informed (Julie)
		Involve peers/ involve others at same level (Julie)
		Involve someone with power/ Involve an upper level (Julie)
A3c: IND OUTCOME_Learning if sits, listens and remains silent in arenas where others are more knowledgeable		Involve someone with power/ Involve an upper level (Freya)
		Involve others - knowledge experts outside own training/ remit (Freya, Mads, Kristine)
		Involve peers/ involve others at same level (Mads)
		Involves employees downwards (Freya)
		Involve others - more distanced from own role/remit - often in more formal settings (Kristine)
A3d: IND OUTCOME_learning that he needs to balance PSV and PSS more in the future, to allow room for others to develop		Involve peers/ involve others at same level (Steiner)
		Involves employees downwards (Steiner)
A3e: IND Outcome_POSITIVE_NEGATIVE_The outcomes can be both positive and negative for self if risking voicing. It depends...		Involve others - knowledge experts outside own training/ remit (Freya)
		Involve someone with power/ Involve an upper level (Freya)
		Involves employees downwards (Freya)
<b>A4 Suggestion-focussed voice only (SFV)</b>		
A4a: SFV only_IND OUTCOME OF VOICE_Rarely stays silent in meetings, generally speaks up/ out about things.		No silence - always voices using suggestion-focussed voice
A4b: SFV only_IND OUTCOME OF VOICE_Needs to balance PSV and PSS more in the future, to allow room for others to develop	No silence - always voices using suggestion-focussed voice	

*room for others to develop* is described by male protégé manager Steinar. He discusses the following targets of his own prosocial silence in relation to this outcome;

- Involve peers/ involve others at same level (Steinar)
- Involve others – employees downwards (Steinar)

Fourthly and finally, *A3d: IND OUTCOME\_POSITIVE\_NEGATIVE\_The outcomes can be both positive and negative for self if risking voicing. It depends...* is described by female protégé manager Freya. She describes the following targets of her prosocial silence;

- Involving others- knowledge experts outside own training / remit (Freya)
- Involving someone with power/ Involve an upper level (Freya)
- Involving employees downwards (Freya)

This leads to the following proposition being drawn in relation to protégé targets of prosocial silence in terms of linkages to their individual-level outcomes;

**Proposition SOIT2: Individuals who define themselves as middle managers describe largely positive or sometimes uncertain individual-level outcomes when using the following targets of prosocial silence; a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving an upper level, c) involving employees downwards, d) involving others- more distanced from own role/remit - often in more formal settings, e) involving peers/ involving others at same level.**

#### **8.4.3.2 Linkages between targets of defensive silence and its' individual-level outcomes**

The findings in Table 8.4.3.2. show interesting linkages between targets of defensive silence and perceived individual-level outcomes of silence in the individual case of female mentor manager Thea.

Thea describes the following **NEGATIVE OUTCOME** for herself from using defensive silence at work; solely using Defensive silence following a change at her

company towards a “climate of silence”. Basically, Thea describes targeting her defensive silence;

- Involve others- more distanced from own role/remit - often in more formal settings
- Involve someone with power/ Involve an upper level
- Involve peers/ involve others at same level
- Keep boss informed
- Involve others - in an external subsidiary / Head Office employees
- Involve others – where lack a relational closeness to the target

There is solely one case only of defensive silence in use amongst the cases. So, there is no conclusive evidence can be drawn for a proposition to be formed.

**Table 8.4.3.2 Linkages between targets of silence and individual-level outcomes of defensive silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
applying construct from Van Dyne, Ang & Botero (2003)	Mentors	Protégés
	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit
	5 Female / 4 Male	8 Female/ 2 Male
<b>A2: Defensive Silence IND OUTCOMES (DS)</b>		
A2a: IND_NO CHANGE_The manager solely used DS following a change at her company towards a “climate of silence”. She had previously used ProSocial Voice at work.	Involving someone with power/ Involve an upper level (Thea)	
	Involve peers/ involve others at same level (Thea)	
	Keep boss informed (Thea)	
	Involve others - in an external subsidiary location/ Head Office employees (Thea)	
	Involve others - where lack a relational closeness to the target (Thea)	
	Involve others- more distanced from own role/remit - often in more formal settings (Thea)	

### 8.4.3.3 Linkages between targets of acquiescent silence and its' individual-level outcomes

The findings in Table 8.4.3.3 show interesting linkages between targets of acquiescent silence and individual-level outcomes of silence.

Two outcomes of acquiescent silence are described by the two groups of managers. The first is described by male mentor managers Jens; *A1a: IND\_NO CHANGE OUTCOME\_uses when being held out of decision-making or "held out of" meetings.* Jens describes using the following targets in relation to this outcome;

- Involve someone with power/ Involve an upper level
- Involve others (unspecified)/ Involve other outside organization
- Involve others - in an external subsidiary / Head Office location
- Involve others – more distanced from own role/remit – often in more formal settings.

This leads to the following proposition with regards to how top managers target acquiescent silence and when held out of decision-making arenas;

**Proposition SOIT3: Individuals who define self as a male top manager show preference for targeting acquiescent silence through; a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving others (unspecified)/ involving others outside organization, d) involving others – in an external subsidiary/ Head Office location.**

The second outcome of acquiescent silence is described by three female protégé managers Julie. Gina, Hanne; *A1b: IND\_ALL OUTCOMES\_Learning which battles to fight.* Jens describes using the following targets in relation to this outcome;

- Involve others – more distanced from own role/remit – often in more formal settings (Gina, Julie)
- Involve others – where lack a relational closeness to the target (Gina, Julie)
- Involve others – knowledge experts outside own training/ remit (Julie, Hanne)
- Involve someone with power/ Involve an upper level (Julie)



**Table 8.4.3.3 Linkages between targets of silence and individual-level outcomes of acquiescent silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
applying construct from Van Dyne, Ang & Botero (2002)	Mentors	Protégés
	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit
	5 Female / 4 Male	8 Female/ 2 Male
<b>A: INDIVIDUAL-LEVEL OUTCOMES SILENCE:</b>		
<b>A1: Acquiescent Silence IND level (AS) OUTCOMES</b>		
A1a: IND_NO CHANGE OUTCOME_Use of AS when being held out of decision-making or “held out of” meetings	Involving someone with power/ Involve an upper level (Jens)	
	Involve others (unspecified) /Involve others outside organization (Jens)	
	Involve others - in an external subsidiary location/ Head Office employees (Jens)	
	Involve others- more distanced from own role/remit - often in more formal settings (Jens)	
A1b: IND_ALL OUTCOMES_Learning which battles to fight		Involve others - more distanced from own role/remit - often in more formal settings (Gina, Julie)
		Involve others - where lack a relational closeness to the target (Gina, Julie)
		Involve others - knowledge experts outside own training/ remit( Julie, Hanne)
		Keep boss informed (Julie)
		Involve peers/ involve others at same level (Julie)
		Involving someone with power/ Involve an upper level (Julie)
		Involve others (unspecified) /Involve others outside organization (Hanne)
		Involve others - in an external subsidiary location/ Head Office employees (Hanne)

- Keep boss informed (Julie)
- Involve peers/ involve others at same level (Julie)
- Involve others (unspecified)/ Involve other outside organization (Hanne)
- Involve others - in an external subsidiary / Head Office location (Hanne)

One discourse that exemplifies different individual-level outcomes relating to targets of acquiescent silence is that of protégé manager Hanne. Hanne states the following;

*"In some groups, I feel as if I have really developed a lot. I think, "where have they been?" I feel a lot stronger and tougher and as if I can contribute. Whereas in other groups, I feel completely...small...I think it must do with the theme that we discuss of course. Those that are about processes and procedures within what I work with, and then I feel very strong. Whereas if I come out to other locations/sites and see that I have not learnt enough/ kept up the pace/ followed along enough in class. Then I feel I can't contribute. Whereas here at the Head Office this is where the management team sit, so people here are humbler. Yes.... but I aren't afraid of speaking up/saying what I think, especially if I disagree with something. But I have a lot of respect for the management, which is natural.... as there are a lot of skills/competencies sitting here. And I have a boss who is in the top management team, so he is not around much. So, I don't have...I am not alone, but I am alone in a way...I feel...now I don't know what I have answered..." Hanne (protégé)*

Hanne feels weaker, like she didn't follow along enough in class in external arenas. Here she feels she cannot contribute. Whereas in internal arenas she can contribute more, feels open to voice and disagree here. People here at Head office are humble and recognise the skills and competencies that employees have. This is different from out in the external arenas. This difference may help to explain Hanne's switch over to acquiescent silence externally, where she feels she has not kept up in class. This leads to the following proposition with regards to how middle managers target acquiescent silence and when learning which battles to fight which can lead to all outcomes for self;

**Proposition SOIT4: Individuals who define self as a middle manager show preference for targeting acquiescent silence through;** *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving others – where lack a relational closeness to the target, c) involving others – knowledge experts outside own training/remit, d) involving someone with power/ involving an upper level, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others (unspecified)/ involving others outside organization, h) involving others – in an external subsidiary/ Head Office location.*

These findings are summarized at Table 8.4.3.3.

#### **8.4.4 Linkages between targets of silence and group/organizational outcomes**

Section 8.4.4 will now summarise the linkages between targets of silence and their group and/or organizational-level outcomes. The section has also been split into three subsections regarding to linkages between; *a) prosocial silence, b) defensive silence and c) acquiescent silence and their respective outcomes – at group and/or organizational-levels*. Section 8.4.4.1 now begins by discussing the linkages between prosocial silence and its' group and/or organizational outcomes.

##### **8.4.4.1 Linkages between targets of prosocial silence and group and/or organizational level outcomes**

The findings in the table summarized above show some interesting linkages between targets of silence and perceived group and/or organizational-level outcomes of silence.

Firstly, *B3a: GR/ORG POSITIVE OUTCOME\_PSS\_Learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility* is discussed as an outcome solely by top management mentors (Eva, Thea, Kate, Knut, John, Inger and Celine). These mentors describe using the following targets of prosocial silence in relation to this group and/ or organizational outcome;

- Involve others- more distanced from own role/remit - often in more formal settings (Thea, Eva, John, Knut, Celine, Inger)
- Involving someone with power/ Involve an upper level (Thea, Eva, John, Knut, Inger)
- Involve peers/ involve others at same level (Thea, Celine, Knut, Eva)
- Involve others (unspecified)/ Involve others outside organization (John, Inger, Knut)
- Involve others – in an external subsidiary location /Head Office employees (Thea, Knut, Inger)
- Involve others- external suppliers/ partners (John)
- Involve others – where lack a relational closeness to the target (Thea, Eva, John, Knut, Celine, Inger)

- Involve others – employees downwards (Knut, Eva, John, Celine, Kate, Inger)
- Keep boss informed (Thea, Eva).

In these cases, the mentor top managers discuss using a range of different targets of prosocial silence when *a) building competencies of others at work allowing them the opportunity to take ownership and responsibility as a group and/or organizational outcome.*

So, the following propositions can be drawn;

**Proposition SOGT1: Individuals who define self as a top manager show preference for targeting prosocial silence through;** *a) involving others – more distances from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving peers/ involving others at same level, d) involving others (unspecified)/ involving others outside organization, e) involving others- external suppliers/ partners, f) involving others – more distanced form own role/remit – often in more formal settings, g) involving others – where lack a relational closeness to the target, h) involving others – employees downwards, i) keeping boss informed.* This leads to group and/or organizational outcomes that positively contribute towards *build competencies of others at work allowing them the opportunity to take ownership and responsibility* through proactively balancing own episodes of voice and silence at work.

In terms of the protégé middle managers, they discuss the follow group and/or organizational level outcomes to which they attach the targets of silence listed below;

Firstly, *B3b: GR/ORG POSITIVE OUTCOMES\_PSS\_voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of own business group more now in meetings.* This outcome is discussed by female protégé manager Julie. She discusses the following targets of her own prosocial silence in relation to the above group and/or organizational outcome;

- Involve others- more distanced from own role/remit - often in more formal settings (Julie)
- Involve someone with power/ Involve an upper level (Julie)
- Keep boss informed (Julie)

- Involve peers/ involve others at same level (Julie)
- Involve others- knowledge experts outside own training / remit (Julie)
- Involve others – where lack a relational closeness to the target (Julie)

Secondly, *B3c: GR/ORG ALL OUTCOMES\_PSS\_speaks up in meetings, does not agree for agreement's sake* is described as an outcome by one female protégé manager; Kristine. She discusses the following targets of her own prosocial silence in relation to this group and/or organizational outcome;

- Involve others- knowledge experts outside own training / remit (Kristine)
- Involve others- more distanced from own role/remit - often in more formal settings (Kristine)

The example discourse below from protégé manager Kristine shows how she targets prosocial silence depending on the work-related arena that she is in. She describes balancing between use of suggestion-focussed voice and prosocial silence. Her prosocial silence depends on the target and the desired group and/or organizational outcomes that she wishes to obtain, or whether it is a subject that she is knowledgeable about;

*"If I don't know enough about what is being discussed then I can become less engaged/ ignore it. This could happen with subject/topic relate knowledge and then if I clearly don't understand things then I prefer to say, "I don't understand this!" as I don't want to agree to something that I don't agree with because I didn't understand. And there are also times when I don't have to have an overview on things, maybe it is not necessary and so there I can be neutral really. I have no need to state clearly my opinions/ideas without fully being at the same level/ as knowledgeable about what they are discussing. If it is a subject that I know something about then I speak up in a meeting about it. Especially if there is a problem that needs resolving, which is basically what we work with ...resolving problems..."* Kristine (protégé)

Thirdly, *B3d: GR/ORG POSITIVE OUTCOME\_PSS\_learning for others through learning to balance voice and silent by allowing room for others to voice proactively* is described by female protégé manager Hanne. She discusses the following targets of her own prosocial silence in relation to this group and/or organizational outcome;

**Table 8.4.4.1 Linkages between targets of prosocial silence and group and/or organizational level outcomes of prosocial silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
applying construct from Van Dyne, Ang & Botero (2003)	Mentors	Protégés
<b>B: ORGANIZATIONAL OR GROUP-LEVEL OUTCOMES SILENCE: applying construct from Van Dyne, Ang &amp; Botero (2003)</b>	<b>Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter</b>	<b>Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit</b>
	5 Female / 4 Male	8 Female/ 2 Male
<b>B3: ProSocial Silence GROUP/ORGANIZATIONAL level (PSS)</b>		
B3a: GR/ORG POSITIVE OUTCOME_PSS_Learn to balance prosocial voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and	Involving someone with power/ Involve an upper level (Thea, Eva, John, Knut, Inger)	
	Involve peers/ involve others at same level (Thea, Celine, Knut, Eva)	
	Keep boss informed (Thea, Eva)	
	Involve others ( unspecified)/ involve	
	Involve others - in an external subsidiary location/ Head Office employees (Thea,	
	Involve others - external suppliers/ partners (John)	
	Involve others - where lack a relational closeness to the target (Thea, Eva, John,	
	Involve others- more distanced from own role/remit - often in more formal settings (Thea Eva, John, Knut, Celine,	
	Involve other - employee downwards (Knut, John, Eva, Celine, Inger, Kate)	
B3b: GR/ORG POSITIVE OUTCOMES_PSS_Voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the		Involve others- more distanced from own role/remit - often in more formal settings (Julie)
		Involve others - where lack a relational closeness to the target (Julie)
		Involve others - knowledge experts outside own training/ remit (Julie)
		Keep boss informed (Julie)
		Involve peers/ involve others at same level (Julie)
		Involving someone with power/ Involve an upper level (Julie)
B3c: GR/ORG ALL OUTCOMES_PSS_Speaks up in		Involve others - knowledge experts
		Involve others- more distanced from own
B3d: GR/ORG POSITIVE OUTCOME_PSS_Where made to feel positive about voice contribution, this is internally, amongst own team, here		Involve others (unspecified) /Involve others outside organization (Hanne)
		Involve other - employees downwards (Hanne)
		Involve others - in an external subsidiary location/ Head Office employees (Hanne)
		Involve knowledge experts outside own training/ experience (Hanne)
B3e: GR/ORG POSITIVE OUTCOME_PSS_Learning for others through learning to balance voice and silent by allowing room for others to voice proactively		Involve peers/ involve others at same level (Steiner)
		Involves employees downwards (Steiner)
B3f: GR/ORG ALL OUTCOMES_PSS_The outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes		Involve others - knowledge experts outside own training/ remit (Freya)
		Involving someone with power/ Involve an upper level (Freya)
		Involves employees downwards (Freya)

- Involve others (unspecified)/involve others outside organization (Hanne)
- Involve others- knowledge experts outside own training / remit (Hanne)
- Involve others – in an external subsidiary location/ Head Office employees (Hanne)
- Involve others – employees downwards (Hanne)

Fourthly, *B3e: GR/ORG POSITIVE OUTCOME\_PSS\_learning for others through learning to balance voice and silent by allowing room for others to voice proactively* is described by male protégé manager Steinar. He discusses the following targets of his own prosocial silence in relation to this group and/or organizational outcome;

- Involve peers/involve others at same level (Steinar)
- Involve others – employees downwards (Steinar)

Fifthly, *B3g: GR/ORG ALL OUTCOMES\_PSS\_The outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes* is described by female protégé manager Freya. She discusses the following targets of her own prosocial silence in relation to this group and/or organizational outcome;

- Involve others- knowledge experts outside own training / remit (Freya)
- Involve someone with power/ involve someone at upper level (Freya)
- Involve others – employees downwards (Freya)

This leads to the following set of propositions in relation to linkages between targets of prosocial silence and group and/or organizational-level outcomes of prosocial silence for middle managers;

**Proposition SOGT2: Individuals who define themselves as internal-facing female middle managers prefer to target prosocial silence through; a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving someone at upper level, c) involving others – employees downwards, d) involving others- more distanced from own role/remit - often in more formal settings, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others –where lack a relational closeness to target. This leads to increased positive outcomes internally for the group and/or organization.**

**Proposition SOGT3: Individuals who define themselves as external-facing female middle managers prefer to target prosocial silence through; a) *Involving others(unspecified)/involving others outside organization, b) involving others-knowledge experts outside own training / remit, c) involving others – in an external subsidiary location/ Head Office employees, d) involving others – employees downwards, This leads to increased external-facing positive outcomes at the group and/or organizational-level.***

**Proposition SOGT4: Individuals who define themselves as male middle managers prefer to target prosocial silence through; a) *involving peers/involving others at same level, b) involving others – employees downwards. This leads to increased organizational learning for employees as a group and/or organizational-level outcome.***

These summarised findings are based on Table 8.4.4.1., which shows the group or organizational outcomes of prosocial silence.

#### **8.4.4.2 Linkages between targets of defensive silence and its' individual-level outcomes**

The findings in Table 8.4.4.2. show a set of interesting linkages between targets of defensive silence and perceived group and/or organizational-level outcomes of silence in the individual case of female mentor manager Thea.

Thea describes the following; *B2a: \_ALL OUTCOMES\_DS\_It decides whether you take the perspective of Thea as an individual manager from the "old management team" or the new management perspective and whether their long-term strategic financial goals were reached. But for the people losing out in the process described, it is negative for herself from using defensive silence at work; solely using Defensive silence following a change at her company towards a "climate of silence". Basically, Thea describes targeting her defensive silence through;*

- Involve others- more distanced from own role/remit - often in more formal settings
- Involve someone with power/ Involve an upper level
- Involve peers/ involve others at same level



- Keep boss informed
- Involve others – where lack a relational closeness to the target

There is solely one case only of defensive silence in use amongst the cases. So, there is no conclusive evidence can be drawn for a proposition to be formed.

**Table 8.4.4.2 Linkages between targets of defensive silence and group and/or organizational level outcomes of prosocial silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
applying construct from Van Dyne, Ang & Botero (2003)	Mentors	Protégés
	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit
	5 Female / 4 Male	8 Female/ 2 Male
<b>B2: Defensive Silence GROUP/ORGANIZATIONAL OUTCOMES (DS)</b>		
B2a: GR/ORG OUTCOMES_ALL OUTCOMES_DS_It decides whether you take the perspective of Thea as an individual manager from the "old management team" or the new management perspective and whether their long-term strategic financial goals were reached. But for the people losing out in the process described, it is negative	Involving someone with power/ Involve an upper level (Thea)	
	Involving peers/ involve others at same level (Thea)	
	Keep boss informed (Thea)	
	Involve others - more distanced from own role/remit - often in more formal settings (Thea)	
	Involve others - where lack a relational closeness or proximity to the target (Thea)	

#### 8.4.4.3 Linkages between targets of acquiescent silence and its' group and/or organizational-level outcomes

The findings in Table 8.4.45.3. also, show interesting linkages between targets of acquiescent silence and perceived group and/or organizational-level outcomes of silence.

Six outcomes of acquiescent silence are described by the two groups of managers. The first outcome is described by male mentor managers Jens; *A1a: IND\_NO CHANGE OUTCOME\_uses when being held out of decision-making or "held out of" meetings.* Jens describes using the following targets in relation to this outcome;

- Involve someone with power/ Involve an upper level
- Involve others (unspecified)/ Involve other outside organization
- Involve others - in an external subsidiary / Head Office location
- Involve others – more distanced from own role/remit – often in more formal settings.

I have chosen to exemplify the above through citing from Jens' case discourse in which he describes being left out of meetings involving larger groups or external suppliers or meetings with partners. The overall group and/or organizational outcomes could be positive, no change or negative. Regardless, Jens' discourse reveals different targets of his acquiescent silence within it;

*“I don't know whether I have any concrete examples of this to be honest. But in general, if decisions are going to be taken that I think I have something to contribute with, or if there are occasions when I think I should be included in decision-making that I am being held a little on the periphery of then I notice that I disconnect myself completely and I don't even try to contribute at all. No, do you see? Then I don't care even though I should and that is a conscious choice that I make. So, if you see that in relation to a larger group, then that is very stupid because you lose some of the people, skills and competencies that you really should have had on board. Erm, and I often feel that when you are held outside things, then you do completely disconnect and that is...I do notice that when I am kept completely outside things then I do disconnect completely. And on some occasions, it can be that if you are an external partner in a group and I represent our company then sometimes they might say; “this doesn't concern you/isn't about you “and then you are held out of there as well and then don't want to contribute anything. And that can be. Erm...so...it could well be that for example, that they don't have confidence in you. Or to protect technology, competence or knowledge... But it can also be rivalistic, as it is we who are decide things and therefore we can't be a part of it! So, yes we meet that too (laughs)” Jens (mentor)*

The above discourse, other supporting discourses as well as the full cross-case analysis leads to the following proposition with regards to how top managers target acquiescent silence and when held out of decision-making arenas;

**Proposition SOGT5: Individuals who define self as a male top manager show preference for targeting acquiescent silence through;** *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving others (unspecified)/ involving others outside organization, d) involving others – in an external subsidiary/ Head Office location.* This leads to all potential outcomes for the group and/or organization as it depends whether one's point or voice is taken into consideration/ on board.

The second outcome of acquiescent silence is described by three female protégé managers Julie, Gina, Hanne; *A1b: IND\_ALL OUTCOMES\_learning which battles to fight.* Julie and Gina describe using the following targets in relation to this outcome;

- Involve others – more distanced from own role/remit – often in more formal settings (Gina, Julie)
- Involve others – where lack a relational closeness to the target (Gina, Julie)
- Involve others – knowledge experts outside own training/ remit (Julie, Hanne)
- Involve someone with power/ Involve an upper level (Julie)
- Keep boss informed (Julie)
- Involve peers/ Involve others at same level (Julie)
- Involve others (unspecified)/ Involve other outside organization (Hanne)
- Involve others - in an external subsidiary / Head Office location (Hanne)

This leads to the following proposition with regards to how middle managers target acquiescent silence and when learning which battles to fight, which can lead to all outcomes for self:

**Proposition SOGT6: Individuals who define self as a middle manager show preference for targeting acquiescent silence through;** *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving others – where lack a relational closeness to the target, c) involving others – knowledge experts outside own training/remit, d) involving someone with power/ involving an upper level, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others (unspecified)/ involving others outside organization, h) involving others – in an external subsidiary/ Head Office location.*

**Table 8.4.4.3 Linkages between directions of silence and group or organizational outcomes of acquiescent silence**

TYPE OF SILENCE	COMBINED TARGETS OF SILENCE (from combined targets of voice (Dutton et al., 2001; Piderit & Ashford, 2003))	
applying construct from Van Dyne, Ang & Botero (2003)	Mentors	Protégés
	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b), Jens, Petter	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna, Freya, Steiner, Berit
	5 Female / 4 Male	8 Female/ 2 Male
<b>B: ORGANIZATIONAL OR GROUP-LEVEL OUTCOMES SILENCE: applying construct from Van Dyne, Ang &amp; Botero (2003)</b>		
<b>B1: Acquiescent Silence GROUP/ORGANIZATIONAL OUTCOMES (AS)</b>		
B1a: GR/ORG OUTCOME_AS_ALL OUTCOMES_It decides whether you take the perspective of Jens as an individual manager, or the top management team	Involving someone with power/ Involve an upper level (Jens)	
	Involve others (unspecified) /Involve others outside organization (Jens)	
	Involve others - in an external subsidiary location/ Head Office employees (Jens)	
	Involve others- more distanced from own role/remit - often in more formal settings (Jens)	
B1b: GR/ORG OUTCOME_AS_NO CHANGE_Not resolved		Involving someone with power/ Involve an upper level (Anna)
		Involving peers/ involve others at same level (Anna)
		Involve knowledge experts outside own training/ experience (Anna)
B1c: GR/ORG OUTCOME_AS_It depends on the arena, role and remit. Contributes more when within own remit		Involve others - more distanced from own role/remit - often in more formal settings (Marit, Kristine)
		Involve knowledge experts outside own training/ experience (Marit, Kristine)
		Keep boss informed (Marit)
		Involving someone with power/ Involve an upper level (Marit)
B1d: GR/ORG OUTCOME_AS_ALL OUTCOMES_It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change –oriented and positive. It is not worth taking up some themes as afraid of the consequences.		Involve others - more distanced from own role/remit - often in more formal settings (Gina)
		Involve others - where lack a relational closeness or proximity to the target (Gina)
B1e: GR/ORG OUTCOME_AS_NO CHANGE/NEGATIVE_where made to feel negative about voice contribution for example, externally or overseas, with others teams		Involve others (unspecified) /Involve others outside organization (Hanne)
		Involve other - employees downwards (Hanne)
		Involve others - in an external subsidiary location/ Head Office employees (Hanne)
		Involve knowledge experts outside own training/ experience (Hanne)
B1f:GR/ORG OUTCOME_ALL OUTCOMES POSSIBLE_AS_It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums		Involving peers/ involve others at same level (Mads)
		Involve knowledge experts outside own training/ experience (Mads)

These findings are summarized in Table 8.4.4.3 which shows the linkages between directions of silence and group and/or organizational level outcomes of acquiescent silence.

## **8.5 Summarising across the linkages proposed**

The different subsections of Chapter 8, subsections 8.1 to 8.4 have covered a total of fifteen different linkages between constructs or themes revealed through the individual cases. Under each subsection, key cases as well as findings have been discussed. Several propositions have also been drawn.

The aim of this final subsection of Chapter 8 is to collate the main propositions to discuss key sets of findings across the themes of work-related social identity, voice or silence as well as the outcomes of voice or silence at an individual, as well as at a group and/or organizational level.

This summary discusses key propositions raised in terms of links between; *a) work-related social identity and voice/silence: types, directions and tactics. Tactics* were applied to the voice side of the data only. This analysis is found summarised at subsection 8.5.1. Then, at subsection 8.5.2, I will summarise key proposals raised in terms of linkages between; *a) voice/silence types* and their *b) outcomes – at individual-level as well as group or organizational levels.*

At subsection 8.5.3, I consider the themes of *directions of voice/targets of silence and their outcomes - individual-level as well as group or organizational levels.* At subsection 8.5.4, I summarise key propositions raised in terms of linkages between; *a) tactics of voice* and their *b) outcomes – at both individual as well as at group or organizational levels.*

At subsection 8.5.5., I discuss voice/silence as processes between people. Finally, at subsection 8.5.6, I present summary models from across the findings showing relationships between work-related social identity, voice/silence as well as the outcomes of voice/ silence at individual, group or organizational-levels.

## **8.5.1 Work-related social identity and voice / silence types, directions and tactics of voice**

The following section has been broken into three distinct subsections. Firstly, subsection 8.5.1.1. covers propositions drawn in relation to voice/silence types and linkages described by the groups of managers as individual cases across the work-related social identity themes A1-A5& B. Subsection 8.5.1.2 then considers links described between work-related social identity themes A1-A5& B and voice tactics. Finally, subsection 8.5.1.3 examines propositions drawn because of linkages found across work-related social identity themes A1-A5& B and directions or targets of voice/silence as discussed across the cases.

### **8.5.1.1. Work-related social identity and voice/silence types**

Table 8.5.1.1 shows the propositions that were drawn in terms of linkages across work-related social identity themes A1-A5 & B and across the three different types of voice / types of silence respectively.

This table summarises general propositions, such as proposition 1 which illustrates how male managers show preference for use of suggestion-focussed voice type only. Whereas female managers prefer to use a variety of different voice types at work. Additionally, proposition ten demonstrates how managers are more likely to use a broader range of voice types, across both groups of managers, when working together with people that the manager trusts to complete tasks at work. In terms of types of silence, all managers also show a preference for avoiding using defensive silence at work. There is solely one case of defensive silence described, that of female top manager Thea.

The table also clearly states which of the six themes (A1-A5& B) the proposition has been drawn under. Additionally, the table illustrates which group of managers were found to use the types of voice and types of silence differently and to whom or which group of managers the proposition may apply in general practice. For example; a) *top managers (both genders)* or b) *middle managers (both genders)* or a) *female managers* and b) *male managers* or a) *female/male top managers* or b) *female/male middle managers*.

These findings have explored the full breadth of the work-related social identity themes and indicate how distinct types of voice, as well as types of silence, are described in use by top management mentors and middle management protégés.

Drawing from the findings below, we see how under Theme A1, “*twin-headed*” and management/administratively trained managers both groups of managers show a preference for using positively framed suggestion-focussed voice type at work. As visualized at Section 8.5.6.1 as Model 1: Theme A1. In the case of the positively framed prosocial silence type, proposition SIL3 it is evident how top managers describe using prosocial silence more often than middle managers do at work. Conversely, middle managers describe using acquiescent silence more often at work than the top managers do. This is shown in proposition SIL2. Additionally, female managers alone describe using acquiescent silence and defensive silence at work. Male managers across both groups of executives seem to have a narrower array of types of silence that they use at work on a day-to-day basis in comparison to the female managers. This is visualized at Section 8.5.6.2 as Model 1: Theme A1.

In terms of Theme A2, relational managers are more likely to be female managers. Relational managers are also increasingly liable to use positively framed suggestion-focussed voice type as proposition 3 shows. Additionally, relational female top managers are more likely to switch between suggestion-focussed and opinion-focussed voice. Whilst relational male top managers prefer to remain using suggestion-focussed voice type. This is demonstrated by proposition 4. Rational and “*balanced managers*” also prefer to use suggestion-focussed voice as proposition 5 shows. Proposition 6 shows how female managers prefer to switch between problem-focussed and suggestion-focussed voice at work. Male managers do not describe this switching behaviour between voice types. This is visualized at Section 8.5.6.1 as Model 2: Theme A2.

In terms of types of silence, proposition SIL4 illustrates how the relational middle managers use more acquiescent silence than top managers. Whereas proposition SIL5 shows how relational top managers prefer use of prosocial silence at work. Rational or “*balanced managers*” also prefer to use prosocial silence, closely followed by acquiescent silence, across both groups of managers, as shown at proposition SIL6. This is visualized at Section 8.5.6.2 as Model 2: Theme A2.

**Table 8.5.1.1. Summary table of propositions across work-related social identity themes and voice/silence types**

VOICE- SUMMARISED PROPOSITIONS BELOW LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND VOICE TYPES (Section 8.1.1)	SILENCE- SUMMARISED PROPOSITIONS BELOW LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND TYPES OF SILENCE (Section 8.2.1)
Theme A1 Proposition 1: Individuals who define themselves as male managers at work are more likely to use solely suggestion-focused voice at work. Individuals who define themselves as female managers are more likely to use a broader range of the three types of voice at work.	Theme A1 Proposition SIL1: Individuals who define themselves as managers at work seldom use defensive silence.
Theme A2 - relational managers - more often female Proposition 2: Individuals who define their identities as either a) management/administratively-trained or b) "twirl-heads" are more likely to use suggestion-focused voice type at work.	Theme A1 Proposition SIL3: Individuals who define their identities as top level (mentor) managers are more likely to use prosocial silence than middle level (protégé) managers, regardless of their educational background.
Theme A2 - relational top managers Proposition 3: Individuals defining their identities as relational managers at work are more likely to be female. The relational managers are more likely to use suggestion-focused voice type than other employees.	Theme A2 - relational middle managers Proposition SIL4: Individuals who define their identities as relational middle level (protégé) managers are more likely to use acquiescent silence at work than top level (mentor) managers.
Theme A2 - rational or balanced two sides of self Proposition 4: Individuals who define their identities as relational female top level (mentor) managers are more likely to use both suggestion-focused as well as opinion-focused voice at work then middle management (protégé) managers	Theme A2 - relational top managers Proposition SIL5: Individuals who define their identities as relational top level (mentor) managers are more likely to use prosocial silence at work than middle-level (protégé) managers.
Theme A2 - rational female managers Proposition 5: Individuals who define their identities as either rational or as "balancing between rational and relational self/at work " are more likely to use suggestion-focused voice type at work.	Theme A2 - rational or balanced two sides of self Proposition SIL6: Individuals who define their identities as either rational or as balancing between rational and relational self at work are more likely to use prosocial silence at work as an alternative to acquiescent silence.
Theme A3 - female managers different from men overseas Proposition 6: Individuals who define their identities as female rational managers are more likely to use problem-focused or opinion-focused voice type at work than rational male managers, who are more likely to use suggestion-focused voice type at work.	Theme A3 - subtheme c) Sole case- no conclusive evidence from which to draw propositions
Theme A4 - subtheme a) & b) Proposition 7: Individuals who define themselves as managers who are different from other men based overseas are more likely to use suggestion-focused voice	Theme A4 - subtheme a) - female middle managers who work with men Proposition SIL7: Individuals, who define themselves as female middle managers working together with men, are more likely to use acquiescent silence than top-level mentor managers.
Theme A5 Proposition 8: Individuals who define themselves as male managers, who "share a similar history or background to others, are working together with people who they trust to get the job done and share a Nordic heritage" in external contexts overseas, are more likely to use suggestion-focused voice.	Theme A4 - subtheme a) female top managers who work with men Proposition SIL8: Individuals who define themselves as top-level female (mentor) managers and different from men at their work, are more likely to use prosocial silence than middle-level (protégé) managers.
Theme A5 - subtheme a) Proposition 9: Individuals who define themselves as male top-level (mentor) managers and have a long shared history with others at work, are more likely to use suggestion-focused voice at work.	Theme A4 - subtheme b) female middle managers who work with other women Proposition SIL9: Individuals who define themselves as female middle managers and different from other women at their work, are more likely to use acquiescent silence than top-level mentor managers.
Theme A5 - subtheme b) Proposition 10: Individuals who define themselves as managers and who trust others at work to complete tasks, are more likely to use a broader range of voice types at work.	Theme A4 - subtheme b) female top managers who work with other women Proposition SIL10: Individuals who define themselves as female top managers and different from other women at their work, are more likely to use prosocial silence than middle-level managers.
Theme A5 - subtheme b) Proposition 11: Individuals who define themselves as female managers and who trust others at work to complete tasks, are more likely to use a broader range of voice types at work and switch regularly between types.	Theme A5 - subtheme a) male top managers who have a shared company history with others they work together with Proposition SIL11: Individuals who define themselves as male (top-level mentor) managers and have a long shared history with others at work, are more likely to use either prosocial silence or acquiescent silence at work.
Theme A5 - subtheme c) Sole case- no conclusive evidence from which to draw propositions	Theme A5 - subtheme b) & c) Sole case- no conclusive evidence from which to draw propositions
Theme B Sole case- no conclusive evidence from which to draw propositions	Theme B Sole case- no conclusive evidence from which to draw propositions



In terms of Theme A3, female managers who define themselves at work as being different from men in overseas contexts are more likely to use suggestion-focussed voice type in such external contexts. This is evident in proposition 7. This is visualized at Section 8.5.6.1 as Model 3: Theme A3. In terms of types of silence, there was solely one case to explore in terms of linkages between types of silence and Theme A3. As such, there was no conclusive evidence from which to draw propositions. I have still visualized this case at Section 8.5.6.2 as Model 3: Theme A3.

Regarding Theme A4, the evidence linking Theme A4 to voice types was very spread / evenly distributed. As such, the evidence was inconclusive and so no propositions could be drawn in terms of this finding. Still, the cases have been visualized at Section 8.5.6.1 as Model 4: Theme A4. In terms of linkages between types of silence and work-related social identity Theme A4, subtheme a) "*female middle managers who work with men*", then proposition SIL7 indicate how female middle managers, working together with men, were more likely to use acquiescent silence than top-level managers. Female top managers, on the other hand, were more likely to use prosocial silence as proposition SIL8 shows. In terms of Theme A4 - subtheme b) "*female managers who are different from other women who they work with*", proposition SIL10 shows how female top managers are more likely to use prosocial silence than middle-level managers in such arenas. Female middle managers are found to use more acquiescent silence in these same contexts than female top managers. This is evident in proposition SIL9. This is visualized at Section 8.5.6.2 as Model 4: Theme A4.

In Theme A5, subtheme a) male managers, who "*share a similar history or background to others, are working together with people who they trust to get the job done and share a Nordic heritage*", are more likely to use suggestion-focussed voice in external contexts overseas. However, in terms of Theme A5 subtheme b) "*people you trust at work to get the job done*", proposition 10 shows how across all managers, there is a broader range of voice types shown in use at work. As proposition 11 shows, this is particularly prescient for female managers, who are revealed to strategically switch between voice types in their voicing efforts. This is visualized at Section 8.5.6.1 as Model 5: Theme A5.

Regarding types of silence used by the managers in relation to "*people the managers trust to get the job done,*" proposition SIL11 shows how male top-level managers having a long-shared history with others at work, are more likely to use either

prosocial silence or acquiescent silence at work. Nevertheless, the findings were inconclusive in relation to Theme A5, subtheme b) and c) in terms of types of silence used by the managers. This is visualized at Section 8.5.6.2 as Model 5: Theme A5. In terms of subtheme c), there were insufficient cases from which to draw propositions. This was also the case for Theme B. Models are visualized at Section 8.5.6.1 for voice and at Section 8.5.6.2 for silence, in both cases as Model 6: Theme B.

These sets of propositions can be used by future researchers to test in other management contexts/settings to see whether they can be applied in practice to a generalised population of managers.

### **8.5.1.2. Work-related social identity and tactics of voice**

Table 8.5.1.2 shows propositions drawn in terms of linkages across work-related social identity themes A1-A5 & B and the tactics of voice.

This table summarises general propositions, for example proposition 12, regarding voice tactics that are preferred at management level between the two groups. These are; *a) use of formal process/ include people formally, b) be professional, positive, etc., c) balance positives and negatives, d) do homework first/ preparation, e) use a rational, fact-based approach/ packaging\_ presentation use of logics in a business plan, f) tie issue to concern of key constituents, g) use caution/proceed slowly.*

The table also clearly states which of the six themes (A1-A5& B) the proposition has been drawn under. Also shown is which group of managers were found to use the tactics differently and to whom or which group of managers the proposition may apply in general practice. For example; *a) top managers (both genders) or b) middle managers (both genders) or a) female managers and b) male managers or a) female/male top managers or b) female/male middle managers.*

These findings have explored how top management mentors and middle management protégés describe and use different voice tactics, across the work-related social identity themes.

**Table 8.5.1.2 Summary table of propositions across work-related social identity themes and tactics of voice**

LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND TACTICS OF VOICE (Section 8.1.2)	Proposition 12: Individuals who define their identities as managers at work are likely to show preference for using the following voice tactics; a) <i>use of formal process/ include people formally</i> , b) <i>be professional, positive, etc.</i> , c) <i>balance positives and negatives</i> , d) <i>do homework first/ preparation</i> , e) <i>use a rational, fact-based approach/ packaging_presentation_use of logics in a business plan</i> , f) <i>tie issue to concern of key constituents</i> , g) <i>use caution/proceed slowly</i> .
Theme A1 - subtheme c) top managers	Proposition 13: Individuals who define their identities as “ <i>twin-headed</i> ” top-level (mentor) managers use a wider and sometimes, slightly different ranges of voice tactics than middle-level (protégé) managers do at work.
Theme A2 - subtheme a) - top managers	Proposition 14: Individuals who define their identities as <i>relational</i> top-level (Mentor) managers use a wider and sometimes, slightly different range of voice tactics than for relational middle-level (protégé) managers at work.
Theme A2 - middle managers	Proposition 15: Individuals who define their identities as middle-level (protégé) managers are more likely to use a slightly different set of voice tactics than top-management (mentor) managers at work.
Theme A3 - top managers - external facing	Proposition 16: Individuals who define their identities as “external facing” top managers are more likely to use a different combination of voice tactics in these “external facing arenas” than middle managers do.
Theme A3 - female middle managers - external facing	Proposition 17: Individuals who define their identities as “female external facing” middle managers are more likely to use a different combination of voice tactics in these “external facing arenas” than male middle managers do.
Theme A4 - subtheme a) - female top managers	Proposition 19: Individuals, who define themselves as female managers who are different from men at work, are more likely to use the following voice tactics at work; a) <i>use of formal process/ involve people formally</i> , b) <i>be professional, positive, etc.</i> , c) <i>use positive framing</i> , d) <i>do homework first /preparation</i> .
Theme A4 - subtheme b) - female top managers	Proposition 20: Individuals who define themselves as female top-level managers, different from other women at their work, are more likely to use the following additional tactics of voice than other managers at work; a) <i>considering a set timeframe to complete process</i> , b) <i>involving a wide range of people</i> , c) <i>balancing positives and negatives</i> , b) <i>tying issue to valued concern – profitability</i> , c) <i>tying issue to valued concern – market share/ organizational image</i> and d) <i>protecting image whilst selling</i> .
Theme A4 - subtheme b) - female middle managers	Proposition 21: Individuals who define themselves as female middle-level managers, who are different from other women at their work, are more likely to use <i>promptness</i> as an additional voice tactic.
Theme A5 - subtheme a)	Two cases only - no conclusive evidence across cases from which to draw propositions.
Theme A5 - subtheme b) - female top manager	Proposition 22: Individuals who define themselves as female top-level (mentor) managers and who trust others at work to complete tasks, are additionally likely to use the following tactic of voice at work; a) <i>negative framing</i> , b) <i>balancing positives and negatives</i> , c) <i>tying issue to valued goal – profitability</i> , d) <i>tying goal to valued goal – market share/ organizational image</i> , f) <i>protect image whilst selling</i> and g) <i>persistence in selling activity</i> , h) <i>positive framing</i> , i) <i>make continuous proposals</i> , j) <i>involve a wide range of people</i> and k) <i>consider a set timeframe to complete process</i> .
Theme A5 - subtheme b) - female middle manager	Proposition 23: Individuals who define themselves as female middle-level (protégé) managers and who trust others at work to complete tasks, are additionally likely to use the following tactic of voice at work; a) <i>balancing positives and negatives</i> .
Theme A5 - subtheme b) - male middle manager	Proposition 24: Individuals who define themselves as male middle-level (protégé) managers and who trust others at work to complete tasks, are additionally likely to use the following tactics of voice at work; a) <i>make continuous proposals</i> , b) <i>build a positive image first</i> , c) <i>protect image whilst selling</i> , d) <i>involve a wide range of people</i> , f) <i>use opportune timing</i> and g) <i>use promptness</i> .
Theme A5 - subtheme c) - male top manager	Sole case- no conclusive evidence from which to draw propositions.
Theme B	Sole case- no conclusive evidence from which to draw propositions.

Drawing from the findings below, we see how “*twin-headed*” and relational top managers both describe using a wider and slightly different range of voice tactics than middle managers. These are visualized at Section 8.5.6.5 as Model 1: Theme A1 and Model 2: Theme A2 respectively.

At Theme A3, we also see how external-facing managers use a diverse set of voice tactics than internal-facing managers. Moreover, external-facing top managers and external-facing middle managers each use a slightly distinct set of voice tactics. These are visualized at Section 8.5.6.5 as Model 3: Theme A3. These are covered in further detail within subsection 8.1.2 of this chapter.

In terms of Theme A4, the table also illustrates the propositions drawn in terms of common, as well as, different voice tactics used by the two separate groups of female managers (top and middle) in; *a) arenas where they are different from other men there* and *b) arenas where they are different from other women there*. The different voice tactics are shown clearly within the proposition for Theme A4. These are visualized at Section 8.5.6.5 as Model 4: Theme A4.

In terms of Theme A5, the table illustrates no conclusive evidence could be drawn in terms of subtheme a) or subtheme c). However, for Theme 5, subtheme b), there was sufficient evidence across the cases from which to draw propositions regarding difference between; a) female top managers, b) female middle managers and c) male middle managers in terms of their voice tactics used when voicing in contexts where they trust others at work to complete tasks. See propositions 22, 23 and 24. In both examples, there were insufficient instances from which to draw propositions. This is visualized at Section 8.5.6.5 as Model 5: Theme A5.

This was also the case for Theme B. This is visualized at Section 8.5.6.5 as Model 6: Theme B.

These sets of propositions can be used by future researchers to test in other management contexts/settings to see whether they can be applied in practice to a generalised population of managers.

### 8.5.1.3. Work-related social identity and directions of voice/ targets of silence

The upcoming below summarises across the directions of voice/ targets of silence and shows the propositions that were drawn in terms of linkages across work-related social identity themes A1-A5 & B and directions of voice/ targets of silence.

Table 8.5.1.3 summarises across the six themes of work-related social identity (A1-A5& B) just where a proposition has been drawn in relation to linkages between each theme and either; *a) directions of voice* or *b) targets of silence*. The table also shows which group of managers were found to use the types of voice and types of silence differently and to whom or which group of managers the proposition may apply in general practice. For example; *a) top managers (both genders)* or *b) middle managers (both genders)* or *a) female managers* and *b) male managers* or *a) female/male top managers* or *b) female/male middle managers*.

These findings have explored the full range of work-related social identity themes and elucidate how different directions of voice as well as targets of silence are described in use by the top management mentors and the middle management protégés.

Drawing from the findings below, we see how under Theme A1, “*twin-headed*” top managers show a preference for using a wider range of directions of voice and targets of silence than middle managers do at work. These are shown by proposition 25 in terms of voice and proposition SIL12 in terms of silence. These are visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 1: Theme A1.

In terms of Theme A2, two sets of findings and resulting propositions mirror each other across the directions of voice/ targets of silence. The first are; *a) proposition 26*, in terms of voice and *b) proposition SIL13*. These both demonstrate how across the two groups of managers and levels; that individuals who relate to external partners or suppliers in their home country regularly at work are likely to be required to either *a) voice* or *b) remain silent* in this external direction. Secondly, *proposition 27* in terms of voice and *proposition SIL14* also show how individuals who define their identities as middle-level (protégé) managers either *a) voice* or *b) remain silent* in a diverse set of directions than top-management (mentor) managers at work. These are more

internal facing than for top managers. These are visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 2: Theme A2.

Regarding Theme A3, propositions 28 in terms of voice and proposition SIL15 also mirror each other in stating how individuals who define their identities as “*external facing*” are required to either; a) voice or b) remain silent in an additional set of directions than for internal-facing managers, regardless of whether they define self as a top-level or middle-level manager. These are visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 3: Theme A3.

In terms of Theme A4, subtheme a) “*female middle managers who work with men*”, proposition 29 illustrates how individuals who define themselves as female managers working together with men, are more likely to voice upwards, across and downwards at work than male managers. In terms of directions of silence, SIL16 shows how female managers working together with men, were more likely to remain silent upwards, than other managers as work.

Theme A4 - subtheme b) “*female managers who are different from other women who they work with*”, proposition 30 shows how individuals, who define themselves as female managers who are different from other women at work, are more likely to voice upwards and across more often than other managers at work. Whereas SIL17 shows how female managers remain silent only upwards. In addition, proposition 31 shows how female top managers are more likely to voice; a) *upwards*, b) *across*, c) *outwards - to overseas locations/Head Office* and d) *outwards – towards external supplier/ partner in Norway* than other managers at work, whereas proposition 32 records how middle-level managers are more likely to voice; a) *upwards*, b) *across* and c) *downwards*, than other managers at work.

Whereas in terms of silence, proposition SIL18 shows how compared to other managers at work, top female managers are more likely to remain silent; a) *upwards*, b) *where there is more distance from their own role/remit – often in more formal settings* and c) *where there is a lack of relational closeness or proximity to the target*.

Proposition SIL19 then demonstrates how compared to other managers at work, female middle managers are more likely to remain silent; a) *towards knowledge experts outside own training/experience*, b) *upwards* and c) *where there is more*

*distance from own role/remit – often in more formal setting.* The above are all visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 4: Theme A4.

Regarding Theme A5, subtheme a) there was inconclusive evidence regarding the directions in which managers who “*shared a similar history or background to others, are working together with people who they trust to get the job done and shared a Nordic heritage*” voiced. In terms of targets of silence, proposition SIL20 shows how top-level managers who have a long-shared history with others at work, are more likely to remain silent in the following directions; a) *upwards*, b) *outwards*, c) *outwards towards external suppliers in Norway*, d) *where there is a lack of relational closeness or proximity to the target* and e) *where there is more distance from own role/remit – often in more formal setting*, f) *downwards*, h) *across*. In terms of SIL21, middle managers are more likely to remain silent in the following directions; a) *upwards*, b) *towards knowledge experts outside own training/experience*, c) *across* and d) *where there is more distance from own role/remit – often in more formal settings*.

Theme A5, subtheme b) “*people you trust at work to get the job done*”, proposition 33 demonstrates how female top-level managers who trust others at work to complete tasks, are also likely to voice; a) *upwards* and b) *across than other managers at work*. In terms of silence, proposition SIL22 shows how compared to other managers at work, managers who trust others at work to complete tasks remain silent; a) *upwards*, b) *downwards*, c) *towards knowledge experts outside own training/experience than*. For top-level managers, they are additionally likely to remain silent; a) *across*, b) *where more distance from own role/remit – often in more formal settings* and c) *where lacks a relational closeness to the target than other managers at work*. However, the findings were inconclusive in relation to Theme A5, subtheme c) in terms of directions of voice/targets of silence used by the managers. In terms of subtheme c), there were insufficient cases from which to draw propositions. The above are all visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 5: Theme A5.

This was also the case for Theme B, as visualized at Section 8.5.6.3 for voice and Section 8.5.6.4 for silence as Model 6: Theme B.

**Table 8.5.1.3. Summary table of propositions across work-related social identity themes and voice/silence directions/targets**

LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND DIRECTIONS OF VOICE (Section 8.1.3)	LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND TARGETS OF SILENCE (Section 8.2.2)	PROPOSITIONS	LINKAGES BETWEEN WORK-RELATED SOCIAL IDENTITY AND TARGETS OF SILENCE (Section 8.2.2)	PROPOSITIONS
Theme A1	Theme A1 - c) win-headed - top managers	Proposition 25: Individuals who define their identities as "win-headed" top-level (mentor) managers voice in a wider range of directions than middle-level (protégé) managers do at work.	Theme A1 - c) win-headed - top managers	Proposition SIL12: Individuals who define their identities as "win-headed" top-level (mentor) managers remain silent in a wider range of directions than middle-level (protégé) managers do at work.
General finding across A2 groups of managers	Theme A2 - across all three educational backgrounds and management levels	Proposition 26: Individuals who relate to external partners or suppliers in their home country regularly at work are likely to be required to voice in this external direction.	Theme A2 - across all three educational backgrounds and management levels	Proposition SIL13: Across management backgrounds and levels, individuals who relate to external partners or suppliers in their home country at work are likely to be required to remain silent in this external context.
General finding across A2 groups of managers	Theme A2 - middle managers - more internal facing than top managers regardless of educational background	Proposition 27: Individuals who define their identities as middle-level (protégé) managers voice in a different set of directions than top-management (mentor) managers at work. These are more internal facing than for top managers.	Theme A2 - middle managers - more internal facing than top managers regardless of educational background	Proposition SIL14: Individuals who define their identities as middle-level managers remain silent in a different set of directions than top-management managers do at work. Middle managers use more internal-facing directions than top-level managers use.
Theme A3	Theme A3 - external versus internal-facing managers at both levels	Proposition 28: Individuals who define their identities as "external facing" are required to voice in an additional set of directions than for internal-facing managers, regardless of whether they define self as a top-level or middle-level manager.	Theme A3 - external versus internal-facing managers at both levels	Proposition SIL15: Individuals who define their identities as "external facing" are required to remain silent in an additional set of directions than for internal-facing managers, regardless of whether they define self as a top-level or middle-level manager.
Theme A4 - subtheme a)	Theme A4 - subtheme a) - female managers different from other men at work	Proposition 29: Individuals who define themselves as female managers working together with men, are more likely to voice upwards, across and downwards at work than male managers.	Theme A4 - subtheme a) - female managers different from other men at work	Proposition SIL16: Individuals who define themselves as female managers working together with men, are more likely to remain silent both downwards and upwards at work.
Theme A4 - subtheme b) - all female managers	Theme A4 - subtheme b) - all female managers different from other women at work	Proposition 30: Individuals, who define themselves as female managers who are different from other women at work, are more likely to voice upwards, across and downwards more often than other managers at work.	Theme A4 - subtheme b) - female managers different from other women at work	Proposition SIL17: Individuals who define themselves as female managers and as different from other women at work, are more likely to remain silent upwards more often than other managers at work.
Theme A4 - subtheme b) - female top managers	Theme A4 - subtheme b) - female top managers different from other women at work	Proposition 31: Individuals who define themselves as female top-level managers, different from other women at their work, are more likely to voice d) upwards, b) across, c) outwards - to overseas locations/Head Office and d) outwards - towards external supplier/partner in Norway, than other managers at work.	Theme A4 - subtheme b) - female top managers different from other women at work	Proposition SIL18: Individuals who define themselves as female top-level managers and as different from other women at their work, are more likely to remain silent: a) upwards, b) where there is more distance from own role/remit - often in more formal settings and c) where there is a lack of relational closeness or proximity to the target, than other managers at work.
Theme A4 - subtheme b) - female middle managers	Theme A4 - subtheme b) - female middle managers different from other women at work	Proposition 32: Individuals who define themselves as female middle-level managers, who are different from other women at their work, are more likely to voice: a) upwards, b) across and c) downwards, than other managers at work.	Theme A4 - subtheme b) - female middle managers different from other women at work	Proposition SIL19: Individuals who define themselves as female middle-level managers and as different from other women at their work, are more likely to remain silent: a) towards knowledge experts outside own training/experience b) upwards and c) where there is more distance from own role/remit - often in more formal setting, than other managers at work.
Theme A5 - subtheme a)	Theme A5 - subtheme a) shared history together at work - top managers	Two cases only - no conclusive evidence across cases from which to draw propositions.	Theme A5 - subtheme a) shared history together at work - top managers	Proposition SIL20: Individuals who define themselves as top-level managers and have a long shared history with others at work, are more likely to remain silent in the following directions: a) upwards, b) outwards, c) outwards towards external suppliers in Norway, d) where there is a lack of relational closeness or proximity to the target and e) where there is more distance from own role/remit - often in more formal setting, j) downwards, h) across, than other managers at work.
Theme A5 - subtheme b) - female top manager	Theme A5 - subtheme b) people you trust to get the job done - top managers	Proposition 33: Individuals who define themselves as female top-level (mentor) managers and who trust others at work to complete tasks, are also likely to voice: a) upwards and b) across, than other managers at work.	Theme A5 - subtheme b) people you trust to get the job done - top managers	Proposition SIL21: Individuals who define themselves as middle-level managers and have a long shared history with others at work, are more likely to remain silent in the following directions: a) upwards, b) towards knowledge experts outside own training/experience c) across and d) where there is more distance from own role/remit - often in more formal settings, e) across and f) where there is more distance from own role/remit - often in more formal settings, than other managers do at work.
Theme A5 - subtheme c) - male top manager	Theme A5 - subtheme c) - male top manager	Sole case - no conclusive evidence from which to draw propositions.	Theme A5 - subtheme c) - male top manager	Proposition SIL22: Individuals who define themselves as managers and who trust others at work to complete tasks, are more likely to remain silent: a) downwards, b) downwards, c) towards knowledge experts outside own training/experience, than other managers at work.
Theme B	Theme B	Sole case - no conclusive evidence from which to draw propositions.	Theme B	Proposition SIL23: Individuals who define themselves as top-level (mentor) managers and who trust others at work to complete tasks, are also likely to remain silent: a) across, b) where more distance from own role/remit - often in more formal settings and c) where lacks a relational closeness to the target, than other managers at work. Sole case - no conclusive evidence from which to draw propositions.
				Sole case - no conclusive evidence from which to draw propositions.



These sets of propositions can be used by future researchers to test in other management contexts/settings to see whether they can be applied in practice to a generalised population of managers.

## **8.5.2 Voice/silence types & their outcomes**

The following two subsections summarise Chapter 8's propositions and findings relating to linkages between types of voice/silence and their outcomes. Section 8.5.2.1 summarises the results across types of voice/silence and individual-level outcomes, whereas section 8.5.2.2 abridges the propositions and findings across types of voice/silence and their outcomes. In both cases, Table 8.5.2.1 and Table 8.5.2.2 summarise the main propositions drawn for each set of linkages.

### **8.5.2.1 Voice/silence types and their individual-level outcomes**

Proposition VOI1 illustrates how *suggestion-focussed voice type* is used by both male and female managers within their businesses. Whereas proposition VOI3 and VOI5 show how only female managers are likely to use *problem-focussed* and *opinion-focussed voice types* within their businesses. These findings are mirrored across the types of silence. SOI1 illustrates male and female managers using prosocial silence whereas SOI14 shows mainly female middle-level managers being more likely to use *acquiescent silence type* at work. There is inconclusive evidence in terms of defensive silence from which to draw any firm propositions, as there is solely one case of defensive silence.

In terms of linkages between voice types and their individual-level outcomes, proposition VOI2 shows how *individual-level outcomes of suggestion-focussed voice* are mainly described in positive terms across both groups of managers. Similarly, in terms of *prosocial silence*, proposition SOI2 and SOI3 demonstrate that *individual-level outcomes* are positive for top-level managers, and mainly positive for middle-level managers. However, individual-level outcomes are described differently by both groups as detailed in the summary table above and subsections 8.3.1 and 8.4.3.

Regarding links *between problem-focussed voice type and its' individual-level outcomes*, proposition VOI4 illustrates that the outcomes of suggestion-focussed are largely described in positive terms across both groups of managers. However, *no*

**Table 8.5.2.1 Summary table of propositions across individual-level outcomes of types of voice/silence**

LINKAGES BETWEEN VOICE TYPE AND INDIVIDUAL-LEVEL OUTCOMES OF VOICE (Section 8.3.1)		LINKAGES BETWEEN SILENCE TYPE AND INDIVIDUAL-LEVEL OUTCOMES OF SILENCE (Section 8.4.3)	
Suggestion-focussed voice - used by either male or female managers. Positive individual outcomes	Proposition VOI 1: Individuals who use suggestion-focussed voice at work are either male or female. Their individual-level outcomes are described as positive.	Prosocial silence - used by either male or female managers. Positive individual outcomes	Proposition SOI1: Individuals who use prosocial silence at work are either male or female. Their individual-level outcomes are described mainly in positive terms.
Suggestion-focussed voice - positive individual outcomes	Proposition VOI 2: Individuals who use suggestion-focussed voice type at work are likely to gain positive outcomes for themselves from using this voice type at work. These outcomes are likely to concern; voicing on the basis of who you are and what you stand for - outcomes for self-esteem, motivation and learning.	Prosocial silence - top managers - positive individual outcomes	Proposition SOI2: Individuals who define themselves as top managers at work and who use prosocial silence are likely to gain the following positive outcome for themselves from using this voice type at work; "learn to balance prosocial voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge."
Problem-focussed voice - female managers	Proposition VOI 3: Individuals who use problem-focussed voice at work are likely to be female.	Prosocial silence - middle managers - mainly positive individual outcomes	Proposition SOI3: Individuals who define themselves as middle managers at work and who use prosocial silence are likely to gain the following mainly positive outcomes for themselves from using this voice type at work; a) "learning if sits, listens and remains silent in arenas where others are more knowledgeable", b) "voices more constructively now since being on the mentor project, puts self outside of own comfort zone," c) "learning that one needs to balance suggestion-focussed voice and prosocial silence more in the future, to allow room for others to develop," d) "the outcomes can be both positive and negative for self if risking voicing. It depends."
Problem-focussed voice - positive individual outcomes	Proposition VOI 4: Individuals who use problem-focussed voice type at work are likely to describe a positive outcome for themselves from using this voice type at work. These outcome may concern; "positive outcome of now learning more from deviations from the norm, whereas she had a sharper learning curve earlier."	Defensive silence - one female top manager only	No conclusive evidence with which to formulate a proposition.
Opinion-focussed voice - female managers	Proposition VOI5: Individuals who use opinion-focussed voice at work are likely to be female.	Acquiescent silence - female middle managers	Proposition SOI4: Individuals who use acquiescent silence at work are more likely to be female middle managers.
Opinion-focussed voice - female top managers - build relational management skills in solving issues	Proposition VOI6: Individuals who define their identities at work as female top managers who use opinion-focussed voice type are likely to describe a positive outcome for themselves from using this voice type at work. This outcome may concern; "building on relational management skills in solving issues."	Acquiescent silence - male top managers - no change individual outcome	Proposition SOI5: Individuals who define their identities at work as male top managers who use acquiescent silence are likely to describe a no change outcome for themselves from using this voice type at work. This outcome may concern; "using acquiescent silence when being held out of decision-making or "held out of meetings."
Opinion-focussed voice - female middle managers - gain trust and respect of team and management, own self-development & learning	Proposition VOI7: Individuals who define their identities at work as female middle managers who use opinion-focussed voice type are likely to describe the following positive outcomes for themselves from using this voice type at work; "gaining the respect of both the team as well as the management" and "developing self on the basis of who you are and what you stand for – outcome for self-esteem, motivation and learning."	Acquiescent silence - female middle managers - all possible individual outcome	Proposition SOI6: Individuals who define their identities at work as female middle managers who use acquiescent silence are likely to describe the following all possible outcome for themselves from using this voice type at work. This outcome may concern; "learning which battles to fight."
Opinion-focussed voice - female middle managers - uncertain outcomes	Proposition VOI8: Individuals who define their identities at work as female middle managers who use opinion-focussed voice type are likely to describe the following uncertain outcomes for themselves from using this voice type at work; "it depends on whether my contribution is taken on board or not."		

*further propositions can be drawn in terms of linkages between defensive silence and individual-level outcomes due to solely one case of defensive silence being discussed by one female top-level manager.*

*In terms of linkages between opinion-focussed voice type and its' individual-level outcomes, proposition VOI16, 17 and 18 summarise differences between the two levels of female managers in terms of the outcomes of opinion-focussed voice. Propositions VOI16 and 17 show positive individual-level outcomes for; a) top-level*

*female managers* and *b) middle-level female managers* that are described in affirmative terms. These described positive outcomes differ between the two groups of female managers. In addition, proposition 18 demonstrates uncertain individual-level conclusions for female middle-level managers. In terms of acquiescent silence, SOI 15 and SOI16 show different individual-level results described by; *a) male top-level managers* and *b) female middle-level managers*. For the male top-level manager, there is a ‘no change’ outcome, for female middle-level managers, the outcomes can be all possible outcomes.

### **8.5.2.2 Voice/silence types and their group or organizational outcomes**

Section 8.5.2.2 now summarises the propositions and summarised findings across types of voice/silence and their group and/or organizational outcomes.

Proposition VGO1 shows how *both male and female managers within their businesses use suggestion-focussed voice type*. Proposition VGO4 and VGO7 however; demonstrate that only female managers are likely to use *problem-focussed voice type* and *opinion-focussed voice type* within their companies. These findings are mirrored across the types of silence. SOG1 shows male and female managers using *prosocial silence*; whereas SOG5 portrays mainly female middle-level managers being more likely to use *acquiescent silence type* at work. There is inconclusive evidence in terms of defensive silence from which to draw any firm propositions, as there is solely one case of defensive silence from which to draw.

In terms of linkages between voice types and their group and/or organizational-level outcomes, propositions VGO2 and VGO3 demonstrate how *group and/or organizational-level outcomes of suggestion-focussed voice* are mainly described in positive terms across both groups of managers. Similarly, in terms of *prosocial silence*, proposition SOG2 and SOG3 show how *group and/or organizational-level outcomes* for the two groups of managers are positive outcomes for the group and/or organization. In addition, proposition SOG4 portrays all outcomes of *prosocial silence* for the group and/ or organization as described by female middle managers only. Group and/or organizational outcomes are described differently by both groups as detailed in the summary table above and subsections 8.3.2 and 8.4.2.

**Table 8.5.2.2 Summary table of propositions across group or organizational-level outcomes**

LINKAGES BETWEEN VOICE TYPE AND GROUP AND/OR ORGANIZATIONAL LEVEL OUTCOMES OF VOICE (Section 8.3.2)		LINKAGES BETWEEN SILENCE TYPE AND GROUP AND/OR ORGANIZATIONAL LEVEL OUTCOMES OF SILENCE (Section 8.4.2)	
Suggestion-focussed voice - used by either male or female managers. Positive individual outcomes	Proposition VGO1: Individuals who use suggestion-focussed voice at work can be either male or female.	Prosocial silence - used by either male or female managers. Positive group and/or organizational outcomes	Proposition SOG1: Individuals who use prosocial silence at work can be either male or female.
Suggestion-focussed voice - top managers - positive group/organizational outcomes described	Proposition VGO2: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of suggestion-focussed voice; a) organizational learning, b) cost saving c) relational_ownership of the problem by both internal and external parties, d) organizational change_structures_processes and strategy, e) relational_continued cooperation between internal and external parties, f) relational_see the people who create the results for the company.	Prosocial silence - top managers. Positive group and/or organizational outcomes	Proposition SOG2: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of prosocial silence; "learn to balance prosocial voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility."
Suggestion-focussed voice - middle managers - positive group/organizational outcomes described	Proposition VGO3: Individuals who define self at work as a middle manager describe the following positive group and/or organizational outcomes of suggestion-focussed voice; a) organizational learning, b) cost saving, c) organizational change_structures_processes and strategy, d) relational_capital_skill up employees/managers.	Prosocial silence - middle managers. Positive group and/or organizational outcomes	Proposition SOG3: Individuals who define self at work as a middle managers describe the following positive group and/or organizational outcomes of use of prosocial silence at work; a) "voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of her business group more now in meetings", b) "where made to feel positive about voice contribution, this is internally, amongst own team, here", c) "learning for others through learning to balance voice and silent by allowing room for others to voice proactively."
Problem-focussed voice - female managers only	Proposition VGO4: Individual managers who use problem-focussed voice at work are more likely to be female.	Prosocial silence - female middle managers. Positive group and/or organizational outcomes	Proposition SOG4: Individuals who define self at work as a female middle managers describe the following all outcomes for group and/or organizational outcomes of use of prosocial silence at work; a) "speaks up in meetings, does not agree for agreement's sake", b) "the outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes."
Problem-focussed voice - top managers - positive group/organizational outcomes described	Proposition VGO5: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of problem-focussed voice; a) organizational learning and b) relational_ownership of the problem by internal parties.	Defensive silence - one female top manager only	No conclusive evidence with which to formulate a proposition.
Problem-focussed voice - middle managers - positive group/organizational outcomes described	Proposition VGO6: Individuals who define self at work as a middle manager describe the following positive group and/or organizational outcomes of problem-focussed voice; a) has a long company history at an organization with an open voice culture so feels can voice easily_voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome.	Acquiescent silence - female managers only	Proposition SOG5: Individual managers who use acquiescent silence at work are more likely to be female middle managers.
Opinion-focussed voice - female managers only	Proposition VGO7: Individual managers who use opinion-focussed voice at work are more likely to be female.	Acquiescent silence - top managers - no change group and/or organizational outcome	Proposition SOG6: Individuals who define self at work as a top manager describe the following all or no change group and/or organizational outcomes of using acquiescent silence at work; "It decides whether you take the managers' own as an individual manager, or the perspective of the top management team."
Opinion-focussed voice - top managers - positive group/organizational outcomes described	Proposition VGO8: Individuals who define self at work as a top manager describe the following positive group and/or organizational outcomes of opinion-focussed voice; a) cost saving, b) organizational change_structures_processes and strategy, c) relational_ownership of the problem by both internal and external parties, d) relational_see the people who create the results for the company, e) relational_continued cooperation between internal and external parties.	Acquiescent silence - female middle managers - all group and/or organizational outcomes	Proposition SOG7: Individuals who define self at work as a female middle manager describe the following all group and/or organizational outcomes of using acquiescent silence at work; a) "It depends on the arena, role and remit. Contribute more when within own remit," b) "Not resolved," c) "It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change-oriented and positive. It is not worth taking up some themes as afraid of the consequences," d) "Where made to feel negative about voice contribution for example, externally or overseas, with others teams."
Opinion-focussed voice - middle managers - positive group/organizational outcomes described	Proposition VGO9: Individuals who define self at work as a middle manager describe the following positive group and/or organizational outcomes of opinion-focussed voice; a) positive_gained respect of both own employees as well as the management, b) uncertain_it depends whether my contribution is taken on board or not.	Acquiescent silence - male middle managers - all group and/or organizational outcomes	Proposition SOG8: Individuals who define self at work as a male middle manager describe the following all group and/or organizational outcomes of using acquiescent silence at work; a) "It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums."

In terms of linkages *between problem-focussed voice type and its' group and/or organizational-level outcomes*, proposition VGO5 and VGO6 show across both groups of managers, that problem-focussed outcomes are mainly described in positive terms. However, *no further propositions can be drawn in terms of linkages between defensive silence and group and/or organizational-level outcomes* due to solely one case of defensive silence being discussed by one female top-level manager.

Regarding *opinion-focussed voice type and its' group and/or organizational-level outcomes*, proposition VGO8, VGO9 summarise differences between the two levels of female managers in terms of the *positive outcomes of opinion-focussed voice*. The group and/or organizational outcomes are described as positive outcomes by both sets of managers. In terms of acquiescent silence, SOG6, SOG7 and SOG8 demonstrate different group and/or organizational-level outcomes described by; *a) female top-level managers, b) female middle-level managers and c) male middle managers*. The top-level managers describe no change outcomes for the group and/or organization, whereas female and male middle-level managers, describe all possible outcomes of their acquiescent silence. The outcomes differ across these three propositions and therefore groups of managers.

### **8.5.3 Directions of voice/ targets of silence and their outcomes**

The following two subsections will summarise Chapter 8's propositions and findings relating to linkages between directions of voice/targets of silence and their outcomes. Section 8.5.3.1 summarises the findings across directions of voice/targets of silence and individual-level outcomes. Whereas section 8.5.3.2 précises the propositions and findings across directions of voice/targets of silence and their group and/or organizational outcomes. In both cases, Table 8.5.3.1 and Table 8.5.3.2 summarise the main propositions drawn for each set of linkages.

#### **8.5.3.1 Directions of voice/ targets of silence and their individual-level outcomes**

In terms of linkages between *directions of voice* and their *individual-level outcomes*, few linkages were found from which to draw conclusive evidence and form propositions. Thus, summarizing from Sections 8.3.5 and 8.4.3, we can state the following:

Proposition VOID1 shows how, across both groups of managers, female top managers attribute their own individual-level outcomes to voicing in a range of different directions. Whereas proposition VOID3 demonstrates how male managers have a narrower focus. Proposition VOID2 additionally shows how female managers across both levels show preference for; a) *voicing upwards*, b) *voicing across*, c) *voicing downwards* and d) *voicing externally towards Head Office/subsidiaries overseas*.

In terms of linkages between *targets of silence* and their *individual-level outcomes*, proposition SOIT1 shows how top-level managers elicit preference for targeting *prosocial silence* through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving someone with power/ involving an upper level*, c) *involving peers/ involving others at same level*, d) *involving others (unspecified)/ involving others outside organization*, e) *involving others- external suppliers/ partner*, f) *involving others – where lack a relational closeness to the target*, and h) *involving others – employees downwards*.

This leads to their own individual-level education and knowledge development through learning to balance their own episodes of voice and silence. Whereas, proposition SOIT2 shows how middle managers describe largely positive or sometimes uncertain individual-level outcomes when using the following targets of *prosocial silence*; a) *involving others- knowledge experts outside own training / remit*, b) *involving someone with power/ involving an upper level*, c) *involving employees downwards*, d) *involving others- more distanced from own role/remit - often in more formal settings*, and e) *involving peers/ involving others at same level*.

In terms of linkages *between both problem-focussed and opinion-focussed directions of voice, as well as defensive silence and their individual-level outcomes*, there were few correlations found between cases, so no propositions could be drawn.

Regarding silence and targets of *acquiescent silence*, proposition SOIT3 shows how male top-level managers demonstrate preference for targeting acquiescent silence through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving someone with power/ involving an upper level*, c) *involving others (unspecified)/ involving others outside organization*, and d) *involving others – in an external subsidiary/ Head Office location*.

**Table 8.5.3.1 Summary table of propositions across individual-level outcomes of different directions of voice/ targets of silence**

LINKAGES BETWEEN DIRECTIONS OF VOICE & INDIVIDUAL-LEVEL OUTCOMES OF VOICE (Section 8.3.5)		LINKAGES BETWEEN TARGETS OF SILENCE & INDIVIDUAL-LEVEL OUTCOMES OF SILENCE (Section 8.4.3)	
Female managers - attribute different individual-level outcomes of voice to voicing in different directions.	Proposition VOID 1: Individuals who define self as a female manager attribute at work attribute their own individual-level outcomes of voice to voicing in different directions at work.	Individual-level outcomes of prosocial silence - top managers	Proposition SOIT 1: Individuals who define self as a top manager show preference for targeting prosocial silence through; a) involving others – more distances from own remit/ role – often in more formal settings, b) involving someone with power/ Involve an upper level, c) involving peers/ involve others at same level, d) involving others (unspecified)/ Involve others outside organization, e) involving others - external suppliers/ partners, f) involving others – more distanced form own role/remit – often in more formal settings, g) involving others – where lack a relational closeness to the target, h) involving others – employees downwards. This leads to their own individual-level learning and knowledge development through learning to balance their own episodes of voice and silence.
Female managers - voice upwards, downwards and externally to Head Office/subsidiaries overseas.	Proposition VOID 2: Individuals who define self as a female manager show preference for; a) <i>voicing upwards</i> , b) <i>voicing across</i> , c) <i>voicing downwards</i> and d) <i>voicing externally towards Head Office/subsidiaries overseas</i> .	Individual-level outcomes of prosocial silence - middle managers	Proposition SOIT2: Individuals who define themselves as middle managers describe largely positive or sometimes uncertain individual-level outcomes when using the following targets of prosocial silence; a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving an upper level, c) involving employees downwards, d) involving others - more distanced from own role/remit - often in more formal settings, e) involving peers/ involving others at same level.
Male managers -do not attribute different individual-level outcomes of voice to voicing in different directions.	Proposition VOID 3: Individuals who define self as a male manager at work do not attribute own individual-level outcomes of voice to voicing in different directions at work	Individual-level outcomes of defensive silence - top managers	One case only - no conclusive evidence can be drawn for a proposition to be formed.
Problem-focussed voice	Few linkages were found, so no propositions have been drawn	Individual-level outcomes of acquiescent silence - male top managers	Proposition SOIT3: Individuals who define self as a male top manager show preference for targeting acquiescent silence through; a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving others (unspecified)/ involving others outside organization, d) involving others – in an external subsidiary/ Head Office location.
Opinion-focussed voice	Few linkages were found, so no propositions have been drawn	Individual-level outcomes of acquiescent silence -middle managers	Proposition SOIT4: Individuals who define self as a middle manager show preference for targeting acquiescent silence through; a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving others – where lack a relational closeness to the target, c) involving others – knowledge experts outside own training/remit, d)involving someone with power/ involving an upper level, e) keeping boss informed, f)involving peers/ involving others at same level, g) involving others (unspecified)/ involving others outside organization, h) involving others – in an external subsidiary/ Head Office location.

Proposition SOIT4 illustrates how middle-level managers of both genders show preference for targeting acquiescent silence through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving others – where lack a relational closeness to the target*, c) *involving others – knowledge experts outside own training/remit*, d) *involving someone with power/ involving an upper level*, e) *keeping boss informed*, f) *involving peers/ involving others at same*

level, g) *involving others (unspecified)/ involving others outside organization*, and h) *involving others – in an external subsidiary/ Head Office location*.

### **8.5.3.2 Directions of voice/ targets of silence and their outcomes at group or organizational outcomes**

In terms of linkages between *directions of voice* and their *group and/or organizational-level outcomes*, few linkages were found from which to draw conclusive evidence and form propositions with. So, summarizing from Sections 8.3.6 and 8.4.4, we can state that top-level managers at work are likely to discuss the following directions, in relation to positive cost savings at work: a) *downwards*, b) *across* and c) *upwards*, as proposition VOGD1 shows. Regarding links *between both problem-focussed and opinion-focussed directions of voice and their group and/or organizational-level outcomes*, there were few connections found between cases, so no propositions could be drawn in terms of these linkages.

Linkages between *targets of prosocial silence* and its' *group and/or organizational-level outcomes*, proposition SOGT1 shows how top-level managers elicit a preference for targeting *prosocial silence* through: a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving someone with power/ involving an upper level*, c) *involving peers/ involving others at same level*, d) *involving others (unspecified)/ involving others outside organization*, e) *involving others- external suppliers/ partners*, f) *involving others – where lack a relational closeness to the target*, g) *involving others – employees downwards*, h) *keeping boss Informed*, i) *towards external subsidiary/ Head office overseas*. This results in group and/or organizational outcomes that positively contribute towards building competencies within others at work, thus allowing others the opportunity to take ownership and responsibility through proactively balancing own episodes of voice and silence at work.

Regarding middle-level managers, propositions SOGT2, SOGT3 and SOGT4 describe different directions of prosocial silence depending on whether the middle-level middle manager or c) a male middle manager. At proposition SOGT2, the internal-facing female middle managers prefer to target prosocial silence through; a) *involving others- knowledge experts outside own training / remit*, b) *involving someone with power/ involving someone at upper level*, c) *involving others – employees downwards*,



*d) involving others- more distanced from own role/remit - often in more formal settings, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others –where lack a relational closeness to target.*

This leads to increased positive outcomes internally for the group and/or organization. At proposition SOGT3, the external-facing female middle managers prefer to target prosocial silence through; *a) involving others (unspecified)/involving others outside organization b) involving others- knowledge experts outside own training / remit, c) involving others – in an external subsidiary location/ Head Office employees, d) involving others – employees downwards.* Resulting in increased external-facing positive outcomes at the group and/or organizational-level. At proposition SOGT4, the male middle managers prefer to target prosocial silence through; *a) involving peers/involving others at same level, and b) involving others – employees downwards.* This leads to increased organizational learning for employees as a group and/or organizational-level outcome.

In terms of linkages *between targets of defensive silence and their group and/or organizational-level outcomes*, there were few links found between cases, so no propositions could be drawn.

Linkages *between targets of acquiescent silence and their group and/or organizational-level outcomes*, in relation to propositions SOGT5 and SOGT6 show different targets described by male top-level managers and male middle-level managers. Male top-level managers target acquiescent silence through; *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving others (unspecified)/ involving others outside organization, d) involving others – in an external subsidiary/ Head Office location.* This leads to all potential outcomes for the group and/or organization as it depends whether one's point or voice is taken into consideration/ on board. Male middle-level managers target acquiescent silence through; *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving others – where lack a relational closeness to the target, c) involving others – knowledge experts outside own training/remit, d) involving someone with power/ involving an upper level, e) keeping boss informed, f)involving peers/ involving others at same level, g) involving others (unspecified)/ involving others outside organization, and h) involving others – in an external subsidiary/ Head*

**Table 8.5.3.2 Summary table of propositions across group or organizational-level outcomes of different directions of voice/ targets of silence**

LINKAGES BETWEEN DIRECTIONS OF VOICE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF VOICE (Section 8.3.6)		LINKAGES BETWEEN TARGETS OF SILENCE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF SILENCE (Section 8.4.4)	
	Proposition VOGD 1: Individuals who define themselves as top managers at work are likely to discuss the following directions in relation to positive cost savings at work; a) downwards, b) across and c) upwards.	Group and/or organizational outcomes of prosocial silence - male middle managers	Proposition SOGT4: Individuals who define themselves as male middle managers prefer to target prosocial silence through; a) involving peers/involving others at same level, b) involving others – employees downwards. This leads to increased organizational learning for employees as a group and/or organizational-level outcome.
Group and/or organizational outcomes of prosocial silence - top managers	Proposition SOGT1: Individuals who define self as a top manager show preference for targeting prosocial silence through; a) involving others – more distances from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving peers/ involving others at same level, d) involving others (unspecified)/ involving others outside organization, e) involving others- external suppliers/ partners, f) involving others – more distanced from own role/remit – often in more formal settings, g) involving others – where lack a relational closeness to the target, h) involving others – employees downwards, i) keeping boss informed. This leads to group and/or organizational outcomes that positively contribute towards build competencies of others at work allowing them the opportunity to take ownership and responsibility through proactively balancing own episodes of voice and silence at work.	Group and/or organizational outcomes of defensive silence	One case only - no conclusive evidence can be drawn for a proposition to be formed.
Group and/or organizational outcomes of prosocial silence - internal-facing female middle managers	Proposition SOGT2: Individuals who define themselves as internal-facing female middle managers prefer to target prosocial silence through; a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving someone at upper level, c) involving others – employees downwards, d) involving others- more distanced from own role/remit - often in more formal settings, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others –where lack a relational closeness to target. This leads to increased positive outcomes internally for the group and/or organization.	Group and/or organizational outcomes of acquiescent silence - male top managers	Proposition SOGT5: Individuals who define self as a male top manager show preference for targeting acquiescent silence through; a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving others (unspecified)/ involving others outside organization, d) involving others – in an external subsidiary/ Head Office location. This leads to all potential outcomes for the group and/or organization as it depends whether one's point or voice is taken into consideration/ on board.
Group and/or organizational outcomes of prosocial silence - external-facing female middle managers	Proposition SOGT3: Individuals who define themselves as external-facing female middle managers prefer to target prosocial silence through; a) Involving others (unspecified)/involving others outside organization, b) involving others- knowledge experts outside own training / remit, c) involving others – in an external subsidiary location/ Head Office employees, d) involving others – employees downwards, This leads to increased external-facing positive outcomes at the group and/or organizational-level.	Group and/or organizational outcomes of acquiescent silence - male middle managers	Proposition SOGT6: Individuals who define self as a middle manager show preference for targeting acquiescent silence through; a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving others – where lack a relational closeness to the target, c) involving others – knowledge experts outside own training/remit, d) involving someone with power/ involving an upper level, e) keeping boss informed, f) involving peers/ involving others at same level, g) involving others (unspecified)/ involving others outside organization, h) involving others – in an external subsidiary/ Head Office location. This can lead to all outcomes for self through learning which battles to fight.

*Office location.* This can lead to all outcomes for self by learning which battles to fight.

### 8.5.4 Tactics of voice and their outcomes

The following two subsections will summarise the Chapter 8 propositions and findings relating to linkages between tactics of voice and their outcomes at both individual as well as at group and/or organizational-levels. Section 8.5.4.1 digests the findings across directions of tactics of voice and individual-level outcomes. Whereas section 8.5.4.2 summarises the propositions and findings across tactics of voice and

their group and/or organizational outcomes. In both cases, Tables 8.5.4.1.1, 8.5.4.1.2 and Table 8.5.4.2.1 & 8.5.4.2.2 condense the main propositions drawn for each set of linkages.

#### **8.5.4.1 Tactics of voice and their individual-level outcomes**

The following subsection summarises propositions drawn regarding linkages between the *tactics of voice* and their *individual-level outcomes*. These synopsis Section 8.3.3. The full set of tactics of voice from Dutton et al (2001) and Ashford & Dutton (2003) were merely applied to this side of the data, that is, merely to examples of voice, and not to examples of silence, by the twenty managers.

Firstly, there were 26 propositions described in total relating to linkages between tactics of voice and their individual-level outcomes. Of the 26 propositions, 13 were drawn in relation to links between suggestion-focussed voice and individual-level outcomes, one to problem-focussed voice and 12 to opinion-focussed voice as well as the linkages to individual-level outcomes.

In terms of *the tactics of suggestion-focussed voice and linkages to individual-level outcomes*, 4 propositions related to both sets of managers, 6 propositions to top-level managers only and 3 to middle managers only. The four shared proposals included proposition VOIT5, showing how managers are likely to use the following *suggestion-focussed voice tactics* at work in relation to voice through; *a) doing homework first / preparation, b) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. These leads to positive outcomes for self. Proposition VOIT 7 demonstrates how managers use the following *suggestion-focussed voice framing and packaging tactics* at work in relation to voice through; *a) making continuous proposals, b) tying issue to concerns of key constituents*. Resulting in positive outcomes for self. In proposition VOIT8 the managers share the following *suggestion-focussed demeanour tactic* of voice at work; *be professional, positive, etc*. This leads to positive outcomes for self. The managers use the following *suggestion-focussed process voice tactics at work*; *a) use formal process / involve people formally, b) involve a wide range of people, c) use persistence in selling activities and d) use opportune timing*. Leading to positive outcomes for self according to proposition VOIT11.

Regarding top-level managers, proposition VOIT 1 shows how top managers *target suggestion-focussed voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others at same level*. These lead to positive outcomes for self. They additionally are more likely to involve a range of different targets, both internal and external parties, in comparison to middle managers. Resulting in positive outcomes for self, as shown by VOIT2. Top managers are also likely to Proposition VOIT9: Individuals who define themselves as top managers at work are likely to use leads to positive outcomes for self.

Proposition VOIT 3 shows how *female top managers* at work, in comparison to male managers, are more likely to *additionally target suggestion-focussed voice through; a) keeping their bosses informed*. Which results in positive outcomes for self that are more often described as relational and/or learning outcomes. Additionally, proposition VOIT12 shows how female top managers at work are likely to use the following *additional suggestion-focussed process voice tactic at work; a) caution/proceed slowly*. This leads to positive outcomes for self. Proposition VOIT13 is shared by both; *a) male top managers or b) middle managers at work* who are likely to use the following *additional suggestion-focussed process voice tactics at work; a) promptness and b) early involvement*. These lead to positive outcomes for self. In terms of the middle managers, proposition VOIT10 shows how this group are likely to use the *suggestion-focussed demeanour voice tactics at work; a) building a positive image first and b) protecting image whilst selling*. Resulting in positive outcomes for self. In terms of male middle managers only, proposition VOIT 4 shows how *male middle managers* at work, in comparison to female middle managers, are more likely to describe the positive outcomes for self in terms of obtaining power or position at work. Finally, proposition VOIT6 shows how male managers, across both levels of management, are more likely to *additionally target suggestion-focussed voice through; a) positive framing and b) using positives and negatives*. These lead to positive outcomes for self that are more often described as building self-esteem, motivation and learning for self. But they can also concern obtaining power or position at work.

In terms of *the tactics of problem-focussed voice, and linkages to individual-level outcomes*, proposition VOIT14 shows how female managers at work use both problem-focussed, as well as suggestion-focussed, voice at work. Male managers only use suggestion-focussed voice. *Problem-focussed voice* was linked to the following

*individual-level outcomes; a) sharper learning curve previously rather than now, now learn more from deviations from the norm, b) not described during the interview. Used to voicing at work; it is the norm in this workplace.*

In terms of *the tactics of opinion-focussed voice and linkages to individual-level outcomes*, 5 propositions related to both sets of female managers only, 2 propositions to top-level managers only and 5 to middle managers only. The three shared proposals included proposition VOIT15 and shows how female managers use opinion-focussed, as well as suggestion-focussed, voice at work. Male managers merely use suggestion-focussed voice at work. Furthermore, proposition VOIT16 shows how female managers at work are likely to *target opinion-focussed voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others – employees downwards and c) involve others outside organization*. These lead to either positive or uncertain outcomes for self. According to proposition VOIT22, these female managers are also likely to *use the following demeanour in relation to using opinion-focussed voice at work; a) be professional, positive, etc*. Resulting in either positive or uncertain outcomes for self. They are also likely to utilise the *formal process tactic* in relation to using opinion-focussed voice at work; *a) use formal process / involve people formally*, which leads to either positive or uncertain outcomes for self (proposition VOIT25). They also adopt the following *timing process tactic* in relation to using opinion-focussed voice at work; *a) setting a timeframe to a given process, b) using promptness and c) using caution*. Which elicits either positive or uncertain outcomes for self according to proposition VOIT26.

Female top-level managers also described proposition VOIT18: framing *opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. Resulting in positive outcomes for self. These top female managers also described proposition VOIT22, using *the demeanour* in relation to using opinion-focussed voice at work; *a) be professional, positive, etc*. This leads to either positive or uncertain outcomes for self. Whilst female middle-level managers describe proposition VOIT17 and framing *opinion-focussed voice through; a) using positives and negatives*. Which leads to either positive or uncertain outcomes for self. Female middle managers also describe framing opinion-focussed voice through; *a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan, b) negative framing*. Leading to uncertain outcomes for self. The female middle managers at work are likely to

**Table 8.5.4.1.1 Summary table of propositions across individual-level outcomes of different tactics of voice**

8.3.3	LINKAGES BETWEEN TACTICS OF VOICE & INDIVIDUAL-LEVEL OUTCOMES OF VOICE	LINKAGES BETWEEN TACTICS OF VOICE & INDIVIDUAL-LEVEL OUTCOMES OF VOICE
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - use of targets - top managers	Proposition VOIT 1: Individuals who define themselves as managers at work are likely to target suggestion-focussed voice through: a) involving someone with power/involve an upper level, b) involving peers/ involve others at same level. These lead to positive outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - use of internal and external targets - top managers	Proposition VOIT 2: Individuals who define themselves as top managers are more likely to involve a range of different targets, both internal and external parties, in comparison to middle managers. These lead to positive outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - additional targets - female top managers	Proposition VOIT 3: Individuals, who define themselves as female top managers at work in comparison to male managers, are more likely to additionally target suggestion-focussed voice through: a) keeping their bosses informed. These lead to positive outcomes for self that are more often described as relational and/or learning outcomes.
8.3.3.1	Positive individual-level outcomes of suggestion-focussed voice - certain targets -male middle managers	Proposition VOIT 4: Individuals, who define themselves as male middle managers at work in comparison to female middle managers, are more likely to describe the positive outcomes for self in terms of obtaining power or position at work.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice -common tactics -both groups of managers	Proposition VOIT5: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed voice tactics at work in relation to voice through: a) Doing homework first / Preparation, b) using a rational, fact-based approach / packaging, presentation, use of logic in business plan. These lead to positive outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice -additional targets -male managers	Proposition VOIT6: Individuals who define themselves as male managers at work in comparison to female managers, are more likely to additionally target suggestion-focussed voice through: a) "positive framing" and b) "using positives and negatives". These lead to positive outcomes for self that are more often described as building self-esteem, motivation and learning for self. But they can also concern obtaining power or position at work.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice -common framing and packaging tactics - both groups of managers	Proposition VOIT 7: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed voice framing and packaging tactics at work in relation to voice through: a) making continuous proposals, b) tying issue to concerns of key constituents. These lead to positive outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice -common demeanour tactics - both groups of managers	Proposition VOIT8: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed demeanour voice tactic at work: "be professional, positive, etc." This leads to positive outcomes for self.
8.3.3		Individual-level outcomes of problem-focussed voice -female managers only
8.3.3.2		Proposition YOIT14: Individuals who define themselves as female managers at work use problem-focussed voice at work as well as suggestion-focussed voice at work. Male managers merely use suggestion-focussed voice at work. Use of problem-focussed voice is linked to the following positive outcomes: a) <i>Sharper learning curve previously rather than now, now learn more from deviations from the norm, b) not described during the interview. Used to voicing at work; it is the norm in this workplace.</i>
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female managers only
8.3.3.3		Proposition YOIT15: Individuals who define themselves as female managers at work use opinion-focussed voice at work as well as suggestion-focussed voice at work. Male managers merely use suggestion-focussed voice at work.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female managers only -targets of opinion-focussed voice
8.3.3.3		Proposition YOIT16: Individuals who define themselves as female managers at work are likely to target opinion-focussed voice through: a) involving someone with power/involve an upper level, b) involving peers/ involve others -employees downwards and c) involve others outside organization. These lead to either positive or uncertain outcomes for self.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female middle managers only -frames of opinion-focussed voice
8.3.3.3		Proposition YOIT17: Individuals who define themselves as female middle managers at work are likely to frame opinion-focussed voice through: a) using positives and negatives." This leads to either positive or uncertain outcomes for self.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female top managers only -frames of opinion-focussed voice
8.3.3.3		Proposition YOIT18: Individuals who define themselves as female top managers at work are likely to frame opinion-focussed voice through: a) using a rational, fact-based approach / packaging, presentation, use of logic in business plan." This leads to positive outcomes for self.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female middle managers only -frames of opinion-focussed voice
8.3.3.3		Proposition YOIT19: Individuals who define themselves as female middle managers at work are likely to frame opinion-focussed voice through: a) using a rational, fact-based approach / packaging, presentation, use of logic in business plan, b) negative framing. These lead to uncertain outcomes for self.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female middle managers only -packages of opinion-focussed voice
8.3.3.3		Proposition YOIT20: Individuals who define themselves as female middle managers at work are likely to package opinion-focussed voice through: a) tying issue to concerns of key constituents." This leads to uncertain outcomes for self.
8.3.3.3		Individual-level outcomes of opinion-focussed voice -female top managers only -packages of opinion-focussed voice
8.3.3.3		Proposition YOIT21: Individuals who define themselves as female top managers at work are likely to package opinion-focussed voice through: a) tying issue to valued goal - market share/organizational image." This leads to positive outcomes for self.

**Table 8.5.4.1.2 Summary table of propositions across individual-level outcomes of different tactics of voice**

8.3.3	LINKAGES BETWEEN TACTICS OF VOICE & INDIVIDUAL-LEVEL OUTCOMES OF VOICE		8.3.3	LINKAGES BETWEEN TACTICS OF VOICE & INDIVIDUAL-LEVEL OUTCOMES OF VOICE	
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - demeanour tactics - top managers	Proposition VOIT9: Individuals who define themselves as top managers at work are likely to use the following suggestion-focussed demeanour voice tactic at work; "controlling emotions." This leads to positive outcomes for self.	8.3.3.3	Individual-level outcomes of opinion-focussed voice -female both groups - demeanour tactics of opinion-focussed voice	Proposition VOIT22: Individuals who define themselves as female managers at work are likely to use the following demeanour in relation to using opinion-focussed voice at work; a) be professional, positive, etc." This leads to either positive or uncertain outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - demeanour tactics - middle managers	Proposition VOIT10: Individuals who define themselves as middle managers at work are likely to use the following suggestion-focussed demeanour voice tactics at work; a) "building a positive image first" and b) "protecting image whilst selling." These lead to positive outcomes for self.	8.3.3.3.3	Individual-level outcomes of opinion-focussed voice -female top managers - additional demeanour tactics of opinion-focussed voice	Proposition VOIT23: Individuals who define themselves as female top managers at work are likely to additionally use the following demeanour in relation to using opinion-focussed voice at work; a) "controlling emotions." This leads to positive outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - process tactics - across both groups of managers	Proposition VOIT11: Individuals who define themselves as managers at work are likely to use the following suggestion-focussed process voice tactics at work; a) "use formal process / involve people formally"; b) "involve a wide range of people"; c) "use persistence in selling activities" and d) "use opportune timing." These lead to positive outcomes for self.	8.3.3.3	Individual-level outcomes of opinion-focussed voice -female middle managers - additional demeanour tactics of opinion-focussed voice	Proposition VOIT24: Individuals who define themselves as female middle managers at work are likely to additionally use the following demeanour in relation to using opinion-focussed voice at work; a) "use of written process." This leads to uncertain outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - additional process tactics -female top managers	Proposition VOIT12: Individuals who define themselves as female top managers at work are likely to use the following additional suggestion-focussed process voice tactic at work; a) "caution/proceed slowly." This leads to positive outcomes for self.	8.3.3.3	Individual-level outcomes of opinion-focussed voice -female both groups - formal process tactics of opinion-focussed voice	Proposition VOIT25: Individuals who define themselves as female managers at work are likely to use the following formal process tactic in relation to using opinion-focussed voice at work; a) "Using formal process / Involve people formally." This leads to either positive or uncertain outcomes for self.
8.3.3.1	Individual-level outcomes of suggestion-focussed voice - additional process tactics - a) male top managers/ b) middle managers	Proposition VOIT13: Individuals who define themselves as either a) male top managers or b) middle managers at work are likely to use the following additional suggestion-focussed process voice tactics at work; a) "promptness;" and b) early involvement." These lead to positive outcomes for self.	8.3.3.3	Individual-level outcomes of opinion-focussed voice -female both groups - timing process tactics of opinion-focussed voice	Proposition VOIT26: Individuals who define themselves as female managers at work are likely to use the following timing process tactic in relation to using opinion-focussed voice at work; a) "setting a timeframe to a given process, b) using promptness and c) using caution." This leads to either positive or uncertain outcomes for self.

*package opinion-focussed voice through; a) tying issue to concerns of key constituents.* This leads to uncertain outcomes for self. This is shown by proposition VOIT20. Finally, the following *demeanour tactic* is used by the female middle managers in relation to *opinion-focussed voice at work; a) use of written process.* Resulting in uncertain outcomes for self as shown at proposition VOIT24.

#### **8.5.4.2 Tactics of voice and their group and/or organizational outcomes**

The following subsection summarises propositions drawn regarding the linkages between the *tactics of voice* and their *group and/or organizational-level outcomes*. These summarise Section 8.3.4. The full set of tactics of voice from Dutton et al (2001) and Ashford & Dutton (2003) were merely applied to this side of the data, that is, merely to examples of voice, and not to examples of silence, for the twenty managers. Propositions relating to these findings have been summarized in two tables; a) Table 8.5.4.2.1 and b) Table 8.5.4.2.1 for ease of reading.

Twenty-five propositions were described in total relating to linkages between tactics of voice and their group or organizational-level outcomes. Of these 25, 12 propositions were drawn in relation to linkages between suggestion-focussed voice and group and/or organizational-level outcomes, one to problem-focussed voice and 12 to opinion-focussed voice, as well as the linkages to group and/or organizational-level outcomes.

In terms of *the tactics of suggestion-focussed voice and linkages to group and/or organizational-level outcomes*, 5 propositions related to both sets of managers, 3 propositions to top-level managers only and 4 to male managers only. The 5 shared propositions included proposition VOGT1 showing how *managers target suggestion-focussed voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others at same level.* These lead to positive outcomes for the group and/or organization.

Proposition VOGT3 demonstrates how managers use the following *suggestion-focussed framing tactics of voice at work through; a) doing homework first / preparation, b) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan, c) using positives and negatives and d) using positive framing.* This results in positive outcomes for the group and/or organization.



Managers also share use of the following *suggestion-focussed demeanour tactics of voice at work in relation to voice*; a) *be professional, positive, etc.* Which leads to positive outcomes for the group and/or organization according to proposition VOGT7. They additionally share the following *suggestion-focussed formality process tactics of voice at work in comparison to other employees*; a) *use of formal process/ involve people formally*, b) *involve a wide range of people*. Resulting in positive outcomes for the group and/or organization (VOGT10). They also use the following *suggestion-focussed timing process tactics of voice*; a) *use persistence in selling activities*, b) *use opportune timing*, c) *use promptness*. This leads to positive outcomes for the group and/or organization (VOGT11).

In terms of top-level managers, proposition VOGT2 shows how top managers are more likely to additionally involve a range of different targets, both internal and external parties, in comparison to middle managers. These lead to positive outcomes for the group and/or organization. According to proposition VOGT6 top managers also use the following *suggestion-focussed packaging tactics of voice*; a) *making continuous proposals*, b) *tying issues to concerns of key constituents*, c) *tying issue to valued goal – profitability* d) *tying issue to valued goal - market share/ organizational image* and e) *tying issue to other issues*. Resulting in positive outcomes for the group and/or organization. Finally, top managers use *the suggestion-focussed demeanour tactic of voice at work* in comparison to middle managers; a) *controlling emotions*. This leads to affirmative outcomes for the group and/or organization.

Male managers across both management levels discuss the following correlations in relation to tactics of suggestion-focussed voice and group and/or organizational outcomes. Firstly, they use the *suggestion-focussed framing tactic*; a) *using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. This leads to positive outcomes for the group and/or organization. This is illustrated by proposition VOGT4. Secondly, as VOGT5 shows, they use the *following suggestion-focussed packaging tactics of voice*; a) *making continuous proposals*, b) *tying issues to concerns of key constituents*. This leads to positive outcomes for the group and/or organization. Thirdly, as VOGT9 demonstrates, they adopt the following *suggestion-focussed demeanour tactics of voice*; a) *building a positive image first*, b) *protecting image whilst selling*. Which leads to positive outcomes for the group and/or organization. Finally, they use the following *suggestion-focussed timing process tactics of voice*; a) *use persistence in selling activities*, b) *use opportune timing*, c) *use*

*promptness*. This results in positive outcomes for the group and/or organization as shown by VOGT12.

In terms of *the tactics of problem-focussed voice, and linkages to group and/or organizational-level outcomes*, proposition VOGT13 shows how *female managers use problem-focussed voice as well as suggestion-focussed voice at work*. Male managers merely use suggestion-focussed voice at work. *Problem-focussed voice* was linked to the following *group and/or organizational-level positive outcomes*; a) *organizational learning*, b) *relational ownership of the problem by internal parties* and c) *has a long company history at an organization with an open voice culture so feels can voice easily. Voicing disagreement may allow individual to see things from a unique perspective and better accept the decision outcome*.

In terms of *the tactics of opinion-focussed voice and linkages to group or organizational-level outcomes*, all 12 propositions relate to female managers only. Of these 12, 7 propositions related to both sets of female managers and 5 propositions to top-level managers only. The seven shared propositions included proposition VOGT14 showing how female managers use opinion-focussed voice at work as well as suggestion-focussed voice at work. Male managers solely use suggestion-focussed voice at work.

Female managers also *target opinion-focussed voice* through; a) *involving someone with power/involving an upper level*, b) *involving peers/ involving others –employees downwards* and c) *involve others outside organization*, as proposition VOGT15 shows. These lead to either positive or uncertain outcomes for self. The female managers additionally *frame opinion-focussed voice* through; a) *using positives and negatives*, b) *doing homework first/ preparation* and c) *negative framing*. Resulting in either positive or uncertain outcomes for group and/or organization (VOGT16).

Female managers also *package opinion-focussed voice* through; a) *tying issue to concerns of key constituents*. Which leads to uncertain outcomes for own group and/or organization (VOGT18). Female managers use the following *demeanour tactics* in relation to using opinion-focussed voice; a) *be professional, positive, etc*. Resulting in either positive or uncertain outcomes for own group and/or organization (VOGT20). Female managers also use the *following formality process tactics* in relation to using

**Table 8.5.4.2.1 Summary table “a” of propositions across group and/or organizational-level outcomes of different tactics of voice**

8.3.4	LINKAGES BETWEEN TACTICS OF VOICE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF VOICE (Section 8.3.4)		8.3.4	LINKAGES BETWEEN TACTICS OF VOICE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF VOICE (Section 8.3.4)
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - use of targets - both groups of managers	Proposition VOGT1: Individuals who define themselves as managers at work are likely to target suggestion-focused voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others at same level. These lead to positive outcomes for the group and/or organization.	8.3.4.2	Group and/or organizational-level outcomes of problem-focused voice - timing process tactics - female managers only
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - use of targets - top managers	Proposition VOGT2: Individuals who define themselves as top managers are more likely to additionally involve a range of different targets, both internal and external parties, in comparison to middle managers. These lead to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female managers only
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - framing tactics - both groups of managers	Proposition VOGT3: Individuals who define themselves as managers at work are likely to use the following suggestion-focused framing tactics of voice at work in relation to voice through; a) Doing homework first / Preparation, b) Using a rational, fact-based approach / packaging_ presentation, use of logic in business plan, c) using positives and negatives, d) using positive framing. These lead to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female managers only - targets
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - framing tactics - male managers	Proposition VOGT4: Individuals who define themselves as male managers at work are more likely to regularly use the following suggestion-focused framing tactic of voice at work in comparison to female managers through; a) Using a rational, fact-based approach / packaging_ presentation, use of logic in business plan. This leads to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female managers only - framing tactics
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - packaging tactics - male managers	Proposition VOGT5: Individuals who define themselves as male managers at work more regularly use the following suggestion-focused packaging tactics of voice at work in comparison to female managers; a) making continuous proposals, b) tying issues to concerns of key constituents. This leads to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female top managers -framing tactics
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - packaging tactics - top managers	Proposition VOGT6: Individuals who define themselves as top managers at work more regularly use the following suggestion-focused packaging tactics of voice at work in comparison to middle managers; a) “making continuous proposals”, b) “tying issues to concerns of key constituents”, c) “tying issue to valued goal – profitability” d) “tying issue to valued goal - market share/ organizational image. e) “tying issue to other issues.” This leads to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female managers - packaging tactics
8.3.4.1	Group and/or organizational-level outcomes of suggestion-focused voice - demeanour tactics - both groups of managers	Proposition VOGT7: Individuals who define themselves as managers at work are likely to use the following suggestion-focused demeanour tactics of voice at work in relation to voice; a) “be professional, positive, etc.” This leads to positive outcomes for the group and/or organization.	8.3.4.3	Group and/or organizational-level outcomes of opinion-focused voice - female top managers -packaging tactics

**Table 8.5.4.2.2 Summary table “b” of propositions across group and/or organizational-level outcomes of different tactics of voice**

LINKAGES BETWEEN TACTICS OF VOICE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF VOICE (Section 8.3.4)		LINKAGES BETWEEN TACTICS OF VOICE & GROUP AND/OR ORGANIZATIONAL-LEVEL OUTCOMES OF VOICE (Section 8.3.4)	
Group and/or organizational-level outcomes of suggestion-focussed voice - demeanour tactics - top managers	Proposition VOGT8: Individuals who define themselves as top managers at work more likely to use the following suggestion-focussed demeanour tactic of voice at work in comparison to middle managers; a) “controlling emotions.” This leads to positive outcomes for the group and/or organization.	Group and/or organizational-level outcomes of opinion-focussed voice - female managers only -demeanour tactics	Proposition VOGT20: Individuals who define themselves as female managers at work are likely to use the following demeanour in relation to using opinion-focussed voice at work; a) be professional, positive, etc.” This leads to either positive or uncertain outcomes for own group and/or organization.
Group and/or organizational-level outcomes of suggestion-focussed voice - demeanour tactics - male managers	Proposition VOGT9: Individuals who define themselves as male managers at work are more likely to use the following suggestion-focussed demeanour tactics of voice at work in comparison to female managers; a) “building a positive image first”, b) “protecting image whilst selling.” This leads to positive outcomes for the group and/or organization.	Group and/or organizational-level outcomes of opinion-focussed voice - female top managers -demeanour tactics	Proposition VOGT21: Individuals who define themselves as female top managers at work are likely to additionally adopt the following demeanour whilst using opinion-focussed voice; a) “controlling emotions.” This leads to positive outcomes for group and/or organization.
Group and/or organizational-level outcomes of suggestion-focussed voice - process tactics - both groups of managers	Proposition VOGT10: Individuals who define themselves as managers at work are more likely to use the following suggestion-focussed formality process tactics of voice at work in comparison to other employees; a) “use of formal process/ involve people formally, b) involve a wide range of people.” This leads to positive outcomes for the group and/or organization.	Group and/or organizational-level outcomes of opinion-focussed voice - female managers only -formality process tactics	Proposition VOGT22: Individuals who define themselves as female managers at work are likely to use the following formality process tactics in relation to using opinion-focussed voice at work; a) “Using formal process / Involve people formally.” This leads to either positive or uncertain outcomes for self.
Group and/or organizational-level outcomes of suggestion-focussed voice - timing process tactics - both groups of managers	Proposition VOGT11: Individuals who define themselves as managers at work are more likely to use the following suggestion-focussed timing process tactics of voice at work in comparison to other employees; a) “use persistence in selling activities”, b) “use opportune timing”, c) “use promptness.” This leads to positive outcomes for the group and/or organization.	Group and/or organizational-level outcomes of opinion-focussed voice - female top managers -formality process tactics	Proposition VOGT23: Individuals who define themselves as female top managers at work are more likely than female middle managers to use the following formality process tactic in relation to using opinion-focussed voice at work; a) “Involve a wide range of people.” This leads to either positive outcomes for own group and/or organization.
Group and/or organizational-level outcomes of suggestion-focussed voice - timing process tactics - male managers	Proposition VOGT12: Individuals who define themselves as male managers at work are more likely to use the following suggestion-focussed timing process tactics of voice at work in comparison to female managers; a) “use persistence in selling activities”, b) “use opportune timing”, c) “use promptness.” This leads to positive outcomes for the group and/or organization.	Group and/or organizational-level outcomes of opinion-focussed voice - female managers only -timing process tactics	Proposition VOGT24: Individuals who define themselves as female managers at work are likely to use the following female managers at work are likely to use the following timing process tactics in relation to using opinion-focussed voice at work; a) “setting a timeframe to a given process, and b) using caution/proceed with caution” This leads to either positive or uncertain outcomes for self.
		Group and/or organizational-level outcomes of opinion-focussed voice - female top managers - timing process tactics	Proposition VOGT25: Individuals who define themselves as female top managers at work are more likely than female middle managers to use the following timing process tactic in relation to using opinion-focussed voice at work; a) Show persistence in selling activities.” This leads to either positive outcomes for own group and/or organization.

opinion-focussed voice at work; *a) using formal process / involving people formally*. This leads to either positive or uncertain outcomes for self (VOGT22). In addition, female managers are likely to use the following *timing process tactics* in relation to using opinion-focussed voice at work; *a) setting a timeframe to a given process, and b) using caution/ proceed with caution*. Leading to either positive or uncertain outcomes for self (VOGT24).

In terms of the female top managers, proposition VOGT17 shows how they firstly, *frame opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. Resulting in positive outcomes for the group and/or organization. They secondly, *package opinion-focussed voice through; a) tying issue to valued goal – market share/organizational image*. This leads to positive outcomes for own group and/or organization (VOGT19). They thirdly, adopt the following *demeanour whilst using opinion-focussed voice; a) controlling emotions*. Which leads to positive outcomes for group and/or organization (VOGT21).

The female top-level managers also described proposition VOIT18: framing opinion-focussed voice through; *a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. This leads to positive outcomes for self. These top female managers also described proposition VOIT22, using the *demeanour* in relation to using opinion-focussed voice at work; *a) be professional, positive, etc*. Which leads to either positive or uncertain outcomes for self.

### **8.5.5 Voice/Silence as Processes between People**

One of the main findings from this current study is how episodes of voice and/or silence are not stand-alone processes for each of the managers in question. All the cases discuss continuously learning and developing through these processes by either; *a) voicing or b) remaining silent* in given organizational contexts or arenas at work. The managers are discussing these voice/silence processes as interaction processes between people, who can be working externally to the businesses itself or alternatively, who work internally within the business or organization. Some of these “*other people*” are located visibly “*here*” in the current office location for the manager, whilst others may be located “*elsewhere*” such as Head office or

subsidiaries overseas or at other Norwegian supplier, partner or governmental offices within the same country.

The episodes of voicing or remaining silent are opportunities for learning and developing self as an individual manager within the organization. But voicing, and/or remaining silent, also create opportunities for generating change for the group, and/or organization. In most cases, these are described constructively, in terms of creating positive outcomes for the group and/or organization. Finally, the managers also describe processes whereby they learn, through using episodes of voice, just where organizational boundaries may lay in terms of given themes, topics or issues. The episodes are carefully planned strategic moves. For example, some organizations are more closed voice climates and others are more open and positive to “*opening up closed themes.*” Organizations seem to differ in the extent of openness to certain themes being discussed. By doing so, the managers learn which topics, themes or issues to remain silent about in future occasions of voicing within the business or organization.

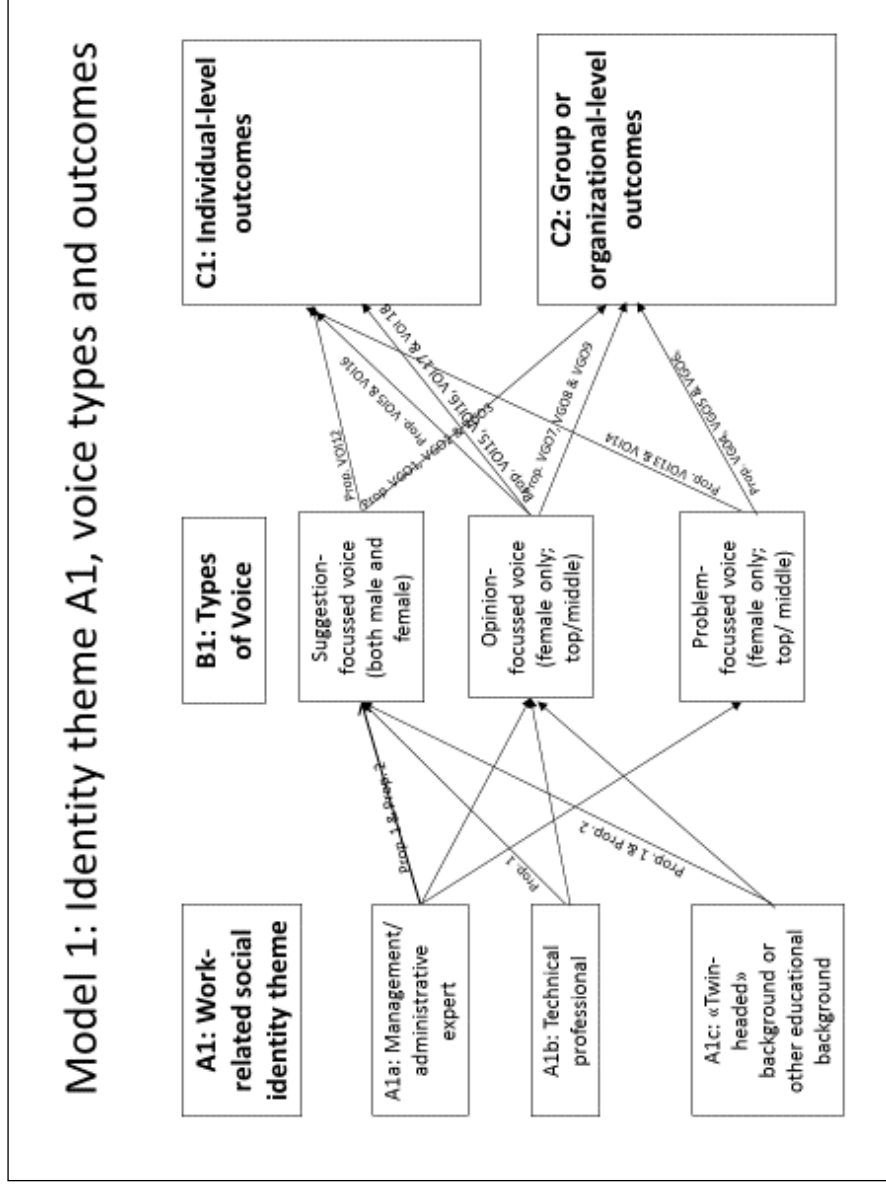
My findings also suggest that the managers, over time, are learning which type, tactics and directions of voice to use to be perceived positively within their organizations. The results show a real preference for use of suggestion-focussed voice as well as prosocial silence. Problem-focussed voice and defensive silence are avoided by male managers for example. Opinion-focussed voice is again, described in use mainly by female managers, whereas acquiescent silence is used more by middle-level managers of both genders. The latter finding may show evidence of middle-managers having a lower level of power over decision-making within the businesses than top managers hold. However, it may also be evidence of coping mechanisms used by the middle-level managers, who are often managing downward towards employees as well as upwards/across to others internally within their organizations. They have busy roles with a lot of day-to-day management issues to resolve, often in hectic 24/7, international-facing work environments. Acquiescence may be a useful strategy to adopt, in terms of silence, and opinions may need to also be raised upwards, as and when required, to top managers within their businesses.

### 8.5.6 Summary Models

Finally, within this Chapter 8, I will draw a set of summary models which elucidate the relationships or linkages that I have found.

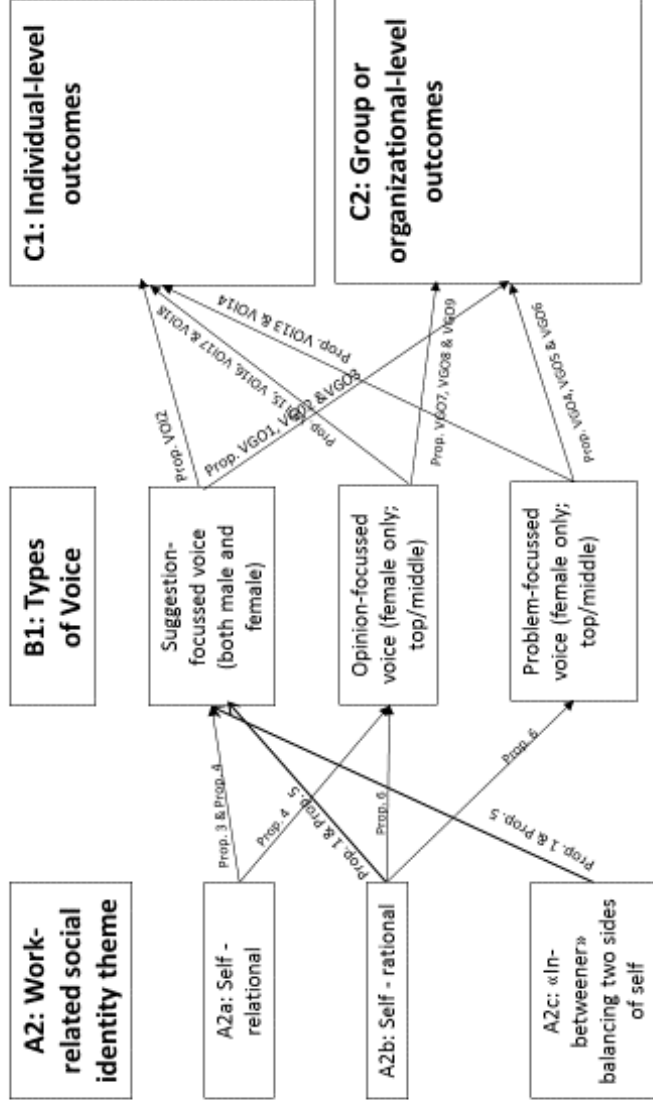
Based on the research findings and implications drawn throughout Sections 8.1 – 8.5, and in reference back to the initial tentative research model proposed in Section 3.4 of the literature review chapter, I now propose a set of research models elucidating each work-related social identity theme as well as linkages to; *a) voice/silence types, b) voice/silence targets* as well as *c) top tactics of voice*. All models show outcomes at; *a) individual* as well as *b) group or organizational-levels*. The first six models cover the six work-related identity themes (A1-A5 and B) for voice types and their outcomes; the next six models cover work-related identity themes (A1-A5 and B) for types of silence and their outcomes. Following this, 12 models are drawn, one per work-related identity theme (A1-A5 & B) in relation to the top six targets of voice/silence and their outcomes. Finally, a final set of six models have been drawn, one per work-related identify theme (A1-A5 & B) in relation to the top six tactics of voice and their outcomes. The models show example linkages. Figure 8.5.6.3 shows the simplified model of voice/silence as proposed at Section 3.4. This final model shows the complete learning loops not shown in the initial models.

### 8.5.6.1 Six Models showing Work-related Identity Themes A1-A5 & B, Voice Types and Outcomes of Voice

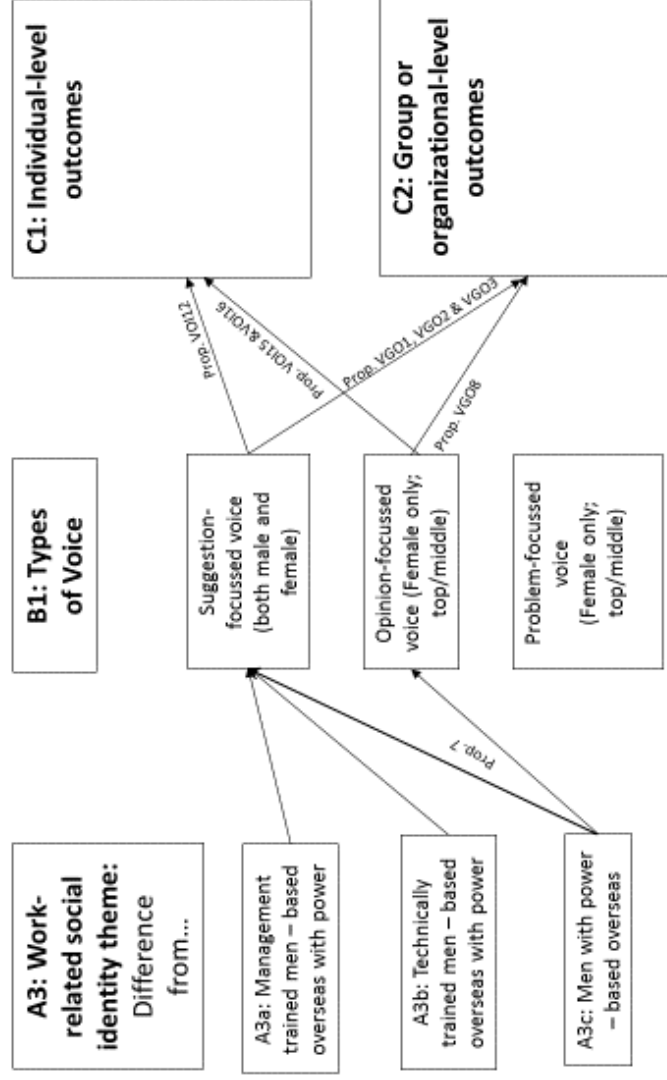




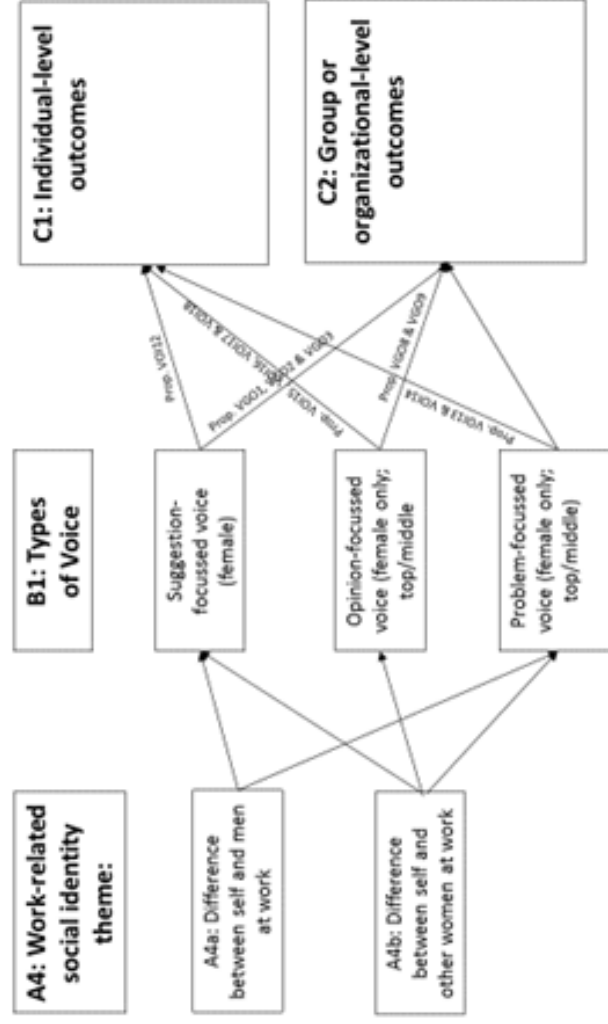
## Model 2: Identity theme A2, voice types and outcomes



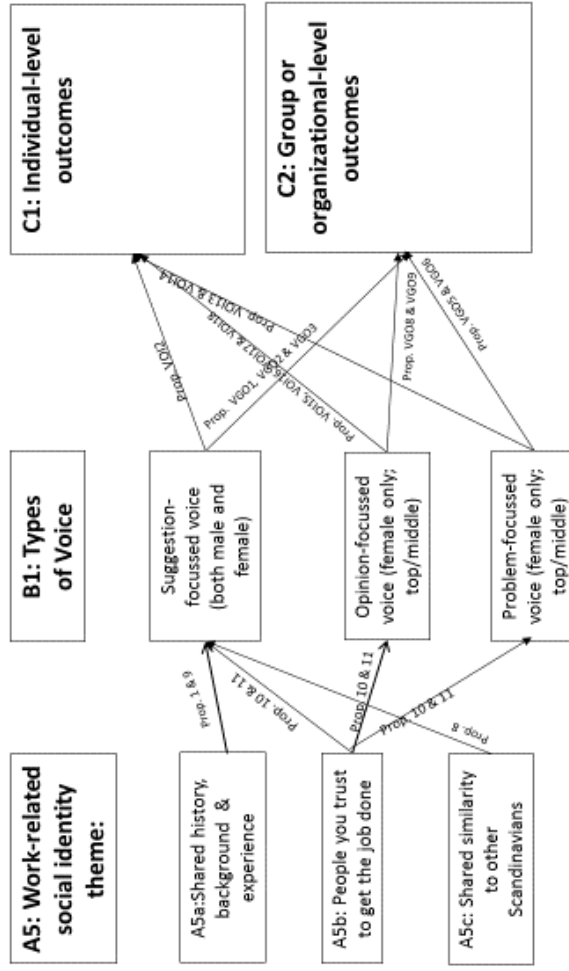
### Model 3: Identity theme A3, voice types and outcomes



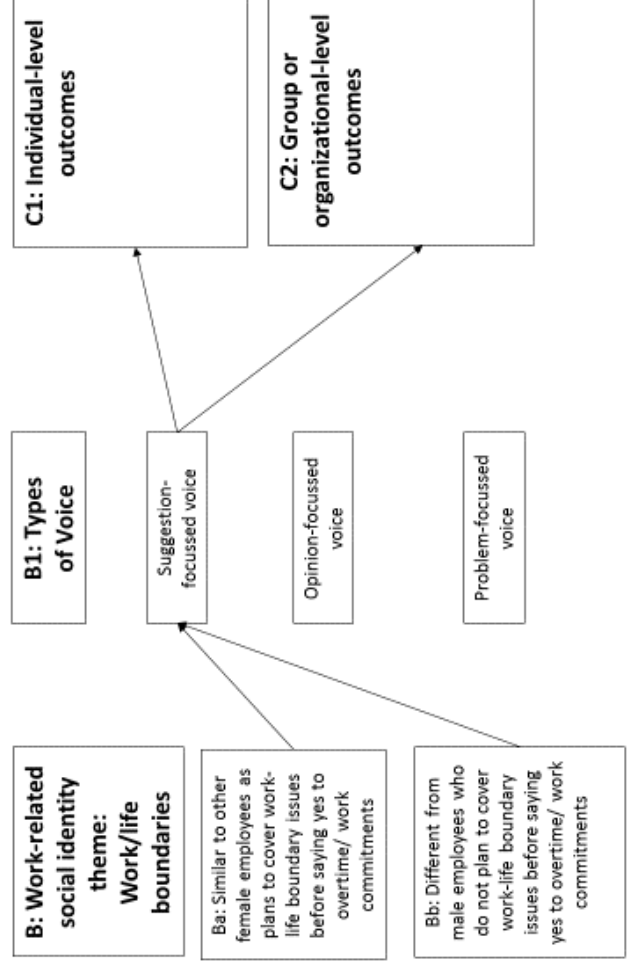
## Model 4: Identity theme A4, voice types and outcomes



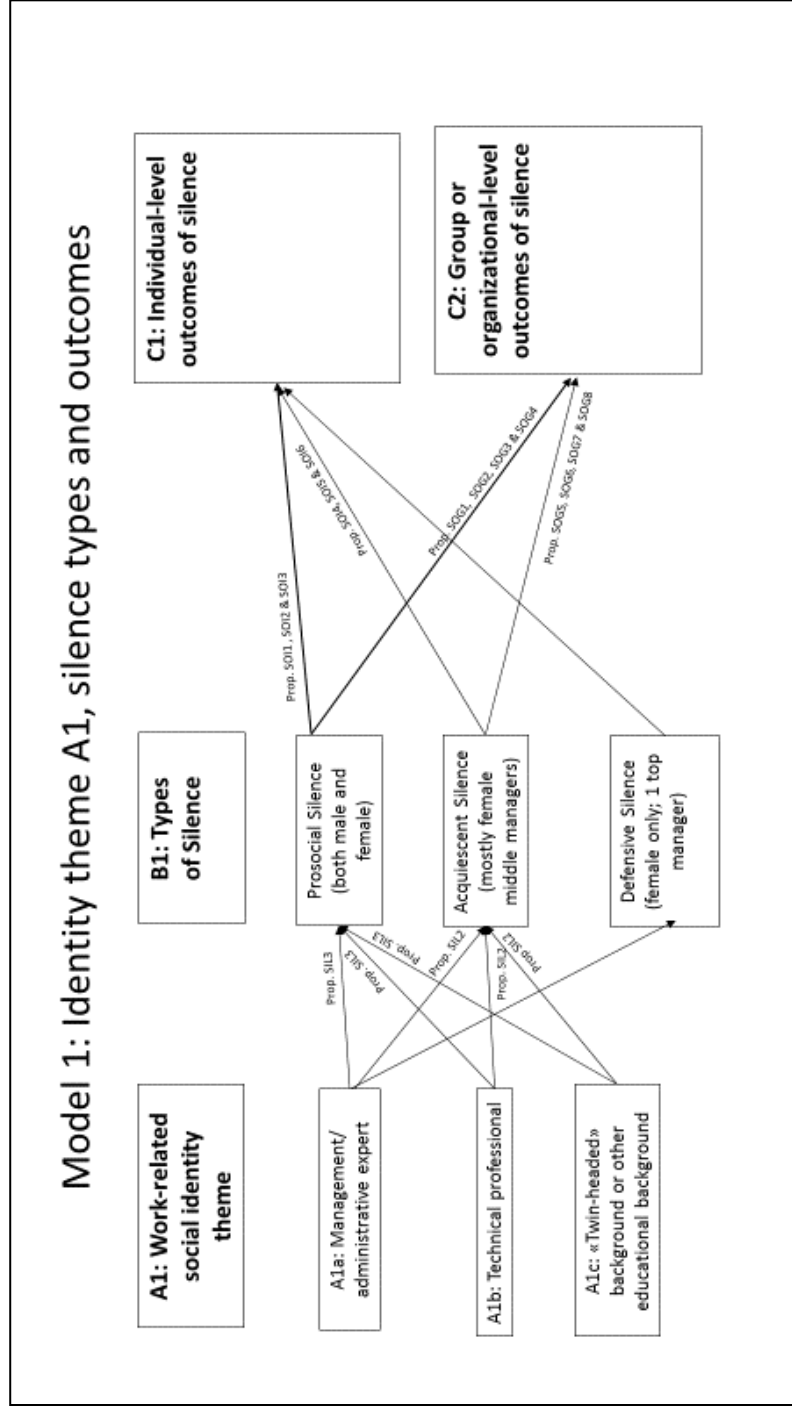
## Model 5: Identity theme A5, voice types and outcomes



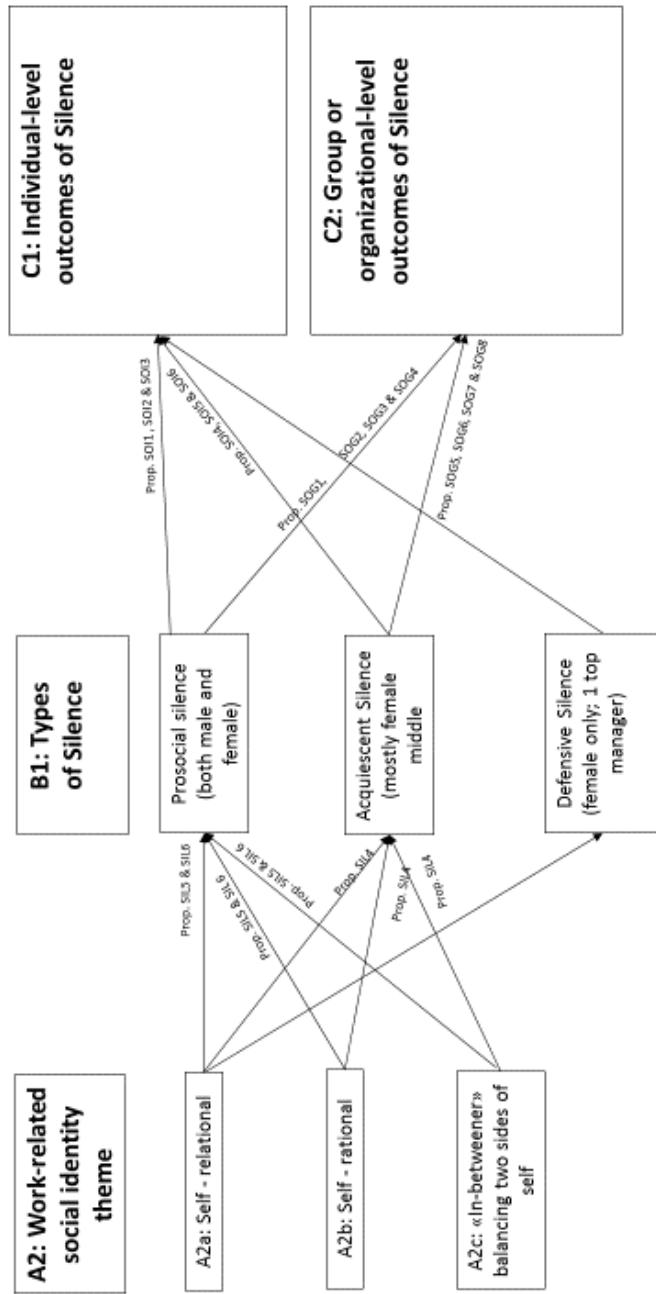
## Model 6: Identity theme B, voice types and outcomes



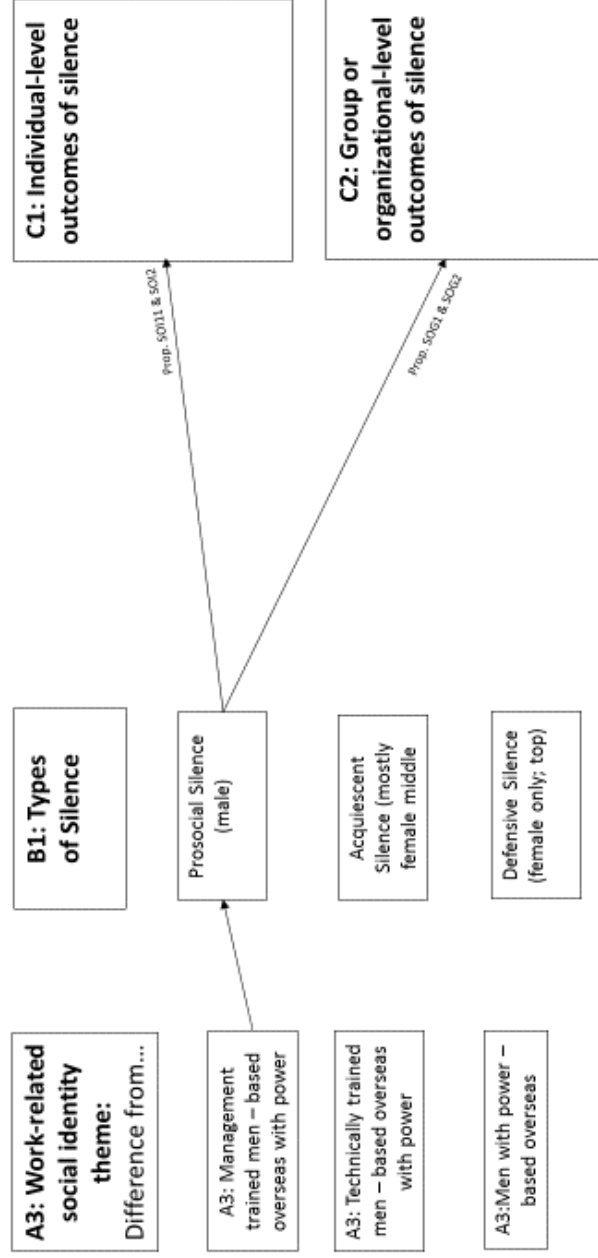
### 8.5.6.2 Six Models showing Work-related Identity Themes A1-A5 & B, Silence Types and Outcomes of Silence



## Model 2: Identity theme A2, silence types and outcomes

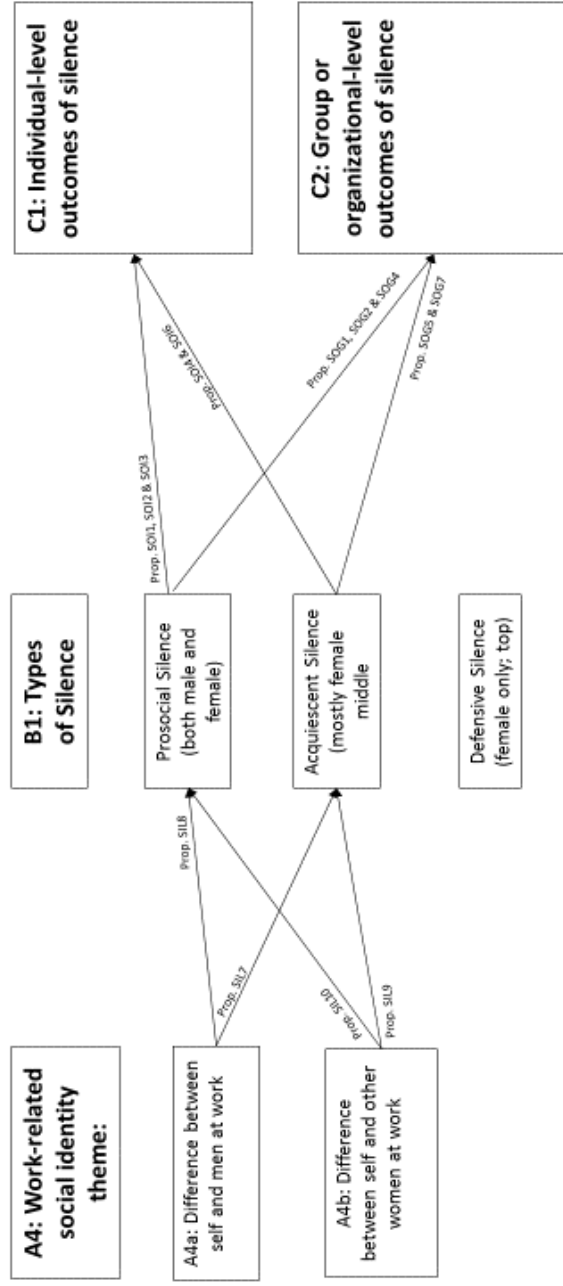


### Model 3: Identity theme A3, silence types and outcomes

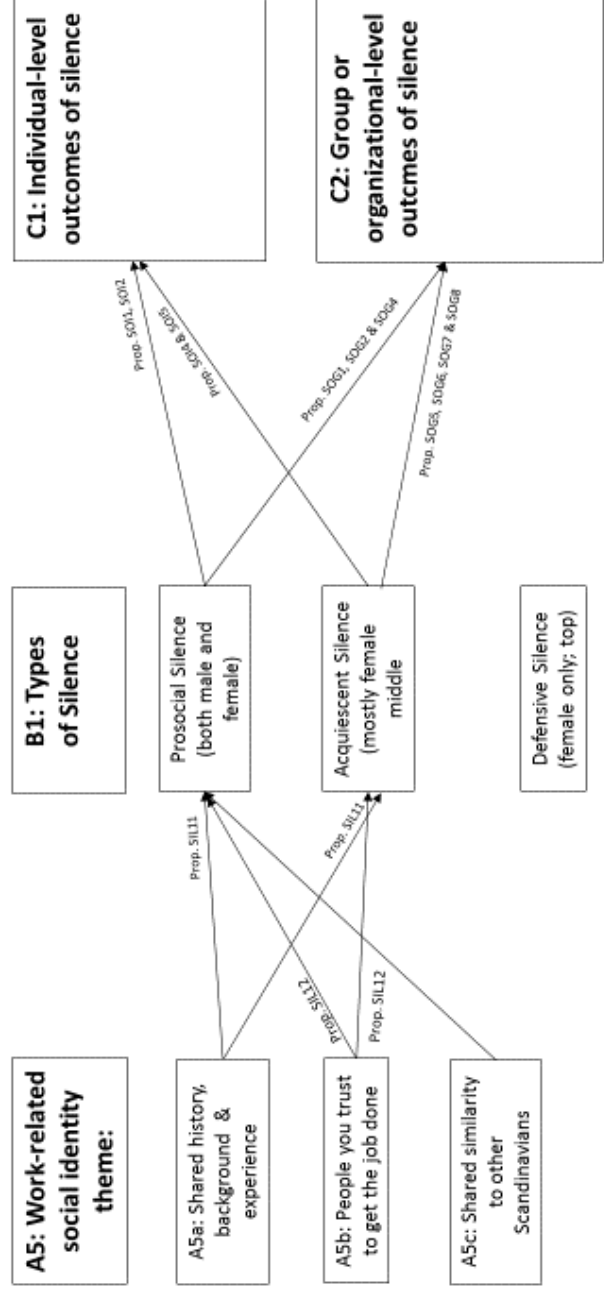




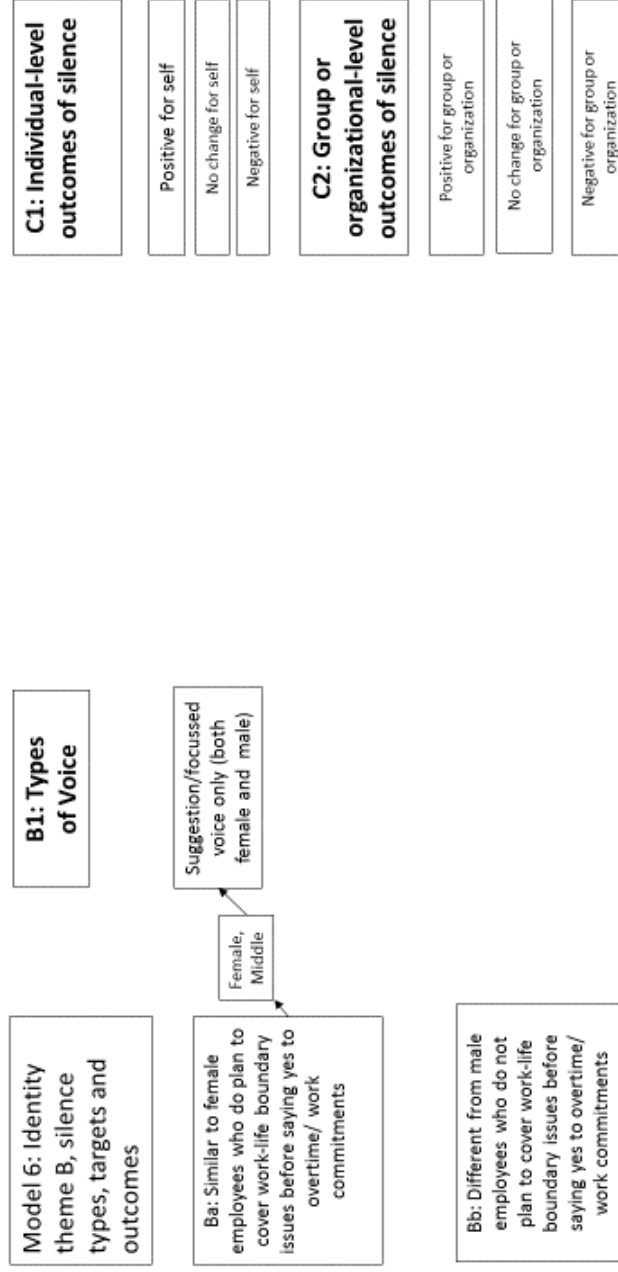
## Model 4: Identity theme A4, silence types and outcomes



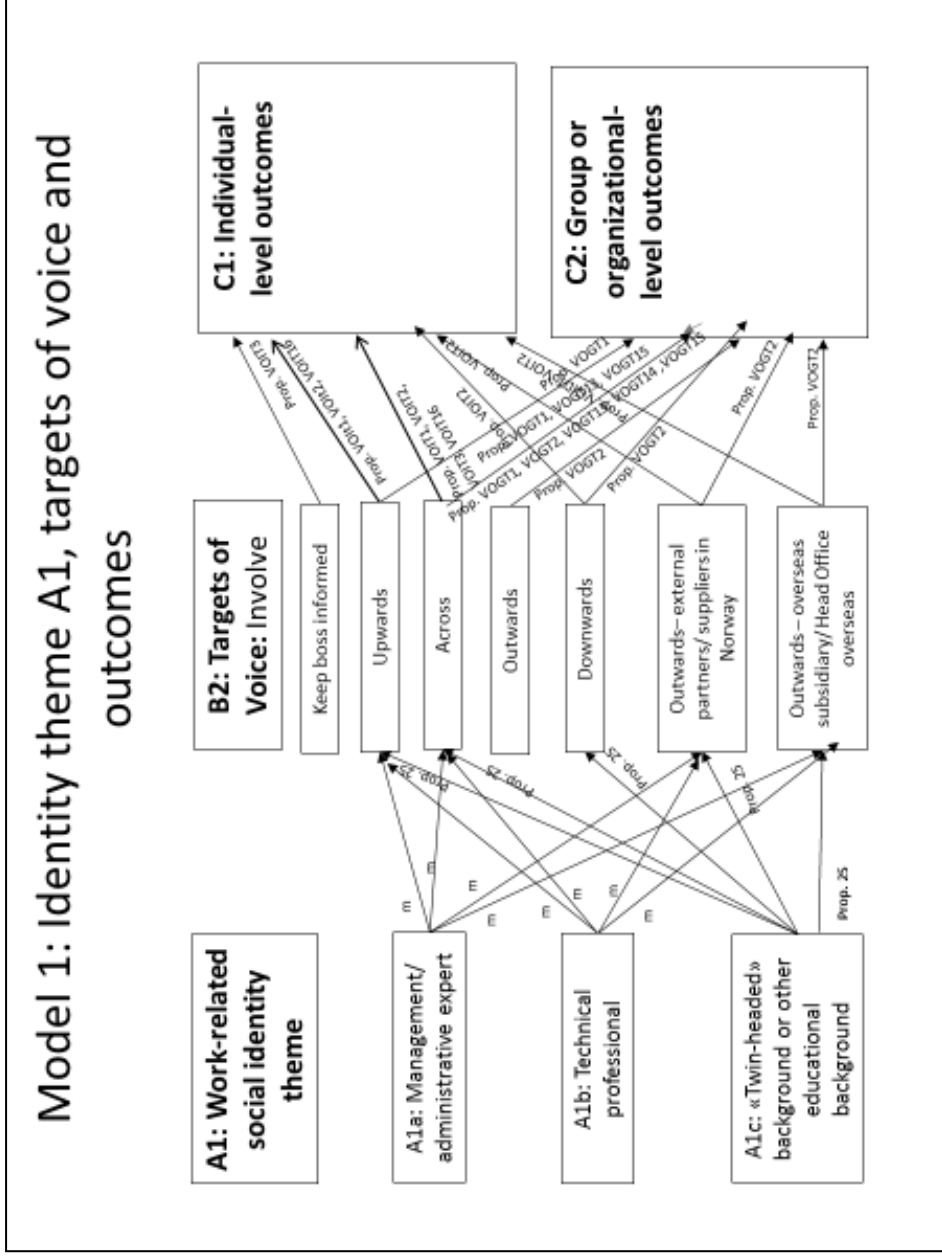
## Model 5: Identity theme A5, silence types and outcomes



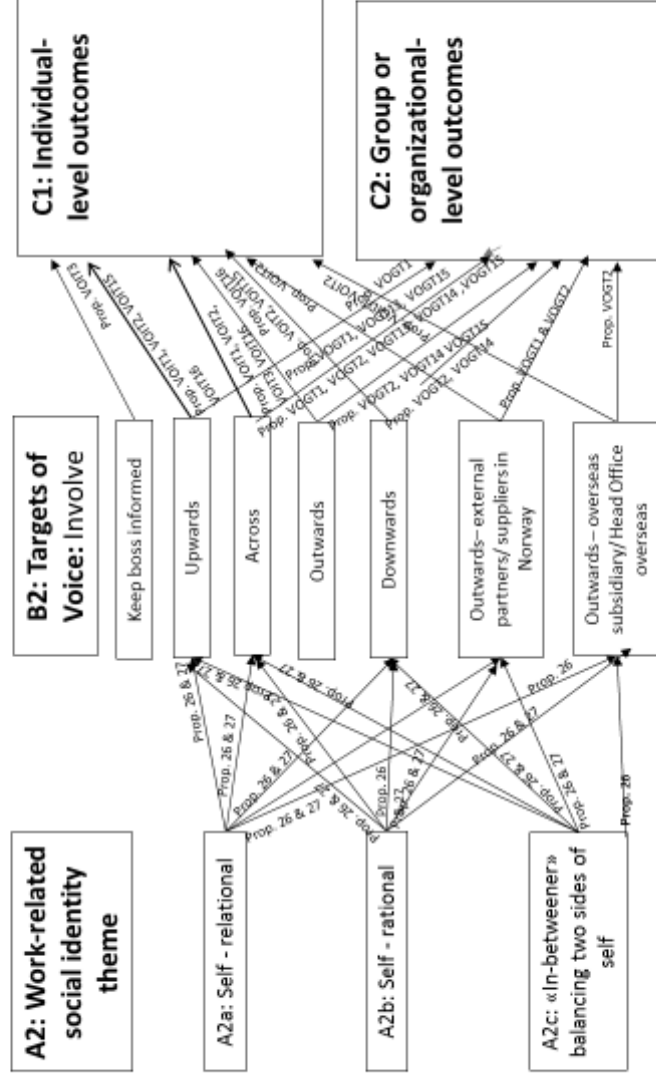
## Model 6: Identity theme B, silence types and outcomes



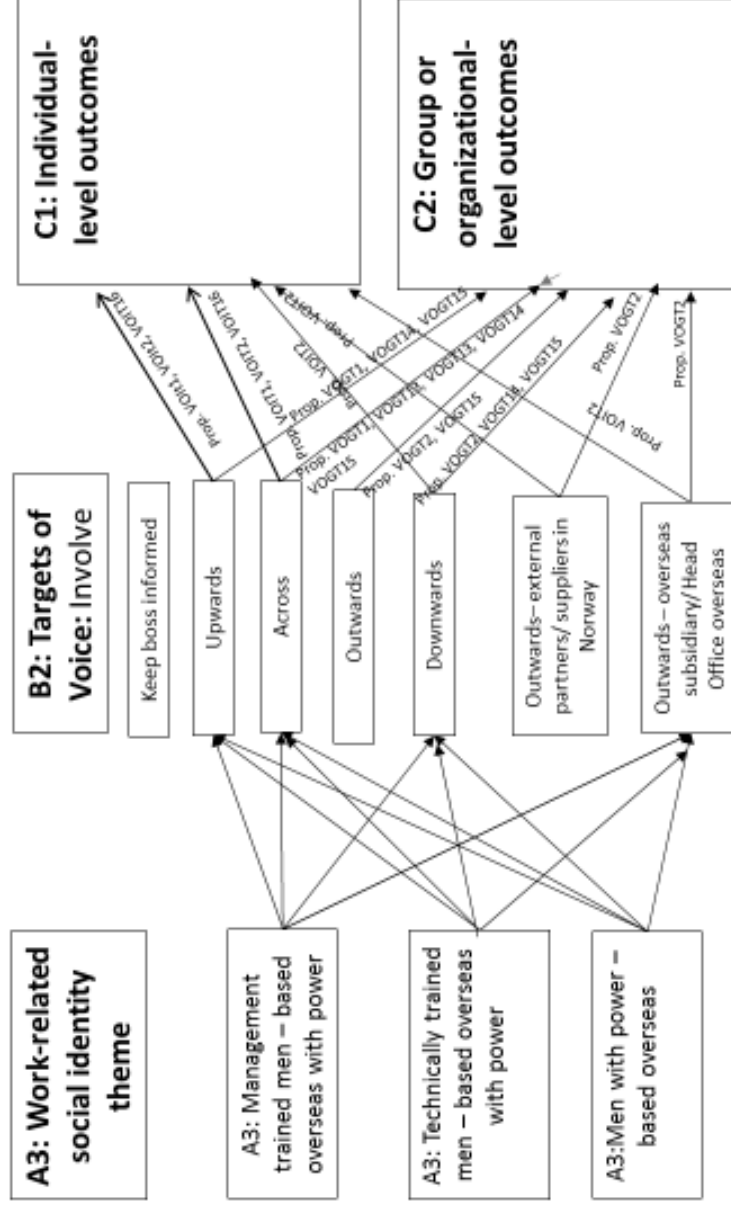
### 8.5.6.3 Six Models showing Work-related Identity Themes A1-A5 & B, Voice Targets and Outcomes of Voice



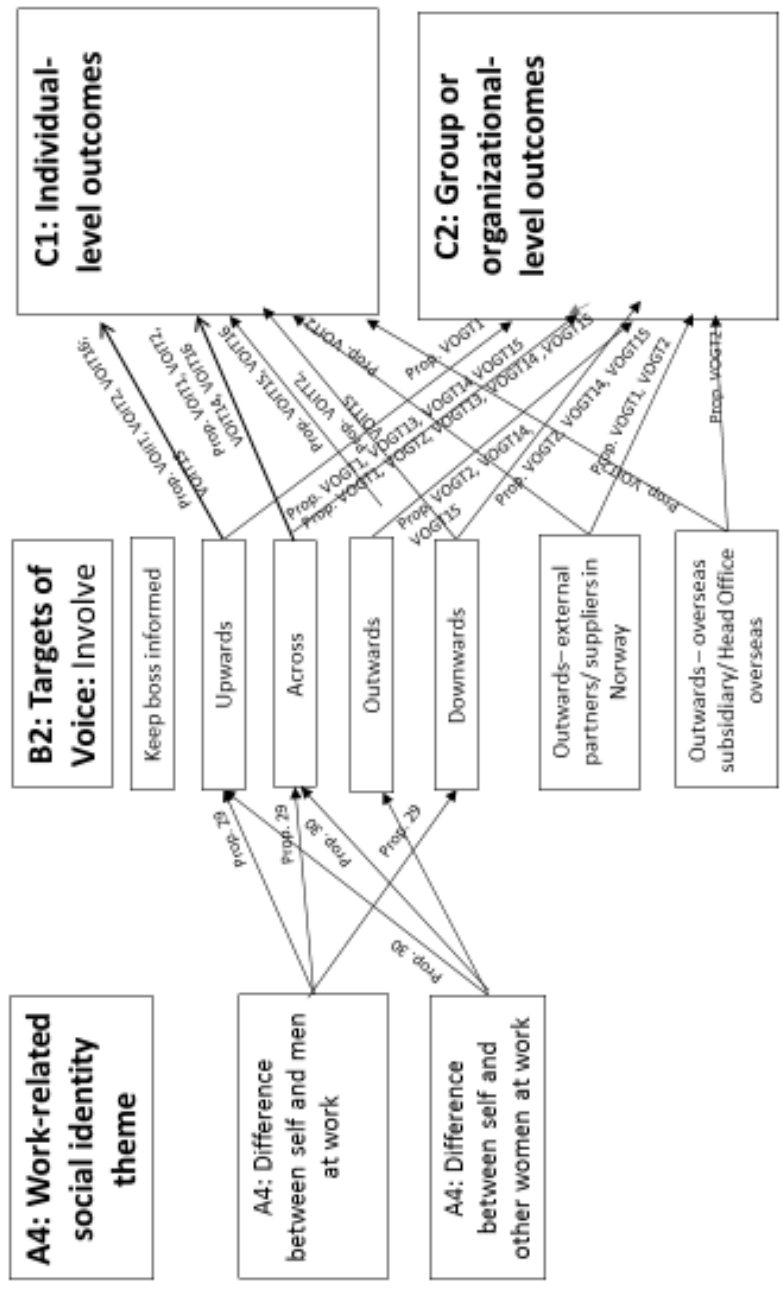
## Model 2: Identity theme A2, targets of voice and outcomes



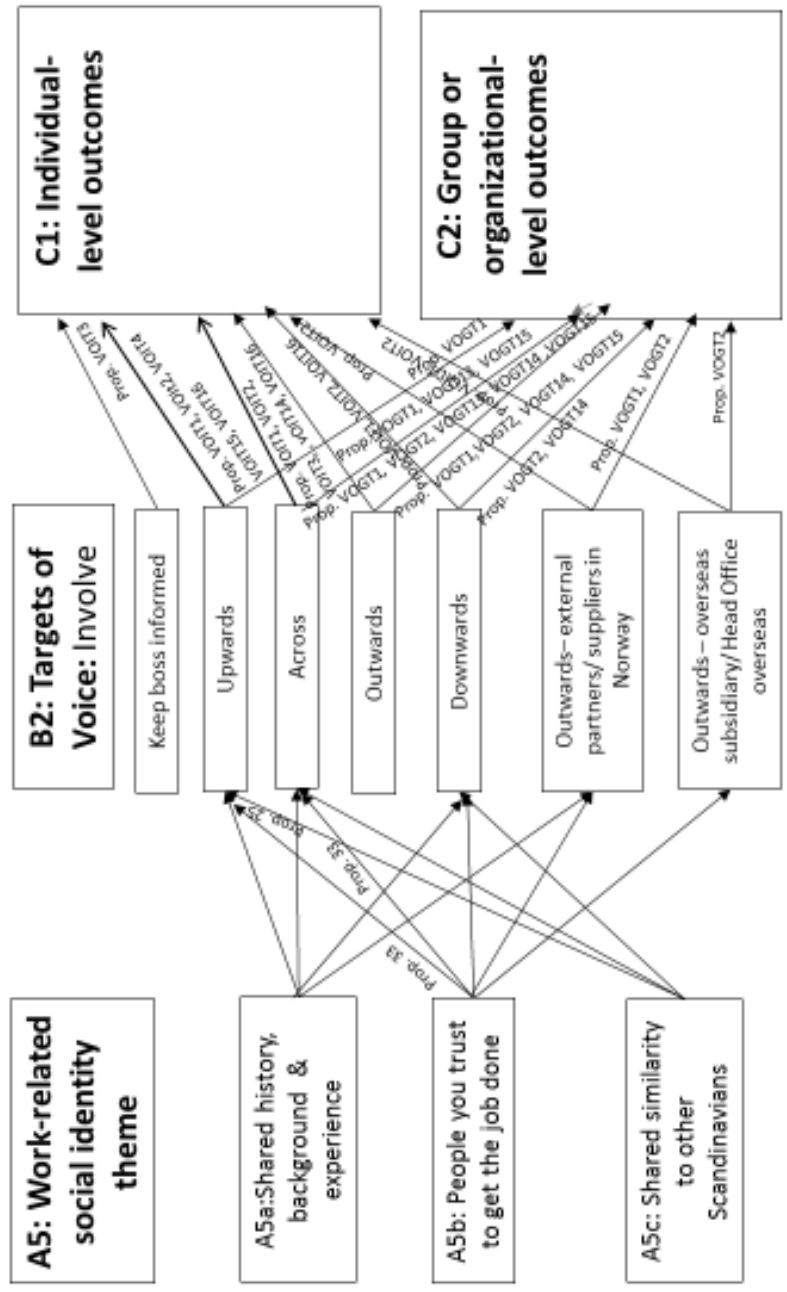
## Model 3: Identity theme A3, targets of voice and outcomes



# Model 4: Identity theme A4, targets of voice and outcomes

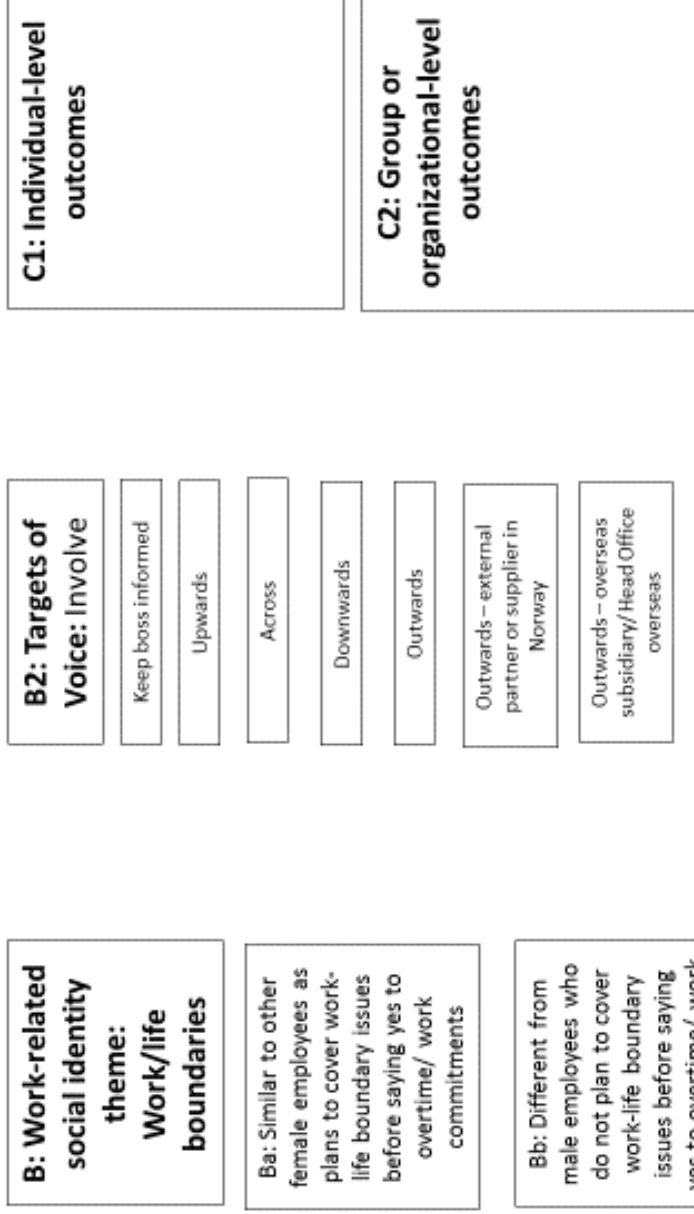


## Model 5: Identity theme A5, targets of voice and outcomes

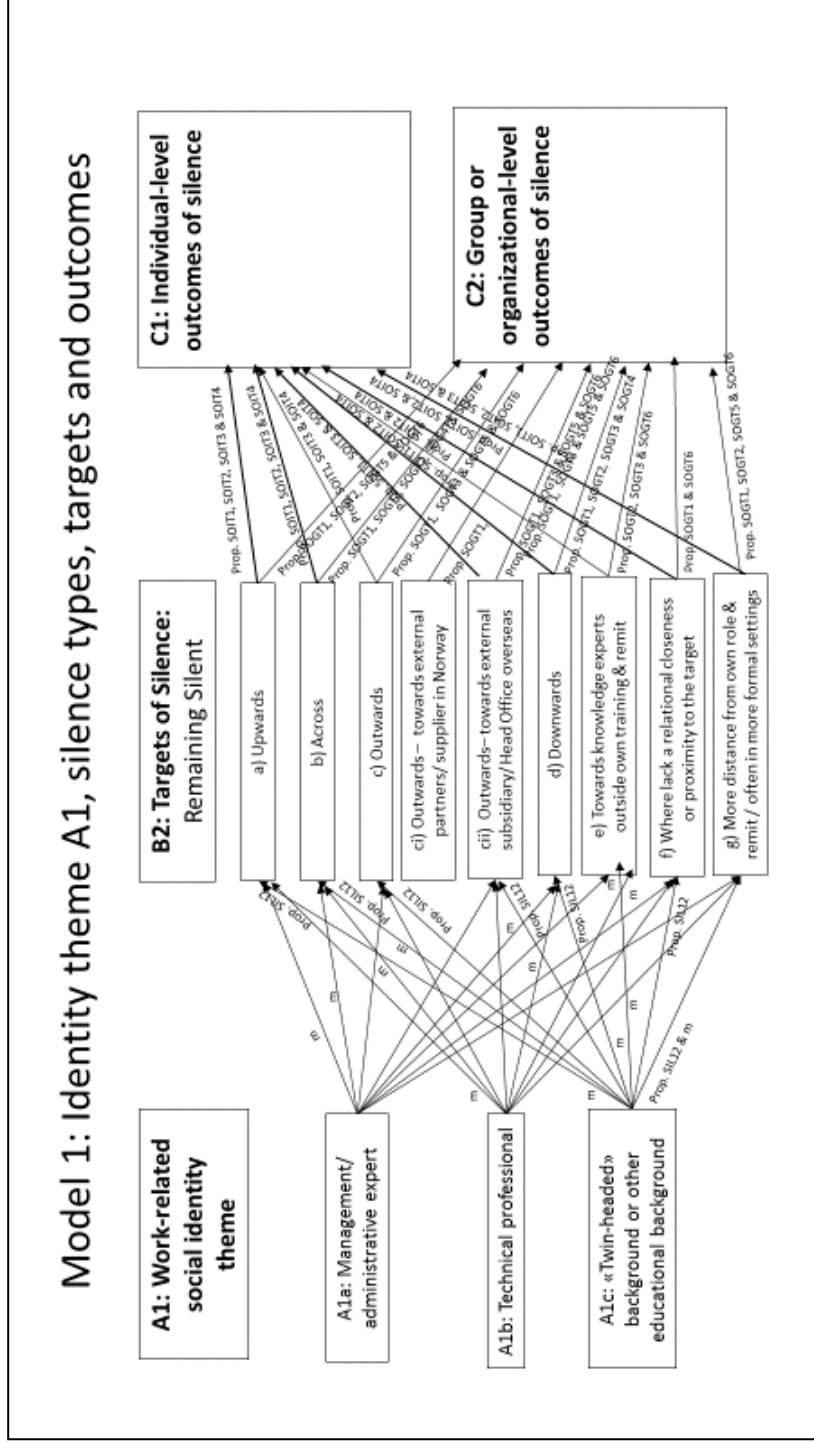




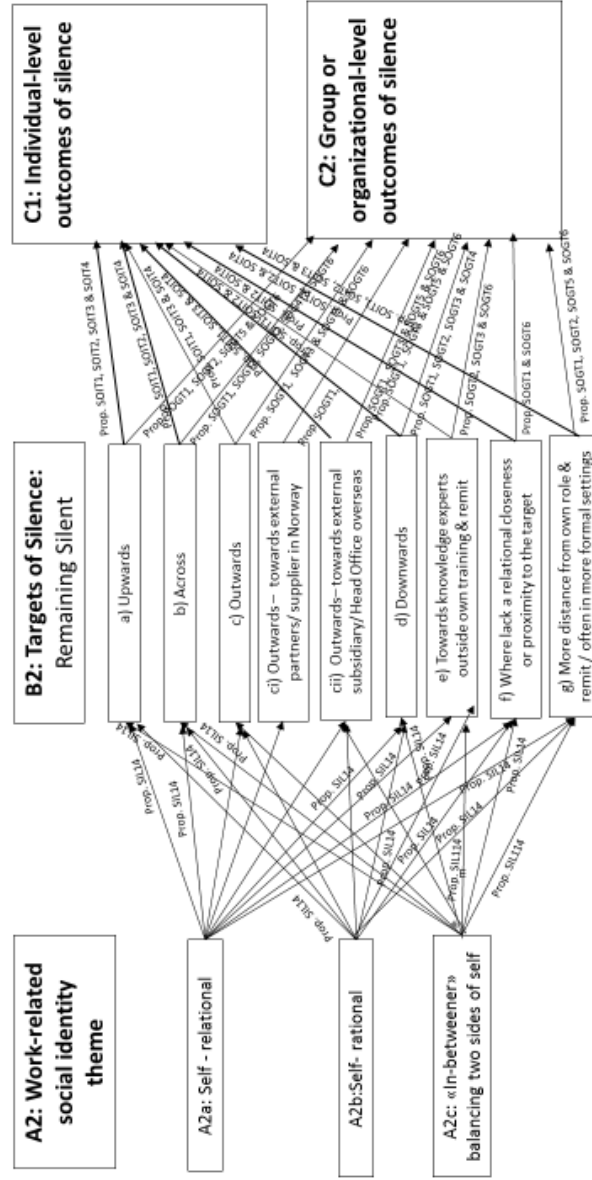
## Model 6: Identity theme B, voice types and outcomes



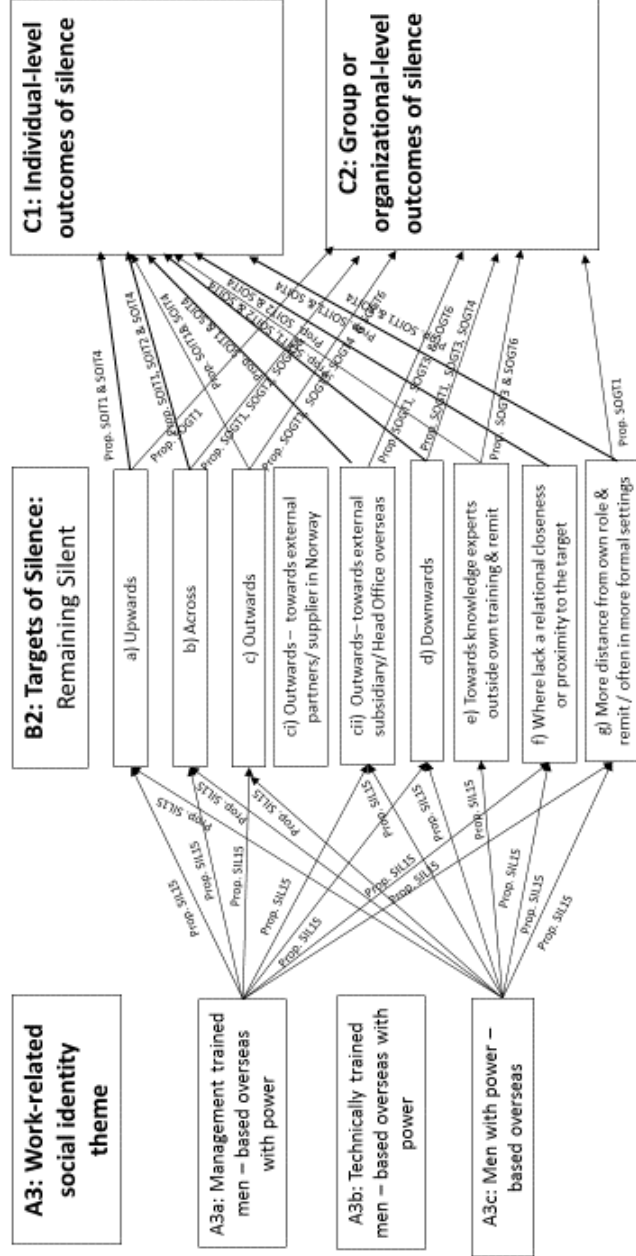
### 8.5.6.4 Six Models showing Work-related Identity Themes A1-A5 & B, Silence Targets and Outcomes of Silence



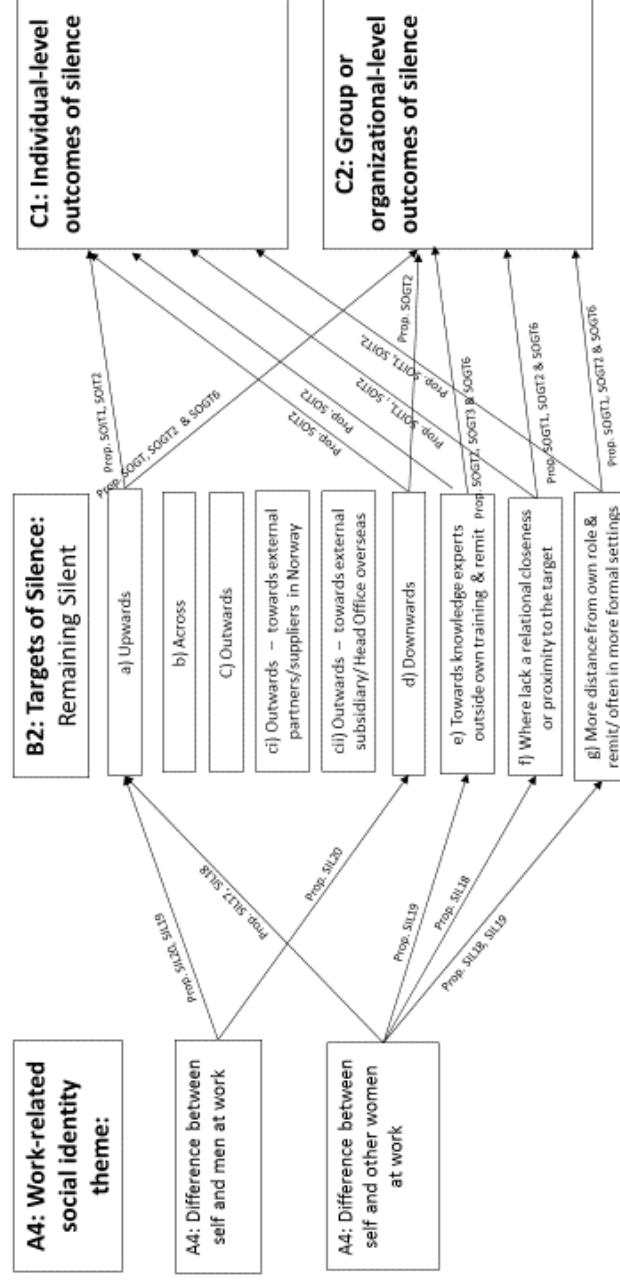
## Model 2: Identity theme A2, silence types, targets and outcomes



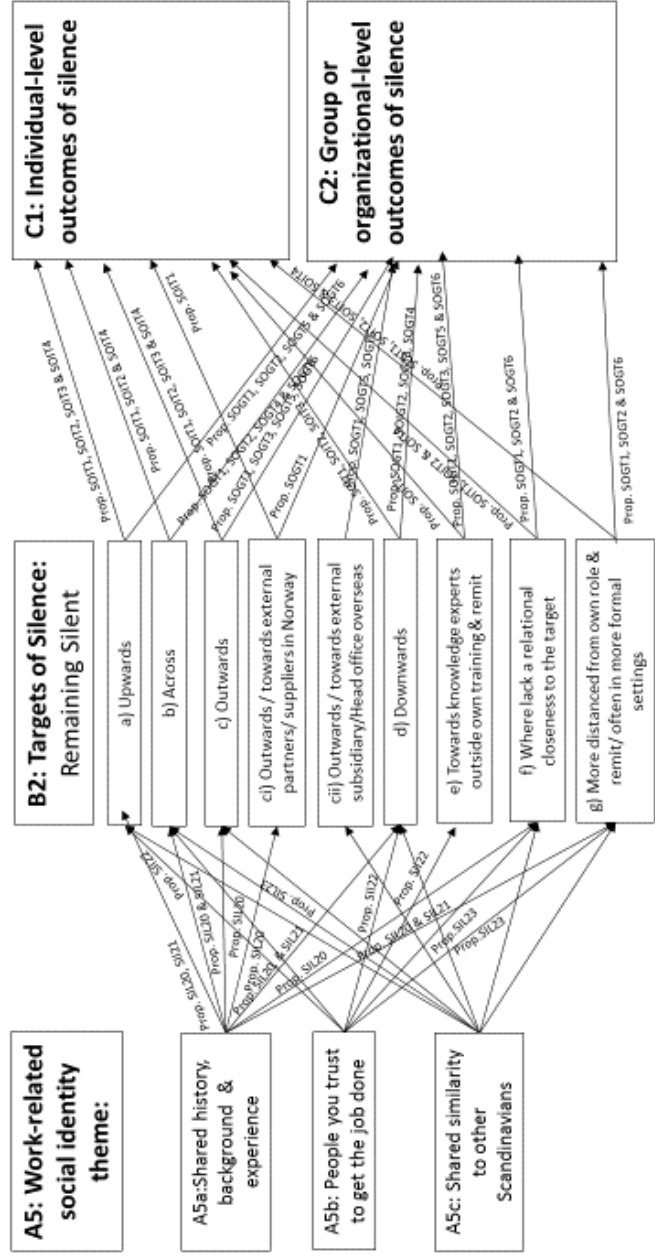
### Model 3: Identity theme A3, silence types, targets and outcomes



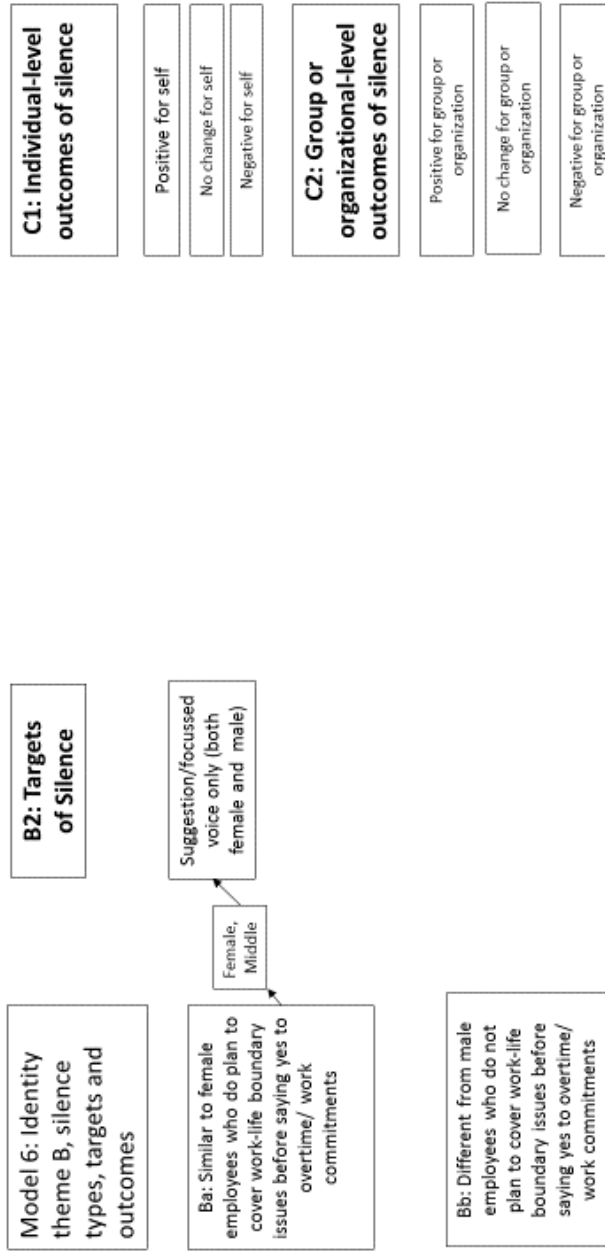
Model 4: Identity theme A4, targets of silence and outcomes



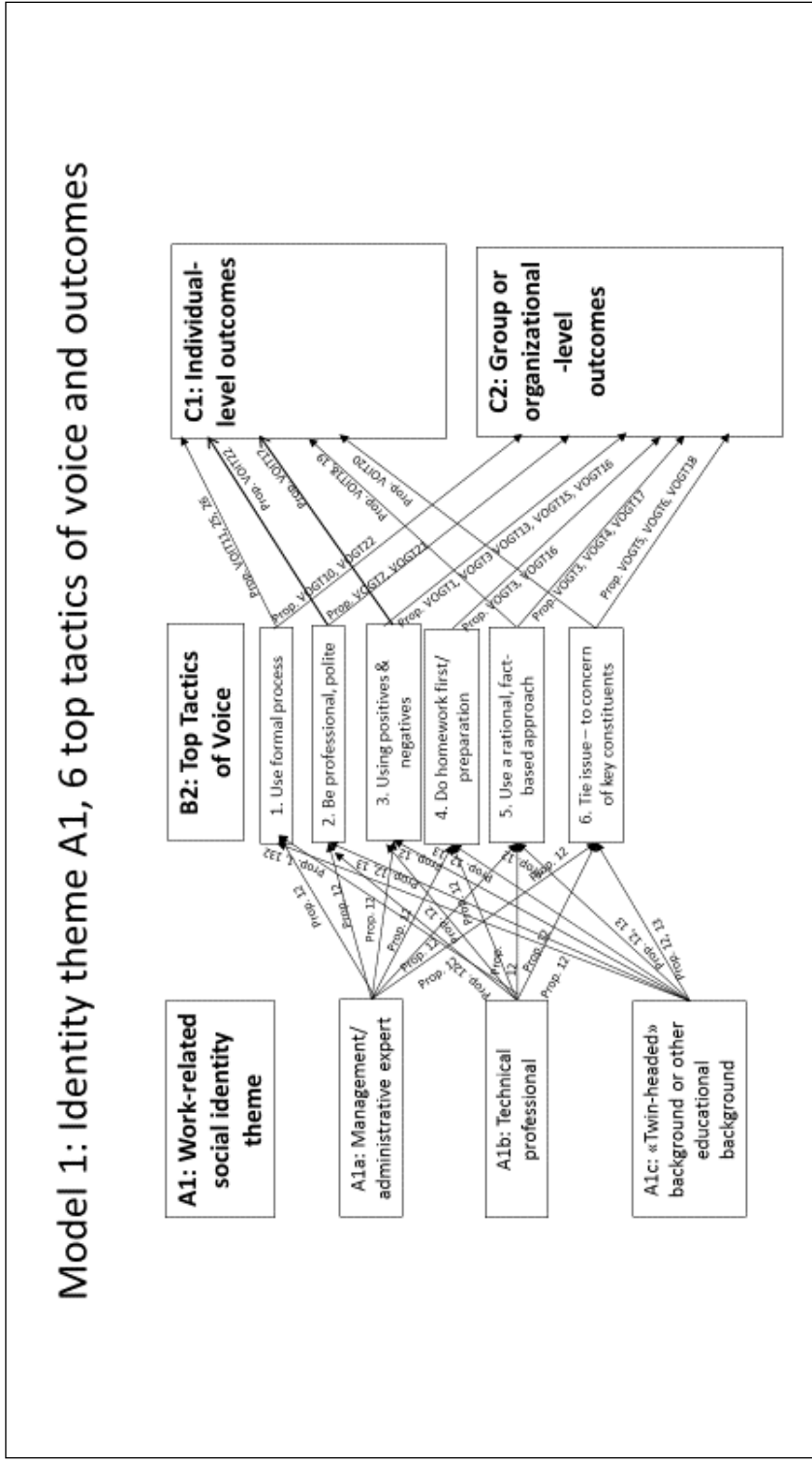
## Model 5: Identity theme A5, targets of silence and outcomes



## Model 6: Identity theme B, silence targets and outcomes

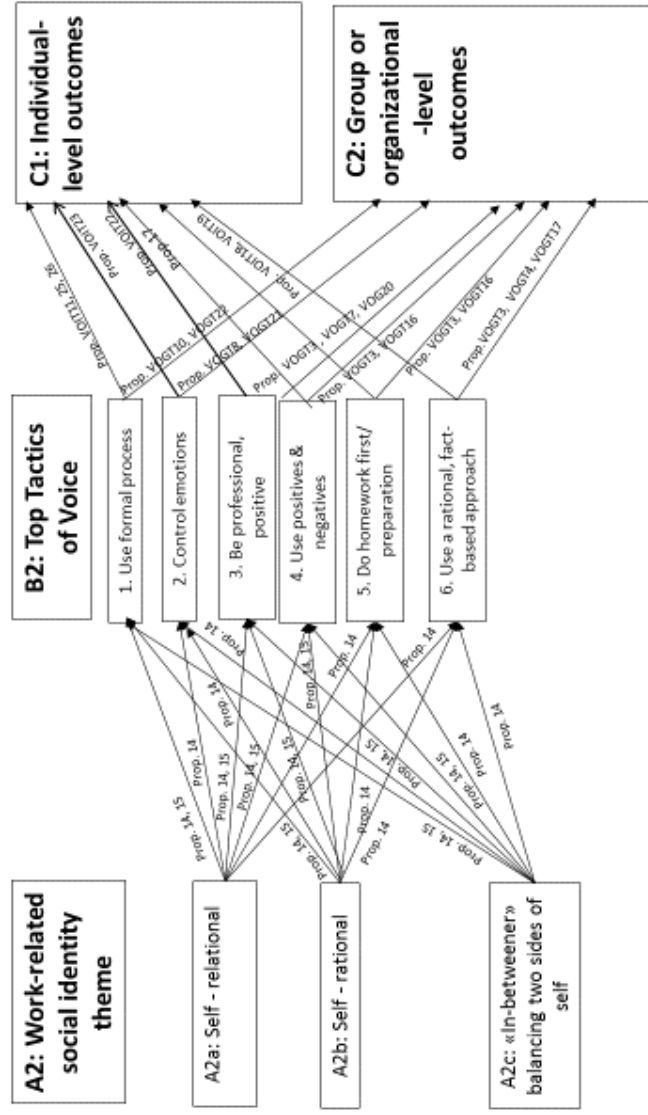


### 8.5.6.5 Six Models showing Work-related Identity Themes A1-A5 & B, Top 6 Tactics of Voice and Outcomes of Voice

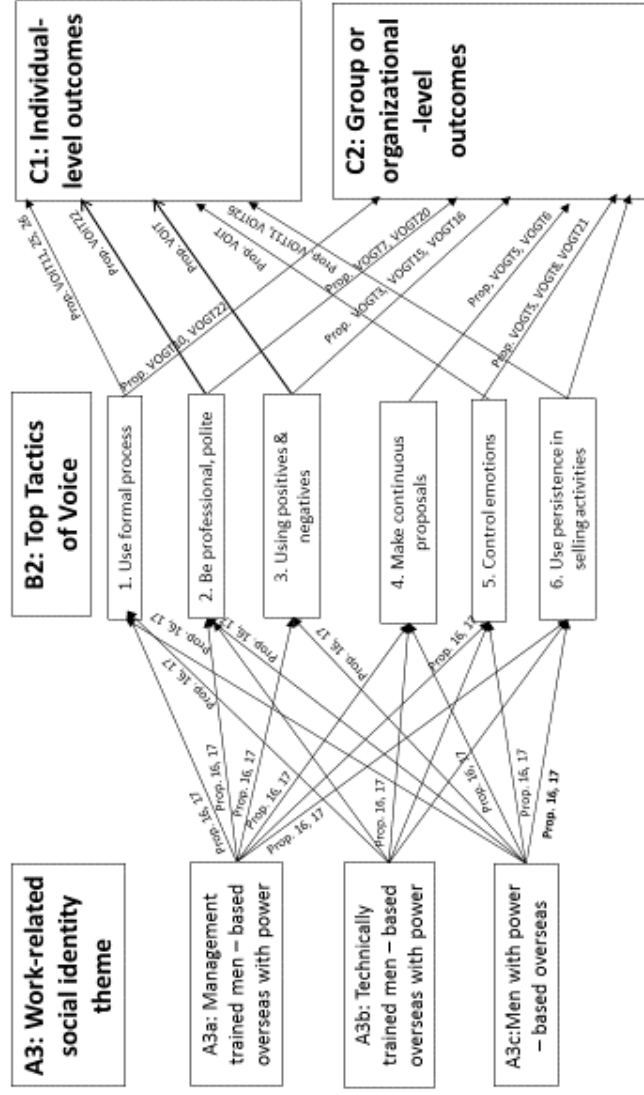




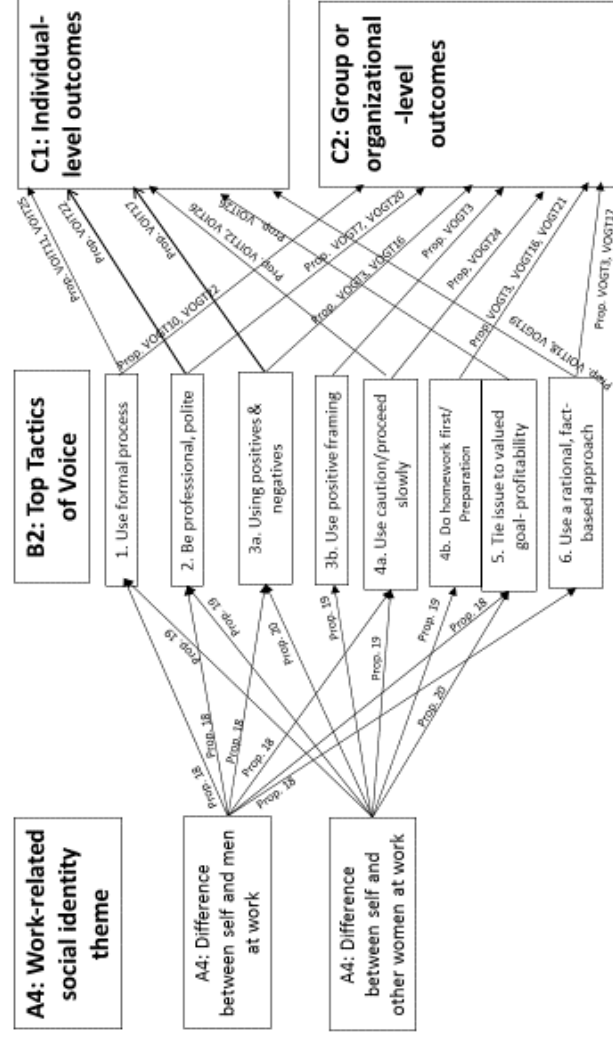
## Model 2: Identity theme A2, 6 top tactics of voice and outcomes



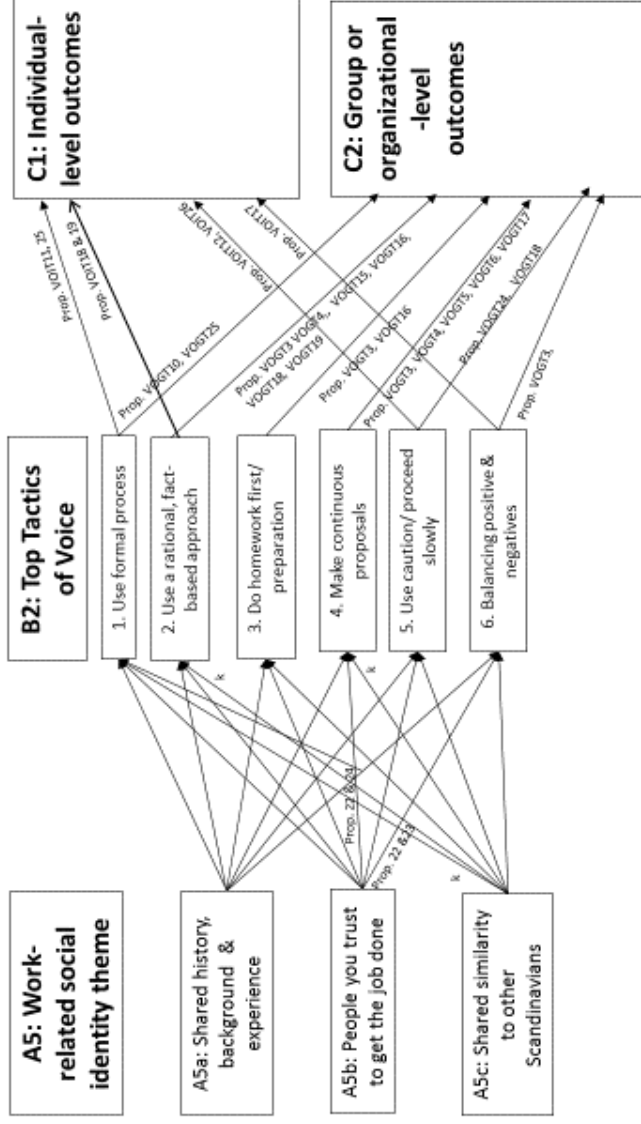
Model 3: Identity theme A3, 6 top tactics of voice and outcomes



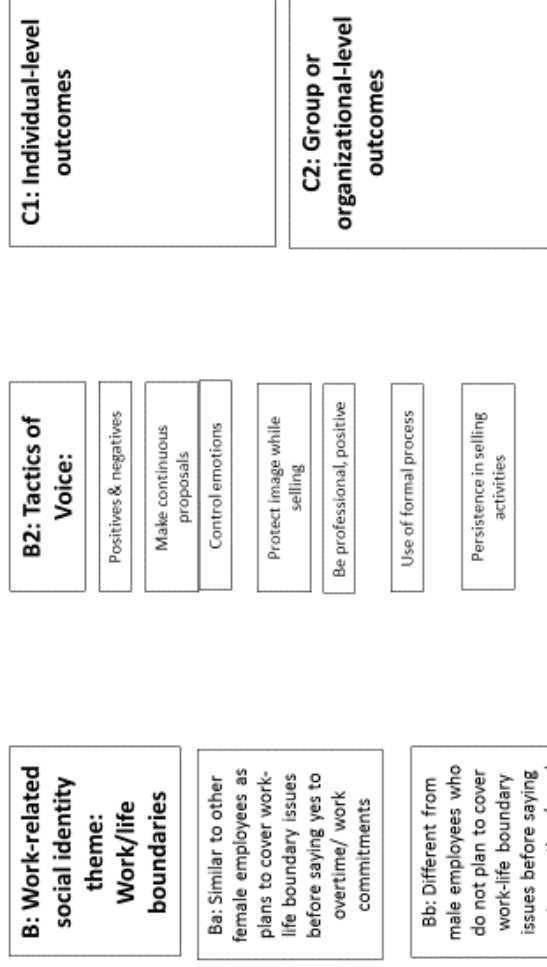
Model 4: Identity theme A4, 6 top tactics of voice and outcomes



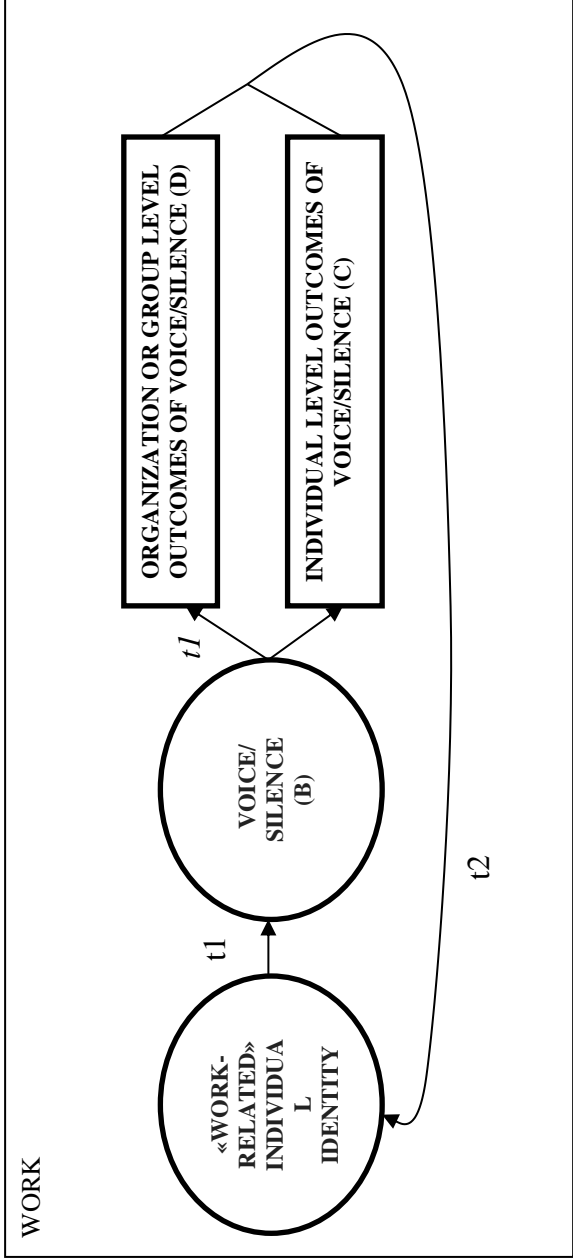
## Model 5: Identity theme A5, 6 top tactics of voice and outcomes



## Model 6: Identity theme B, top six voice tactics and outcomes



### 8.5.6.6 SIMPLIFIED MODEL OF VOICE/SILENCE PROCESSES



These findings will now be further discussed in Chapter 9, and conclusions for this thesis will be made at Chapter 10.

## CHAPTER 9 – DISCUSSION

Chapter 9 will summarise and discuss findings from across Chapters 5-8. At Chapter 9, the findings and discussions are organized under each research question; starting with RQ1 at Section 9.1 and ending with linkages between the constructs at RQ4. This starting point then forms the basis for a discussion of implications for theory building; mainly towards the work-related social identity and employee voice/silence literatures. I will then discuss implications for theoretical contributions. This will include towards the international management (IM), women in business/ management (WIM) and mentoring literatures where relevant.

### ***9.1 Discussion of the findings: Social identity at work***

My findings confirm earlier research on work-related social identity theory (Tajfel, 1978, 1981, 1982), as well as research on social identity in organizations (Ashforth & Mael, 1989; Hogg & Terry, 2000). My research findings suggest the individual managers easily categorising self at work into groups of people who they are similar to, as well as people who they are different from. Through this process of social categorization, the managers confirm who they are and who they are not in both a cognitive and evaluative sense. The managers clearly define and identify themselves as members of certain groups at their work and discuss deriving value from these group memberships. The managers categorize self into certain work-related in-groups to which they identify or belong and “others” into out-groups of “others”, as proposed first by Tajfel (1978, 1981, and 1982).

Just to recap, this concerns the following exploratory research question:

#### **Research Question 1: Social Identity at Work**

At research question 1 (RQ1) I explored the following theme;

- How do the managers describe their work-related social identities?

Summarising from Chapter 5, the following six categories of subthemes/ stories emerged from the discourses in terms of work-related social identity markers of different social identity groups at work;

- Technical, business and the “*twin-heads*”
- Relational, rational & “*in-betweeners*” at the companies
- Men with power- often technical – sometimes based overseas versus “*me/us*”
- Male versus female ways of “*doing/ carrying out work processes*”
- Shared histories, backgrounds, experience – people you learn to trust at work versus those who you do not trust
- Work/home boundaries – differences between male and female employees in showing commitment to work.

The above key themes were further organised at the level of;

A. Mainly work-based themes:

technical/ business/ “*twin-heads*”, rational/ relational” or “*in-betweeners*”, men with power-based overseas/ us or me, male/female ways of doing work, those you trust/ don’t trust to get the job done.

B. Theme discussing negotiating boundaries between work & other external arenas.

Themes A1- A5 cover work-related themes discussed by the managers in Chapter 5. Theme B covers themes where boundaries between work and other external arenas were discussed by one of the managers.

The summary table below was first proposed in Chapter 5; this is presented again on the following page to form a ground for further discussion in relation to theory in terms of this section.

In terms of social identities at work, my findings suggest social identity theory from (Tajfel, 1978, 1981, 1982) as well as research on social identity in organizations (Ashforth & Mael, 1989; Hogg & Terry, 2000) can be applied in practice within modern international companies. My findings reveal differences between groups, as defined and constructed by the individual managers, who work within these international companies.



**Table 9.1.2 Summary table of key findings from across themes A1-A5 and B**

Main theme	Short codes											
A1 – work related theme	Management/ Administrative experts				Technical/ professional experts				“Twin-heads” Both educations (b) / Other (o)			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	2		5		3		4		5		1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		Eva, Thea	Mads	Berit, Hanne, Kristine, Marit	Jens, Alex	Kate		Julie, Anna, Gina, Freya	Knut (b), John (b), Petter (o)	Inger (b), Celine (o)	Steinar (b)	
A2 - work-related theme	Short codes											
	Self - Relational				Self - Rational				“In-betweeners” Self – balance of relational and rational sides			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	5		5		3		2		2		3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Knut, Petter	Celine, Inger, Thea	Mads	Anna, Marit, Berit Hanne	Alex	Eva Kate	Steinar	Kristine	John, Jens			Freya, Gina, Julie
A3 - work-related theme	Short codes											
	Management trained men – based overseas with power				Technically trained men – based overseas with power				Men with power based overseas			
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	1		0		0		1		1		2	
Not answered = Alex, Thea	Male	Female					Male	Female	Male	Female	Male	Female
	Knut							Berit		Inger	Steinar	Hanne
A4 - work-related theme	Short codes – theme discussed in relation to self and others at work											
	Difference between self and men at work				Difference between self and other women at work							
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés	
	2		2		2		2		2			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
		Kate, Inger		Berit, Freya		Eva, Kate					Marit, Kristine	

<b>A5 - work-related theme</b>	<b>Short codes – similarities between self and others at work</b>										
	<b>Shared history, background, experience</b>				<b>People you trust to get the job done</b>				<b>Shared similarity to other Norwegians in the company system</b>		
	Mentors		Protégés		Mentors		Protégés		Mentors		Protégés
	2		1		2		2		1		0
Not answered = Alex & Thea	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
	John, Jens			Julie		Kate, Eva	Mads	Freya	Knut		
<b>B – work/life boundary discussed</b>	Like female employees who plan to cover work/life boundary issues before saying yes to overtime/ additional work commitments				Unlike male employees who do not plan to cover work/life boundary issues before saying yes to overtime/ additional work commitments				Protégé manager Berit is the only case who openly discusses this theme directly in her discourse		

The social world of these individuals as managers suggests a social world of people who are relational, subjective and “*socially bound*” in accordance with Wittgenstein (1953). The managers do make sense of themselves as well as their own position within their own organizations in relation to other people also working within the same organization (Alvesson et al, 2008). The managers clearly described themselves as “*I/me*” (own internalized perceptions of individual identity) and other people as “*they/them*” (externalized perceptions of own individual identity). This confirms and adds to our understanding of Tajfel’s (1978, 1981, and 1982) social identity constructs in actual practice in international (-facing) companies (Ashforth & Mael, 1989; Hogg & Terry, 2000). This division also contributes towards the existing IM literature in terms of understanding which work-related social identity divisions may exist in modern international (-facing) companies. This finding particularly applies to international (-facing) tech-heavy companies similar to those covered in this current study.

At a general level of management, we see how the mentor top managers and protégé middle managers discussed difference between self and others at work into two key themes; a) *A1: technical versus business employees* and b) *A2: relational versus rational employees*. These two themes were the most prevalent themes discussed by both sets of managers of both genders.

One emerging and unexpected theme revealed was how some managers described “balancing” between two different sides of self. In the case of the protégé middle managers, the theme revealed was one of “*learning to balance both sides of self*” in actual management practice. This extends our existing knowledge about how managers balance between difference sides of self at work in relational to Themes A1 & A2 (see subsection 5.1.1).

Another difference revealed between mentor top managers and protégé middle managers was how the mentors placed less emphasis on describing differences between technical professional experts & managerial/ business administration-educated employees in their discourses, in comparison to the protégé middle managers. Instead, the mentor top managers placed greater emphasis on similarities towards others at work, in terms of shared history, background, knowledge and trust between those one is like and understands - Theme A5 (see subsection 5.1.1).

The mentor top managers describe *learning and gaining experience over time* just who to trust and who not to trust in the business when facing is a problem or crisis, or alternatively when asking who in the business will take on additional responsibilities on board and who will not.

A similar process can also be seen for protégé middle managers. They often describe learning to balance between both sides of self in terms of work-related social identity themes A1 and A2 (see subsection 5.1.1). This split runs across the group division between the managers. This implies that some people who you can trust are managers and people you can trust are technical professionals. Both sets of protégé managers basically learn who to trust at work over time. This finding confirms existing knowledge on social identities at work.

The organizations revealed through the discourses are largely described in positive organizational terms (Roberts & Dutton, 2009, Golden-Biddle & Dutton, 2012). The managers also describe self in positive terms and distance themselves from others who they have a more negative attitude towards work and “*taking on extra tasks, challenges or work assignments*” (Ehrenreich, 2005, 2009; Learmonth & Humphreys, 2011).

The positive individuals revealed by the mentor top managers suggest an emphasis on largely fitting in with male-gendered competencies such as managing finances, building strategic alliances and networking. They also revealed a “*good employee*” being one who shows unconditional commitment and flexibility to the work arena. These findings confirmed earlier findings by Anderson & Bloksgaard (2013), Acker (2008) and Lund (2015).

However, my findings disconfirmed one previous finding by Anderson & Bloksgaard (2013). This may be a country-wise factor – maybe Norwegian managers can be relational as an ideal. This previous finding reveals female competencies such as caring for others being undervalued. Yet, for several of the managers from my own study discuss being relational and subjective in their decision-making and for genuinely caring for and about their employees or “*their people.*” Often, discourses were not purely about being rational, objective and finance-oriented. Theme A2 (see subsection 5.1.1) was not clearly divided between typically male (rational) and female (relational) respondents as perhaps previous theory suggests (Acker, 2008; Anderson & Bloksgaard, 2013; Kanter, 1977). This finding contributes towards our understanding of perceptions of “*what being a successful top manager actually means in a Norwegian context.*”

Yet, other clearer splits in the data between male and female respondents were revealed in both Themes A4 and B (see subsection 5.1.1). These findings support existing findings from the gendered work-related identities literature (Acker, 2008; Anderson & Bloksgaard, 2013; Kanter, 1977).

For both Themes A4 and B, respondents discuss “*authentic or real selves*” (Waterman, 2011) in relation to other work-related “*ideal selves*” (Ashforth & Mael, 1989; Hogg & Terry, 2000) that are in existence within their own organizational work cultures. These findings reveal “*ways that women work / carry out tasks at work*” and “*ways that men work / carry out tasks at work.*” These findings are also further discussed in Chapter 8 in terms of linkages between the main concepts. The findings build on and confirm existing knowledge.

For female managers, their work-related social identities reveal additional complexities in managing across day-to-day work/ life boundaries. They reveal potential role conflicts between expected roles and actual roles. This supports existing

findings from the gendered work-related identities literature (Acker, 2008; Lund, 2015) as well as supporting findings from the women in management literature such as the work of Eagly & Carli (2007).

Theme A3 (see subsection 5.1.1) also extends or elaborates earlier findings on gendered work-related social identities. If “*working externally*” and “*obtaining experience overseas*” is a way to gain sufficient experience for top management, as well as to obtain power, visibility and influence in international companies; then Theme A3 above confirms earlier studies from Lewis & Simpson (2012) and Anderson & Bloksgaard (2013). The findings also confirm earlier findings in academic organizational contexts by Acker (2008), Lund (2015) and Yassour-Borochowitz, Desilivya & Palgi (2015).

My findings confirm that businesses are still largely built on male premises of power and competition. Here, “*typical academics*” just like the “*ideal employees*” fit the largely male stereotype of a person fully devoting themselves to their work who focuses on the bigger questions, oblivious to the “*donkeywork*” of meeting basic needs, homemaking, caring for children and family. This “*donkeywork*” is done by somebody else, usually support partners who are usually women (Acker, 2008). Lund (2015) builds on these previous studies and discusses how discourse surrounding the “*ideal academic*” at Aalto University is *scarily like the discourse dominating in multinational corporate boards and involves a high degree of networking internationally, communication in English and performance evaluation and measurement*. Lower paid administrators and part-time, temporary lecturers pay the cost in this system of “*typical academics*” being able to concentrate on their research.

My findings regarding existence of such typical “male” and “female” ways of doing work/carrying out work-related tasks reveal typical male and female work arenas still in existence in my own study. My study extends Acker (2008) and Lund (2015) into international business contexts. The identified Theme B (see subsection 5.1.1), reveals traditional work/life boundaries are still in place and provides evidence of “*female*” versus “*male*” ways of carrying out work. These are ways to play “*the rules of the game*” in terms of showing work commitment and making oneself strategically visible upwards. These rules still apply within these companies. The latter finding contributes towards both the International Management (IM) as well as towards the gendered work-related social identities literatures.

The following section discusses findings as well as knowledge contributions towards the employee voice/silence behaviour literature. It will also discuss any overlaps between theory and findings revealed in terms of work-related social identity and this voice/silence. This includes cases where gender differences are revealed in terms of voice/silence in practice for the managers. The following section also discusses implications for theory.

## **9.2 Discussion of the findings: Employee Voice Behaviour literature**

Just to recap on the question posed for research question 2 (RQ2), this was the following;

- How do managers use voice?

So, in what ways does this current research; support, challenge or extend knowledge within the existing literature on employee voice?

One major contribution or theme uncovered by the findings (see subsection 6.1.5.) was how managers discuss learning through voice/remaining silent just how to voice/remain silent more effectively over time. This was revealed through repeated examples of describing contexts where they had either voiced or remained silent. These examples were often discussed with clear reference to the outcomes of either voicing or remaining silent; either for self or for other group or organizational members. The mentor top managers and protégé middle managers both discussed learning from their previous voice / silence experiences. They learnt ways in which they either choose to learn to adapt elements of their own work-related self in line with their previous experiences during voice/silence episodes. Alternatively, the managers describe not adapting aspects of self, as an outcome of their previous experiences during voice-/silence episodes.

The managers do not describe examples of their own voice/silence as stand-alone episodes in their discourses, but as something from which they clearly either; *a) learn* (from previous experiences) *to either adapt and change* (to improve) or *b) remain stable* (if previous voice/silence episodes have been successful for the individual manager in the given context or arena). They are also learning about the boundaries of

voice/ silence along the way. Finally, they are discussing voice/silence from a process perspective. This learning process was not shown in the initial Morrison (2011) model. So, this finding is a new knowledge contribution towards this earlier framework model (see summary subsection 6.1.5).

Another interesting insight towards the Employee Voice Behaviour literature (Morrison, 2011) was revealed through my choice to split the data between the mentor top managers and protégé middle manager. Overall, my research extends our current knowledge by showing just how much more frequently mentor top managers as a group are likely to involve a wide range of people, targeting across, downwardly, outwardly, with little involvement upwardly. I see connections between this data and the data at Section 6.2.3, where Liu et al's (2010) directions of voice are discussed, particularly in relation to mentor top managers. These additional directions of voice are not contained in either Dutton et al's (2001) or Piderit & Ashford (2003), due to their concentration on "*issue-selling efforts upwards.*" As such, my findings therefore build on and extend the existing frameworks.

Yet, the findings also reveal how dynamically complex mentor top managers target voice. For experienced mentor top managers, their voice is more prevalent and often more relationally/ people-oriented. These managers often described using a style of management that is conducive of transformational leadership. This style of leadership has previously been found to positively support employee voice behaviour (Detert & Burris, 2007). This implies using a more openness-fostering leadership style (Ashford et al, 2009, Morrison, 2001; Morrison & Rothman, 2009), where power differentials are downplayed (Edmondson, 2003). These aspects have been found to positively support employee voice within the organization and to creating a favourable voice climate (Milliken et al, 2003; Morrison & Milliken, 2003; Morrison et al, 2011). In this sense, my findings at (see subsections 6.2.1 & 6.2.2.) confirm existing knowledge.

This latter finding also contributes towards the IM literature by providing greater understanding about differences in voice types, targets, tactics and processes between; *a) top* (often international-facing) management mentors and *b) middle* (often internal facing) management protégés.

### 9.2.1. Message Types literature

My findings show how towards it is possible to code the narratives according to the three expanded message types proposed by Morrison (2011). *Suggestion-focussed voice* is the most positively framed message type to use within organizations and it is the voice message type most often used by the managers. As such, this finding adds to and extends our existing knowledge about expanded message types (Morrison, 2011).

My findings also suggest a difference in usage of *suggestion-focussed voice* by both male versus female managers – across the two groups of both mentor and protégé managers. This difference runs across the two groups of managers. All the male respondents only provide examples of using *suggestion-focussed voice*, whereas female managers discuss using *suggestion-focussed* as well as *problem-focussed* and *opinion-focussed voice* at work. This is an important finding, which adds towards our understanding of effects of gender on voice behaviour (Miceli et al, 2008).

My findings also suggest how voice/silence may be linked to “differing perceptions of individual managers in the organization over time.” For example, what implications may these above findings have for male managers, who appear less critical and more “*positive identities*” through their use of positive framing (Roberts & Dutton, 2009; Golden-Biddle & Dutton, 2012) in the workplace over time. The female managers may appear to be more critical and problem-focussed in their voice than their male counterparts over time. They may even become defined as more “*negative identities*” (Learmonth & Humphrey, 2011; Ehrenreich, 2005; Ashcraft, 2005; Prasad & Prasad, 2000) or as “*black sheep*” (Marques, Yzerbyt & Leyens, 1988). This is a contribution towards understanding differences in voicing between male and female employees within the organization. The new knowledge extends our understanding about the effects over time that such use of such voice may have on attitudes towards who appears more committed, positive and suggestion-focussed (males) and who is perceived as critical, problem and opinion-focussed (females).

Another additional insight is towards understanding use of message types (Morrison, 2011) in practice and how some managers switch voice type within their example discourses. In a small number of the cases, managers seemed to switch in voice type within the same sentence. This mainly applied to the more experienced mentor top managers. The switch was between *suggestion-focussed* and *opinion-focussed voice*



*types*. These results tie in to findings at subsection 6.1. regarding the timing of voicing – and in relation to mentor top managers using different voice types when switching roles. This role switching behaviour often takes place to obtain strategic advantage in both internal and external meeting contexts, where the managers are required to clearly state aims and objectives. This also increases their strategic visibility throughout these processes.

This finding implies that use of switching could be learnt behaviour, as more experienced managers learn to switch voice more over time and are more aware about adapting message types to their audiences or within given roles. This finding contributes towards the Employee Voice Behaviour literature as well as towards the IM and WIM streams.

### **9.2.2. Tactics & Targets of Voice literature**

To summarise, tactics and targets of voicing upwards are defined as “*the choices about how to frame information, when, where and with whom to voice concerns.*” (Dutton et al, 2001; Piderit & Ashford, 2003). My first contribution to tactics and targets literature is to have created a suggested “*Combined Table of Targets*” and “*Combined Table of Tactics*” based on Dutton et al (2001) and Piderit & Ashford (2003).

#### **9.2.2.1. Targets of voice literature**

In terms of targets of voice, I contribute towards the existing body of knowledge through uncovering similarities and differences in voice behaviour between these two groups; *a) less experienced protégé middle managers and b) more experienced mentor top managers*. This is a contribution to the existing literature.

In summary, the mentor top managers made greater reference to targeting than the protégé middle managers did. From Chapter 6, Table 6.2.2 my findings reveal how both mentor top managers and protégé middle managers target upwards but that the mentor top managers were much more likely to involve their peers. The protégé middle managers were more likely to keep their bosses informed. The data also revealed that both mentor top managers and protégé middle managers target downwards. Mentor top managers as a group also targeted outwards, towards external organizations, suppliers/ strategic partners as well as overseas subsidiaries/ Head Offices.

In general, mentor top managers were more likely to involve a wider range of people, target across, target downwards, target outwards, with little involvement upwards. I draw connections from this data and the mentor top managers as a group in Chapter 6, subsection 6.2.3. where I discuss Liu et al's (2010) directionality of voice. The additional directionality of voice targeted was not in either Dutton et al's (2001) or Piderit & Ashford (2003), due to their concentration on "*issue-selling efforts upwards.*" This finding extends our existing knowledge about the targets of voice.

Yet, my current findings show how dynamically complex voice is on a day-to-day basis for mentor top managers. This aspect is not discussed in the existing employee voice literature. For mentor top manager, their voice is just more frequent and often more relationally/ people-oriented direction. These findings show just how top managers target voice and in which directions they voice in external-facing contexts such as towards international subsidiaries, with Head Offices overseas or in meetings with external suppliers or partners. As such, these findings add directly towards our understanding of how top managers voice in international companies within the IM literature.

#### **9.2.2.2. Targets & Tactics of voice literature**

My findings add to our understanding about how distinct groups of managers use tactics of voice at work.

In general, the mentor top managers use (or at least are more explicit in their use of) tactics when voicing.

How is voicing *packaged and presented*? Both mentor top managers and protégé middle managers most frequently mention making continuous proposals. Mentor top managers more frequently used the logic of a business plan than protégé middle managers did. I found voicing tied to the goals of the firm; however, there were differences between groups of managers in terms of use of this tactic. Whilst both mentor top managers and protégés middle managers mentioned tying proposals to the concerns of key constituents, only mentor top managers tied the issue to profitability goals or to other goals.

Tactics also include *processes: formality, preparation, and timing*. “*Using of formal process*” (with a meeting being the preferred “formal process”) was more prevalent in this sample than in Dutton et al (2001)'s sample. As such, these two findings did not fit the proposed framework (Dutton et al, 2001; Piderit & Ashford, 2003). This finding disconfirms existing knowledge. Both mentor top managers and protégé middle managers used this tactic. It was also used more by male managers than female managers. “*Use of written processes*” was less prevalent in use across both groups of top and middle managers. However, “*preparation*” for voice was an important tactic. This tactic was most used by female mentor top managers, in relation to its’ use in meetings.

One tactic, equally important for both mentor top managers and protégé middle managers, was related to “*having a set time or timeframe to complete a (given) process*”. Voicing needs to take place within a given timeframe, as there is only limited actual time that these protégé managers have together in meetings to influence top managers.

This finding contributes towards our existing understanding about tactics of voice (Dutton et al, 2001; Piderit & Ashford, 2003). Closely related to timing and the use of voice were “*opportune timing*”, “*persistence*” and “*early involvement*”. For example, opportune timing was important to both mentor top managers and protégé middle managers and was used to their advantage in their selling activities, while persistence was a tactic used more often by mentor top managers than protégé middle managers.

Additional themes related to *timing* in this research were feedback and speed. Whilst protégé middle managers mentioned “*providing feedback promptly*” and “*within a set timeframe.*” Mentor top managers instead focused on themes related to “*using caution/proceeding slowly*” and not revealing ones' intentions too early. This provided them with a tactical advantage. Therefore, remaining silent provided opportunities for gaining tactical, strategic advantage at work. This finding contributes new knowledge towards our understanding of when to voice and when to remain silent at work.

In addition to processes, “*framing*” was also found to be an important tactic. I found the most prevalent tactic was the use of positives and negatives. For example, the

mentor top managers used balancing between “*positives and negatives*” in giving feedback during team meetings.

Finally, the findings revealed both mentor top managers and protégé middle managers using “*professionalism*” when voicing. Mentor top managers also noted the importance of “*controlling emotions*” when voicing.

These findings contribute new insights into similarities and differences in use of tactics of voice across the different groups of managers. As such, they extend and confirm our knowledge about occasions for just when different managers use voice tactics.

In terms of the IM literature, the findings providing greater understanding about which voice types, tactics, targets and processes top/ international-facing managers’ use in their day-to-day voice, versus those of middle managers. The findings contribute towards discovering the type, targets tactics and processes budding middle managers, aspiring for top management, may need to adapt and learn to voice in external arenas such as the international.

Other related insights towards the targets and tactics of voice literature were how;

- Dutton et al’s (2001) 3 knowledge types (relational, normative and strategic) was less applicable to this current study. Here, I found too much overlap between the types of knowledge discussed in interview discourse.
- Piderit & Ashford’s (2003) four cluster types; proactive selling, value-based selling, cautious selling and bystanders, were also less applicable to this current research context. In the latter case, because this cluster analysis was on the common topic of “gender quality issue selling upwards”, whereas the current study did not limit the topic discussed by individual respondents.

### **9.2.3. Directionality of Voice literature**

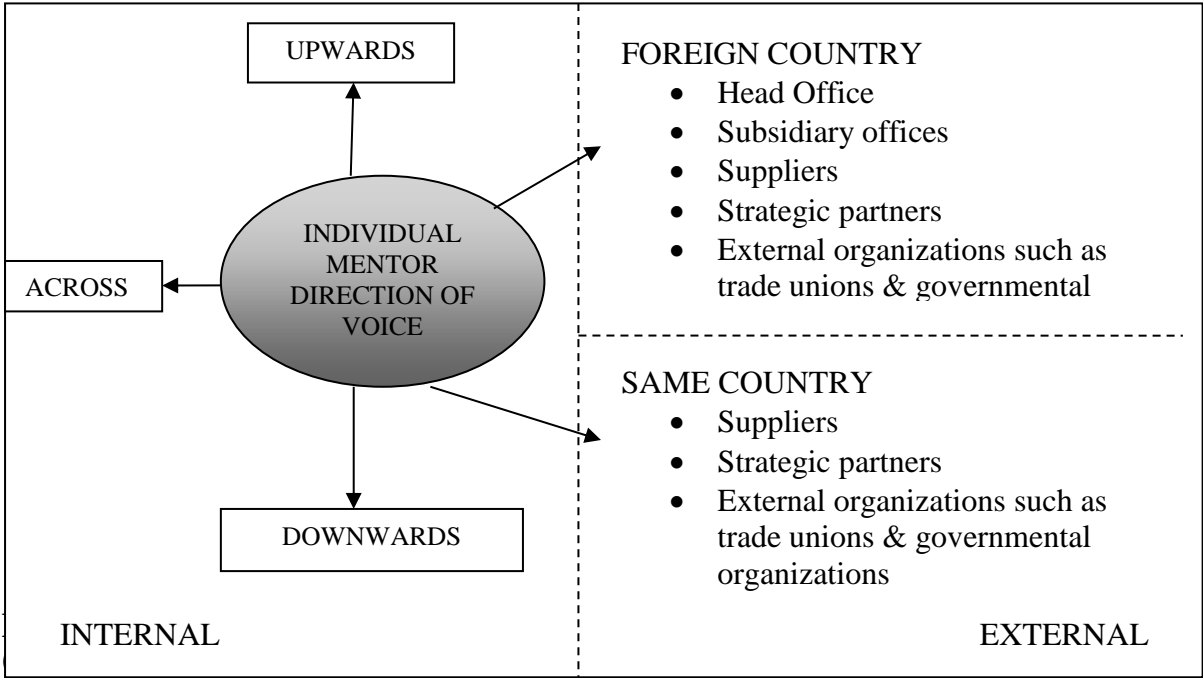
This research also adds towards our understanding of how voice is directed. The cases showed difference in use of voice direction that included “*voicing externally*” – solely for mentor top managers. This builds further on the work of Liu et al (2010)’s direction of voice being *a) speaking up* and *b) speaking out*. Two new models are also proposed by this author to provide further insight into our understanding of arenas, as

well as to clearly show differences and similarities between protégé middle managers and mentor top managers in terms of their use of different directions of voice.

The respondents from this study discuss solely voicing in all directions, including upwards. These new directions of voice including “voicing externally” – solely for mentor top managers as well as “voicing downwards” which applied to both the mentor top managers and protégé middle managers in this current study. “Voicing externally” builds on the findings from Liu et al (2010) in which directionality of voice includes both: a) *speaking up* as well as b) *speaking out*.

The findings from Chapter 6 provide further insight to the existing literature (Liu et al, 2010) regarding similarities and differences in voice directions between mentor and protégé managers. From Chapter 6, subsection 6.2.3. Directionality of Voice; my findings help to exemplify the additional complexity of voice for mentor top managers versus protégé middle managers. Once again, the more experienced mentor top managers voice in a variety of directions. They also voice significantly more externally.

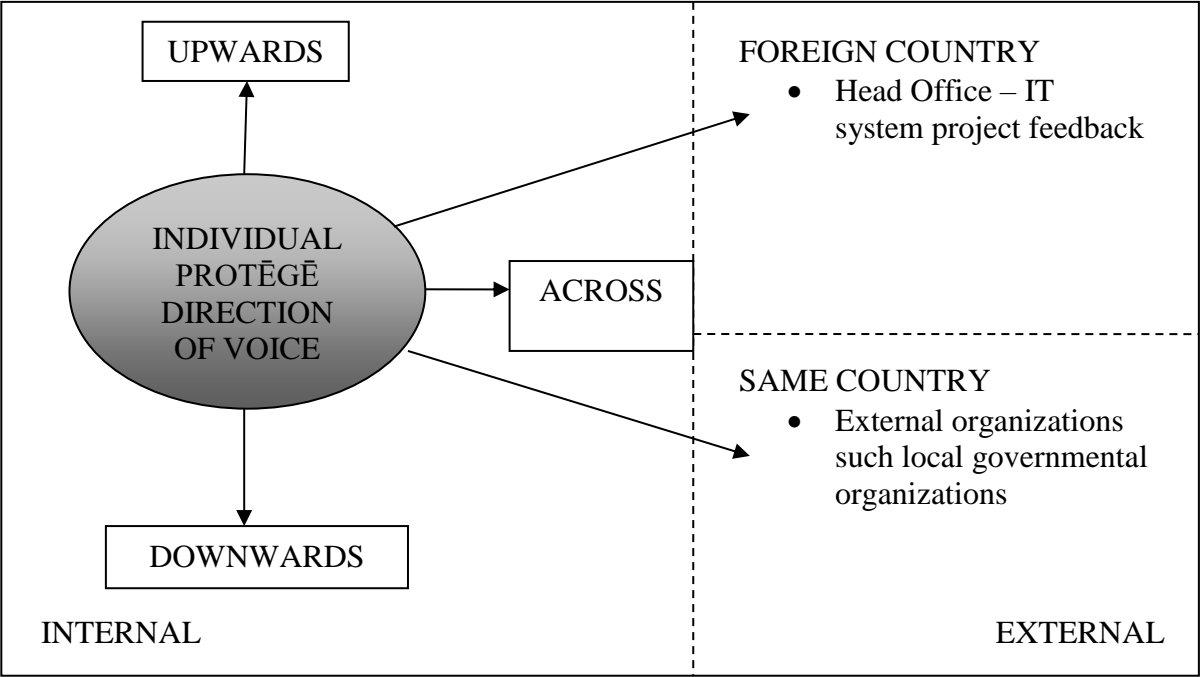
**Figure 9.2.3.1: Model summarising how voice directions for mentor managers (top/ international)**



These findings suggest that external/ overseas arenas are the arenas in which top managers are “more expected to operate”, on the basis on their management roles.

External/ overseas arenas may be open to protégé middle managers who are strategically more visible and who are clearly on the road to top management. These arenas may also be open to those who are pinpointed as trusted and respected by their own managers, who in turn are trusted and respected by the top management team/ Head Office. I provide the following two diagrams as contributions towards the existing voice as well as towards the IM literatures.

**Figure 9.2.3.2: Model summarising how voice directions for protégé managers (middle/ internal-facing)**



In summarising from the above, my findings extend Liu et al (2010)’s directions of voice. The two models show these extended set of directions of voice fully. These additional directions include “voicing downwards”, “voicing outwards” and “voicing across.” Liu et al (2010) merely discusses the following two directions of voice; a) *speaking up* as well as b) *speaking out*.

The latter is a suggestion that Liu et al’s (2010)’s “voicing across” in light of “voicing out” being a more appropriate name for genuinely “voicing outwards” outside the business or organization.

Interestingly, the analysis also shows male mentor top managers describe having more contact with external suppliers, potential cooperative partners and overseas subsidiaries in their discourses than for female mentor top managers. Solely Eva

(female manager) has contact with overseas offices and suppliers. Inger (female manager) has contact upwards with top managers based in another country. Just two of the female mentor managers have contact with externally/ overseas parties. This cannot be a coincidence. These are all contributions towards both Lui et al (2010)'s existing directions of voice as well as towards the IM literature, in terms of building greater understanding about how various levels and genders of managers use voice directionality across different arenas of voice.

### **9.3 Discussion of the findings: Employee Silence behaviour literature**

During the literature review chapter, I propose the following research question to explore in relation to my proposed research contributions to the existing employee voice/ silence behaviour literature:

#### **RQ2: Silence**

- How do managers use silence?

So, in what ways does this current research support, challenge or extend knowledge within the existing literature on employee silence?

As previously discussed at Section 9.2, one major contribution or theme uncovered in of the findings was how managers discussed learning through choosing to either remaining silent/ voice just how to remain silent/voice more effectively over time. These examples were often discussed with clear reference to outcomes of either remaining silent or voicing. These outcomes were for either; a) self or b) for other group members or c) for other organizational members. Mentor top managers and protégé middle managers both discussed learning through their previous silence/voice episodes the ways in which they could / should adapt elements of their own work-related self in line with what they experienced during these silence/voice episodes. Alternatively, the managers also describe not adapting aspects of self, as an outcome of their experiences during previous silence/voice episodes. The managers do not describe examples of their own silence/voice as stand-alone entities in their discourses, but as something from which they clearly either; *a) learn* (from previous experiences) *to either adapt and change* (to improve) or *b) remain stable* (if previous voice/silence episodes have been successful for the individual manager in the given context or arena.

*They are also learning about the boundaries of silence/voice along the way. Finally, they are discussing silence/voice from a process perspective.* This learning process extends our understanding about the linkages between work-related self and silence discussed by Morrison & Milliken (2000, 2001, and 2003) (see summary subsection 6.3.6).

### **9.3.1 Van Dyne, Ang & Botero's (2003) silence construct**

This current study also adds to our understanding of how to apply the multidimensional employee silence construct from Van Dyne, Ang & Botero (2003) (see subsection 6.3.1). This construct consists of *a) acquiescent silence, b) defensive silence* and *c) prosocial silence*. Additional insights are also made through applying the construct to a split group of different managers; a) the mentor top managers and b) the middle protégé manager's discourses and then reporting on these findings.

I also pinpoint a preferred type of silence for all managers. This is use of Prosocial Silence. For the group of protégé managers, there is also more use of Acquiescent Silence. Only one mentor manager discusses use of Defensive Silence. These findings are new knowledge to the current literature (Van Dyne, Ang & Botero, 2003) (see subsection 6.3.1).

I provide further insights into just when diverse levels of management use *prosocial silence*. For example, mentor top managers describe using prosocial silence to develop and involve other employees. This occurs through allowing other employees to contribute more towards decision-making, but in turn may also involve the employees taking greater responsibilities. This means that power has been delegated to the other employees. For protégé middle managers, the meeting arena serves as a "*meeting place*" for managers, technical experts and other line employees to exchange knowledge across the group of middle management workers. This is where the protégé middle managers are describing using prosocial silence at work.

I additionally contribute towards our understanding of when various levels of management use *acquiescent silence*. Mentor top managers describe remaining silent to let other employees raise their own opinions/ topics/ issues and run the meetings. For protégé middle managers, it all depends on the level of knowledge and level of



technical detail. Use of acquiescent silence may be evidence of a coping strategy that the middle managers adopt in different forums or arenas.

My findings also show a difference between what happens when you as a manager are included, involved and feel you have the knowledge and skills to contribute to decision-making and what happens when you are frozen out of meeting contexts or arenas, or do not feel included or involved and/or when you do not have the necessary skills or competencies to fully contribute towards the management arena. These findings provide new knowledge towards the current literature on what happens when a positive organizational culture switches towards a climate of silence (see subsection 6.3.5).

There are also different gendered perceptions for the reasons attributed for adopting a more acquiescent silence approach in technical meetings. Additional contribution is pinpointed through finding different gendered perceptions as either a male or a female protégé middle manager as reasons for why choosing not to voice as a manager in technical knowledge arenas. For example, female protégé middle manager Hanne attributes the difference as due to being a female manager “*managing technical experts and across the knowledge divide between male technical experts and female managers*” Male protégé middle manager Mads attributes the difference in contribution as being due to difference in roles between those who are management trained and competent and the technically trained as such meetings. Mads does not have a gendered perspective on his differential rates of contributions at diverse types of meetings.

In terms of the above finding, there are different “*sense-making processes*” going on that are affecting the attributions or reasons given for voicing/remaining silent based on visible differences that the two managers see between different people at work. This finding may contribute towards the gendered social identities literature (Acker, 2008; Yassour-Borochowitz, Desiliyva & Palgi, 2015; Lund, 2015) as well as towards the silence literature (Morrison & Milliken, 2000, 2003; Whiteside & Barclay, 2013).

### **9.3.2 Switching between types of silence/ voice**

I also provide greater understanding about switching behaviour (see subsections 6.1.4 & 6.3.1.) between different voice and silence types. These are discussed in the

discourses by a) mentor top managers (Inger, Kate, Eva, Thea, Celine, Knut & John) – between *suggestion-focussed voice and prosocial silence* and b) protégé middle managers such as Freya – between *suggestion-focussed voice & both prosocial silence and acquiescent silence*. The mentor top managers discuss actively using the two most “*organizationally positively perceived*” silence/voice types and show awareness of balancing between these types. For protégé middle managers, the switch between types of silence depends on the arena or forum to a much greater extent than as described by the mentor top managers.

This is a new knowledge to our understanding of applying the existence of switching techniques for silence when applying the multidimensional employee silence construct from Van Dyne, Ang & Botero (2003).

### **9.3.3 Other types of silence**

New theoretical contribution is also made towards the silence literature (Morrison & Milliken, 2000, 2001, 2003; Van Dyne, Ang & Botero, 2003) through adding three new types of silence based on my own case evidence. This case evidence was first covered in Chapter 6, subsection 6.3.2. These three new types of silence and case evidence on which they are drawn are summarised again below;

- a) *Learning-driven silence*: Can be seen in cases where respondents intentionally limit their own voice, so they “*remain silent*” for their own learning, to use their voice in the future if required. Example cases where this can apply include mentor managers Knut, Kate, Celine and Inger, as well as partially protégé managers Kristine, Mads, Steinar and Freya.
- b) *Political / opportunistic silence*; May include episodes of silence where respondents discuss allowing someone else to take the blame or allowing others to make mistakes that can lead to enhancing one’s own reputation, power or resource-base. But political/ opportunism may also apply to cases where respondents remain out of certain contexts or arenas to avoid being assigned responsibility. An example cases where this type of silence may be evident includes mentor managers John and in part mentor manager Eva.

Political/ opportunistic silence may all be in play in several of the protégé managers’ decisions regarding issues and themes during meetings where you

fight your corner, versus their decisions to remain silent in other meetings. This may be the case for the following protégé respondents; Gina, Kristine, Anna, Marit, Julie and Hanne.

- c) *Forced/enforced silence*: May be shown in cases where then respondents do not discuss an issue or a theme, either because their superior (boss) advises them not to or because they are frozen out of relevant decision-making arenas. Example cases of this type of silence are evident in mentor manager Eva, Jens and Thea as well as protégé manager Hanne.

### 9.3.4 Targets of silence

I also offer further insights into our understanding of the targets of silence. The targets of silence are in themselves a new contribution to the silence literature (Morrison & Milliken, 2000, 2001 & 2003) (see subsection 6.3.3). Additional contribution was made through applying these targets of silence to an analysis split across the two groups of managers; a) mentor top managers and b) protégé middle managers and then discussing both similarities and differences across these groups of managers.

Through re-applying the existing targets of voice from Piderit & Ashford (2003) and Dutton et al (2001) (targets a– e), the following three targets for involvement are shown to be popular across the two groups of managers; a) *involve someone with power/ an upper level*, b) *involve – other employees downwards* and c) *involve peers/others at same level*.

In terms of the mentor top managers, I found no gender difference between male and female mentor top managers in terms of their choice of targets.

In terms of the protégé middle managers, solely four female protégé middle managers described; *involving someone with power/an upper level*, whereas both male and female protégé middle managers describe; *involving peers/those at same level* plus *involving employees downwards*. These twin sets of findings above showing a) no difference for mentor top managers and b) gender differences for protégé managers is perhaps unexpected. It offers new knowledge to the silence literature, particularly that of gendered silence.

I then also made further contribution towards the existing silence literature through expanding the targets of silence to other themes revealed through the discourses and then adding new targets (targets f-h). When doing so, the protégé middle managers showed a preference for remaining silent where the target *involved knowledge experts outside the realm of the managers' own training/experience*. Mentor top managers discussed remaining silent more often where there was *a lack of relational closeness or proximity to the target(s)*, as well as when the target involved *more distance from own role/remit – often in more formal settings*. This latter expanded target was also popular amongst female protégé middle managers. All protégé middle managers who discussed remaining silent with these new “*targets of silence*” were female, whereas for the mentor top managers, there are an almost equal number of male top managers to female top managers who discussed remaining silent with these targets of silence. The mentor group of top managers also discussed targeting outwards, including external organizations, suppliers/ strategic partners and overseas subsidiaries/ Head Offices.

In terms of the nature of involvement, I found differences in how respondents discussed remaining silent about their ideas, suggestions, concerns, or opinions about issues in the following meetings or management arenas.

My findings also indicated how the mentor top managers and protégé middle managers discuss formal meeting settings as places or arenas of voice exchange also in cases where they choose to remain silent. I also discovered how mentors and protégés targeted silence through involving others not only upwards, but also at the same level as well as downwards within their own organizations. I also found how the mentor top managers involve external partners such as suppliers or individuals from, for example Head Office or subsidiary offices overseas in their involvement and targeting efforts through using issue-selling moves. Finally, I suggest an expanded set of targets of silence (f-h) suggested by the discourses on silence. These are new knowledge contributions towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003).

### **9.3.5 Comparing across types and targets of silence**

I additionally provide insights towards our understanding of relationships between; *a) types of silence* and *b) targets of silence* (see subsection 6.3.4). The targets of silence

are a significant contribution in themselves towards the silence literature (Morrison & Milliken, 2000, 2001 & 2003). Yet, through cross-tabularizing these new targets of silence against the types of silence and then through again applying them to existing knowledge through analysing across the two groups of managers, we can theorize the following:

My cross-tabularized findings highlighted a slight preference for use of prosocial silence by all managers, followed by that of acquiescent silence and defensive silence.

My findings additionally contribute the following in terms of understanding the linkages between prosocial silence and targets of prosocial silence (see subsection 6.3.4). These are contributions towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003).

Firstly, mentor top managers prefer to use the following *targets of prosocial silence*; a) *targeting upwards towards someone with power/ involving an upper level*, b) *involving employees downwards* and c) *involving others where the respondent lacks a relational closeness or proximity to the target*. In all three cases, there was little gender difference between the male and female top management mentors who described using these targets of silence together with suggestion-focussed voice.

Secondly, the protégé middle managers showed the following preferences as *targets of prosocial silence*; a) *involve others – knowledge experts outside own remit/experience*, b) *involve peers/others at same level*, c) *involve others – further from own role/remit – often in more formal settings* and d) *involve someone with power/involving an upper level*. In most the cases, female middle managers described such targeting of their prosocial silence.

Thirdly, across all cases, prosocial silence was used most in internal company contexts. Where external contexts are the targets of prosocial silence, then most managers describe targeting externally are mentors and mostly male, apart from female mentor manager Inger and female protégé manager Hanne. This perhaps shows how the role of mentor managers is normally more external facing and therefore the mentor managers describe examples of remaining silent about themes outwards/ externally. The same pattern is evident in cases of external/ outward-facing targets for suggestion-focussed voice. This finding contributes new knowledge towards our

understanding in use of different the targets of prosocial silence, used by distinct groups of managers, across internal versus external company contexts (see subsection 6.3.4).

In terms of defensive silence, solely one female mentor manager describes using *defensive silence*. This is mentor manager Thea, whose case is covered separately at Section 6.3.5. However, Thea describes using the following targets of defensive silence; *a) upwards towards someone with power/ involving an upper level, b) across to peers/ others at same level, c) keeping her boss informed, d) involving external Head Office employees, d) involving others where Thea lacks a relational closeness or proximity to the target and finally e) others – more distanced from own role/remit – often in more formal settings*. This finding contributes new knowledge towards our understanding of use of defensive silence by a specific gender (female) and the targets related to its' use. (also see subsection 6.3.4).

My findings additionally contribute the following in terms of understanding the linkages between acquiescent silence and the targets of acquiescent silence. These are new additions towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003) (also see subsection 6.3.4).

Two mentor top managers (Eva and Jens) both describe using acquiescent silence in their examples of occasions when they remained silent at work about a given issue, concern or problem. Both describe using the following targets of acquiescent silence; *a) involve someone with power/ an upper level, b) involve peers/ others at same level, c) keep boss informed and d) involve others where a lack of relational closeness or proximity to the target exists for the two respondents*. Both described directions of upwards, outwards, and relational distance from other targets of silence.

For the protégé middle managers, they show the following preferences as targets of acquiescent silence; *a) involve others – knowledge experts outside own remit/experience, b) involve peers/others at same level*. In many the cases, female managers describe such targeting of their acquiescent silence. It is interesting to note the overlap in which protégé middle managers preferred to target both prosocial and acquiescent types of silence. These are virtually the same targets that protégé managers select.

All the above are new contributions and insights towards the silence literature. (Morrison & Milliken, 2000, 2001 & 2003).

The findings additionally provide insights with regards to preferred types of silence for international-facing or top managers, as well as with regards to their choices of silence when in internal versus external arenas. This is a contribution towards the IM literature. The findings also provide insights with regards to gendered types of silence and targets of silence within the workplace for managers. This is a contribution towards the WIM literature.

### **9.3.6 The Evolution of a Climate of Silence**

I also provide further insights towards how voice climate such as a “climate of silence” develops and changes over time within group and/or organizational contexts, through the case of Thea. These build on and extend existing knowledge from the silence literature (Morrison, 2011; Pinder & Harlos, 2001; Van Dyne, Ang & Botero, 2003) (see subsection 6.3.5).

Mentor manager Thea’s full discourse is summarised at Section 6.3.5. What she describes is a change of organizational climate from a positive, open voice climate to a negative, closed voice climate. This change is to “*keep employees quiet/ from talking about*” unfair employment recruitment and redundancy processes taking place. The change is swift – coming at a time where many key top-level managers are getting replaced. However, this rapid change and “*being closed out of the loop*” served to stop criticism coming from those at the top/ other employees to organizational change processes that were also taking place at the company. Thea recognises her own individual-level stress, frustration and anxiety caused by no longer being in the loop.

These are some of the individual-level health-related outcomes pinpointed by Whiteside & Barclay (2013) in relation to outcomes of acquiescent silence. Thea’s own anxiety, frustration and stress due to lack of voice under the new management led Thea to take a classic “*Exit, Voice, Loyalty*” (Hirschman, 1970) decision and in her case, the option chosen is to exit the company. She initially describes using suggestion-focussed voice behaviour under the previous management regime and how she adopts a defensive voice/ silence approach with the new management. Thea questions whether she can consider using an acquiescent voice/ silence behaviour until her retirement and decides this is not the type of manager/ person that she is. So

instead, she takes an exit decision to leave the company. Thea's example provides a deeper understanding of how voice climate develops and changes over time. This is one of the key contributions towards the silence literature stated as research gaps by Morrison (2011). However, new knowledge is also provided in terms of understanding causal relationships for the individual manager of adopting certain types of silence at work over time.

The findings also show how job satisfaction and motivation levels for the individual are deeply influenced by organizational voice climates/ cultures and how quickly positive suggestion-focussed voice/ prosocial silence can lead to either a) more negatively-oriented problem- or opinion-focussed voice or alternatively b) defensive- or acquiescent silence. Whether you chose to remain loyal or exit the organization may depend on what type of manager and presumably person you are.

Thea also implies that *many "career-hungry climbers, objective, rational, economically-motivated managers"* are not like her – she is a *"people-oriented, inclusive, caring, relational manager."*

There is also proof in the summarized case of the lost opportunity / economic/ innovation that Thea's old company lost by replacing *"the old guard"* managers. Many have since gone on to create innovative, profitable companies in competing industries with Thea's old company – proving that the loss of key competencies and skills from the top management team. These are in effect group and/or organizational level outcomes of introducing a climate of silence. Wrench (2012) later found a negative correlation between defensive and acquiescent silence and employee motivation and job satisfaction. Wrench (2012) finds a positive correlation between prosocial silence and employee motivation and job satisfaction.

In summary, my findings contribute further towards our understanding of silence and as to when managers/ individuals may use certain types of silence at work. Additionally, my findings extend our existing knowledge about the climate of silence (Morrison & Milliken, 2000, 2003) (see subsection 6.3.5). The findings also contribute towards understanding how social identity intragroup relations and the *"black sheep effect"* (Marques, Yzerbyt & Leyens, 1988) play out in organizations for individual managers *"stuck in the processes."* (see also subsection 6.3.5).



## **9.4 Discussion of the findings: Outcomes of Voice/ Silence**

In answer to my research question 3 (RQ3);

- What are the outcomes of voice/silence at individual level and organizational or group level?

In this section, main findings from Chapter 7 are first summarised and then contributions towards the existing literature are discussed.

### **9.4.1 Perceived outcomes of voice – at an individual level**

Tables 7.1.1.1 and 7.1.1.2 offer new knowledge towards the existing voice literature (Morrison, 2011) regarding different outcomes of voice at an individual-level.

The findings also add to the existing voice literature (Morrison, 2011) (see subsection 7.1.1.) through providing an analysis which splits the managers into two groups of; a) mentor top managers and b) protégé middle managers and then discusses the similarities and differences between these two groups of managers in terms of individual-level outcomes.

Further new knowledge towards the existing voice literature (Morrison, 2011) comes from understanding how across the two groups of managers, individual managers discuss learning and developmental outcomes for self – in terms of improving and reflecting on their own relationships with others, through use of voice.

In terms of new insights into the Morrison (2011) employee voice behaviour model, my findings show respondents discussing and placing importance on “*positive aspects of learning & improvement*” for themselves. This individual-level “*learning and improvement*” was not covered in the existing model. So, this finding adds to and builds on this existing framework.

Two protégés middle managers also discuss “*gaining respect from other employees, as well as from management*” through using more voice. Both could be described under “*public image (+)*”. However, this might also be related to “*job attitudes (+)*” as well as “*felt control (+)*” and “*performance evaluation (+)*”. It is hard to categorize just

where “*respect from management and/or other colleagues*” would be placed in the set of outcomes from Morrison (2011). Additionally, there seems to be less emphasis placed on “*performance (+)*”, “*performance evaluation (+/-)*”, “*stress (-)*”, “*rewards/sanctions (+/-)*” from the respondents in this study in comparison to Morrison’s model (2011). Neither do mentor top managers nor protégé middle managers discuss “*changes to decision-making (+)* or “*error correction (+)*” processes directly throughout my findings. This unexpected finding showing lack of fit for certain themes in the discourses challenges the existing model to some degree. (pp). Otherwise, the findings largely confirmed a good degree of fit in terms of individual-level outcomes of voice with the proposed Morrison (2011) model.

#### **9.4.2 Perceived outcomes of voice – at a group and/ or organizational level**

Tables 7.1.2.1 and 7.1.2.2 offer new knowledge towards the existing voice literature (Morrison, 2011) regarding different outcomes of voice at group or organizational-levels (see subsection 7.1.2).

The findings also add to the existing voice literature through providing an analysis which has been split into the two groups of; a) mentor top managers and b) protégé middle managers and then discussing the similarities and differences between these two groups of managers in terms of their group and/or organizational-level outcomes (see subsection 7.1.2).

In terms of contributions towards the Morrison (2011) employee voice behaviour model (see subsection 7.1.1 & 7.1.2), my findings show respondents discussing and placing greater importance on “*relational aspects of management such as trust-building, resolving conflict, organizational learning and maintaining good cooperative relationships between different parties.*” Morrison (2011) recognises the positive outcomes of “*learning and improvement*” as well as either a positive or negative outcome for both “*group harmony*” and impact on co-workers for the group or organization. However, the relational aspects of managing and maintaining good relationships with people seem to have been omitted from the current model. So, these findings both confirm that the group or organizational level outcomes proposed by Morrison (2011) can be applied in this Norwegian management context. Yet, the

findings also pinpoint some group or organizational outcomes that do not fit, as well as others that may prove useful additions to the current Morrison (2011) model.

Instead, several of the managers in this current study also mentioned the positive outcomes for “*error correction*” and “*decision-making*” as well as “*cost savings.*” These were reported by both mentor top managers and protégé middle managers. The current Employee Voice Behaviour model (Morrison, 2011) does not, for example, discuss any of the following as outcomes of voice at group or organizational levels; a) “*simplifying strategy, processes and procedures*”, b) “*seeing the people who create the results for the company*” and c) “*skilling up employees.*” However, these are all perceived group or organizational outcomes mentioned by these managers who work in Norway.

In general, my findings extend our current knowledge about group or organizational outcomes and add to this gap in existing literature (Morrison, 2011).

However, the findings also offer further insights about how Norwegian managers voice and discuss group and/or organizational outcomes of voice within international management contexts. As such, the findings may add new knowledge to the IM literature.

These findings also provide us with a greater understanding of “*group/ organizational outcomes for top / international (-facing) managers*” and how they use voice/silence on a day-to-day basis. Similar contributions are made in terms of understanding “*group/ organizational outcomes for middle managers*” and how they use voice/silence on a day-to-day basis. Contribution is additionally made in terms of describing the differences between these two groups.

#### **9.4.3. Perceived outcomes of silence – at an individual level**

Tables 7.2.1.1 and 7.2.1.2 offer new knowledge towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003) through providing greater understanding and insight into different outcomes of silence at the individual-level. This is new knowledge in the field (see subsection 7.2).

The findings also add new knowledge to the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003) through providing an analysis where the managers were

split into two groups; a) mentor top managers and b) protégé middle managers. This analysis contributes towards the existing silence literature in terms of understanding points of similarity and difference between these two groups, in terms of individual-level outcomes of silence. The findings expand our current knowledge about individual-level outcomes of silence (see subsection 7.2.1).

Across the groups of managers, individuals discuss balancing use of voice and silence within their organizations. Further, this was a skill that many managers had learnt, or discussed as being on the “*road to learning*” over time. Remaining silent allows room/space for all points of view to be taken on board. It also allows for involvement of others in the groups' sense-making and decision-making processes.

In some cases, the individual-level outcomes were also about “*learning how other people within the organization including manager, your employees, your boss, top managers, knowledge experts and other departmental line managers will react.*” Sometimes, managers also appear to use silence strategically, to better position self centrally within the organization. These above two sets of findings extend our current knowledge about the positive aspects of using silence at an individual-level of analysis (also see subsection 7.2.1).

Silence is also described in use in external contexts; mainly by the mentor top managers. These managers describe occasions of remaining silent strategically to best position themselves in relation to their partners, suppliers, Head Office, other subsidiaries. This is a strategic as well as relational management skill shown in use by these managers. This finding further extends our current knowledge about outcomes of silence for the individual (see subsection 7.2.1).

#### **9.4.4 Contribution: Perceived outcomes of silence – at a group/organizational level**

Tables 7.2.2.1 and 7.2.2.2 offer new knowledge towards the existing silence literature (Morrison & Milliken, 2000, 2003) through new insights and insight into different outcomes of silence at the group and/or organizational-levels (see subsection 7.2.2).

The findings add new knowledge to the silence literature (Morrison & Milliken, 2000, 2001 & 2003) through providing an analysis where the managers were split into two groups of; a) mentor top managers and b) protégé middle managers. This analysis

contributes new knowledge and expanded insights in terms of understanding points of similarity and difference between these two groups, in terms of their perceived group and/or organizational-level outcomes of silence (also see subsection 7.2.2).

In general terms, the perceived group or organizational outcomes of remaining silent are described less positively by the mentor top managers and protégé middle managers than they describe the same perceived individual-level outcomes of their own voice contributions.

At the group or organizational-level, the actual/ real outcomes for many of these episodes of remaining silent were less positive, less obvious, and greyer across the two groups of managers. Unless of course the change related to helping to develop other employees or team members, through allowing others to voice more and remaining silent self as a manager. These were discussed as episodes where the managers balanced between using voice and using silence at work to “*allow voice for others at work.*”

The above sets of findings extend our current knowledge about the positive, negative and “no change” aspects of using silence at a group or organizational-level of analysis (subsection 7.2.2). These findings show how less predictable the group or organizational outcomes of silence are compared to individual-level outcomes. The findings extend our current knowledge about the “greyer” outcomes of using silence at the group or organizational-level of analysis (see also subsection 7.2.2).

### ***9.5 Discussion of findings: Linkages between social identity, voice/silence and outcomes***

In answer to my research question 4 (RQ4);

#### **RQ4: Linkages between social identity, voice/silence and outcomes**

- What linkages are uncovered between social identity, voice/silence and outcomes?

Linkages at Chapter 8 were split into the following;

- Work-related social identity themes x voice types.

- Work-related social identity themes x voice tactics.
- Work-related social identity themes x voice direction.
- Work-related social identity themes x silence types.
- Work-related social identity themes x silence direction.
- Voice types x individual outcomes.
- Voice types x group/organizational outcomes.
- Voice tactic x individual outcomes.
- Voice tactic x group/organizational outcomes.
- Voice direction x individual outcomes.
- Voice direction x group/organizational outcomes.
- Silence type x individual outcomes.
- Silence type x group/organizational outcomes.
- Silence targets x individual outcomes.
- Silence targets x group/organizational outcomes.

At Chapter 8, each linkage was discussed in a separate subsection and propositions were drawn with regards to evidence across the cases. These propositions were then summarised into different tables across the findings and a final summary presented based on individual propositions at Chapter 8, subsection 8.5.6. So, the subsections used for this final analysis are discussed again in this subsection 9.5. of Chapter 9. This allows for discussion of key findings in relation to contributions towards existing literatures.

This discussion section starts below at subsection 9.5.1. Here, I discuss themes and contributions relating to linkages between work-related social identity, voice /silence types, voice directions/ targets of silence and tactics of voice. Section 9.5.2 then covers linkages between voice/silence types and their outcomes. This is followed by Section 9.5.3, which covers the linkages between directions of voice/targets of silence and their outcomes. Finally, at Section 9.5.4, I cover the linkages between tactics of voice and their outcomes.

### **9.5.1 Linkages between work-related social identity and voice/silence types, directions and tactics.**

The current study reveals several linkages that the respondents discussed between their own work-related identities and their own individual-level voice/ silence processes in

relation to others at work. These findings contribute towards the current body of knowledge by providing an understanding of how individual-level; *a) similarities towards* and *b) difference from* others at work (Ashforth & Mael, 1989; Hogg & Terry, 2000) impact on voice/silence for the managers at work. In other words, the findings contribute towards exploring how and in what ways managers discuss work-related social identity in relation to their own voice/silence processes. Such an analysis provides a new and insightful way of understanding how social identity at work links or relates to voice/silence processes for the individual managers.

The findings reveal certain similarities and differences between the managers in discussion of self in relation to other employees that the respondents worked with. These are discussed in terms of similarity towards and difference between self and others at work. In such a way, they reveal certain social identity in-group and out-groups (Tajfel, 1982; Tajfel & Turner, 1985; Hogg & Terry, 2000). In many cases, there are clear links made throughout the discourses between individual-level identity at work and individual-level voice and/or silence. Common social identity in-group/ out-groups at work revealed though this study are covered as Themes A1-A5 plus Theme B at Chapters 5 and 8 as well as in the Discussion section at Section 9.1.

- Management/ administratively-trained, technical/professional experts as well as the “*twin-heads*” people at work.
- Relational, rational & balanced “*in-betweeners*” managers
- Men with power- often technical – sometimes based overseas versus me/us.
- Male versus female ways of “*doing/ carrying out work processes.*”
- Shared histories, backgrounds, experience – people you learn to trust at work versus those who you do not trust
- Work/home boundaries – differences between male and female employees in showing commitment to work.

The above key themes were further be organised at the levels of;

A: Mainly work-based themes:

technical/ business/ “*twin-heads*”, rational/ relational” or “*in-betweeners*”, men with power-based overseas/ us or me, male/female ways of doing work, those you trust/ don’t trust to get the job done.

B: Theme discussing negotiating boundaries between work & other external arenas.

The new contribution at this section is towards understanding linkages between; a) themes of aspects of work-related self and b) voice/silence types, c) voice directions /targets of silence and d) tactics of voice used by each of the two different sets of managers.

In terms of the individual Themes A1-A5 & 6, the findings provide new insights into a range of different voice (and silence) types as well as voice targets, tactics and directions that various groups of managers may use/ feel comfortable using in their individual voicing episodes. This feeling of comfort is grounded in the managers' own position and role within their company. Several of the Themes reveal a discussion of the "*real/ authentic me*" (Waterman, 2011) versus the "*ideal type*" (Ashforth & Mael, 1989; Hogg & Terry, 2000) to which several of the managers are measuring themselves up against. The "*ideal type*" is rather like the "*ideal type academic*" from earlier studies (Acker, 2008; Lund, 2015) (see subsections 8.1. & 8.2). These themes are now covered separately below, from subsections 9.5.1.1 for Theme A1 to 9.5.1.6 for Theme B.

#### **9.5.1.1 Theme A1- The different "*heads of the business*" – linkages to voice/silence types, directions/ targets and tactics of voice**

Summarizing from the findings at Chapter 8, subsections 8.1.1., we can see how for linkages between voice types and work-related social identity Theme A1, both "*twin-headed*" and management/administratively trained managers prefer to use positively framed suggestion-focussed voice type at work. This linkage and set of preferences across the two groups of managers is a new contribution towards the existing voice literature (Morrison, 2011).

In terms of new insights into the silence literature (Morrison & Milliken, 2000, 2001 & 2003), we can see how in terms of types of silence, mentor top managers describe using prosocial, positively-framed silence type more often than protégé middle managers at work (proposition SIL3) (– in subsections 8.2.1 & 8.5.1). We can also see how and the protégé middle managers describe using acquiescent silence more often at work than the top managers (proposition SIL2) (– in subsections 8.2.1 & 8.5.1).



Additionally, in terms of types of silence, only female managers describe using both acquiescent silence and defensive silence at work (see subsection 8.2.1). The male managers across both groups of managers seem to have a narrower array of types of silence that they use at work on a day-to-day basis in comparison to the female managers. These findings provide new contribution towards our further understanding of gendered silence. This is a new construct within the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003).

Under Theme A1, “*twin-headed*” top managers show a preference for using a wider range of directions of voice and targets of silence than middle managers do at work. These are shown by proposition 25 (- in subsections 8.1.3. & 8.5.1) in terms of voice and proposition SIL12 (- in subsections 8.2.1., 8.2.2. & 8.5.1) in terms of silence. These findings provide new contribution towards our further understanding of how top managers with a “*twin-headed*” educational background target both voice/silence type as well as targets of silence. This is new knowledge within the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003). The findings also contribute towards the IM literature in terms of providing new knowledge in terms of our understanding of who international-facing managers are and how they target both voice/silence in international-facing business contexts.

As discussed separately above, all the above are new additional contributions towards our understanding of just how different types of voice/silence as well as their targets link to perceptions of you in the workplace as being; a “*management-trained*” person, a “*technical expert*” or a “*twin-head*” within the business. Each is shown to influence or tweak actual voice/silence as discussed above.

#### **9.5.1.2 Theme A2 -Relational versus rational approaches to management – linkages to voice/silence types, directions/ targets and tactics of voice**

Summarizing from the findings at Chapter 8, subsections 8.1.1, we can see for linkages between voice types and work-related social identity Theme A2, how the managers discuss perceiving themselves as; *a) relational*, *b) rational*, or *c) “in-betweeners”* within their own business and ways in which these aspect of work-related social identity links to their use of certain types, directions and tactics of voice and types and targets of silence.

In terms of new insights towards the voice literature (Morrison, 2011), in terms of Theme A2, then we firstly see how relational managers are more likely to be female managers. Relational managers are also more likely to use positively framed suggestion-focussed voice type as proposition 3 (- in subsections 8.1.1. & 8.5.1) shows. Additionally, relational female top managers are more likely to switch between suggestion-focussed and opinion-focussed voice, whilst relational male top managers prefer to stick to using suggestion-focussed voice type. This is shown by proposition 4 (- in subsections 8.1.1. & 8.5.1). These findings contribute towards our further understanding of gendered voicing.

Rational and “*balanced managers*” also prefer to use suggestion-focussed voice as proposition 5 (- also in subsections 8.1.1. & 8.5.1). Proposition 6 (- in subsections 8.1.1. & 8.5.1) shows how female managers prefer to switch between problem-focussed and suggestion-focussed voice at work. Male managers do not describe this switching behaviour between voice types. These findings add towards our further existing understanding of gendered voicing.

In terms of contributions towards the existing voice literature (Morrison, 2011) and work-related social identity Theme A2, in terms of *opinion-focussed voice*, then the linkages show all solely female managers describing using this type of voice and both describe self as rational managers. Both findings add towards our further existing understanding about gendered voicing.

In terms of contributions towards the silence literature (Morrison & Milliken, 2000, 2001 & 2003) in terms of types of silence and linkages to work-related social identity Theme A2, then proposition SIL4 (- in subsections 8.2.1 & 8.5.1) shows how the relational middle managers use more acquiescent silence than top managers so, whereas proposition SIL5 (- in subsections 8.2.1 & 8.5.1) shows how relational top managers prefer use of prosocial silence at work. This linkage and set of preferences across the two groups of managers is a new contribution towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003).

Additionally, rational or “*in-betweeners*” managers are also shown to prefer using prosocial silence closely followed by acquiescent silence, across both groups of managers, as shown at proposition SIL6 (- in subsections 8.2.1. & 8.5.1). These

findings contribute further insights into the silence literature (Morrison & Milliken, 2000, 2001, 2003) into the ways in which a managers' definition of self as either; *a) rational* or *b) "in-betweener"* links towards their preferences for use of certain types of silence at work.

The findings also provide greater insight into just which managers use certain tactics of voice tactics. The findings show how *"in-betweeners"* and *relational* top managers both describe using a wider and slightly different range of voice tactics than middle managers use. This linkage and set of preferences for use of voice tactics across the two groups of managers is new knowledge for the existing voice and issue-selling upwards literatures (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011). This extends our current theory in this area.

In terms of contributions towards the existing voice and silence literatures in terms of work-related social identity Theme A2, two sets of findings and resulting propositions were found to mirror each other across the directions of voice/ targets of silence. The first is; *a) proposition 26* (- in subsection 8.1.3 & 8.5.1), in terms of voice and *b) proposition SIL13* (- in subsections 8.1.1., 8.1.2 & 8.5.1). These both show how across the two groups of managers and levels; individuals who relate to external partners or suppliers in their home country regularly at work are likely to be required to either *a) voice* or *b) remain silent* in this external direction. Secondly, *proposition 27* (- in subsection 8.1.3 & 8.5.1) in terms of voice and *proposition SIL14* (- in subsections 8.1.1., 8.1.2 & 8.5.1) also show how individuals who define their identities as middle-level (*protégé*) managers voice in a distinct set of directions than top-management (*mentor*) managers at work. These are more internal facing than for top managers. This linkage and set of preferences for use of targets or directions across the two groups of managers is a new contribution towards the existing voice, issue-selling upwards and silence literatures.

These twin findings above may additionally contribute new knowledge towards the IM literature in terms of understanding *"how international or external-facing managers targets voice and/or silence within their businesses."*

All the above findings are new contributions towards the existing literature and help us to understand just how certain types of voice/silence link to whether you perceive yourself as a *"relational person at work"* or whether you define yourself as a

*“rational”* or *“in-betweener”* within the business. Again, each of these examples is shown to influence or tweak actual voice/silence as discussed above.

### **9.5.1.3 Theme A3 – Men with power – often technical – sometimes based overseas– linkages of voice/silence types, directions/ targets and tactics of voice**

In terms of my findings relating to Theme A3, there were fewer actual cases who discussed this theme. This finding of a lack of prevalence of such cases is new knowledge in its’ own right towards the existing literature (Morrison & Milliken, 2000, 2001, 2003; Morrison, 2011) in terms of linkages between work-related social identity Theme A3 and voice/silence types, targets and tactics.

However, insights can still be made based on these fewer number of cases, that may still add to our knowledge of voice and silence in the existing literatures in terms if the following in relation to Theme A3. Firstly, female managers who define themselves at work as being different from men in overseas contexts are more likely to use suggestion-focussed voice type in such external contexts. This is shown in proposition 7 (- in subsections 8.1.1. & 8.5.1). These findings add to our knowledge and understanding of gendered voicing. This builds on earlier work within the whistleblowing literature by Miceli et al (2008) as well as work of Anderson & Bloksgaard (2013), Desilvilja Syna & Palgi (2014) and Lewis (2006, 2013). The findings may additionally add towards the IM literature.

In terms of types of silence, there was only one case in which linkages between silence types and Theme A3 were discussed. As such, there was no conclusive evidence from which to draw further propositions. This lack of prevalence is a contribution towards the silence literature itself.

In terms directions of voice relating to Theme A3, we see how external-facing managers use a distinct set of voice tactics than internal-facing managers use. Further, external-facing mentor top managers and external-facing protégé middle managers each use a slightly distinct set of voice tactics. These findings also add to our understanding about just who international-facing managers are and how they target both voice/silence internally versus in international-facing business contexts. As such, this finding contributes towards the IM literature in terms of providing extended

knowledge about international managers and their use of voice in different company contexts.

In terms of Theme A3, propositions 28 (- in subsection 8.1.3) for voice and proposition SIL15 (- in subsection 8.2.2) also mirror each other in stating how individuals who define their identities as “*external facing*” are required to voice in an additional set of directions than for internal-facing managers, regardless of whether they define self as a top-level or middle-level manager. We also see how external-facing managers use a distinct set of voice tactics than internal-facing managers’ use. Further, external-facing mentor top managers and external-facing protégé middle managers each use a slightly distinct set of voice tactics from one another. These two sets of findings add to our understanding of use of voice in external versus internal company contexts as a manager. So, the findings contribute towards both the IM literature as well as towards the existing voice/silence literatures.

#### **9.5.1.4 Theme A4 - the “*expected*” versus “*should be*” female manager/ employee – linkages of voice/silence types, directions/ targets and tactics of voice**

In terms of gaining further insights in the existing voice literature, the cases linking Theme A4 and voice types were widely spread / evenly distributed. As such, the evidence was inconclusive and so no propositions could be drawn in terms of this finding in terms of voice. This is a contribution towards the voice literature (Morrison, 2011).

However, in terms of linkages between types of silence and Theme A4, subtheme a) “*female middle managers who work with men*”, then at proposition SIL7 (- in subsections 8.2.1. & 8.5.4) shows how female protégé middle managers working together with men, were more likely to use acquiescent silence than top-level mentor managers. Proposition SIL8 (- in subsections 8.2.1 & 8.5.1) instead shows how female mentor top managers were more likely to use prosocial silence.

In terms of linkages between types of silence and work-related social identity Theme A4, subtheme b) “*female managers who are different from other women who they work with*”, at proposition SIL10 (- in subsections 8.2.1 & 8.5.1) we see how female mentor top managers are more likely to use prosocial silence than protégé middle

managers at work in such arenas. Female protégé middle managers instead use more acquiescent silence in these same contexts than for female top managers, as proposed at proposition SIL9 (- in subsections 8.2.1 & 8.5.1).

All three findings above are new contributions towards the voice/silence literature (Morrison, 2011; Morrison & Milliken, 2000, 2003), particularly in terms of providing new insights and understanding about differences between top and middle managers in terms of their use of types and targets of silence in certain gendered work-related contexts. These findings also provide new contributions towards our further understanding of gendered voice/silence Miceli et al (2008) as well as the influence of work-related identities on use of voice/silence (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013).

In terms of gaining further insights into understanding linkages between tactic of voice and Theme A4, then these findings showed **different voice tactics** being used by the two distinct groups of female managers (top and middle) in; *a) arenas where they are different from other men there and b) arenas where they are different from other women there*. These are further contributions towards our understanding of both; a) different voice tactics in use by various levels of managers (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011). The findings additionally extend our knowledge about gendered voicing/ tactical voicing within given work-related social identity frames relating to Theme A4 (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013).

In terms of contributions towards both the existing voice/silence literatures from understanding linkages between tactic of voice/silence and Theme A4, subtheme a) *“female middle managers who work with men”*, then we see at proposition 29 (- in subsections 8.1.3 & 8.5.1) how individuals who define themselves as female managers working together with men, are more likely to voice upwards, across and downwards at work than for male managers. In terms of directions of silence, we see at SIL16 (- in subsections 8.2.2 & 8.5.1) how female managers working together with men, are more likely to remain silent upwards than other managers as work. These are further contributions towards our understanding of gendered targeting of voice/silence (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013; Miceli et al, 2008).

In terms of contributions towards both the existing voice/silence literatures from understanding linkages between targets of voice/silence and Theme A4 - subtheme b) *“female managers who are different from other women who they work with”*, we see at proposition 30 (- in subsections 8.1.3 & 8.5.1) how individuals, who define themselves as female managers who are different from other women at work, are more likely to voice upwards and across more often than other managers at work. Whereas at SIL17 (- in subsections 8.2.2 & 8.5.1) we see how female managers remain silent only upwards. These findings provide a new contribution towards understanding gendered targeting of voice/silence (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013; Miceli et al, 2008).

Additional insights gained from understanding use of voice in relation to Theme A4 comes from proposition 3 (- in subsections 8.1.1 & 8.5.1), where female mentor top managers are more likely to voice; *a) upwards, b) across, c) outwards - to overseas locations/Head Office and d) outwards – towards external supplier/ partner in Norway* than other managers at work. Whereas, at proposition 32 (- in subsections 8.1.3 & 8.5.1) protégé middle-level managers are found to be more likely to voice; *a) upwards, b) across and c) downwards* than other managers at work. These findings further contribute towards our understanding of both; a) different targets of voice in use by various levels of managers and b) gendered targeting of voice. This finding adds to our existing knowledge about the effects of work-related social identity Theme A4 on use of voice targets by the distinct groups of managers in this study (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011).

In terms of better understanding use of silence in relation to Theme A4, then at proposition SIL18 (- in subsections 8.2.2 & 8.5.1), female mentor top managers are more likely to remain silent; *a) upwards, b) where there is more distance from own role/remit – often in more formal settings and c) where there is a lack of relational closeness or proximity to the target than other managers at work*. Insights can also be gained from proposition SIL19 (- in subsections 8.2.2 & 8.5.1), where female protégé middle managers describe remaining silent; *a) towards knowledge experts outside own training/experience, b) upwards and c) where there is more distance from own role/remit – often in more formal setting, d) upwards, than other managers at work*. These findings again provide new knowledge that extends our understanding of both; a) different targets of silence in use by various levels of managers (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011) and b) gendered targeting of silence in

relation to work-related social identity Theme A5 (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013; Miceli et al., 2008).

#### **9.5.1.5 Theme A5- Shared histories, backgrounds, experiences – people you learn to trust at work: linkages to voice/silence types, directions/ targets and tactics of voice**

In terms of preferences for certain types of voice in relation to work-related social identity Theme A5, the most popular type of voice to use was *suggestion-focussed voice*, followed by *opinion-focussed voice* and *problem-focussed voice*.

In terms of understanding linkages between voice types and Theme A5, subtheme a) male managers, who “*share a similar history or background to others, are working together with people who they trust to get the job done and share a Nordic heritage,*” male managers using suggestion-focussed voice in external contexts overseas. These finding further contributes towards our understanding of differences in use of voice by different genders of managers.

In terms of understanding the linkages between types of silence Theme A5 subtheme b) “*people you trust at work to get the job done.* At proposition SIL11 (- in subsections 8.2.1 & 8.5.1) we see how male top-level managers having a long-shared history with others at work, were more likely to use either prosocial silence or acquiescent silence at work. All the above are contributions towards the silence literatures (Morrison & Milliken, 2000, 2003), particularly in terms of providing new insights and understanding about differences between top and middle managers in terms of their use of types and targets of silence in certain gendered work-related contexts. These findings also provide new contributions towards out further understanding of gendered silence.

Insights are provided through better understanding linkages between voice types and Theme A5, subtheme b) “*people you trust at work to get the job done.*” Proposition 10 (- in subsections 8.1.3 & 8.5.1) showed how across all managers, then there a broader range of voice types shown in use at work. As proposition 11 (- in subsections 8.1.3 & 8.5.1) shows, this is particularly the case for female managers, who are shown to strategically switch between voice types in their voicing efforts. This use of strategic



switching between different voice types by female managers add new knowledge to the existing gendered voice literature in relation to work-related Theme A5b) (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013; Miceli et al, 2008). The finding also contributes new knowledge towards the voice literature (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011).

In terms of linkages between Theme A5, subtheme b) and c) in terms of types of silence used by the managers. The findings found inconclusive evidence in terms of linkages between existing cases. This lack of prevalence in terms of linkages between Theme A5 b) and c) and types of silence adds new knowledge to our understanding about such linkages to the existing silence literature (Morrison & Milliken, 2000, 2001, 2003).

In terms of linkages between voice tactics and work-related social identity Theme 5, subtheme b) *“people you trust at work to get the job done.”* There was sufficient evidence across the cases from which to draw propositions regarding difference between; a) female top managers, b) female middle managers and c) male middle managers in terms of their voice tactics used when voicing in contexts where they trust others at work to complete tasks as shown at propositions 22, 23 and 24 in Chapter 8, subsection 8.1.1. These findings add new knowledge towards further understanding of different gender-related differences in use of voice tactics in relation to work-related social identity Theme A5b. As such, this finding contributes new knowledge to both the gendered voice literature in relation to work-related Theme A5b (Anderson & Bloksgaard, 2013; Desilvilja Syna & Palgi, 2014; Lewis, 2006, 2013; Miceli et al, 2008). The finding also contributes new knowledge towards the voice literature (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011).

Insights can also be drawn through better understanding linkages between targets of silence and Theme A5, subtheme a) *“shared a similar history or background to others, are working together with people who they trust to get the job done and shared a Nordic heritage.”* In terms of targets of silence, proposition SIL20 (- in subsections 8.2.2 & 8.5.1) showed how top-level managers and had a long shared history with others at work, are more likely to remain silent in the following directions; a) *upwards*, b) *outwards*, c) *outwards towards external suppliers in Norway*, d) *where there is a lack of relational closeness or proximity to the target* and e) *where there is more distance from own role/remit – often in more formal setting*, f) *downwards*, h) *across*

*than other managers at work.* In terms of SIL21 (- in subsections 8.2.2 & 8.5.1), protégé middle managers more likely to remain silent in the following directions; *a) upwards, b) towards knowledge experts outside own training/experience, c) across and d) where there is more distance from own role/remit – often in more formal settings, e) across and f) where there is more distance from own role/remit – often in more formal settings than other managers do at work.* The above findings are new contributions towards the silence literature (Morrison & Milliken, 2000, 2003), particularly in terms of providing new insights and extended understanding about differences between top and middle managers in terms of targets of silence related to Theme A5, subtheme a).

Additional insights are provided through better understanding linkages between targets of silence and Theme A5, subtheme b) *“people you trust at work to get the job done.”* Proposition 33 (- in subsections 8.1.3 & 8.5.1) shows how female top-level managers who trusted others at work to complete tasks, were also likely to voice; *a) upwards and b) across than other managers at work.* These findings further contribute towards our understanding of gendered voicing in relation to work-related social identity Theme A5, subtheme b).

Additional contribution is made towards the existing silence literature (Morrison & Milliken, 2000, 2001 & 2003) through better understanding linkages between targets of silence and Theme A5, subtheme b) *“people you trust at work to get the job done.”* Proposition SIL22 (- in subsections 8.2.2 & 8.5.1) showed how across the two groups of managers, managers who trusted others at work to complete tasks remained silent; *a) upwards, b) downwards, c) towards knowledge experts outside own training/experience than other managers at work.* For top-level managers, they are additionally likely to remain silent; *a) across, b) where more distance from own role/remit – often in more formal settings and c) where lacks a relational closeness to the target than other managers at work.*

In terms of Theme A5, subtheme c) *“shared a similar history or background to others, are working together with people who they trust to get the job done and shared a Nordic heritage.”* Proposition SIL20 (- in subsections 8.2.2 & 8.5.1) shows how top-level managers and have a long-shared history with others at work, are more likely to remain silent in the following directions; *a) upwards, b) outwards, c) outwards towards external suppliers in Norway, d) where there is a lack of relational closeness*

or proximity to the target and e) where there is more distance from own role/remit – often in more formal setting, f) downwards, h) across than other managers at work. In terms of SIL21 (- in subsections 8.2.2 & 8.5.1), protégé middle managers were more likely to remain silent in the following directions; a) upwards, b) towards knowledge experts outside own training/experience, c) across and d) where there is more distance from own role/remit – often in more formal settings, e) across and f) where there is more distance from own role/remit – often in more formal settings than other managers do at work. The above findings provide additional contributions towards the silence literature (Morrison & Milliken, 2000, 2003), particularly in terms of providing new insights and understanding about differences between top and middle managers in terms of targets of silence related to Theme A5, subtheme c).

#### **9.5.1.6 Theme B – Work/home boundaries – differences between male and female employees in showing commitment to work – different voice/silence types, directions/ targets and tactics of voice**

One protégé manager discussed the difference within her own workplace between how male and female employees' voice and show organizational commitment in terms of Theme B; flexing work/life boundaries. The manager discussed the need for women to “*plan for 1001*” things before saying “*yes to overtime/additional work commitment*” whereas men “*just say yes.*” This is discussed and described as a difference by this female protégé in detail within Chapter 5 (- in subsection 5.1.1). In practice, this discusses different voice/silence by men and women in the workplace that is then sense-made and interpreted by senior managers over time possibly to gauge differential rates of commitment to the organization. As a female manager herself, with own life commitments, this female manager described for herself how these processes of balancing between work and life play out on the boundaries between work and home. She is an outlier as she mentions directly to me as a researcher this actual issue affecting voice/silence at work – differences between the genders.

The case above does illustrate how work-related gendered social identities are played out and discussed on a day-to-day basis at work for the female managers (Acker, 2008; Anderson & Bloksgaard, 2013; Lund, 2015). The female managers may also be balancing “*1001 things in their daily lives*” outside on top of this according to protégé Berit. So, to avoid the critical eye, these female managers discuss “*doing their homework first*”, “*using caution / proceeding slowly*”, “*tying concerns to key*

*constituents*”, “*controlling emotions*”, “*protecting image whilst selling*”, “*using persistence in selling activities*” as tactics of voice for example. These appear to be much more involving for the female managers in question and are largely a set of protective types, tactics and targets of voice and silence to use. These are all contributions towards the (gendered) work-related social identities, voice/silence as well as the women in business/ management (WIM) & IM literatures.

### **9.5.2 Linkages between voice/silence types and their outcomes**

At the general level of analysis, in terms of linkages between voice and silence and their outcomes, the overall contribution from this study is how all managers use the more positively perceived *a) suggestion-focussed voice* and *b) prosocial silence types* more often than; *b) problem-focussed voice/ defensive silence* and *c) opinion-focussed voice/ acquiescent silence*.

Chapter 8 explores just how distinct types of voice and silence types may impact on different outcomes; both for the individual in question as well as for their own group or organization. These findings build on and confirm the applicability of the expanded voice types initially proposed by Morrison (2011) and silence types (Van Dyne et al, 2003). The findings also extend and present new knowledge in terms of linking these expanded voice/silence types to their outcomes.

My findings show most mainly female managers across the two groups of mentor top managers and protégé middle managers who discuss using all three types of voice as defined by Morrison (2011). As such, propositions with regards to *problem-focussed- and opinion-focussed voice outcomes* reveal linkages that relate to female managers at work.

The above gender differences may also be explained by male managers framing self as a positive identity at work, through avoiding using a broader range of type of voice at work and thereby avoiding the risk that all outcome/ negative outcomes may be risked through using problem-focussed or opinion-focussed voice at work. So, the female managers from this study revealed a broader range of both voice types in use at work, which means that they in practice discuss a broader range and type of voice outcomes at work. This finding may contribute both towards the existing voice literature as well

as towards the more critical, gendered social identities at work literature such as that of Acker (2008), Lund, (2015) and Yassour-Borochowitz, Desilvya Syna & Palgi (2015).

In terms of types of silence, male managers frame towards prosocial silence (-in subsection 8.4.1.1); especially top management mentors. Acquiescent silence (8.4.1.3) was the preference of protégé middle-managers. Again, female protégé managers discussed using this type of silence more often than male protégé managers. Defensive silence (8.4.1.2) was merely described in use at work by female top manager Thea.

This remaining section has been divided into four subsections discussing specific findings in relation to; *a) voice types and their individual-level outcomes, b) voice types and their group and/or organizational outcomes, c) types of silence and their individual-level outcomes and d) types of silence and their group or organizational outcomes*. Each will additionally discuss contributions towards either existing theory and/or areas of knowledge.

#### **9.5.2.1 Linkages between voice types and their individual-level outcomes**

At the individual-level of voice (- in subsection 8.3.1), the most prevalent linkages between voice type and individual-level outcomes of voice is in terms of describing use of; *a) suggestion-focussed voice* followed by *b) opinion-focussed voice* and *c) problem-focussed voice*. Individual-level outcomes of both; *a) suggestion-focussed voice and b) opinion-focussed voice* were described in mainly positive terms with the one exception of protégé middle manager Gina, who is uncertain of the outcome of her opinion-focussed voicing. This may be due to the lack of feedback that she received as follow-up to raising the point/ issue. She does not discuss this in her discourse.

The split in the data between the two groups of top management mentors and middle management protégés allowed for similarities and differences to be pinpointed between these two groups of managers in terms of their use of voice types and in terms of their perceived individual-level outcomes. This split across the data into distinct groups of managers also allowed for this researcher to pinpoint how certain groups of managers use specific types of voice and to also pinpoint which types of voice outcomes these lead to for the individual manager at work.

The most prevalent individual-level outcome described was linked to suggestion-focussed voice. This was the outcome of; “*A process of developing yourself based on voicing based on who you are and what you stand for – outcomes for self-esteem, motivation and learning.*” This finding builds on the existing construct (Morrison, 2011) yet extends and adds new knowledge about the linkages between suggestion-focussed voice and the preferred individual-level outcomes for the managers.

At a personal level, most of managers clearly link *suggestion-focussed voice* to positive, dynamic personal learning and development outcomes and in terms of improving their relationship with others as shown by proposition VOI 2 (- in subsection 8.3.1). These outcomes are largely discussed in relational terms Individual-level learning is described as a dynamic or continual process, in which previous experience of voicing in previous roles and the learnt experience gained, is often used as input by the managers when voicing in current roles. Moreover, both male and female managers discuss using suggestion-focussed voice type in relation to their outcomes for self as shown by proposition VOI 1 (- in subsection 8.3.1).

This process-orientation towards learning and self-development through voicing is an important new contribution towards the voice literature (Morrison, 2011). This finding adds new knowledge, whilst also building on the existing framework from Morrison (2011). It is also important for the management training, coaching and development literatures – several whom have already been discussed in the context of my Chapter 4.

Learning is also a perceived individual-level outcome which is discussed in a positive sense by the managers throughout this research especially in terms of *learning through using a suggestion-focussed voice type*. The managers discuss about learning about self and positive improvement in each role or context. But learning is also about raising self-esteem, remaining motivated, understanding and reflecting on self in role, as well as through reflecting on the role of others in an organizational context.

Learning is also about gaining respect and trust within that given role through learning to voice effectively. So, through learning to voice “*more*” together with other people at work; allows the managers to become more positive at work and leads to perceived positive outcomes for many of these managers at an individual-level.

In terms of *individual-level problem-focussed outcomes of voice*, solely one female mentor top manager described self as learning most from “*deviations from the norm*” at work and how her own personal learning curve had been much steeper in earlier positions. This finding offers new insights and understanding about the individual-level outcomes of problem-focussed voice towards the existing voice literature (Morrison, 2011). This finding led to proposition VOI4 (- in subsections 8.3.1 & 8.5.2).

The *problem-focussed voice* type is also discussed in use by female managers in this research, as shown by proposition VOI3 (- in subsections 8.3.1 & 8.5.2), this finding also adds to / extends our body of knowledge of perceived individual-level outcomes related to use of problem-focused voice type. This finding also contributes new insights and knowledge about gender differences in use of voice. The new contribution concerns use of problem-focussed voice type being the domain of female managers within the organizational context (Anderson & Bloksgaard, 2013, Desilvilja Syna & Palgi, 2014, Lewis, 2006, 2013).

The *opinion-focussed voice* type is also discussed in use by female managers in this research, as shown by proposition VOI5 (- in subsections 8.3.1 & 8.5.1). Propositions VOI6 (related to a female top manager) and VOI7 (relates to a female protégé manager) show the following positive individual-level outcomes of *opinion-focussed voice* for female managers; a) “*building on relational management skills in solving issues*” and b) “*gaining the respect of both the team as well as the management*” and “*developing self based on who you are and what you stand for – outcome for self-esteem, motivation and learning.*” The following uncertain outcome of using opinion-focussed voice was described by a female middle manager and explored in proposition VOI8 (- in subsection 8.3.1); “*it depends on whether my contribution is taken on board or not.*”

As *opinion-focussed voice* is solely discussed in the discourses by female managers, this finding also contributes new insights and knowledge about gender differences in terms of use of opinion-focussed voice type. The new contribution concerns use of opinion-focussed voice type being the domain of female managers within the organizational context as well as extending our knowledge about the consequences for the individual manager in voice processes at work when voicing as a female manager

with this “unpopular” opinion-focussed voice type (Anderson & Bloksgaard, 2013, Desilvilja Syna & Palgi, 2014, Lewis, 2006, 2013).

### **9.5.2.2 Linkages between voice types and their group and/or organizational outcomes**

Across the groups of managers, the individual managers discussed mainly outcomes that are perceived as *positive outcomes* for their groups or organizations. This is as would be expected from the literature reviewed. This is because the emphasis is on telling an example of using positive suggestion-focussed voice. As such, the most prevalent individual-level outcome described was linked to suggestion-focussed voice. Moreover, suggestion-focussed voice outcomes were described by both male and female managers – across the group of managers. This is shown by proposition VG01 (- in subsections 8.3.1 & 8.5.2).

In terms of suggestion-focussed voice, all group or organizational outcomes were described as positive. The most popular suggestion-focussed group and/ or organizational outcome was “*B1a: Organizational Learning.*”

As proposition VGO2 (- in subsections 8.3.1 & 8.5.1) shows, mentor top managers discussed the following positive group and/ or organizational outcomes of suggestion-focussed voice; *a) cost saving, b) relational ownership of the problem by both internal and external parties, c) organizational change\_ structures\_ processes and strategy, d) relational\_ continued cooperation between internal and external parties and e) relational - see the people who create the results for the company.* For protégé middle managers, proposition VG03 (- in subsections 8.3.1 & 8.5.1), shows the following positive group and/ or organizational outcomes of suggestion-focussed voice; *a) cost saving, b) relational capital skill up employees/ managers, c) organizational change\_ structures\_ processes and strategy and d) positive - reason not described.* Overall, relational outcomes of suggestion-focussed voice were discussed more by top mentor managers, whilst organizational learning was found to be important for both mentors and protégés.

The above findings confirm the applicability of Morrison (2101)’s suggestion-focussed voice type. However, these findings also extend and add new knowledge towards our understanding of suggestion-focussed voice outcomes (Morrison, 2011). The findings additionally provide an analysis of differences between groups of



managers in terms of use of suggestion-focussed voice type as well as their group or organizational-level outcomes. This adds a further layer of extension of contribution to the analysis.

In terms of problem-focussed voice type, their group or organizational-level outcomes were also described as positive by the managers. I uncovered findings relating to differences between male and female managers in their use of problem-focussed type. Problem-focussed voice type is more likely to be used by female managers, as shown by proposition VGO4 (- in subsections 8.3.1 & 8.5.2).

As proposition VGO5 (- in subsections 8.3.1 & 8.5.2) shows, mentor top manager discussed the following positive group and/or organizational outcomes of problem-focussed voice; a) *organizational learning* and b) *relational\_ownership of the problem by internal parties*. For protégé middle managers, proposition VGO6 (- in subsections 8.3.1 & 8.5.2), shows the following positive group and/or organizational outcomes of problem-focussed voice; a) *has a long company history at an organization with an open voice culture so feels can voice easily*) voicing/ disagreement may allow individual to see things from a different perspective and better accept the decision outcome.

In terms of *opinion-focussed voice*, the group or organizational-level outcomes were described with either positive or uncertain outcomes. I uncovered findings relating to differences between male and female managers in their use of opinion-focussed type. Opinion-focussed voice type is more likely to be used by female managers, as shown by proposition VGO7 (in subsections 8.3.1 & 8.5.2).

As proposition VGO8 (in subsections 8.3.1 & 8.5.2) shows, mentor top managers discussed the following positive group or organizational outcomes of opinion-focussed voice; a) *cost saving*, b) *organizational change\_ structures\_processes and strategy*, c) *relational\_ownership of the problem by both internal and external parties*, d) *relational - see the people who create the results for the company*, e) *relational\_ continued cooperation between internal and external parties*. For protégé middle managers, proposition VGO9 (in subsections 8.3.1 & 8.5.2), shows the following positive or uncertain group and/or organizational outcomes of opinion-focussed voice; a) *positive\_- gained respect of both own employees as well as the management*, b) *uncertain\_- it depends whether my contribution is taken on board or not*.

Across all cases, group or organizational outcomes of the more critical or problem-oriented voice types; a) problem-focussed voice and b) opinion-focussed voice were described in practice by female managers, These findings contribute new knowledge towards our understanding about when different voice types are used within such organizations; by whom and what the perceived group or organizational outcomes of using such voice types are (Morrison, 2011). Further insights are made to the existing voice literature (Morrison, 2011) through discussing similarities and differences between the groups of managers in terms of their use of each voice type as well as the group or organizational outcomes linked to use of each type of voice.

These findings additionally contribute new knowledge towards our understanding about when different voice types are used within such organizations; by whom and what the perceived group and/or organizational outcomes of using such voice types are (Morrison, 2011).

One of the main contributions from this research towards current understanding about “*what a top manager is*” and “*what a middle manager is*” and how this distinction influences; a) use of voice/ silence and b) outcomes of voice/silence for the individual manager themselves, or alternatively for their group or organization. For example, the findings reveal just how a key part of becoming a top manager is learning to become more relational in communication as well as learning to balancing roles across an extended range of arenas. Maintaining good relationships with people are central to also maximising profits/ solving problems jointly together with other external parties. That is the key role of conversations and they mainly occur at times of disagreement or when there is a “*problem to solve.*” Otherwise, processes run smoothly and may not require the action and interaction through language and dialogue of top-level managers. These findings contribute to both the IM as well as the WIM literatures in terms of what they reveal in terms of voice/silence.

### **9.5.2.3 Linkages between types of silence and their individual-level outcomes**

My findings contribute towards the existing literature by applying Van Dyne et al’s (2003) constructs of acquiescent silence, defensive silence and prosocial silence to the interview discourses and data at an individual level of outcomes. The research also contributes towards our understanding of similarities and differences between various levels of managers (top versus middle) in terms of individual-level outcomes discussed

and described. The split also allows for other demographic factors to form part of my analysis and thus adds further to our body of knowledge in the understanding of “*silence in organizational contexts.*” The following are summary paragraphs showing contributions towards sense-making around when distinct types of silence are discussed in use by the managers.

a) Acquiescent Silence

My findings reveal that it is mainly female managers who use acquiescent silence at work and discuss related outcomes for self in relation its’ use. This is shown by proposition SO14 (- in subsection 8.4.1.3). However, proposition SO15 (- in subsection 8.4.1.3) shows one example of a male mentor top managers using acquiescent silence. Here, he described a no change outcome for self from using acquiescent voice type at work; “*using acquiescent silence when being held out of decision-making or “held out of meetings.”*”

In terms of female protégé middle managers, then proposition S016 (- in subsection 8.4.1.3) showed that where female middle managers use acquiescent silence at work, they are likely to face all possible outcome for themselves from using this voice type at work. This outcome may concern; “*learning which battles to fight.*”

My findings additionally show switching behaviour in terms of silence type used; mainly by middle management protégés. The switch is between acquiescent silence towards prosocial silence depending on the context; whether technical or general meeting arenas or whether here/ at Head Office or “*out there/ externally.*”

What it may “mean” to work in such external roles and work experience “*out there*”, may quite literally *be* an entry card to a top management position in the future. Previous research on women in international management/ women on boards (Adler, 1994; 2002, 2007; Eagly & Carli, 2007) shows that such external/ often overseas roles as a middle manager often, but not always are men. That is because such opportunities often come during our 30s - 50s, just at a time when most couples have young families at home. There are additional institutional and traditional gender roles that both male and female parents are expected to fill; women as care-givers and men as

breadwinners. So, this might help to explain just why men chose more often to “say yes” to work now in their lives. There is additional pressure on their shoulders to fill the male breadwinner role, whilst social pressure forces women into becoming loving and caring mums and partners. So, to take such a role during this time in a woman’s life would be perceived out there to be extremely “self-centred” whilst men are performing the traditional male breadwinner, so are supported both institutionally and at work in doing so. What if such roles are keys to top management positions? This might help to explain some of the findings in existing research by Sealy, Singh, & Terjesen (2009).

There is still much to learn for the women in business/ management (WIM), as well as the IM literature as well as the voice/silence literatures in terms of how different gendered work-related social identities play out in day-to-day work.

#### b) Defensive Silence

The findings relating to defensive silence also add to our further of “*silence.*” To behave negatively and defensively at work does not appear to be the norm for this group of top management mentor managers and middle management protégé managers. Solely one female mentor top manager discusses using this type of silence and the circumstances for doing so were very understandable as she had been frozen out of decision-making influence by a new set of management. It is interesting to note how this sole case (Thea) had previously used prosocial silence actively and positively at work, but the restructuring and freezing out of decision-making processes that she herself experienced as a formally loyal manager, both trusted and respected in the business, left her no choice but to adopt a defensive silence strategy before finally exiting the company. This case contributes new knowledge and insights towards understanding the individual-level outcomes for self of being frozen out / frozen in to silence within the business or organization when a “*climate of silence*” descends.

#### c) Prosocial Silence

The findings relating to prosocial silence also add to our further understanding of “*silence.*” According to Wrench (2012), prosocial silence correlates positively with job satisfaction and motivation. It is clearly a successful strategy to use by managers,

when most of mentor managers as well as some of the protégé managers describe balancing episodes, which include examples of suggestion-focussed voice and silence. The respondents also describe outcomes of prosocial silence that are themselves described more positively for self, at the individual level. Moreover, as shown in proposition SOI1 (...P), both male and female managers describe using this positively-construed type of silence at work. Their individual-level outcomes are described mainly in *positive* terms.

As shown by proposition SOI2 (- in subsections 8.4.1.1 & 8.5.2), mentor top managers at work who use prosocial silence are likely to gain the following *positive* outcome for themselves from using this voice type at work; “*learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge.*” **Whereas**, proposition SOI3 (...P) shows how protégé middle managers at work who use prosocial silence, are likely to gain the following mainly *positive or no change* outcomes for themselves from using this voice type at work: a) “*learning if sits, listens and remains silent in arenas where others are more knowledgeable*”, b) “*voices more constructively now since being on the mentor project, puts self outside of own comfort zone,*” c) “*learning that one needs to balance suggestion-focused voice and prosocial silence more in the future, to allow room for others to develop,*” d) “*the outcomes can be both positive and negative for self if risking voicing. It depends.*”

One of the findings presented also highlight a gender difference between the managers, which again is a contribution to our understanding of how managers balance *suggestion-focussed voice* and *prosocial silence* at work. Two male managers (Petter & Steinar) discuss “*needing to learn to remain silent more and allow and involve other employees to voice openly in given contexts*” as individual-level outcomes of suggestion-focussed voice only. It is an improvement that they need to make to their own voice/silence processes. These are both male managers. No female managers mention this aspect in relation to silence behaviour.

The findings also provide further insight into what the preferred voice/silence is to be perceived positively in the organizational context (Roberts & Dutton, 2006; Golden-Biddle & Dutton, 2012). Several of the protégé managers reflect on constructively changing their voice / silence because of being on the mentor project. The example of Julie is most obvious and the switch is from acquiescent silence towards prosocial

silence to be perceived more positively within her organization. But it also helps to cement her own role, feeling of self-esteem and comfort in her role.

#### **9.5.2.4 Linkages between types of silence and their group/organizational-level outcomes**

My findings contribute towards the existing literature by applying Van Dyne et al.'s (2003) constructs of acquiescent silence, defensive silence and prosocial silence to the interview discourses and data at a group/organizational level and then considering the group or organizational outcomes of silence. The following are summary paragraphs showing contributions towards sense-making around these themes and when distinct types of silence are discussed as being in use by the managers.

##### **a) Acquiescent Silence**

My findings confirm the applicability of Van Dyne et al (2003)'s construct of acquiescent silence yet adds to or extends knowledge through showing outcomes of acquiescent silence at group or organizational level (- in subsections 8.4.2.3 & 8.5.2.2). My findings show and discuss outcomes of acquiescent silence at group or organizational level discussed by the mentor top managers and protégé middle managers (in subsections 8.4.2.3 & 8.5.2.2). Moreover, as proposition SOG5 (- in subsections 8.4.2.3 & 8.5.2.2) shows, female middle managers are more likely to use acquiescent silence at work than other managers.

In terms of mentor top managers, proposition SOG6 (in subsections 8.4.2.3 & 8.5.2.2) discussed the following - all or no change group or organizational outcomes of using acquiescent silence at work; *“It decides whether you take the managers’ own [outlook] as an individual manager, or the perspective of the top management team.”* Whereas for female middle managers, proposition SOG7 (in subsections 8.4.2.3 & 8.5.2.2) discussed the following all group or organizational outcomes of using acquiescent silence at work; a) *“It depends on the arena, role and remit. Contribute more when within own remit,”* b) *“Not resolved,”* c) *“It is not worth taking up themes with some people within the organization. They go on repeat, are negative and critical instead of change –oriented and positive. It is not worth taking up some themes as afraid of the consequences,”* d) *“Where made to feel negative about voice contribution for example, externally or overseas, with others in teams.”*

Finally, proposition SOG8 (- in subsections 8.4.2.3 & 8.5.2.2) discussed the following all group or organizational outcomes of using acquiescent silence at work for male middle managers; a) *“It depends on the decisions of the knowledge experts in highly technical forums. However, retains own management role in such forums.”*

Common across the above set of propositions and cases is a lack of certainty across the managers in terms of group or organizational outcomes of using acquiescent silence at work. The findings also reveal some differences between both; a) *top* and *middle* managers as well as b) *male* and *female* managers in the study in terms of described group or organizational outcomes of use of acquiescent silence at work. These findings contribute new knowledge towards the relevant existing literature (Van Dyne et al, 2003; Morrison & Milliken, 2000, 2001, 2003).

#### b) Defensive Silence

My findings confirm the applicability of Van Dyne et al (2003)’s construct of defensive silence yet adds to or extends knowledge through showing outcomes of defensive silence at group or organizational level (- in subsections 8.4.2.2 & 8.5.2.2). This type of silence is discussed by female top management mentor Thea. Regarding group or organizational outcomes, it depends whether you take the perspective of Thea as an individual manager from the *“old management team”* or the perspective of the new management team as to whether their long-term strategic financial goals were met. But for the people losing out in the process described, it is negative. For Thea, it is negative to lose key managers and personnel and for rival competing businesses to then be set up. For Thea, it is negative, because the process was unfair, unethical at times; not a people-oriented process which could have been better managed. For the new management, changes were required. Taking a longer-term perspective, many changes may have secured the long-term survival of the business and secured long-term employment for those employees remaining employed locally and globally. So, outcomes depend on whose perspective you take. Thea also reflects on this difference in her own discourse. My findings also show how little defensive silence is described in use in practice by these managers.

### c) Prosocial Silence

My findings confirm the applicability of Van Dyne et al (2003)'s construct of prosocial silence yet adds to or extends knowledge through showing outcomes of prosocial silence at group or organizational level (- in subsections 8.4.2.1 & 8.5.2.2). My findings show a high prevalence of outcomes for prosocial silence being discussed at both the group as well as the organizational level. In the case of group or organizational outcomes of prosocial silence, these were discussed by both male and female managers, as shown by proposition SOG1 (- in subsections 8.4.2.1 & 8.5.2.2).

Proposition SOG2 (- in subsections 8.4.2.1 & 8.5.2.2) discussed the following positive group or organizational outcomes of prosocial silence for mentor top managers; *“learn to balance suggestion-focussed voice and prosocial silence in voice encounters at work - to build competencies of others at work allowing them the opportunity to take ownership and responsibility.”* Whereas, proposition SOG3 (- in subsections 8.4.2.1 & 8.5.2.2) described the following positive group or organizational outcomes for protégé middle managers of use of prosocial silence at work; a) *“voices more constructively now since being on the mentor project. Develops others and can now reflect on and discuss the needs of her business group more now in meetings”,* b) *“where made to feel positive about voice contribution, this is internally, amongst own team, here”,* c) *“learning for others through learning to balance voice and silent by allowing room for others to voice proactively.”*

Finally, proposition SOG4 (- in subsections 8.4.2.1 & 8.5.2.2) drew the following group or organizational outcomes of use of prosocial silence at work for female middle managers at work; a) *“speaks up in meetings, does not agree for agreement's sake”,* b) *“the outcome depends on other people's perception. Outcomes can be positive organizational learning outcomes from other points of view when risking voicing about awkward themes.”*

The outcomes of prosocial silence are described by the respondents as being positive for others in terms of learning and development outcomes at both individual and group or organizational levels (- in subsections 8.4.2.1 & 8.5.2.2). Other outcomes are less clearly stated by the respondents, possibly because the mentor top managers or protégé middle managers themselves have not received feedback regarding the relative success or failure of their *“issue selling upwards”* move. This can often be the case, that the



material and relational outcomes of voice processes are seldom fed downwards directly to managers/ employees involved. The actual outcome may be “*a grey zone*” for such managers. So, outcomes of silence are less certain to predict for several of these managers.

The summary discourses confirm how Van Dyne et al.’s (2003) multidimensional construct of silence can be applied in practice to interview discourses that show differences between the type of silence used by managers in terms of arena, context and time. This analysis provides new knowledge towards the existing literature, through providing greater understanding about how and when diverse types of silence from Van Dyne et al. (2003) are used in practice by managers in their everyday roles.

### **9.5.3 Linkages between directions of voice/targets of silence and their outcomes**

My overall findings for this section will relate to a discussion of the findings in relation to linkages between directions of voice/targets of silence and their respective outcomes at the following levels; *a) individual, b) group and c) organizational*. Firstly, I discuss contributions to the existing literature relating to the linkages between individual-level outcomes from directions of voice or targets of silence at Section 9.5.3.1. Secondly, at Section 9.5.3.2, I discuss contributions relating to the linkages between directions of voice/ targets of silence and group or organizational-level outcomes.

#### **9.5.3.1 Linkages between directions of voice/targets of silence and their individual-level outcomes**

Overall, this linkage was less supported throughout the cases. Fewer propositions could be drawn at Chapter 8, Sections 8.3.5 and 8.4.3. This is particularly the case for linkages *between both problem-focussed and opinion-focussed directions of voice, as well as defensive silence and their individual-level outcomes*, there were few linkages found between cases, so no propositions could be drawn.

These are important findings and provide further insights towards our further understanding of individual-level outcomes of voice/silence at work. Direction of voice or target of silence seems less important to the managers in their decisions to

either voice or remain silent. In cases where conclusive evidence could be drawn propositions could be formed. These propositions are discussed separately below. More importantly, the findings successfully apply the multidimensional construct of voice from Morrison (2011), thus confirming the use of this construct in research practice. However, I then extend and contribute new knowledge in terms of the linkages between targets of diverse types of voice and their individual-level outcomes.

In summarizing from Sections 8.3.5 and 8.4.3, where analysing across both groups of managers, proposition VOID1 (- in subsections 8.3.4 & 8.4.3) suggests female managers attribute their own individual-level outcomes to voicing in a range of different directions, whereas male managers do not. The latter finding is covered as proposition VOID3 (- in subsections 8.3.4 & 8.4.3). Proposition VOID 2 (- in subsections 8.3.4 & 8.4.3) also suggests that female managers across both levels show preference for; a) *voicing upwards*, b) *voicing across*, c) *voicing downwards* and d) *voicing externally towards Head Office/subsidiaries overseas*.

The above finding adds to our understanding of gender differences in terms of individual-level outcomes of voicing for male vis-à-vis female managers. There is little existing research regarding such themes within the employee voice literature (Ashford & Piderit, 2003; Dutton et al, 2001; Morrison, 2011). The findings may additionally contribute towards the gender voice literature (see for example Desilvya Syna & Costea, 2015).

The female preference for voicing upwards, downwards and externally towards Head Office/subsidiaries overseas also contribute by providing evidence of just whom female managers prefer to involve when voicing at work. The female managers involve different people than the male managers do. These differences are described in further detail within Chapter 8, subsections 8.3.4, 8.4.2 and 8.5.4.2. These findings may add to our understanding of gender differences in voicing in international arenas in the IM literature.

In terms of linkages between *targets of silence* and their *individual-level outcomes*, proposition SOIT1 (- in subsection 8.4.3. & 8.4.3) suggests that top-level managers have a preference for targeting *prosocial silence* through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving someone with power/ involving an upper level*, c) *involving peers/ involve others at same level*,

*d) involving others (unspecified)/ involving others outside organization, e) involving others- external suppliers/ partners, f) involving others – more distanced form own role/remit – often in more formal settings, g) involving others – where lack a relational closeness to the target and h) involving others – employees downwards.*

This leads to their own individual-level learning and knowledge development through learning to balance their own episodes of voice and silence. Whereas, proposition SOIT2 (- in subsection 8.4.3. & 8.4.3 suggests that middle managers describe largely positive or sometimes uncertain individual-level outcomes when using the following targets of *prosocial silence*; *a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving an upper level, c) involving employees downwards, d) involving others- more distanced from own role/remit - often in more formal settings and e) involving peers/ involving others at same level.*

The above finding adds new knowledge towards our understanding about how various levels of managers target silence. This difference has not been covered by previous studies on silence behaviour (Morrison & Milliken, 2002, 2001, 2003, Van Dyne, Ang & Botero, 2003). Neither have targets of voice (Dutton et al, 2011; Piderit & Ashford, 2003) been applied in previous studies to analysis about silence. This split perspective on the data has allowed for differences between managers to be clearly explored and propositions developed. As such, the findings add new knowledge towards our current understanding about just how middle and top managers target silence in relation to their own individual-level outcomes. These are all new contributions towards the existing literature, which help to expand our understanding about targets of silence.

The targets of silence have been designed from existing targets of voice (Dutton et al, 2001; Piderit & Ashford, 2003). These were initially applied to issue-selling upwards moves that managers had used in US research contexts. So, this study provides new insights through not only applying the existing targets of voice to the silence construct. But the study further builds and develops new knowledge through suggesting additional targets that may apply as “*targets of silence*”. The study also provides contributes through analysing linkages between targets of silence and their outcomes. This reveals new important concepts such as “*targets of silence*” as well as providing greater understanding about their outcomes.

In terms silence and targets of *acquiescent silence*, proposition SOIT3 (- in subsection 8.4.3. & 8.4.3 suggests that male top-level managers show preference for targeting acquiescent silence through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving someone with power/ involving an upper level*, c) *involving others (unspecified)/ involving others outside organization* and d) *involving others – in an external subsidiary/ Head Office location*. Whereas, proposition SOIT4 (- in subsection 8.4.3. & 8.4.3) suggests that middle-level managers of both genders show preference for targeting acquiescent silence through; a) *involving others – more distanced from own remit/ role – often in more formal settings*, b) *involving others – where lack a relational closeness to the target*, c) *involving others – knowledge experts outside own training/remit*, d) *involving someone with power/ involving an upper level*, e) *keeping boss informed*, f) *involving peers/ involving others at same level*, g) *involving others (unspecified)/ involving others outside organization* and h) *involving others – in an external subsidiary/ Head Office location*.

In summary, I find and discuss how mentor top managers, with most experience, choose a wider range of tactics, targets and directions of voice from those chosen by protégé middle managers. These mentor top managers use different tactics than the protégé middle managers. But overall, for all managers, there is a preference shown for the tactics of “*using formal processes/ involve people formally*”, “*involving employees upwards/ involving those with power*” as well as “*being professional, positive etc.*” The mentor top managers often voice in several more directions and more outwardly towards external parties and subsidiary offices. These managers also voice internally at their companies, so seem to be voicing in a range of different directions. These are all contributions to the IM as well as to the voice/silence literatures (Ashford & Piderit, 2003; Dutton et al., 2001; Morrison, 2011).

### **9.5.3.2 Linkages between directions of voice/targets of silence and their group and /or organizational-level outcomes**

Few linkages were found between *directions of voice* and their *group or organizational-level outcomes*, so there was little conclusive case evidence on which to form propositions; either in relation to linkages between; a) *suggestion-focussed voice* or b) *problem-focussed* or c) *opinion-focussed directions of voice and their group or organizational-level outcomes*,

As at subsection 9.5.3.1, for individual-level outcomes of voice, the linkage between directions of voice and group or organizational level outcomes were also weak.

This is an important finding in its' own right and actually strengthens evidence for there being no linkage between direction of voice and outcomes of voice per se. This is important new knowledge towards the existing voice and voice targets literatures (Ashford & Piderit, 2003; Dutton et al., 2001; Morrison, 2011). This finding extends our understanding about voicing externally and what this implies for voice for managers voicing externally overseas/ crossing national boundaries between subsidiary offices within the IM literature.

Summarizing from Chapter 8, subsections 8.3.6 & 8.4.4, only one proposition has been drawn based on case evidence. Proposition VOGD1 suggests that top-level managers at work are likely to discuss the following directions in relation to positive cost savings at work; *a) downwards, b) across and c) upwards*. In terms of linkages *between* there were few linkages found between cases, so no propositions could be drawn in terms of these linkages.

However, linkages between the newly proposed "*targets of silence*" and their group and/or organizational outcomes provides contributions in the form of propositions across; *a) targets of prosocial silence and b) targets of acquiescent silence and their group and/or organizational-level outcomes*. The propositions offer new knowledge and add towards our understanding about targets of silence as well as their group or organizational outcomes in the silence literature (Van Dyne Ang & Botero, 2003; Milliken & Morrison, 2000, 2001, 2003).

Summarizing from Chapter 8, subsections 8.3.6 & 8.4.4, in terms of linkages between *targets of prosocial silence* and its' *group and/or organizational-level outcomes*, proposition SOGT1 suggests that top-level managers show a preference for targeting *prosocial silence* through; *a) involving others – more distanced from own remit/ role – often in more formal settings, b) involving someone with power/ involving an upper level, c) involving peers/ involving others at same level, d) involving others (unspecified)/ involving others outside organization, e) involving others- external suppliers/ partners, f) involving others – where lack a relational closeness to the target, g) involving others – employees downwards and h) keeping boss informed*. This leads to group or organizational outcomes that positively contribute towards building

competencies within others at work, thus allowing others the opportunity to take ownership and responsibility through proactively balancing own episodes of voice and silence at work.

These findings contribute further towards our understanding about what type of positive organizational outcomes top-level managers are attempting to fulfil when “*remaining silent outwards*” and the reasons why they choose to remain silent. Many of these outcomes relate to both change and cost saving processes as well as to maintaining strategic relationships outwards. These findings add new knowledge to both the international business and management literature as well as to the silence literature (Morrison & Milliken, 2002, 2001, 2003, Van Dyne, Ang & Botero, 2003).

In terms of middle-level managers, propositions SOGT2, SOGT3 and SOGT4 describe different directions of prosocial silence depending on whether the middle-level manager is; a) an internal facing female middle manager, b) an external facing middle manager or c) a male middle manager. At proposition SOGT2 (- in subsections 8.3.6 & 8.4.4), the internal-facing female middle managers prefer to target prosocial silence through; *a) involving others- knowledge experts outside own training / remit, b) involving someone with power/ involving someone at upper level, c) involving others – employees downwards, d) involving others- more distanced from own role/remit - often in more formal settings, e) keeping boss informed, f) involving peers/ involving others at same level and g) involving others –where lack a relational closeness to target.* This leads to increased positive outcomes internally for the group or organization. At proposition SOGT3 (- in subsections 8.3.6 & 8.4.4), the external-facing female middle managers prefer to target prosocial silence through; *a) involving others(unspecified)/involving others outside organization, b) involving others- knowledge experts outside own training / remit, c) involving others – in an external subsidiary location/ Head Office employees and d) involving others – employees downwards.* This leads to increased external-facing positive outcomes at the group or organizational-level. At proposition SOGT4 (- in subsections 8.3.6 & 8.4.4), the male middle managers prefer to target prosocial silence through; *a) involving peers/involving others at same level and b) involving others – employees downwards.* This leads to increased organizational learning for employees as a group or organizational-level outcome.

In terms of linkages *between targets of defensive silence and their group or organizational-level outcomes*, there were few linkages found between cases, and so no propositions were drawn. This lack of prevalence of cases also offers new insights to the silence literature (Van Dyne Botero & Ang, 2003; Milliken & Morrison, 2000, 2001, 2003).

The above findings relating to targets and group/ organizational-level outcomes offer new knowledge contributions towards our understanding of how various levels of management target silence and which outcomes they lead to within work groups or organizations. This difference has not been uncovered by previous studies on silence (Morrison & Milliken, 2002, 2001, 2003, Van Dyne, Ang & Botero, 2003). Neither have targets of voice (Dutton et al, 2011; Piderit & Ashford, 2003) been applied to described episodes of discourse on silence.

This split perspective on the data has allowed for differences between managers to be clearly explored and propositions to be developed. As such, this analysis provides new insights into our current understanding about how middle and top managers target silence in relation to their group or organization's outcomes. These are all new contributions towards the existing literature, which help to expand our understanding about the different linkages between targets of silence and their group or organisational outcomes.

#### **9.5.4 Linkages between tactics of voice and their outcomes**

My overall findings for this section regard linkages between tactics of voice and their respective outcomes at individual as well as at group or organizational-levels. Firstly, I discuss contributions to the existing literature relating to the linkages between individual-level outcomes of using different tactic of voice at Section 9.5.4.1.

Secondly, at Section 9.5.4.2, I discuss contributions relating to the linkages between tactics of voice and group or organizational-level outcomes.

##### **9.5.4.1 Linkages between tactics of voice and their individual-level outcomes**

At Chapter 8, subsections 8.3.3 and 8.5.4.1.1 linkages between the *tactics of voice* and their *individual-level outcome* were discussed in detail. These summarise the full set of

tactics of voice from Dutton et al (2001) and Ashford & Dutton (2003). These tactics were applied to the voice side of the data. This application of linking the tactics of voice to their individual-level outcomes is, to this researcher's knowledge, the first exploration or application of a full set of tactics of voice towards understanding linkages between outcomes of the three proposed Morrison (2011) voice types. As such, all findings and propositions drawn within this section contribute new theory development towards understanding of the use of tactics of voice and their individual-level outcomes at work.

All 26 propositions drawn in relation to linkages between tactics of voice and their individual-level outcomes are direct contributions to the voice literature (Morrison, 2011). They also contribute directly to understanding better how the moves that matter apply in practice to separate groups of top-level and middle-level managers (Dutton et al, 2011; Piderit & Ashford, 2003).

They additionally contribute towards better understanding similarities and differences between how male and female managers' use tactics of voice at work and towards the women in business and female voices in management literatures (Eagly & Carly, 2007; Desilvya Syna & Costea, 2015).

What the findings showed was out of 26 propositions, 13 propositions related to linkages between suggestion-focussed voice and individual-level outcomes, one to problem-focussed voice and 12 to opinion-focussed voice as well as the linkages to individual-level outcomes. So, the organizations have clear preferences in terms of "*which voice type*" is preferred for managers to use. This is clearly learnt over time. We see evidence of this latter point, through top-level mentor managers framing more towards the suggestion-focused voice type and away from problem-focussed voice and defensive voice types. Male managers also learn to "*stick with the positive suggestion-focused voice type*" at work over time. Female managers describe using a wider range of types. The summarised findings at subsection 8.5.4.1 showed the following in terms of tactics of each voice type and their linkages to individual-level outcomes.

In terms of *the tactics of suggestion-focussed voice and linkages to individual-level outcomes*, 4 propositions related to both sets of managers, 6 propositions to top-level managers only and 3 to middle managers only. The four joint propositions included proposition VOIT5 (- in subsection 8.3.3.1 & 8.5.4.1), suggesting that managers are



likely to use the following *suggestion-focussed voice tactics* at work; a) *doing homework first / preparation* and b) *using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. This led to positive outcomes for self. Proposition VOIT 7 (in subsections 8.3.3.1 & 8.5.4.1) suggested that managers use the following *suggestion-focussed voice framing and packaging tactics* at work in relation to voicing through; a) *making continuous proposals* and b) *tying issue to concerns of key constituents*. This lead to positive outcomes for self. In proposition VOIT8 (- in subsections 8.3.3.1 & 8.5.4.1) the managers share the following *suggestion-focussed demeanour tactic* of voice at work; “*be professional, positive, etc.*” This leads to positive outcomes for self. The managers use the following *suggestion-focussed process voice tactics at work*; a) “*use formal process / involve people formally*”, b) “*involve a wide range of people*”, c) “*use persistence in selling activities*” and d) “*use opportune timing.*” This lead to positive outcomes for self according to proposition VOIT11 (- in subsections 8.3.3.1 & 8.5.4.1).

In terms of top-level managers, proposition VOIT 1 (- in subsections 8.3.3.1 & 8.5.4.1) suggests that top managers *target suggestion-focussed voice through*; a) *involving someone with power/involve an upper level* and b) *involving peers/ involve others at same level*. This lead to positive outcomes for self. They additionally are more likely to involve a range of different targets, both internal and external parties, in comparison to middle managers. These leads to positive outcomes for self, as shown by VOIT2 (- in subsections 8.3.3.1 & 8.5.4.1).

According to proposition VOIT19 (- in subsections 8.3.3.1 & 8.5.4.1), individuals who define themselves as top managers at work are likely to use the *suggestion-focussed demeanour voice tactic at work*; “*controlling emotions.*” This leads to positive outcomes for self. Proposition VOIT 3 (- in subsections 8.3.3.1 & 8.5.4.1) suggests that *female top managers* at work in comparison to male managers, are more likely to *additionally target suggestion-focussed voice through*; a) *keeping their bosses informed*. This lead to positive outcomes for self that are more often described as relational and/or learning outcomes.

Additionally, proposition VOIT12 (- in subsections 8.3.3 1 & 8.5.4.1) suggests that female top managers at work are likely to use the following *additional suggestion-focussed process voice tactic at work*; a) “*caution/proceed slowly.*” This leads to positive outcomes for self. Proposition VOIT13 (- in subsections 8.3.3.1 & 8.5.4.1) is

shared by both; a) *male top managers or b) middle managers at work* are likely to use *the following additional suggestion-focussed process voice tactics at work; a) “promptness” and b) early involvement.*” This lead to positive outcomes for self.

In terms of the middle managers, proposition VOIT10 (- in subsections 8.3.3.1 & 8.5.4.1) suggests that this group are likely to use the *suggestion-focussed demeanour voice tactics at work; a) “building a positive image first” and b) “protecting image whilst selling.*” This lead to positive outcomes for self. In terms of male middle managers only, proposition VOIT 4 (- in subsections 8.3.3.1 & 8.5.4.1) suggests that *male middle managers* at work in comparison to female middle managers are more likely to describe the positive outcomes for self in terms of obtaining power or position at work. Finally, proposition VOIT6 (- in subsections 8.3.3.1 & 8.5.4.1) suggests that male managers across both levels of management are more likely to *additionally target suggestion-focussed voice through; a) “positive framing” and b) “using positives and negatives”* This lead to positive outcomes for self that are more often described as building self-esteem, motivation and learning for self. But they can also concern obtaining power or position at work. These findings are important contributions towards the gendered voice literature such as Desilvya et al. (2015).

In terms of *the tactics of problem-focussed voice, and linkages to individual-level outcomes*, proposition VOIT14 (- in subsections 8.3.3.2 & 8.5.4.1) suggests that female managers at work use both problem-focussed as well as suggestion-focussed voice at work. Male managers only use suggestion-focussed voice at work. *Problem-focussed voice* was linked to the following *individual-level outcomes; a) Sharper learning curve previously rather than now, now learn more from deviations from the norm, b) not described during the interview. Used to voicing at work; it is the norm in this workplace.*

In terms of *the tactics of opinion-focussed voice and linkages to individual-level outcomes*, 5 propositions related to both sets of female managers only, 2 propositions to top-level managers only and 5 to middle managers only. The three shared propositions included proposition VOIT15 (- in subsections 8.3.3.3 & 8.5.4.1) and suggested that female managers at work use opinion-focussed voice at work as well as suggestion-focussed voice at work.

Male managers merely use suggestion-focussed voice at work. Further, proposition VOIT16 (- in subsections 8.3.3.3 & 8.5.4.1) suggests that female managers at work are likely to *target opinion-focussed voice through; a) involving someone with power/involve an upper level, b) involving peers/ involve others –employees downwards and c) involve others outside organization.* This lead to either positive or uncertain outcomes for self.

According to proposition VOIT22 (- in subsections 8.3.3.3 & 8.5.4.1), these female managers are also likely to *use the following demeanour tactic* in relation to using opinion-focussed voice at work; *a) be professional, positive, etc.*” This leads to either positive or uncertain outcomes for self. They are also likely to the follow the *formal process tactic* in relation to using opinion-focussed voice at work; *a) “using formal process / involving people formally,”* which leads to either positive or uncertain outcomes for self (proposition VOIT25). (- in subsections 8.3.3.3 & 8.5.4.1). They also use the following *timing process tactic* in relation to using opinion-focussed voice at work; *a) “setting a timeframe to a given process, b) using promptness and c) using caution.”* This leads to either positive or uncertain outcomes for self according to proposition VOIT26 (- in subsections 8.3.3.3 & 8.5.4.1).

The female top-level managers also described proposition VOIT18 (- in subsections 8.3.3.3 & 8.5.4.1): framing *opinion-focussed voice through; a) using a rational, fact-based approach / packaging presentation\_use of logic in business plan.*” This leads to positive outcomes for self. These top female managers also described proposition VOIT22 (- in subsections 8.3.3.3 & 8.5.4.1), using the following *demeanour tactic* in relation to using opinion-focussed voice at work; *a) be professional, positive, etc.*” This leads to either positive or uncertain outcomes for self. The female middle-level managers describe proposition VOIT17 (- in subsections 8.3.3.3 & 8.5.4.1) framing *opinion-focussed voice through; a) “using positives and negatives.”* This leads to either positive or uncertain outcomes for self. The female middle managers also describe framing opinion-focussed voice through; *a) “using a rational, fact-based approach / packaging presentation\_use of logic in business plan” and, b) “negative framing.”* These lead to uncertain outcomes for self. The female middle managers at work are likely to package *opinion-focussed voice through; a) “tying issue to concerns of key constituents.”* This leads to uncertain outcomes for self. This is shown by proposition VOIT20 (- in subsections 8.3.3.3 & 8.5.4.1). Finally, the following *demeanour tactic* is used by the female middle managers in relation to *opinion-*

*focussed voice* at work; a) “*use of written process.*” This leads to uncertain outcomes for self as shown at proposition VOIT24 (- in subsections 8.3.3.3 & 8.5.4.1).

The above findings offer new knowledge, insights and understanding they bring to the existing literature. They show ways in which the various levels and genders of managers use the different tactics of voice strategically at work, as well as which outcomes for self they are likely to achieve through using different tactics of voice in combination with given voice types at work. The suggested propositions require testing, but they prove a useful starting point for other researchers who are interested in further developing research in this area.

#### **9.5.4.2 Linkages between tactics of voice and their group and/or organizational-level outcomes**

At Chapter 8, subsections 8.3.4 and 8.5.4.2 the linkages between the *tactics of voice* and their *group or organizational-level outcome* were discussed in detail. These summarised the full set of tactics of voice from Dutton et al (2001) and Ashford & Dutton (2003) and were merely applied to the voice side of the data, that is, merely to examples of voice and not to examples of silence by the twenty managers.

As at Section 9.5.4.1. in the case of tactics and individual-level outcomes of voice, this application of linking the tactics of voice to their group or organizational-level outcomes is, to this researcher’s knowledge, the first exploration or application of a full set of tactics of voice towards understanding linkages between outcomes of the three proposed Morrison (2011) voice types to the targets proposed by Ashford & Piderit (2003) and Dutton et al (2001).

As such, all findings and propositions drawn within this section contribute new theory development towards understanding use of tactics of voice and their group or organizational-level outcomes at work. As such, all are examples of new knowledge which about both similarities and differences between how various levels of managers make linkages in their discourses between the tactics of the three voice types and their group or organizational outcomes. Finally, several of the findings also offer greater insights to both the gendered voice literature (Desilvya Syna & Costea, 2015) as well as the WIM literature literatures (Acker, 2008; Andersen & Bloksgaard, 2013; Eagly & Carly, 2007; Kanter, 1977).

The following subsection summarises propositions drawn regarding the linkages between the *tactics of voice* and their *group or organizational-level outcomes*. These summarise Subsections 8.3.4 and 8.5.4.2. The full set of tactics of voice from Dutton et al (2001) and Ashford & Dutton (2003) were merely applied to this side of the data, that is, merely to examples of voice and not to examples of silence by the twenty managers.

Firstly, 25 propositions were described relating to linkages between tactics of voice and their group or organizational-level outcomes. Of these 25, 12 propositions were drawn in relation to linkages between suggestion-focussed voice and group and/or organizational-level outcomes, one to problem-focussed voice and 12 to opinion-focussed voice as well as the linkages to group and/or organizational-level outcomes (- in subsections 8.3.4 & 8.5.4.2).

In terms of *tactics of suggestion-focussed voice* and *linkages to group or organizational-level outcomes*, 5 propositions related to both sets of managers, 3 propositions to top-level managers only and 4 to male managers only. The five shared propositions included proposition VOGT1 (- in subsections 8.3.4.1 & 8.5.4.2) suggesting that *managers target suggestion-focussed voice through; a) involving someone with power/involve an upper level* and *b) involving peers/ involve others at same level*. This lead to positive outcomes for the group or organization. Proposition VOGT3 (- in subsections 8.3.4.1 & 8.5.4.2) shows how managers use the following *suggestion-focussed framing tactics of voice* at work through; *a) doing homework first / preparation, b) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan, c) using positives and negatives* and *d) using positive framing*. This lead to positive outcomes for the group or organization. Managers also share use of the following *suggestion-focussed demeanour tactics of voice at work in relation to voice; a) “be professional, positive, etc.”* This leads to positive outcomes for the group or organization according to proposition VOGT7 (- in subsections 8.3.4.1 & 8.5.4.2). They additionally share the following *suggestion-focussed formality process tactics of voice* at work in comparison to other employees; *a) “use of formal process/ involve people formally* and *b) involve a wide range of people.”* This leads to positive outcomes for the group or organization (VOGT10) (- in subsections 8.3.4.1 & 8.5.4.2). As well as use the following *suggestion-focussed timing process tactics of voice; a) “use persistence in selling activities”, b) “use opportune timing”* and *c) “use*

*promptness.*” This leads to positive outcomes for the group or organization (VOGT11) (- in subsections 8.3.4.1 & 8.5.4.2).

In terms of top-level managers, proposition VOGT2 (- in subsections 8.3.4.1 & 8.5.4.2) suggests that top managers are more likely to additionally involve a range of different targets, both internal and external parties, in comparison to middle managers. This lead to positive outcomes for the group or organization. According to proposition VOGT6 (- in subsections 8.3.4.1 & 8.5.4.2) top managers also use the following *suggestion-focussed packaging tactics of voice*; a) “*making continuous proposals*”, b) “*tying issues to concerns of key constituents*”, c) “*tying issue to valued goal – profitability*” d) “*tying issue to valued goal - market share/ organizational image*” and e) “*tying issue to other issues*”. This leads to positive outcomes for the group or organization. Finally, top managers use the *suggestion-focussed demeanour tactic of voice* at work in comparison to middle managers; a) “*controlling emotions.*” This leads to positive outcomes for the group and/or organization.

Male managers across both management levels discuss the following linkages in relation to tactics of suggestion-focussed voice and group or organizational outcomes. Firstly, they use the *suggestion-focussed framing tactic*; a) “*using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan.*”. This leads to positive outcomes for the group and/or organization. This is suggested by proposition VOGT4 (- in subsections 8.3.4.1 & 8.5.4.2). Secondly, as proposition VOGT5 (- in subsections 8.3.4.1 & 8.5.4.2) suggests that the male managers use the *following suggestion-focussed packaging tactics of voice*; a) “*making continuous proposals*” and b) “*tying issues to concerns of key constituents.*” This leads to positive outcomes for the group or organization. Thirdly, proposition VOGT9 (- in subsections 8.3.4.1 & 8.5.4.1) suggests that they use the following *suggestion-focussed demeanour tactics of voice*; a) “*building a positive image first*” and b) “*protecting image whilst selling.*” This leads to positive outcomes for the group or organization. Fourthly, the managers use the following *suggestion-focussed timing process tactics of voice*; a) “*use persistence in selling activities*”, b) “*use opportune timing*” and c) “*use promptness.*” This leads to positive outcomes for the group or organization as suggested by proposition VOGT12 (- in subsections 8.3.2 & 8.5.4.2).

In terms of *the tactics of problem-focussed voice, and linkages to group and/or organizational-level outcomes*, proposition VOGT13 (- in subsections 8.3.4.2 &

8.5.4.2) suggests that *female managers at work use problem-focussed voice as well as suggestion-focussed voice at work*. Male managers merely use suggestion-focussed voice at work. *Problem-focussed voice* was linked to the following *group or organizational-level positive outcomes*; a) *organizational learning*, b) *relational ownership of the problem by internal parties* and c) *has a long company history at an organization with an open voice culture so feels can voice easily*. *Voicing disagreement may allow individual to see things from a different perspective and better accept the decision outcome*.

In terms of *the tactics of opinion-focussed voice and linkages to group or organizational-level outcomes*, all 12 propositions relate to female managers only. Of these 12, 7 propositions related to both sets of female managers and 5 propositions to top-level managers only (- in subsections 8.3.4.3 & 8.5.4.2). The seven joint propositions included proposition VOGT14 (8.3.4.3 & 8.5.4.2) showing how female managers use opinion-focussed voice at work as well as suggestion-focussed voice at work. Male managers solely use suggestion-focussed voice at work.

Female managers also *target opinion-focussed voice* through; a) *involving someone with power/involving an upper level*, b) *involving peers/ involving others –employees downwards* and c) *involve others outside organization*, as proposition VOGT15 (- in subsections 8.3.4.3 & 8.5.4.1) shows. These lead to either positive or uncertain outcomes for self. Female managers *frame opinion-focussed voice* through; a) *“using positives and negatives”* b) *“doing homework first/ preparation”* and c) *“negative framing”*. This leads to either positive or uncertain outcomes for group or organization (proposition VOGT16) (- in subsections 8.3.4.3 & 8.5.4.2).

Female managers also *package opinion-focussed voice* through; a) *“tying issue to concerns of key constituents.”* This leads to uncertain outcomes for own group or organization (proposition VOGT18) (- in subsections 8.3.4.3 & 8.5.4.2). Female managers use the following *demeanour tactic* in relation to using opinion-focussed voice; a) *“be professional, positive, etc.”* This leads to either positive or uncertain outcomes for own group or organization (proposition VOGT20).

Female managers also use the *following formality process tactics* in relation to using opinion-focussed voice at work; a) *“using formal process / involving people*

*formally*”. This leads to either positive or uncertain outcomes for self (VOGT22) (- in subsections 8.3.4.3 & 8.5.4.2).

The female managers are additionally likely to use the following *timing process tactics* in relation to using opinion-focussed voice at work; a) *setting a timeframe to a given process, and b) using caution/ proceed with caution*. This leads to either positive or uncertain outcomes for self (proposition VOGT24) (- in subsections 8.3.4.3 & 8.5.4.2).

In terms of the female top managers, proposition VOGT17 (- in subsections 8.3.4.3 & 8.5.4.2) suggests that they firstly, *frame opinion-focussed voice through; a) “using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan.”* This leads to positive outcomes for the group or organization. They secondly, *package opinion-focussed voice through; a) tying issue to valued goal – market share/organizational image*. This leads to positive outcomes for own group and/or organization (proposition VOGT19) (- in subsections 8.3.4.3 & 8.5.4.2). They thirdly, adopt the following *demeanour* whilst using *opinion-focussed voice; a) “controlling emotions”*. This leads to positive outcomes for group or organization (proposition VOGT21) (- in subsections 8.3.4.3 & 8.5.4.2). Fourthly, they use the *formality process tactic in relation to using opinion-focussed voice; a) “involve a wide range of people”* (proposition VOGT23) (- in subsections 8.3.4.3 & 8.5.4.2). This leads to either positive outcomes for own group and/or organization. Finally, they use the following *timing process tactic* in relation to using opinion-focussed voice at work; *“show persistence in selling activities.”* This leads to either positive outcomes for own group or organization (proposition VOGT25) (- in subsections 8.3.4.3 & 8.5.4.2).

The female top-level managers also described proposition VOIT18 (- in subsections 8.3.4.3 & 8.5.4.2): *framing opinion-focussed voice through; a) using a rational, fact-based approach / packaging\_presentation\_use of logic in business plan*. This leads to positive outcomes for self. These top female managers also described proposition VOIT22 (- in subsections 8.3.4.3 & 8.5.4.2), using the following *demeanour tactics* in relation to using *opinion-focussed voice* at work; a) be professional, positive, etc. This leads to either positive or uncertain outcomes for self.

These findings are new knowledge contributions toward the existing literatures on voice (Morrison, 2011), issue-selling upwards (Dutton et al, 2001; Piderit & Ashford, 2003; Liu et al, 2010).



The findings additionally show ways in which separate groups of managers; a) *top vis-à-vis middle*, b) *female vis-à-vis male* use different tactics of voice at work, and which group or organizational outcomes the different managers achieve through using these combinations of voice tactics at work. The suggested propositions require testing, but they prove a useful starting point for other researchers who are interested in further developing research within this theme. The findings offer new insights for the voice as well as WIM and IM literatures.

In terms of differences between the two sets of managers, the mentor top managers discuss more often “*controlling emotions*” as a tactic as well as “*using caution and proceeding slowly.*” The managers also use a wider range of tactics as well as directions of voice (Liu et al., 2010). The mentor top managers also discuss adapting their voice /silence to given times, situations or “*arenas*” depending on the outcome goals. These managers more often discuss maintaining “*good, trust-based continuing cooperative relationships*” as outcome goals of for meetings with external parties, supplier and/ or Head Office / other subsidiaries. So, these mentor top managers describe managing across a greater variety of voice direction in comparison with the protégé middle managers. These findings also new contribute towards the voice/silence as well as the IM literatures.

The tactics of “*be professional, positive etc.*”, “*use positive framing*” and “*using formal processes/ involving people formally*” are all evidence of a preference for such behaviour within the companies in which the individual managers work. This is all learnt behaviour – in organizations or businesses over time.

This promotes the managers/ employees who are positive, dynamic and change-oriented as positive individual identities over time (Roberts & Dutton, 2006; Golden-Biddle & Dutton, 2012). However, those managers/employees who criticize through using opinion-focussed and problem-focussed voice (or either acquiescent silence or defensive silence) appear as negative or critical – stability-oriented individual identities at work (Learmonth & Humphrey, 2011; Prasad & Prasad, 2000). The findings from this current study showing male managers “*framing self and voice/ silence positively within their companies, and the female managers using a “broader spectrum of voice/silence, including the critical or problem-oriented”*” may have real implications over time for how each of the groups of managers is perceived within an

organizational cultural context. These are new knowledge contributions on which voice/silence researchers can further build; particularly those interested in gendered voice/silence.

But the linkage across the two sets of data, also shows how for example the female managers use “*coping strategies*” of “*doing your homework first/ preparation*”, “*using caution/ proceed slowly*” “*involve several directions of employees*”, “*keep your boss informed*” for example in selling / influencing upwards their opinions or problems. It would have been interesting to compare gender differences in such use of tactics, but there were unfortunately no cases of this type of voice in use by male managers. This could be concrete evidence from within the cases of these male managers appearing to “*strategically shy away*” from these types of themes / issues in discussing their voice/silence. These tactics take more time to carry out and implement in practice. They may also lead to such managers being “*stamped as trouble-makers/ black sheep*” (Marques, Yzerbyt & Leyens, 1988) in the company or organization for taking up clever ideas upwards.

## **9.6 Summary of contributions from Sections 9.1 – 9.5**

Within this Section 9.6, I will now summarize across all five previous subsections (subsections 9.1 - 9.5) and draw some of the main contributions from across this Discussion Chapter.

So, summarizing my findings from across, my findings have made the following contributions towards;

- a) Voice and silence are processes

A main contribution revealed is that of understanding voice and silence as interaction exchange processes – taking place between people. Voice/silence are at the heart of such processes, as are decisions regarding whether to; *a) voice* or *b) remain silent* in given work-related contexts or arenas. The managers clearly describe in their discourses how these voice/silence processes are gradually learnt and/or developed over time. Through either voicing or remaining silent in given contexts and/or arenas, the managers are clearly learning just where organizational or work-related boundaries lie. They are then able to adapt future episodes of voice/silence dependent on how other people around them react to

them taking up for example, a certain topic, issue, opinion or problem. The managers continuously learn and develop these skills through their everyday decisions regarding whether to voice or remain silent about a given theme, issue, problem or concern.

b) Insights gained from understanding linkages

A second main contribution from this thesis, is the new insights and understanding from Chapter 8; the linkages chapter. This brings together new knowledge and understanding regarding the linkages between; *a) work-related social identity, b) types, targets and tactics of voice/silence and c) the outcomes of both voice and silence at the individual-, group and/or organizational levels.* This type of analysis is completely new knowledge and is therefore considered as one of the main contributions of this thesis to both the voice/silence literatures as well as to the work-related social identity literatures. Some findings may implicitly also be relevant for both the women in management and international management literatures. The findings may also bring greater understanding towards the voice process and towards further understanding about what a “*positive voice culture*” means in the MDI literature. Outcomes of voice/silence processes may be of relevance to researchers in this field.

c) The concepts of gendered voicing and gendered silence

My findings also contribute new knowledge in the form of pinpointing two new potential new concepts; a) gendered voicing and b) gendered silence, based on many of the findings discussed throughout all four Chapters 5-8 of the findings chapters as well as in this Discussion Chapter 9. Discussion throughout this Chapter 9 show where further and relevant contribution to this area of knowledge can be made.

d) Climate of silence

The findings also contribute further knowledge towards the silence literature (Morrison, 2011) regarding changes from a positive organizational voice climate towards a climate of silence. The evidence presented in the case of Thea is relevant in this context.

e) The targets of silence & the linkages between types and targets of silence

The findings further contribute towards first providing a suggested set of targets of silence and then providing a cross-case analysis across both types and targets of silence. The top management mentor and middle management protégé split in the cases provides an additional layer of critical analysis across cases. This provides a deeper understanding and greater insights into which types of silence is used at work by managers as well as which targets of silence the managers prefer to use.

f) New alternate types of silence

The thesis also makes contribution towards the silence literature, through suggesting three potentially new voice constructs; *a) learning-driven silence*, *b) political/opportunistic silence* and *c) forced/enforced silence*.

g) Understanding the outcomes of voice and silence

I make contribution to the existing literature on employee voice (Morrison, 2011) through breaking employee voice into the three types suggested by Morrison (2011) and exploring the outcomes of these three distinct types of employee voice.

I then make contribution to the existing literature on employee silence (Milliken et al, 2003; Morrison & Milliken, 2000) through breaking employee silence into the three types suggested by Van Dyne, Ang & Botero (2003) and exploring the outcomes of these three distinct types of employee silence.

In both cases, contribution is also made to both the voice and silence literatures, through splitting the data into the two main groups of managers; a) the top management mentors and b) the middle management protégés and then analysing and discussing across the data in terms of similarities and differences between diverse groups of managers; a) *top vis-à-vis middle*, b) *female vis-à-vis male*.

h) Switching voice/silence as well as role as a top manager

My findings show that a large part of being a top manager is learning about different hats or roles. My findings show top managers considering balancing roles across an extended range of arenas. There are many roles to play and relationships to manage within these high-level strategic management conversations which clearly take place between people, trying to resolve problems. So, one major contribution to the literature is how relational the top managers discuss being adept at voicing/remaining silent across a range of different arenas. This means they must be good at using language as well as communicating and relating well together with people in the work context. This all contributes towards several other literatures. (IM, voice, silence, WIM).

i) Adapting voice/silence to given contexts and roles

Top (mentor) managers describe role adaption behaviour to given contexts, as well as adapting their own voice/silence to given contexts and these two processes are often discussed jointly in the dialogue in relation to diverse groups of people and at various times. There is additional complexity for mentor top managers revealed through their discourses in comparison to protégé middle managers. The mentor top managers have a more complex set of contexts and relationships that they are involved in influencing and gaining decision-making influence in on a day-to-day basis as part of their work-related roles. There is less discussion of difference between self and others “*internally*” within their own companies and more comparison between self and other external parties/ offices overseas at this level.

The Norwegian top managers have more day-to-day involvement in external arenas where they play out their roles than the protégés. There is also more emphasis placed at this level on balancing voice and silence behaviour to achieve strategic goals that are beneficial to the individual businesses.

The protégé middle managers are still learning to become aware of their roles in different contexts and on becoming more safe/secure in their roles, so that they “*dare to voice*”, “*whisk things up a little*” and “*become strategically visible enough*” to be considered for promotion to top management level. It appears

this will require experience of voicing / remaining silent in external arenas such as with external suppliers and/or international-facing experience.

j) Learning to voice positively at work

A further contribution revealed is that of learning through voicing over time and the ways in which managers can be perceived as being *more positive an identity at work* (Roberts & Dutton, 2009; Golden-Biddle & Dutton, 2012). There appears to be an “*ideal type*” manager (Ashforth & Mael, 1989; Hogg & Terry, 2000; Tajfel, various dates) that the managers are measuring “*authentic/ real self*” up against (Waterman, 2011). This ideal “*should be*” self and this largely fits with my own experiences of how managers are often described in much of the mainstream management literature. For a critique of the positive identities literature and the impact that it can have on employees including managers, in management as well as other social processes, see Learmonth & Humphrey (2011), Ehrenreich (2009) Gini (2008) and Ashcraft (2005). This critique highlights the effects that having an overtly positive “*slant*” within an organization can have on the organization as well as openness and transparency towards critical, negative voices in the workplace. This finding from the current data, that there is learning towards use of positive suggestion-focussed voice and prosocial silence means that this type of positive is preferred by the organizations from its’ employees.

k) What it takes to become an international/ external facing manager & how to voice/remain silent “*out there*”

The finding above adds to our understanding of what it takes to make it as an international manager as well as evidence of “*how to voice/remain silent out there.*” As the boundary between individuals, companies and cultures changes (organizational, regional, national for example) then communication exchange takes place between different individuals, who relate to each other through language. Therefore, international business is so complex and only trusted to few experienced managers who have predictable voice behaviour. There is a completely new level of complexity and nuance quite often to understand / “*get to grips with be adept at.*” At this level, top management (possibly overseas) may only trust certain individuals in the organization to operate at this level.

For this, the long, visible, international career route is probably preferred. One would have to be a "rising star" with years of relevant proven experience to get to the top here. The reality is much more like "gut feeling based on trust between parties, long history and joint practice together" – which are all closer towards a relational approach to management than a rational one. This finding adds to our overall understanding in the voice/silence literature towards expected versus real voice takes place in international arenas. We gain some understanding about how one, as a Norwegian manager is accepted "out there." The findings also suggest that this behaviour is learnt over time. It is not some skill that the managers were born with, so this implies that all managers can become top managers of the future, regardless of gender, class background, ethnicity, age, religion, and in some cases, disability/ impairment, which contributes to the diversity management literature (Eagly & Carli, 2007; Gonzalez, 2010).

l) Learning to balance episodes of voice and silence

I also contribute to the existing literature (Liu et al, 2010) by showing how managers discuss learning to balance their own voice/silence behaviour between arenas. The findings show how the managers were also learning to balance between management arenas or contexts, as well as learning how to adapt role to given contexts. Managers in general discuss much of their own work-related self in relation to their own voice/silence. These two perceptions are clearly linked together for the individual managers taking part in the management processes described. This provides additional understanding of how voice/silence changes and at which management level change takes place for the managers.

m) The voice of new managers in new roles

Our understanding about perceptions of expected voice contribution for new managers/employees in unfamiliar places of work (Burriss et al, 2008; Detert & Burriss, 2007; Miceli et al, 2008; Tangarila & Ramanujam, 2008b; Milliken et al, 2003). All existing findings show new employees using less voice than veterans.

n) Learning to voice more authentically as a new manager in a new role at work

My findings also contribute to our understanding of *expected voice and tone when in a new role compared to “how I actually am/how I voice.”* In this instance, the male middle management protégé who is a new manager in a new role, voices and makes himself and his skills visible to those in power, to obtain “*power time*” in an early phase of his new job. The male middle manager describes how this feels and how expected new employees/ managers are supposed to remain humble and voice little early in a new company (Ashforth & Mael, 1989; Hogg & Terry, 2000). However, he does voice, based on previous experiences in his previous place of work and the way that his voicing had been met on previous occasions. As such, the “*slate is not wiped clean*” with a new employer/ place of work. This protégé middle manager describes taking the previous voice experiences with him into his role and new place of work. So, this case dispels previous findings regarding newer employees voicing less. The possible explanation for this may come from Rusbult et al (1988) who found voice more common amongst those having an elevated level of investment in their job, yet also excellent quality voice alternatives. This could be the case for this male middle management protégé in his new position as he can access power quicker in a flatter, less hierarchical company such as the new start-up company where he works. Access to power may be easier in such companies where all “*chip in.*”



## CHAPTER 10 - CONCLUSION

Chapter 10 concludes this dissertation by summarizing the main findings from this research at Section 10.1. Following this, the main contributions of current study are presented and summarized in Section 10.2. Then Section 10.3 covers the research limitations of this study. Finally, the chapter and thesis is rounded off by presenting future research directions at Section 10.4 as well as implications for practitioners at Section 10.5.

### **10.1 Introduction**

This dissertation had the following stated purpose:

**To explore how work-related social identity can help explain use of voice and silence**

I set off to explore the following four research questions in the context of a business management mentoring programme;

#### **Research Question 1 (RQ1): Social Identity**

- How do managers describe their work-related social identities?

#### **Research Question (RQ2): Voice /Silence**

- How do managers use voice/silence?

#### **Research Question (RQ3): Voice/Silence Outcomes**

- What are the outcomes of voice/silence at individual level and organizational or group level?

#### **Research Question (RQ4): Linkages between work-related social identity, voice/silence and outcomes**

- What linkages are uncovered between work-related social identity, voice/silence and outcomes?

My own starting point for the research project was through the feminist intersectionality literature (Crenshaw, 1989, 1991; Collins, 2000; Hooks, 19784; McCall, 2005; Mann & Kelley, 1997) as well as both literatures from women in

business/ management (Eagly & Carli, 2007; Terjesen, Sealy & Singh, 2009) and diversity management (Gonzalez, 2010; Thomas, 1993). I also started to consider discussion of social identity in-groups and out-groups at work (Ashforth & Mael, 1989; Tajfel, 1978, 1981, 1982; Tajfel & Turner, 1978).

So, I was genuinely interested in exploring whether identity and work-related social identity in-groups and out-groups at work, could help to explain similarity and difference between the two sets of managers, that is; *a) the top management* (international-facing) *mentors* as well as the *b) mainly middle management (internal-facing) protégés* in the study. I was also interested in exploring research gaps in terms of “*expanding models of types of voice and silence.*” I was additionally interested in as well as applying these types of voice and silence towards providing greater understanding of both the individual as well as group and/or organizational outcomes of voice/silence in the context of the study.

Additionally, I wanted to explore whether any linkages could be found between the main constructs, to understand how, where and providing explanation for just why linkages between the constructs were found. These linkages proved to be one of the greatest contributions that the thesis makes to the voice and silence literatures.

### **10.1.1 Summary of Thesis Chapters**

Starting in *Chapter 2*, the proposed research method for this study is discussed, while presenting the ways in which quality was guaranteed in this study. In summary, the research entered the research field whilst the mentor programme was taking place – in 2011. The respondents consisted of ten top management mentors and ten middle management protégés. All research processes were carried out directly by the author in the role of researcher. The author transcribed and translated all interview transcripts from Norwegian into English and afterwards coded and analysed the data using the qualitative software programme NVivo.

Interview questions covered identity and social identity-related cues before discussing examples of voice, following by examples of silence that the respondents could recall. In the latter part of the interviews, the author discussed the mentor project itself, as well as mentor project-related cues. Such cues included the similarities and likenesses between self and mentor / protégé, whether respondents found elements of the mentor

projects useful, as well as prompts to discuss stability and change elements of self since the mentor project had started. The latter presents an emerging insight at the periphery of the current study's main objectives, and is therefore discussed briefly at Section 9.7, while suggesting a promising venue for future more focused elaboration.

*Chapter 3* discusses several of the gaps pinpointed by the existing research from the Employee Voice/Silence Behaviour literature (Morrison, 2011; Morrison & Milliken, 2003). There, one of the main research gaps is highlighted, with the call for future researchers to apply a proposed multilevel voice construct to understand the interplay between levels and layers of voice/ silence.

Also, in *Chapter 3*, the author also discusses relevant social identity literatures (Tajfel, 1978, 1981, 1982; Tajfel & Turner, 1978). Here, relevant literature from within social identities in organizations (Ashforth & Mael, 1989; Hogg & Terry, 2000), including those of gendered work-related social identities (Acker, 2008; Andersen & Bloksgaard, 2013; Kanter, 1977; Lewis & Simpson, 2012), are discussed as conceptual departure points in this study. Moreover, the chapter presents a suggestion for a tentative research model and a summary of the main research gaps and proposed linkages to explore within research project in the context of “work”.

In *Chapter 4*, literature regarding the context of mentoring (Clutterbuck, 1998, 2000, 2001, 2004, 2012; Mathisen, 2011; Thomas, 1993; Ragins, 1997, 2007, 2009) is discussed. Since both the Identity and the Mentoring literatures are expansive the author concentrated on providing an overview of relevant literatures that are most relevant and useful for this review. Other literatures have been read, but the review is clearly concentrated on specific subthemes or areas of the theory deemed most relevant for the current study. The chapter goes on presenting a proposed revised tentative research model, a summary of the main research gaps and several proposed linkages to explore within the research project, and within the constraints of the mentoring context.

Chapter 5 – 8 then covered four chapters of findings.

- Findings relating to research question 1 (RQ1) regarding how the managers described their own work-related social identity use of voice/silence were covered in *Chapter 5*.

Firstly, *Chapter 5* discussed how the managers described their work-related social identities. These findings were discussed in terms of their contribution towards existing literatures in *Chapter 9*. Summarising here, the managers discuss self as similar from and different to other managers based on the following key themes;

- Technical, business and the “*twin-heads.*”
- Relational, rational & “in-betweeners” at the companies
- Men with power- often technical – sometimes based overseas versus “*me/us.*”
- Male versus female ways of “*doing/ carrying out work processes.*”
- Shared histories, backgrounds, experience – people you learn to trust at work versus those who you do not trust
- Work/home boundaries – differences between male and female employees in showing commitment to work.

These findings contributed to our understanding of how various levels or layers of management discuss self as like others and self as different from others.

One of the main findings from this chapter was that there were a group of managers who seemed to be balancing between two main types of managers. Not all described self as for example relational or rational or alternatively technical or administrative. Several also described balancing role between arenas or given contexts at work. A summary table of these findings are discussed at *Section 9.1*.

The findings also contribute towards our understanding of perceptions of the “*ideal type*” managers (Ashforth & Mael, 1989; Hogg & Terry, 2000) versus the “*real/actual managers*” (Waterman, 2011), or who the managers were. The managers often discussed “*work-related self*” in relation to these “*ideal types.*”

The female managers across both groups of mentors and protégé, managers showed additional layers of complexity to the “*ideal types.*” Not only were there “*ideal type managers*” at certain levels but additionally “*ideal female management types in the workplace.*” These “*ideal types*” were shown at *Chapter 8* to link to actual voice/silence behaviour for the women as well as to their perceptions about what “*ideal voice/silence processes*” for a woman in the workplace are.

A furthermore general finding at Chapter 5 was an identified preference for creating the perception of being a positive identity at work (Roberts & Dutton, 2006; Golden-Biddle & Dutton, 2012). Other people at work were often perceived in the discussions in more negative terms in comparison to self (Learmonth & Humphreys, 2011; Prasad & Prasad, 2000).

- Findings relating to research question 2 (RQ2) regarding how the managers use voice/silence were covered in *Chapter 6*.

In terms of answering the question of how the managers used voice, the proposed new voice types from Morrison's (2011) research was successfully applied to the findings detailed in *Chapter 6*. In addition, the findings also applied Dutton et al (2001) and Ashford & Piderit (2003)'s targets and tactics of issue-selling upwards to the discourses.

Positive voice type, target and tactic preferences were also shown through the data. The discourses were split into the two groups of, a) mentor top managers and b) protégé middle managers. This analysis contributes new understanding and insights into how both types and tactics of voice operate in practice within businesses, and answers the question of how each of the groups of managers' use voice. These differences are discussed further in Chapter 9.2.

Liu et al's (2010) framework was extended by new suggested directions of voice based on the discourses. The proposed directions of voice, split into mentor and protégé groupings, are shown summarised in Chapter 9. All the above represent new knowledge contributions towards the existing voice literature (Ashford & Piderit, 2003; Dutton et al, 2001; Lui et al, 2010; Morrison, 2011)

In terms of answering the question of how the managers used silence, firstly, the silence types proposed by Van Dyne, Ang & Botero (2003) were successfully applied to the discourses and again showed a preference for the positively-construed prosocial type of silence being the most common type of silence described in practice across the two groups of managers. This split group analysis contributes new understanding and insights into how both types of silence operate in practice within businesses and answers the question of how each of the groups of managers use silence.

Secondly, the findings also applied the targets of voice (Ashford & Piderit, 2003 Dutton et al, 2001) across onto silence for the first time. Thirdly, an expanded set of targets of silence was also proposed as new knowledge contributions towards the existing silence literature (Morrison & Milliken, 2000, 2001, 2003). Fourthly, further contributions were also made through proposing three new alternative types of silence; a) *learning-driven silence*, b) *political / opportunistic silence* and c) *forced/enforced silence*. Fifthly, the findings also provided insights onto linkages between the types and targets of silence. Further analysis and a discussion was again cross-case, across the two groups of mentor top managers and protégé middle managers. This also represents new knowledge contribution to the existing silence literature (Morrison & Milliken, 2000, 2001, 2003). Sixth, the findings additionally showed the case of Thea, a mentor manager discussing a case where a firm switched from a positive voice culture to a negative climate of silence at the time of a merger. An explanation about how such a switch in voice climate takes place is also new knowledge and a new contribution to the existing silence literature (Morrison & Milliken, 2000, 2001, 2003).

- Findings relating to research question 3 (RQ3) regarding how the managers describe their perceived outcomes of voice/silence at individual as well as at group or group level are covered at *Chapter 7*.

These showed a wider range of relational, trust and cooperative outcomes being discussed, in comparison to outcomes of voice discussed by Morrison (2011). The latter was particularly the case for outcomes at group and/or organizational-levels. Gender differences were also discussed in terms of outcomes.

- Findings relating to research question 4 (RQ4), regarding linkages between work-related social identities, voice/silence and individual, group and/or organizational outcomes.

Findings relating to the linkages between the main constructs are covered in *Chapter 8*. These findings show how preferred voice/silence strategies are used by the difference groups of managers, and what types of outcomes such strategies may lead to. Overall, one can again identify an over-emphasis on positively voice/silence types, targets and tactics being used by the managers. These are in effect “voice/silence strategies” that the individual managers use day-to-day at work. The findings also show differences between top management mentors and middle management protégés

in terms of the greater variety of targets, tactics and frames used by mentor managers versus protégé managers. Finally, propositions representing new theoretical insights that capture linkages and relationships between the constructs were drawn throughout Chapter 8. These propositions were summarised in two new families of models; a) processes of voice and b) processes of silence. All linkages shown on both diagrams are new contributions towards our further understanding of how perceptions of self at work in relation to others (work-related social identity themes) relate to voice/silence types, targets and tactics, as used actively at work. Further, the models also show the linkages between voice/silence types and targets and outcomes, both for self and for the managers' own group or whole organization. All these represent contributions towards the existing literatures, and the gradual fleshing out of a new theory of "social identity-driven voice and silence".

Finally, Chapter 9 presents a discussion of findings in relation to earlier findings and relevant theory, while highlighting main contributions to existing relevant research literatures in greater detail. The study's main contributions are summarized in this conclusion chapter of the dissertation (chapter 10). This concluding chapter also covers an acknowledgement of the limitations of the current study, as well as implications for future research. The chapter and thesis closes by drawing practical implications for practitioners pinpointed by the current study.

## **10.2 Contributions**

The aim of this research was to explore ways in which work-related social identity can help to explain use of voice and silence in the workplace. The research was carried out in a business management mentoring context involving 20 qualitative interviews with both mentor and protégé managers as well as participant observation at three mentor forums. Four main research questions were discussed in Chapter 9 and are further summarised above.

The current research effort, represents a theory development effort that culminates in the emergence of a framework capturing a new theory of "social-identity driven voice and silence", linking together social identity themes, voice/silence manifestations, direction and tactics, as well as outcomes at individual and organizational levels. The building blocks of this theory include some of the following key findings emerging from this study:

1. Chapter 8 contributes by providing a full overview of the linkages between the findings from Chapters 5, 6 and 7 in terms of; a) work-related social identity, b) voice/silence types, targets and tactics and c) individual as well as d) group/organizational level outcomes. The research links data to findings through cross-tabularizations, allowing the researcher to understand how the various aspects relate to each other. These are supplemented by propositions requiring further quantitative validations. However, assuming these relations hold, such associations can be used prescriptively. For example, one can look what combination of voice/silence type, targets, tactics or arenas one may require voice/remain silent in to reach a given outcome. The research provides a type of detailed exploratory roadmap on which other researchers may build further theory or test the propositions fleshed from the data analysed in the current study. This is a significant contribution towards several literatures, including towards the voice and silence literatures.
2. In terms of work-related (social) identities, the managers show a preference for creating a positive image of self in work-related contexts. In this discussion, positive identity is created for *self*, as being like the in-group of “us”, whereas *others / them /they* – the out-group where often described in more negative terms as critiquing or questioning changes or issues, as “challenging individuals” or stability-oriented people (i.e. against change when needed).
3. Additionally, in terms of *voice/silence processes* at work, the managers show preference for strategically framing “self” as a positive at work. This was evident through the coding in terms of voice/ silence types, as well as the targets and tactics of voicing/remaining silent at work. Contributions from this research show how managers prefer to voice /remain silent in a prosocial/suggestion-focussed or positive manner. Regardless of the companies for whom the managers worked for, there is a discussion of positive framing of voice /silence. There were some exceptions shown to this main rule where some of the managers described occasions where they did criticise or raise problems or issues. Some gender differences have been found in terms of use of these “*alternate voice types.*”



4. Contribution is made towards the silence literature in six ways. Firstly, the silence types proposed by Van Dyne, Ang & Botero (2003) were successfully applied to the discourses. The analysis was carried out across the two groups of managers; *a) mentor top managers* and *b) protégé middle managers* supporting its applicability in such groups. Secondly, an analysis applying the targets of voice (Ashford & Piderit, 2003 Dutton et al, 2001) across onto silence was done for the first time, and seems to hold merit. Thirdly, an expanded set of targets of silence was also proposed. Fourthly, three new alternative types of silence were proposed, namely - *a) learning-driven silence*, *b) political / opportunistic silence* and *c) forced/enforced silence*. Fifthly, an analysis of linkages between the types and targets of silence across the two groups of mentor top managers and protégé middle managers was conducted and suggests some differences between these groups. Sixth, an emergent finding (from the case of Thea), highlighted an interesting dynamic of changing from a positive voice culture to a negative climate of silence at the time of a company merger. Such insight opens a new opportunity for future research into conditions and dynamics of organizational voice/silence culture. All the above reflect novel insights contributing new knowledge towards the existing silence literature (Morrison & Milliken, 2000, 2001, 2003).
5. The study shows how the managers prefer to positively frame outcomes and particularly about group and/ or organizational outcomes of suggestion-focussed voice type and prosocial silence types. Top managers as well as male managers appear to frame voice more positively and more often than female and middle managers as a group. In cases where female managers describe working in a positive voice climate, then voice behaviour appeared more open to more critical types of voice/ silence.
6. Contributions are also made towards the gendered social identities as well as the women in business/management literatures. Here, female managers are found to use a broader range of different voice/silence types, targets, tactics and processes whereas male managers are shown to use more positive voice/silence in terms of type, targets, tactics and processes. Moreover, the female managers also discuss having more reference groups of “*ideal types*” to which they are attempting to frame voice differently. For example, between arenas of male

versus female managers or when balancing roles and expected behaviours across work/life boundaries.

### **10.3 Limitations**

This section presents some of the limitations of my research.

1. Conceptual path-dependency. Having concrete conceptual frameworks and typologies in mind when analysing qualitative data have influenced my coding and analyses. Different conceptual departure points may have helped reveal different dimensions, aspects and conceptual relations in my data.
2. Having a single researcher code qualitative data may imply certain subjective biases in coding. I have been conscious about this process and tried avoiding it, but nevertheless engaging others in full coding processes may have rendered somewhat different code lists, and may have helped identify additional themes, constructs and relations.
3. Being a single female researcher examining gender-laden social constructions may have influenced the way respondent of both genders answered my questions. It is possible that females may have felt more confident expressing certain issues to a fellow female researcher, while males may have felt more confident expressing other issues to a male researcher versus a female researcher. So, there might be a gender bias in the way the interviewees responded to questions based on the sex of the researcher asking the questions.
4. My theoretical framework emerged from within a context. This context of a specific mentor project, industry, geography and time, puts some limitations on the variety of concepts and their manifestations that can emerge from the study. A similar study, or additional cases, from different contexts could have helped fine-tune the conceptual commonalities and particularities in my findings.
5. Using single interviews implies being unable to capture changes in sentiment, understanding or attitudes towards the issues under investigation in real time. Accordingly, it is possible that some of the statements collected about past occurrences may suffer from post-action rationalization and may be coloured by

limited memory, as well as the learning and experiences that followed it. A longitudinal design may help remedy this in future studies.

## **10.4 Future research implications**

This research is preliminary in several aspects; nevertheless, it provides new insights and propositions that can be followed upon in future research activity. Moreover, some of the current study's shortcomings may serve as good basis for different study designs exploring related questions. As such, the following implications for research are divided into two sections. Section 10.4.1 covers future implications for research drawn from the above research limitations discussed for the current research project. Section 10.4.2 then covers future implications for research which have emerged as key themes running through the study. In both sections, I have listed key future research implications based on my own reading, research process and discussion of the findings.

### **10.4.1 Future research implications: pinpointed by the research limitations**

1. One of my key findings relates to voice/silence being processes that take place over time. My own research study was limited through having a largely Norwegian set of respondents. Future research should build further on these findings by studying a group of mentor top-level managers and protégé middle managers with a wider set of nationalities or multiple identities. It is my belief that discourses and findings from such a study would add significant new knowledge and understanding towards our understanding of current divisions in the workplace along the lines of social identity at work and voice/silence processes as well as outcomes. Such studies can address limitations 1, 3 and 4 as discussed in Section 10.3 above. A suitable form of research to complete would be longitudinal. Furthermore, such effort will reveal both what may be a common finding across contexts, as well as what may be context specific, or potentially moderated by context conditions.

2. The study proposed above could also provide greater understanding of *processes* of “*becoming the authentic self*” and “*possible selves*” in the workplace for those who are often perceived as “*others*” in the workplace by an often male-dominated group in control of power and positions of influence. It would also allow researchers to understand how voice/silence is affected by social identity in-group and out-group belonging at work and how this impacts on the individual’s own perceptions of self in the workplace. It would additionally help future researchers to understand better the linkages between voice/silence processes and outcomes for self as well as the group or organization. This would respond to my own research limitation 3 at Section 10.3 above.
3. Furthermore, such a study as proposed above, could also contribute towards our understanding of processes surrounding learning how to become strategically visible. This can cover issues related to learning when and how to voice and learning when and how to remain silent as a manager when having a different, gender, nationality or cultural lens from others at work. The study could also pinpoint either similar or different outcomes for both self as well as one’s own group and/ or organization for managers having a more diverse background than the current in-group. Such a study would address limitations 3 & 4 at Section 10.3 above.
4. Future research could also build further on my own contributions towards the silence literature. This can be in terms of revisiting and validating the expanded types of silence, targets of silence, linkages between types and targets of silence, alternative types of silence and climates of silence. Future research could also consider which themes are themes of silence at work contexts as well as the reasons why. Future studies should try to discover why silence itself is still a largely “*no go themes*” in much of the mainstream management literature. Such studies would address limitations 2 and 4 as discussed in Section 10.3 above
5. Future contributions can also be made towards outcomes of both voice and silence processes. My study has revealed some differences between the largely Anglo-American group of existing studies and additional outcomes as revealed by my own sample in a Scandinavian context. So, additional studies may also

use a cross-cultural international context. This study could use a larger sample of observations and quantitative methods in response to limitations 1 & 2 above.

#### **10.4.2 Future research implications: emerging as key themes running through the study**

1. Further research may study quantitatively how larger groups of managers within organizations relate and discuss the linkages between social identity in-groups and out-groups, voice/silence processes and voice/silence outcomes. This can test whether these existing findings are generalizable to larger populations.
2. Future research on the work-related social identity of managers can consider examining whether similar findings may emerge in other types of firms or organizations such as government, public organizations, non-governmental and non-profit organizations, start-ups and small business, etc. And such analysis can also be explored in different industrial and country contexts.
3. In terms of future research in mentoring, further qualitative research may consider the role of mentors as meaningful others to protégés in other mentoring contexts, and how the conversations reveal underlying themes in the organization relation to probable future selves, change in action and finally, building further on this author's book chapter (Whitehead & Falkenberg, 2015) revealing tips and advice on tactics and targets of voice.
4. A further research contribution can be to gauge the extent to which other firms or organizational contexts also emphasize the positive aspects of self at work. Does country context make a difference in terms of the extent to which managers or employees show preference for the positive and portray self as a positive identity at work? Dimensions associated with culture may be an interesting lens through to examine commonalities and differences in terms of positive portraits of self.
5. Further longitudinal research should build on how "*ideal types*" – both internal and external to the company, and/ or organizational culture, impact on diverse

groups of middle managers; both male and female managers on the road to a top management career. Such research could consider the impact that these external “*ideal types*” have on the individual manager’s voice/silence processes in given contexts. Such research can also pinpoint how and why organizational “*ideal types*”, and perceptions on “*how you should voice/remain silent*”, are created, formed and cemented. Such research could also pinpoint how “*ideal types*” are shaped and formed in the future within organizations and/ or business contexts to become more inclusive of others from the current out-groups. This future direction explores the extent to which “*the ideal*” or “*good employee*” is bound up with male-oriented meanings and beliefs about “*what makes a good employee*” in powerful, politically-networked, competition-oriented companies and/or organizations.

6. Future research should also consider role conflict in relation to “*ideal types*” and their impact on resulting voice/silence processes. For example, what type of issues lead to role conflict for female managers versus male managers? Where does external pressure come from for the individual managers in their own processes? How do managers or even employees negotiate boundaries between “*the ideal*” and “*their authentic/ real selves*” at work and especially in terms of managing self and role across work/life boundaries.
7. Other future research contributions can be made from further understanding how certain levels and groups of managers such as male/ female or even employees (male/female) negotiate boundaries between “*the ideal*” and “*their authentic/ real self*” at work.
8. Other research themes to be explored include efforts towards understanding how female managers negotiate between male and female work arenas and how this affects their voice and/ or silence, but in alternative country contexts than the current Norwegian context.

## **10.5 Implications for practice**

The findings emerging from this study may reveal several implications for practitioners. Several of these are implications for practitioners already working within firms or organizations. These are covered at Section 10.5.1 below as “*Implications for*

*practice: internal mechanisms within firms or organizations.*” The second set of implications for practitioners’ address action in external institutional environments. These are covered at Section 10.5.2 as “*Implications for practice: external institutional mechanisms.*”

### **10.5.1 Implications for practice: internal mechanisms for practice within firms or organizations**

1. Top management training programmes should assist managers in understanding that successful managers are more flexible and adept to negotiating different voice and business arenas one may come into as a part of “*working for the firm or organization*”. Practitioners can also pass on successful strategies for voice/silence processes, the reasons why individuals may be chosen for top management roles, as well as ways for building relational capital through long-term experiences of trust building and collaboration between various levels within the business.
2. HR and management practitioners should adapt existing training as well as performance evaluation / appraisal processes, such as 360° evaluations, to ensure that all managers feel more comfortable in voicing in alternate arenas to their own, whether they be; management/administrative or technically trained, relational or rational managers, female or male managers, new or older respected managers in the workplace, working in internal-facing or external-facing work environments.
3. It is also important for practitioners to understand the importance of voice/silence processes that are ongoing within their organizations as well as the effect for the individual, as well as the organization and/or group. Effects in terms of lost outcomes in innovation, ideation and creative work processes (Hammond et al, 2011), and in terms of how they can understand and manage differences in voice/silence to ensure that all viewpoints, ideas and voices are heard in decision-making processes. This includes accepting problem and opinion-focussed voice upwards as genuinely showing concern and interest in the business/ organization and its’ well-being over time. Many errors or faults could be avoided in work-related processes by also listening to critical voices. Innovative ideas could be going lost along the way. In addition, what if an employee/ manager feel more authentic when they raise problems or are more

critical at work? Practitioners need to consider such aspects raised by the current study.

4. Practitioners can also consider the active role that *mentoring projects* can play in helping managers to understand “better voicing within the company”. For example, use of the tactics and targets of voice and particularly those of “*strategic voicing*” that may provide protégés with a fast track to decision-making influence and a future career in top management. The dynamic nature of individual-level voice/silence as a process where protégés can change their style and voice/silence in line with gradual role re-definition is an important aspect for future mentoring projects. The current mentor programme was successful in having mentor and protégé managers who did not work in the same companies. This allowed for greater critical voice within the conversations between the two managers. Frustrations could be aired without fear of reprisal from other parties within the same organization.
5. HR and management practitioners can also provide relevant training, perhaps through top management mentoring programmes in what type of “*voice culture*” or processual change may be required at the top in external arenas to provide welcoming and inclusive workplaces for others “*unlike those already there*”. The responsibility to change and adapt self is often placed on the shoulders of managers aspiring for top management positions, whereas my findings suggest that current processes including voice/silence processes may be serving to close out certain groups such as women from external arenas of influence. These processes may be unconscious, or very conscious. Practitioners can actively influence such processes through implementing relevant training and 360° feedback sessions allowing discussion of such themes and preferred voice/silence processes becoming more aware of “*freezing down/ closing out*” processes are reported observed.
6. Strategic marketing practitioners and communications experts should carry out active, regular HR and internal marketing and communications drives to reduce images of “*ideal types*” for managers within organizations and towards acceptance of authentic, “*real managers*” in practice. They may carry out full reviews of current marketing material, particularly in terms of external marketing strategies for recruiting relevant future managers. This will help to



break down some of the divisions described as work-related social identity themes in this current study, where prevalent in other companies.

7. Practitioners should use life process models in their development of HR practices and procedures (Maneiro & Sullivan, 2005; Gonzalez, 2010) internal to the businesses. In the gender equality and gender emancipation debate. *“Traditional career progression model”* is outdated and does not, in general, fit the lives of many working women in 2016. Maneiro & Sullivan (2005) provided a set of seven practical recommendations for changes that *organizations that are committed to the retention and advancement of women could make*. Such changes may impact positively on women’s cemented roles at the company and provide flexibility around traditional caring roles. They may also positively influence voice/silence processes as well as feeling a greater sense of belonging or work-related identity to the company.
  
8. Further to 2. above, HR and other management practitioners should become consciously aware of how top and middle male and female managers may be using voice/silence differently at work. And provide constructive feedback as part of for example 360° evaluation processes as to managers’ use of voice/silence processes. For example, are male managers reported by other members of the team as being too positive and using merely *“suggestion-focussed voice type”* and *“prosocial silence”*? These may be reported as avoiding tough questions and not listening to others. Female managers are also shown to switch voice processes. Are female managers reported as not taking enough risks and saying *“yes”* enough to work commitments? If so, practitioners should try to discover why and what other *“ideal role types”* outside work are impacting on day-to-day work and career options in a different manner than for male managers. Are the female managers perceived as negative in their attitude towards others more than male managers, because they raise issues, opinions and/or problems when other managers do not? Are top managers voicing appropriately, opening up for positive voice climate which allow for opinion or problem-focussed voice/ acquiescent or defensive silence types? If so, to whom? These are all contributions from this current study that practitioners can use actively in their own training and feedback processes to provide tips and advice for *“improving style a little”* to both the male and female managers within their own workplaces.

9. Practitioners should also be aware of subtle gender differences in terms of switching behaviour uncovered in this study and how only female managers discussed using this more complex voice process in practice. Switching voice shows just how complex and strategic voicing successfully upwards is, particularly for middle managers who often have day-to-day responsibility for operations downwards/ across as well as planning, involving and organizing others prior to a strategic selling move upwards. This all takes more time and actual management of relationship as well. Practitioners should be aware of the extra relational effort involved in such moves and reward the managers appropriately in terms of increasing strategic visibility, internal marketing and communication efforts or through promotion or providing interesting projects as reward.
10. Practitioners should implement measures and procedures for all managers to feel more authentic "*like the real me*" in the workplace. The evidence from the current study suggests this may be particularly an issue for female managers with younger children, who have additional female and male arenas of voice both internal and external to the company to manage. Some managers may be experiencing a high degree of complexity and possibly role conflict between managing across these different arenas (work and life). Although reported by female managers in this study, the problem may equally apply to male managers/employees as well. Through offering training, advice and support at crucial junctures in life, the company may experience both male and female managers voicing up more about their own needs/ being better able to balance across arenas and a win-win situation of greater diversity in top management roles over time.
11. Practitioners should consider recruiting for authenticity and balance for top management positions instead of recruiting according to "*ideal types*." This measure may remedy the current technically trained professional/managers (mainly male) advantage of saying "*yes*" to working overseas, which provides them access to decision-making influence and to increase their visibility overseas, which over time may position them well for a higher-level role in the future. This basic difference over time i.e. 16-18 years (the time it takes to raise a child) may help to explain just "*why many women do not make it to top management level*" even in the gender equal region of Scandinavia. When the day comes, the female managers/ technical professionals will not be able to

compete with the male managers/ technical professionals who have worked externally “*out there*”. Practitioners recruiting for potential future top and international management roles should be aware of these differences in “framing” to get their “ideal type candidate” into the role.

### **10.5.2. Implications for practice: external institutional mechanisms**

1. Businesses are important and powerful organizations, often well versed in political lobbying and networking for achieving favourable goals. If a company is genuinely interested in retaining a gender balance let’s say, in its’ workforce, then, one external facing strategic move could be for companies to lobby governments externally in favour of relevant institutional policy and process changes that will impact positively on for example, their female workforce as well as on the position of women, girls and families within the communities in which their businesses thrive. This is a form of corporate social responsibility, where the business truly considers and lobbies on the best interests of its’ local communities, local workforces and their own interests through voicing and visibly promoting good female managers as significant role models within its’ own local management. I am certain that such measures would also raise the level of commitment to work for the individual managers in question as well as increase involvement and use of voice within the organization for women working within the company.
2. Again, if societies are genuinely interested in change for the future that impacts positively on female employees, then institutions such as universities, nurseries and schools can be supported by national, regional and local level government initiatives that help to break down perceptions of “*ideal types*”. This practice should start in nurseries, continue in schools and progress throughout higher education systems such as universities, where “*ideal management types*” and “*ideal technical/ professionals*” stem. Institutionally, at country level, “*new ideal types*” should be promoted via Strategic Media Campaigns at national, regional and local levels– including via social media as well as via schools. The Fritt Valg project (Free to Choose) in the County of Vest-Agder of Norway is a good regional example from Norway, of an existing case where positive effects of cross-gender recruitment to typically traditionally male school subjects and

professions (engineering, IT, natural sciences, plumber, electrician) and to typically female-oriented school subjects and professions (nursing, teaching, nursery assistant/ manager) has shown early positive effects in breaking down traditional perceptions of what a “*typical nurse, engineer*” is in terms of traditional gender roles. The project also led to several more female and male students taking alternate university and career routes. This is a positive change that is possible to practically implement. Such practice can help to reduce some of the divisions over time that have been described as work-related social identity in and out-group belonging in this study.

3. Finally, if societies and countries are genuinely interested in change for the future that impacts positively on the 50% of the population born female, then it will remove institutional barriers that lay in the path of these individuals in terms of barriers to good paid work. This current study has taken place in Norway, which happens to be one of the most gender-equal countries in the world. Few of the managers discussed any “real” barriers to working due to institutional barriers such as excessive cost of nursery care. This is because Norway has for example, an extended period of paid maternity leave, part of which can be shared with the father. Norway also has excellent quality, state subsidised child-care/ after-school care for children up to age 9-10. Norway also has good, cheap public health services and elder care services. Costs of obtaining a university education are also comparatively low. Plus, there is a high degree of unionization and cooperative agreement between the Norwegian Confederation of Trade Unions (LO) and the Confederation of Norwegian Enterprise (NHO), both of which are coincidentally headed by women in Norway; Gerd Kristiansen and Kristin Skogen Lund respectively.

Most countries outside of the Scandinavian block do not have such a range of systems and processes in place at institutional level to ensure that workers including working women and families are supported. These processes impact positively on working families. Of course, some parents would choose to raise their own children pre-school. That is also an option in Norway too, but there are also few institutional barriers towards going back to work, for female managers after having children. This is not a barrier in the same way as it is in other countries around the world. These are some of the institutional measures

that may need to be put into place by governments and societies that want to promote balance, quality and justice for all their citizens.



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No 1: Statistics Norway website (date accessed: 01.04.2014)

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No 3: Dagsavisen website (date accessed: 26.01.2015)

<http://www.dagsavisen.no/innenriks/blir-preset-til-%C3%A5-kj%C3%b8pe-sex-1.312667>

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<http://www.dailymail.co.uk/news/article-2678094/Goldmans-boys-club-Women-accuse-bank-creating-culture-binge-drinking-strip-club-visits-see-class-action-lawsuit.html>

No.3: Fritt Valg prosjekt (date accessed: (12.12.2015)

<http://frittvalg.no/om-prosjektet/>



# APPENDIX - APPENDIX 1 – Sample Data

Interview No.	Name	Role in Mentor Project	Age Range	Gender	Highest Level of Education	Subject-type knowledge at highest level if education	Company	Company Level - locally*	Company level - overseas*	Is the Company Head Office based overseas?	No. of years in organization	No. of years in current position	Industry Network 1 or 2?
6	Inger	Mentor	40-49	Female	High-level Professional qualification	Science/Technology	A	Top Management (TM)	Top Management (TM)	Yes	15-19	under 2	1
3	Kate	Mentor	40-49	Female	BEng	Science/Technology	A	Middle Management (MM)	Middle Management (MM)	Yes	11-14	2-5??	1
18	Alex	Mentor	50-59	Male	High-level Professional qualification	Science/Technology	B	TM	TM	Yes	20-29?	6-10	1
19	Celine	Mentor	50-59	Female	MSc	Social Sciences	B	TM	TM/MM*	Yes	2-5	2-5	1
8	Knut	Mentor	50-59	Male	1) MSc/ 2) MSc	1) Science/Technology 2) Management/Business	D	TM	TM*/MM?	Yes	11-14	2-5??	1
11	Eva	Mentor	40-49	Female	High-level Professional qualification	Management/Business	E	TM	TM*/MM?	Yes	15-19	2-5	2
9	Jens	Mentor	50-59	Male	High-level Professional qualification	Science/Technology	H	TM	TM*/MM?	No	30-39	2-5	2
10	Thea	Mentor	60+	Female	Further education college	Management/Social Sciences	H	1) No longer at Company H 2) Previously TM	1) No longer at Company H 2) Previously TM/MM*	No	30-39	No longer at Company H	2
2	John	Mentor	40-49	Male	Separate university level courses	1) Science/Technology 2) Management/Business	J	TM	TM	No	20-29	20-29	2
14	Petter	Mentor	40-49	Male	ALT**	Varied courses	L	TM	TM/MM*	No	under 2?	under 2?	1
16	Freya	Protégé	50-59	Female	MSc	Science/Technology	A	Top Management (TM)	Middle Management (MM)	Yes	11-14	2-5??	1
15	Steinar	Protégé	30-39	Male	MSc	1) Science/Technology 2) Management/Business	B	Top Management (TM)	Middle Management (MM)	Yes	under 2	under 2	1
1	Anna	Protégé	30-39	Female	High-level Professional qualification	Science/Technology	C	MM	MM	Yes	2-5??	2-5??	1
12	Berit	Protégé	40-49	Female	Local further education college	Management/Business	E	MM	MM	Yes	6-10	2-5	2
17	Hanne	Protégé	40-49	Female	High-level Professional qualification	Management/Business	E	TM/MM?	MM	Yes	11-14	2-5	2
5	Gina	Protégé	18-29	Female	MSc	Science/Technology Design	F	MM	MM	Yes	2-5	under 2	2
20	Julie	Protégé	30-39	Female	High-level Professional qualification	Science/Technology	G	MM	MM	Yes	6-10	2-5	1
13	Kristine	Protégé	50-59	Female	High-level Professional qualification	Management/Business	H	TM*/MM?	MM	No	11-14	under 2	2
7	Maurit	Protégé	40-49	Female	Local further education college	Administration/Service-related	I	MM	MM	No	6-10	6-10	2
4	Mads	Protégé	30-39	Male	1) ALT** / 2) BSc	Management/Business	K	TM	TM	No	under 2	under 2	2

Personal names and generalised details only, such as "generic" company names, management level and date ranges have been used in Appendix 1 to protect both individual and company identities. Companies have been ranged in size (A- L) based on data available online in May 2013. The largest company has over 250,000 employees worldwide, whilst the smallest has fewer than 50 employees - based solely in Norway

**KEY**  
 \* Defined in terms of whether the respondent is within 2 positions in the company hierarchy from a Director with influence at the company HQ. In some cases this is hard to define/ delineate from the company data analysis as well as through the interview discourse.  
 \*\*ALT: Alternative high-level training programme of employees in-house at individual organization

## **APPENDIX 2 – Letter of Introduction (English and Norwegian)**

Recipient:

Address:

Office Address: Building 51, Room 122D  
Gimlemoen 25A Address:  
4604 Kristiansand  
Direct tel: 0047 xxx  
Mobile: 0047 xxx  
Date: 10th xxx

### **Re: My PhD Research Project**

I am a research fellow in International Management at the Department of Economics at the University of Agder (UiA), and have recently been in contact with (named mentor project board person 1) and (named business network group 1) from the (named) board, together with (named academic contact & university affiliation), with a view to using the (named) Mentor group as a case study for my PhD research project.

In relation to this, I would now like to invite you to participate in the research study. Initially, this will involve holding a short, one-to-one interview of approximately 1-hour with you. The interview can take place at a mutually convenient location such as your place of employment or the University of Agder. So, if you are willing to partake in the study, I can contact you via either email or phone during xxx (set time and date), to arrange a time and place for interview.

Just to give you a brief introduction into my areas of interest/ research focus: I wish to explore how team members «categorise» their self-identity in an occupational or project context and what role mentoring can play in developing self-identity. My focus during interview will cover both your current occupation as well as your involvement on the (named mentor) project. In terms of your current occupation, you will be asked to relate experiences from work regarding your voice contribution i.e. for occasions when you have spoken up as well as occasions when you have remained silent. A brief discussion of other project groups that you are involved will also take place. Here, the emphasis will be placed on pinpointing communication types e.g. face-to-face, virtual or mixed, as well as your involvement on any international teams i.e. those composed of several nationalities.

I aim to carry out the project using qualitative method, including semi-structured interviews. I also plan to attend some (named business network) meetings and events, to gain a fuller understanding of the (named mentor project). Ideally, an additional period of participant observation of project group interactions may also form part of the research. Of course, carrying out this type of research requires both trust and discretion on behalf of the researcher as well as respecting the anonymity of respondents within the boundaries of a publishable PhD thesis.

I look forward to hearing back from you and hope that you are positive towards participating in my research. Should you have any further questions, please feel free to contact me directly.

Yours faithfully

**Lisa Whitehead**

Research Fellow – International Management  
Department of Economics

Mottaker:

Adresse:

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4604 Kristiansand

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Dato: 10. xxxx

## **EMNE: FORSKNINGSPROSJEKT**

Jeg jobber som doktorgradsstipendiat i Internasjonal Ledelse ved Institutt for Økonomi, Universitetet i Agder. Jeg har nylig vært i kontakt med (xxx) og (xxx) i (navngitt)-styret, samt (xxx) ved (navngitt universitet), angående å bruke (navngitt) mentorgruppen som et såkalt case-studie i mitt forskningsprosjekt.

I denne sammenheng vil jeg gjerne invitere deg til å delta i min forskning. Dette innebærer først og fremst at jeg gjennomfører et kort intervju på ca. en time med deg. Intervjuet kan foregå på et avtalt sted som passer for oss begge, for eksempel på din arbeidsplass eller på Universitet i Agder. Hvis du er interessert i å delta i forskningen tar jeg gjerne kontakt med deg via epost og telefon i løpet av xxx for å finne et passende tidspunkt.

For å gi deg et kort innblikk i mine interesseområder: Jeg ønsker i hovedsak å studere hvordan man som medarbeider «kategoriserer» sin egen identitet i organisasjon/prosjektsammenheng og hvilken rolle mentorskap kan spille i videreutvikling av profesjonell identitet. Mine spørsmål i intervjuet vil dekke både din nåværende stilling samt ditt engasjement i (navngitt) mentor prosjektet. Når det gjelder din nåværende stilling vil du bli stilt spørsmål om dine refleksjoner rundt når du har uttrykt deg versus når du har holdt tilbake i en organisasjons-/prosjektsammenheng. Vi vil også kort komme inn på eventuelle andre prosjekter som du deltar i. Ulike former for kommunikasjon i prosjektgruppen, f.eks. ansikt-til-ansikt, virtuell kommunikasjon, blandet være spesielt interessante, samt dine erfaringer fra internasjonale prosjektgrupper med medlemmer av ulik kulturell bakgrunn.

Prosjektet vil gjennomføres kvalitativt, med dybdeintervjuer. Som en del av forskningen vil jeg også være til stede under enkelte (navngitt bedriftsnettverk) tilstelninger og møter for å få innblikk i prosjektet. Ideelt sett ønsker jeg også å observere gruppeprosesser i andre prosjekter i bedrifter der (navngitt bedriftsnettverk) deltakere er til stede. Jeg er naturligvis innforstått med at dette kan være temaer som krever diskresjon og ivaretagelse av anonymitet hos respondentene.

Jeg ser frem til å høre tilbake fra deg og håper at du vil delta i min forskning. Har du noen videre spørsmål så kan du gjerne ta kontakt med meg direkte.

Med vennlig hilsen

Lisa Whitehead

Stipendiat – International Management

Institutt for Økonomi

## **APPENDIX 3 - Interview Guide – Mentors – English**

### **Initial Interview Guide**

#### Introduction

Thank you for agreeing to be interviewed. I am carrying out a study exploring the links between individual identity, voice contribution and mentoring and their influence on business and/or project outcomes. Where you also work in other project teams, I would also like to ask you a few extra questions about your experiences on such teams, if that is okay?

The interview should take around one hour. I would like to record the conversation and then translate and transcribe the recording into English. I would also like to send you a copy of the transcribed text for you to check to make sure that I captured all your thoughts accurately, if that is okay.

Answers to all questions are voluntary and will be kept completely confidential. Any information that might identify you will be seen only by me. To provide the most accurate descriptions of the data and analysis in this study, I will only use pseudonyms, when referring to comments made. The data from this and other interviews will be combined and explored to find common and unique themes among the responses.

Do you have any questions before I start the interview?

If I have your permission, then I would now like to start the interview.

#### **A: ABOUT YOURSELF**

4. I wonder if we can open the interview by telling me a little about yourself – just a brief background to “who you are”
5. (If not already covered above), can you also tell me your:
  - a. **Age** - How old are you?
  - b. What is your **Gender**?
  - c. What is your **Nationality**?
  - d. What is your highest level of **Education**?
  - e. What is your **Current Role** and **how long** have you been **employed** in it? What previous roles have you had at this company?
  - f. Do you work **full-time** or **part-time** in this role?

#### **B1: YOUR CURRENT ROLE**

Now coming back to your current role, could you tell me a little more about your current role? So, for example;

- e. How would you describe your role?
- f. On what occasions do you work with other people?
- g. Do you have meetings as part of your job? If so, when and what are the meetings about?
- h. In what ways, you would describe yourself as;
  - **Similar to** other people that you work together with?
  - How are you **different from** other people that you work together with?

## **B2: YOUR CURRENT ROLE- VOICE**

Can you think of occasions when you have contributed, either positively or negatively, within your current role, within either a project group or meeting context by stating your ideas, suggestion, concerns, or opinions about issues?

- c. If **yes**, can you tell me a story that illustrates this?
- d. In the above story...
  - **Who** did you initially first mention this to?
  - **How** did you first mention it?
  - **Why** did you choose this option?
  - **What** was the response of other project team members, managers and leaders?
- f. Would you say that your voicing contributed something towards the business?
  - Would you say that your contribution was positive, negative or did it have no effect on the company?
- g. Would you say that you have developed because of your contribution?
  - If yes, in what way?
  - If no, why not?
  - Would you say this development was positive, negative or was there no change for you yourself?
- h. Would you say that you contribute differently depending on which business arena you are in?
  - If yes, why do you think this happens?

## **B3: YOUR CURRENT ROLE- SILENCE**

Can you think of occasions when you have remained silent, that is, when you have NOT contributed to your current role, within either a project group or meeting context by stating your ideas, suggestion, concerns, or opinions about issues?

- f. If **yes**, can you tell me a story that illustrates this?
- g. In the example(s) provided, **why** did you choose to remain silent regarding your ideas/suggestions/concerns/opinions? (*For example, opinion not valued, risk/ career concerns, political, perceived lack of language ability, minority opinion etc....*)
- h. *Would you say that your remaining silent contributed something towards the business?*
  - *Would you say that your contribution was positive, negative or did it have no effect on the company?*
- i. Would you say that you have developed because of you not contributing?
  - *If yes, in what way?*

- *If no, why not?*
  - *Would you say this development was positive, negative or was there no change for you yourself?*
- j. Would you say that your remaining silent differs depending on which business arena you are in?
- *If yes, why do you think this happens?*

#### **B4: YOUR CURRENT ROLE – THE NAMED MENTOR PROJECT**

- You are also on the named mentor project as a mentor.
- Now, this project is new, but would you say since starting on the named mentor project that,
  - a. Are you different; that it has changed you? If so, how and in what ways?
  - b. In what ways and how have you remained the same since being on the named mentor project?
  - c. In what ways has being on the named mentor influenced how you carry out your current role?
- If looking **towards the end of the named mentor project**:
  - d. How and in what ways do you hope to be changed or different as an outcome of being on the project?
  - e. In what ways and how will you remain the same?
  - f. In what ways do you hope to be on the named mentor will influence how you carry out your current role?

#### **C: THE NAMED MENTOR PROJECT & YOU**

11. Can you just ask a little more about the **named mentor project**?
12. How long have you been involved in your mentor relationship?
13. Can you tell me a little more about the person chosen as your protégé?
  - How did you identify and begin the relationship?
  - Did anyone assist you in finding a protégé?
14. What kinds of conversations or experiences have you had with your protégé?
15. (If a mentor) Have the conversations or experiences been helpful to your protégé in their current role?
  - Have any conversations or experiences been detrimental to your protégé in their current role?
  - (If a protégé) Have the conversations or experiences been helpful for you in your current role?
16. As you think about your protégé, what are some of the qualities or characteristics that make this person a good protégé for you?
17. What do you hope to get out of the named mentor project?  
(*expectations for personal development, skills, challenges, network*)
18. What do you see as being the main benefits of the named mentor project for **your protégé**?
19. Have you been to the Mentor Forum? If so, have you found it useful?
  - If yes, how and in what ways?
  - If no, why not?
20. How do you contact with your protégé? (face-to-face, virtual or a mix of both)?

Many thanks for agreeing to this interview and for taking part in my study. Your time is very much appreciated. In terms of this interview, I will now translate and transcribe the interview and if you agree, I would like to send you a copy of the English transcript for you to check and make sure that I captured all your thoughts accurately, if that is okay.

Additionally, can I also just confirm that I can contact you either by email or telephone, if requiring further clarity regarding the data? Would you also be willing to partake in a second interview, should this be required?

Once again, many thanks for partaking in this interview.

## **APPENDIX 4 – Interview Guide – Norwegian – Protégés**

### **Intervju Guide - Protesje**

#### **Innledning**

Først og fremst, mange takk at du stiller opp på intervju i dag som en del av mitt forskningsprosjekt. Hovedmål er å utforske relasjonene mellom egen identitet, eget uttrykk/ bidrag og egne oppfatning av resultater i ulike jobb-relaterte arenaer. Et annet mål er å utforske hvilken rolle mentorskap kan spille i videre identitetsutvikling. Dersom du også jobber på andre prosjekter som en del av din nåværende rolle, så vil jeg gjerne også stille deg noen ekstra spørsmål angående dine erfaringer fra slike prosjektgrupper. Er det i orden?

Intervjuet foregår i ca. én time. Jeg vil også gjerne ta opp samtalen og lagre den som en digital fil. Etter intervjuet oversetter jeg teksten til engelsk og transkriberer den.

Du har stilt opp på intervju frivillig, og kan nekte å svare på enkelte spørsmål når som helst. Dine svar blir oppbevart konfidensielt sammen med informasjon angående din identitet. Når jeg skal beskrive og analyse informasjonen bruker jeg kun pseudonymer, spesielt når jeg refererer til spesifikke kommentarer. Data fra dette samt andre intervjuer blir analysert for å identifisere felles og særegne temaer blant svarene.

Har du noen spørsmål før jeg starter intervjuet?

Hvis jeg har ditt samtykke, nå vil jeg gjerne starte intervjuet.

#### **A: OM DEG SELV**

**A1:** Jeg lurer på om vi kan åpne intervjuet med at du forteller meg litt om deg selv – bare litt bakgrunnsinformasjon om “hvem du er”

- a. Hva det betyr å være «hvem du er»?
- b. Hvorfor er det viktig at du er «hvem du er»?

**A2:** (Om ikke allerede dekket), kan du fortelle meg:

- a. **Din Alder** – Hvor gammel er du?
- b. Hva er ditt **kjønn**?
- c. Hvilket **nasjonalitet** har du?
- d. Hvilket utdanningsnivå har du oppnådd?
- e. Hva er **din nåværende stilling** og **hvor lenge** har du vært i denne stillingen?
- f. Har du hatt noen andre stillinger i denne bedriften? Hvis ja, kan du fortelle meg litt om disse?
- g. Jobber du **heltid** eller **deltid** i din stilling?

#### **B1: DIN NÅVÆRENDE ROLLE**

**B1:** Takk. Nå, med tanke på din nåværende stilling, kan du fortelle meg litt meg litt mer om din rolle? Så, for eksempel;

- a. Hvordan vil du beskrive din rolle?
- b. I hvilke anledninger jobber du sammen med andre mennesker?



- c. Er møter en del av din rolle? Hvis ja, når og hva er møtene om?
- d. På hvilke måter synes er du at du er;
  - **Lik andre** mennesker som du jobber sammen med?
  - På hvilken måte er **du forskjellige fra** andre som du jobber sammen med?

## **B2: DIN NÅVÆRENDE ROLLE – Å UTRYKKE SEG**

**B2:** Kan du komme på noen anledninger der du har bidratt gjennom din nåværende rolle i enten en prosjekt- eller møtesammenheng ved å uttrykke dine idéer, anbefalinger, bekymringer eller meninger om visse saker?

- a. Hvis **ja**, kan du fortelle meg om et eksempel som illustrerer dette?
- b. I dette eksemplet...
  - **Hvem** fortalte du det til først?
  - **Hvordan** uttrykte du deg?
  - **Hvorfor** valgte du denne måten å uttrykke deg på?
  - **Hvordan** reagerte andre gruppe-/ prosjektmedlemmer eller ledere?
- c. Vil du si at din påvirkning har utgjort et bidrag i bedriften på noen måte?
  - Vil du si at ditt bidrag var enten positivt eller negativt for bedriften, eller var det ingen påvirkning?
- d. Vil du si at du har utviklet som resultat av ditt bidrag?
  - Hvis ja, på hvilken måte?
  - Hvis nei, hvorfor ikke?
  - Ser du på din egen utvikling her som positivt eller negativt eller ingen utvikling?
- e. Finnes det forskjeller mellom **ulike bedriftsarenaer** for når du uttrykker deg/bidrar?
  - Hvis ja, **hvorfor** tror du at det skjer?
- f. Er det en sammenheng mellom din bakgrunn; utdanning /arbeidserfaring og når du uttrykker deg selv/bidrar? Og har dette også noe å gjøre med deg som type?

## **B3: DIN NÅVÆRENDE ROLLE – Å IKKE UTRYKKE SEG**

**B3:** Kan du komme på noen anledninger der du **IKKE** har bidratt gjennom din nåværende rolle i enten en prosjekt- eller møtesammenheng ved å ikke uttrykke dine idéer, anbefalinger, bekymringer eller meninger om visse saker?

- a. Hvis **ja**, kan du komme på et eksempel som illustrerer dette?
- b. I dette eksemplet, **hvorfor** valgte du å ikke uttrykke dine

meninger/bekymringer/anbefalinger/idéer? (For eksempel, dine meninger blir ikke tatt på alvor, risikofylt/ påvirkning på karriere, politisk, mangler språkferdigheter, minoritetsspørsmål osv...)

- c. Vil du si at ditt valg om å ikke utrykke deg har bidratt til bedriften på noen måte?
- Vil du si at ditt bidrag var enten positivt eller negativt for bedriften, eller var det ingen påvirkning?
- d. Vil du si at du utviklet som resultat av ditt bidrag?
- Hvis ja, på hvilken måte?
  - Hvis nei, hvorfor ikke?
  - Ser du på din egen utvikling her som positivt eller negativt eller ingen utvikling?
- e. Finnes det forskjeller mellom **ulike bedriftsarenaer** for når du IKKE uttrykker deg/bidrar?
- Hvis ja, hvorfor tror du at det skjer?
- f. Er det en sammenheng mellom din bakgrunn; utdanning /arbeidserfaring og når du uttrykker deg selv/bidrar? Og har dette også noe å gjøre med deg som type?

#### **B4: DIN NÅVÆRENDE ROLLE – Navngitt Mentor prosjektet**

Jeg ser at du også det er involvert i Mentor prosjektet som protesje.

- B4/1:** Dette prosjektet er nytt, men vil du si at siden du startet i (navngitt) mentorprosjektet,
- a. Du er forandret: at det har forandret deg? Hvis ja, på hvilken måte?
  - b. På hvilken måte er du den samme siden du startet i (navngitt) mentorprosjektet?
  - c. Hvordan har i (navngitt) mentorprosjektet påvirket hvordan du gjennomfører din nåværende rolle?
- B4/2:** Hvis du ser frem til slutten av **Navngitt Mentor prosjektet:**
- a. På hvilken måte håper du å forandre deg som et resultat av prosjektet?
  - b. På hvilken måte håper du å være den samme?
  - c. Hvordan håper du at Navngitt Mentor prosjektet vil påvirke hvordan du gjennomfører din nåværende rolle?

#### **C: Navngitt Mentor prosjektet & deg**

- C1:** Kan du fortelle meg litt mer om **(navngitt) Mentor prosjektet?**
- C2:** Hvor lenge har du hatt en relasjon med din mentor?
- C3:** Kan du fortelle meg litt mer om den personen som ble valgt som din mentor?
- a. Hvordan oppsto relasjonen?
  - b. Fikk du hjelp til å finne en mentor?
- C4:** Hva slags samtaler eller erfaringer har du delt med din mentor?

- C5:** Har dine samtaler eller erfaringer med din mentor vært **nyttige** for deg i din nåværende rolle?
- Har noen samtaler eller erfaringer vært **negative** for deg i din nåværende rolle?
- C6:** Når du tenker på din mentor, hva er noen av de egenskaper/trekk som gjør dette mennesket spesielt tilpasset som en god mentor for deg?
- C7:** Hva håper du å oppnå som et resultat av (navngitt) mentorprosjektet? (*Forventninger til egen utvikling, ferdigheter, utfordringer, nettverk*)
- C8:** Hva ser du som hovedfordeler ved navngitt mentorprosjektet for **din mentor**?
- C9:** Har du deltatt på **Mentor Forumet**? Hvis ja, har du opplevd det som nyttig?
- Hvis ja, på hvilken måte?
  - Hvis nei, hvorfor ikke?
- C10:** Hvordan har du kontakt med din mentor? (ansikt-til-ansikt, virtuelt eller en blanding)?
- C11:** Hvordan tar andre prosjektmedlemmer kontakt med hverandre? (ansikt-til-ansikt, virtuelt eller en blanding)?
- C12:** Er mentorprogrammet en del av et bredere lederutviklingsprogram for deg? – F.eks. har du;
- Andre coaching/ leder kurser
  - Et formelt/ uformelt mentorprogram enten internt/ eksternt til bedriften
  - Et nettverk av personer internt til din bedrift som hjelper deg løser problemer internt?
- C13:** Kjenner du deg selv bedre gjennom å ha gått gjennom denne prosessen?
- Hvis ja, på hvilken måte?
  - Hvis ikke, hvorfor ikke?

Tusen takk at du stilte opp på intervju i dag og ga din tid til å delta i min forskning. Når det gjelder intervjuet, så skal jeg nå oversette teksten til engelsk og transkribere den.

Kan jeg også få bekreftet at jeg kan ta kontakt med deg via telefon eller epost, hvis jeg trenger å klarere noen angående informasjonen? Kan jeg i tillegg spørre om du er villig til å delta i et nytt intervju, hvis det skulle være behov for det?

Igjen, mange takk for din deltakelse på intervju i dag.

## **APPENDIX 5 – Letters of Confidentiality – English and Norwegian**

### PROSJEKT TITTEL: EGENIDENTITET, INDIVIDUELT UTRYKK/ BIDRAG OG MENTORSKAP I ULIKE AREANER – ET CASE STUDIE

Du har blitt spurt om å delta i et doktorgradsforskningsprosjekt av Lisa Whitehead ved Universitetet i Agder, Fakultet for Økonomi og Samfunnsfag.

Studiet har som hovedmål å utforske relasjonene mellom egen identitet, eget uttrykk/ bidrag og egne oppfatning av resultater i ulike jobb-relaterte arenaer. Et annet mål er å utforske hvilken rolle mentorskap kan spille i videre identitetsutvikling. Forskeren vil intervjuer både mentorene og protesjéene som deltar i Navngitt Mentorprosjektet. Intervjuet kan foregå på et avtalt sted som passer for begge, for eksempel på din arbeidsplass eller på min arbeidsplass (navngitt). Intervjuet skal vare ca. én time. Hvis du vil delta på intervjuet vil du bli stilt spørsmål om deg selv, som for eksempel din alder, utdanningsnivå samt din nåværende rolle. Når det gjelder din rolle vil du bli spurt å beskrive jobbrelaterte erfaringer som eksemplifiserer ditt individuelle uttrykk og bidrag. I tilfeller hvor du også jobber på andre prosjekter som en del av din rolle vil jeg gjerne også stille noen spørsmål angående dine erfaringer fra slike prosjektgrupper. Du vil også bli spurt om ditt engasjement i navngitt mentorprosjektet.

Intervjuet blir tatt opp digitalt og alle data blir oppbevart konfidensielt. Ditt navn og identitet vil bli beskyttet ved bruk av pseudonymer i all skriftlig presentasjon av forskningsresultatene.

Du har stilt opp på intervju frivillig, og kan nekte å svare på enkelte spørsmål når som helst. Du kan også trekke helt fra deltakelse uten noen form for følger. Videre kan du når som helst avbryte intervjuene for å stille spørsmål angående forskningen og forskningsmetodene.

Studiet har som mål å lære fra menneskers erfaringer og meninger på et generelt nivå og ikke til fordel for deg som person. Hvis du gir samtykke til deltakelse vil du bidra til forskning om egenidentitet, samt forskning på relasjonene mellom mentoring, egenidentitet og individuelt uttrykk/bidrag i en bedrifts- og/eller prosjektsammenheng.

Har du noen videre spørsmål angående dette studiet, kan du gjerne ta kontakt med forskeren, Lisa Whitehead ved Universitetet i Agder: [lisa.whitehead@uia.no](mailto:lisa.whitehead@uia.no) , tlf. no., eller forskerens veileder, Professor Joyce Falkenberg ved Universitetet i Agder, tlf. xxx.

Din underskrift viser ditt samtykke til å delta på denne forskning.

Underskrift av Forsker: \_\_\_\_\_ Dato: \_\_\_\_\_

Underskrift av Deltaker: \_\_\_\_\_ Dato: \_\_\_\_\_

PROJECT TITLE: INDIVIDUAL IDENTITY AND VOICE CONTRIBUTION IN  
PROJECT TEAMS - A CASE STUDY

You are being asked to participate in a dissertation research project being conducted by Lisa Whitehead at University of Agder, Department for Economics and Social Sciences.

The purpose of this research is to explore the links between individual identity, voice contribution and mentoring. As such, the researcher aims to interview both mentors and protégés on the named mentor project. The interview will take place at a mutually convenient location. It will take approximately one hour, depending on your situation. If you agree to participate, you will be asked questions on yourself such as your age, educational background and current role. In terms of your current role, you will also be asked to describe experiences from work that highlight your voice contribution. You will also be asked briefly about your involvement in other company projects. You will then be asked about your involvement in the named mentor project i.e. what you hope to gain by being involved on this project.

Your interview will be digitally recorded and the recording will be stored in a locked file cabinet in the researcher's office. To ensure your confidentiality all interview consent forms will be kept in a separate locked filing cabinet, to which only the researcher has access. Your name and identity will not be used in the work; pseudonyms will be used in all writings, publications or presentations to further protect your confidentiality. After the research project is completed, all recordings will be erased.

The interview is completely voluntary and you may refuse to answer any questions at any time or withdraw from participation completely without penalty. Furthermore, you may interrupt to ask questions concerning the research or research proceedings at any time.

The study is designed to learn from experiences and views of people in general and not to benefit you personally. If you agree to participate, you will be adding to the body of knowledge about individual identity (static, dynamic and multiple aspects) as well as and how mentoring, individual identity and voice contribution relate to one another in a business-related context.

If you have any questions about this research study, you may contact the researcher, Lisa Whitehead of University of Agder at [lisa.whitehead@uia.no](mailto:lisa.whitehead@uia.no) or tel. no xxxx, or the researcher's faculty advisor, Professor Joyce Falkenberg of University of Agder or tel. no. xxxx.

Your signature below indicates your consent to participation in this research project.

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Interviewee: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX 6 – Proposed project plan for data collection**

<b>Month</b>	<b>Week &amp; Date</b>	<b>Proposed Activity</b>
<b>August 2012</b>		Reading for Critical Discourse course & Qualitative Methods course paper
	Week 35: 31 <sup>st</sup> August	Meeting with mentor board - to discuss contacting remaining respondents in mentor project for interview & upcoming Mentorsamling events
<b>September 2012</b>		
	Week 36: 3 <sup>rd</sup> -4 <sup>th</sup> September	Critical Discourse course, NHH, Bergen
	Weeks 36 & 37	Work on qualitative methods course paper (hand in date 20 <sup>th</sup> October)
	Weeks 38 & 39?	Carry out remaining interviews of mentors & protégés in mentor project?
<b>October 2012</b>		
	Week 40	Plan for Euromed conference, Geneva (3 <sup>rd</sup> – 6 <sup>th</sup> October)
	Weeks 41 & 42: 8 <sup>th</sup> -16 <sup>th</sup> October	Finalise and hand in qualitative methods course paper (hand in date 20 <sup>th</sup> October)
	Week 42: 17 <sup>th</sup> –21 <sup>st</sup> October	Personal trip to the UK
	Week 43: 22 <sup>nd</sup> October	Attend Mentorsamling and collect, translate and transcribe data
<b>End October – December 2012</b>	Weeks 43, 44 & 45?	Carry out any remaining interviews of mentors & protégés in mentor group?
	Weeks 46 - 51	Translate and transcribe interviews Start data analysis process? Attend mentorsamling meetings and collect, translate and transcribe data

**APPENDIX 7 - Table 5.1.1.1. Protégé Summary of similarities between self and others at work**

I am similar to other...	No. of respondents	No. of coded entries	Name of respondents	Sample discourse
People in the organization who are engaged and interested in their job	1	1	Mads	<p>&lt;Internals\Interviews 2012\Mads_Interview 4&gt; - § 1 reference coded [1,33% Coverage] Reference 1 - 1,33% Coverage  <i>"I am maybe similar to others in the organization in that I get extremely engaged in the job and in what I work with. That's the type of person that I am too. I get very "into" the job and I see that many others in this company are also like this as well, in that they have an attitude of "keep going" and a desire to work and do an excellent job, which I haven't seen quite so much of in my other places of employment. That is maybe why I identify myself so much with this place of employment as I liked what I met."</i></p>
People in the department who are engaged and interested in their job_administrative/ management orientation	1	1	Hanne	<p>&lt;Internals\Interviews 2012\Hanne_Interview17&gt; - § 1 reference coded [1,39% Coverage] Reference 1 - 1,39% Coverage  <i>"We are alike in that we share one goal and that is to create a good and correct "product offering" at the right time. We have this shared goal of what we need /are going to achieve. Erm...and we don't give up! We work until late in the evening until we have completed what we need to complete...but now I say they (de), because they are all different themselves, but (we) as a group but in a way, we are all a group and we share the same goals. We also have a sociable working environment and have fun too so..."</i></p>
People in daily operations_production_technically-oriented	1	1	Anna, Freya	<p>&lt;Internals\Interviews 2012\Anna~~~ Interview 1&gt; - § 2 references coded [1,28% Coverage] Reference 1 - 1,07% Coverage  <i>"If there is a half-worked solution, I am happy with such things as there are limits how precise you need to be when you work in daily operations. That's just the way daily operations are."</i></p>
People-oriented people at work	1	1	Anna	

<p>People in management/administration_some people you can have a better rapport with in general</p>	<p>1</p>	<p>1</p>	<p>Steinar</p>	<p>&lt;Internals\Interviews 2012\Steinar_Interview 15&gt; - § 1 reference coded [1,66% Coverage] Reference 1 - 1,66% Coverage  <i>"But what it comes down to really is that you always have a better rapport/chemistry with some people than you do with others. You can talk more with some people about anything whereas with others it is more subject/topic related. But I think the culture here (named company) is very good and you can talk most people if you want to. That is all you are getting! (laughs!)"</i></p>
<p>People at the company interested in keeping jobs local</p>	<p>1</p>	<p>1</p>	<p>Marit</p>	<p>&lt;Internals\Interviews 2012\Marit_Interview 7&gt; - § 1 reference coded [1,98% Coverage] Reference 1 - 1,98% Coverage  <i>"We need to be good to each other to make the organization good too. Because this serves us best as a business and best as employees in the long-term. You see, the majority who work here also live in this town. So, to keep the business going and to maintain a local place of work, then we need to be good at what we do. Otherwise, the alternative is to sit in a traffic queue commuting every day for at least 45 minutes each way to the nearest city. It makes business sense for us all to try to keep the business local and show respect for each other."</i></p>
<p>People who are humbler at work_I am less direct at work than at home</p>	<p>1</p>	<p>1</p>	<p>Marit</p>	<p>&lt;Internals\Interviews 2012\Marit_Interview 7&gt; - § 2 references coded [1,30% Coverage] Reference 1 - 0,64% Coverage  <i>"None of us are world champions at everything and sometimes being humble is important for us all to remember. We need to be good to each other to make the organization good too."  Reference 2 - 0,66% Coverage  <i>"I notice myself that I am much more direct at home than I am at work. I don't quite manage to be the same, but as I said previously, this is something I should practice more in the future."</i></i></p>



<p>Women/ girls in my group_need to consider more ARENAS_work and life based_men have a more relaxed attitude towards responsibilities</p>	<p>1</p>	<p>1</p>	<p>Berit</p> <p>&lt;Internals\Interviews 2012\Berit_Interview 12&gt; - § 4 references coded [3,54% Coverage] Reference 1 - 0,13% Coverage</p> <p>"In relation to my group, I am no doubt like some of the girls in my group."</p> <p>References 2-4 - 3,41% Coverage</p> <p>"I enjoy working in a group and like to have people around me. I enjoy being a part of a team. We are all good at doing that, and have different ages, both boys and girls. <u>I notice that girls have more baggage/weight (ballast) with home, that guys have a more relaxed attitude towards. For one or another reason. We should be able to manage everything, in every place and that is repeated. Us girls are more...if one of the guys is going to work overtime he says, "I am doing overtime" whereas if one of us girls is going to work overtime, there are 1001 things that need planning. So, we are a bit different there. In how we relate to such things. And it is a challenge for me as a female manager (leder) in that there are many things I need to take up on the home front at the same time as I should manage people in a (named overseas company) where they go to work virtually at the same time as we go home. Things can happen the whole time, almost around the clock, but I am very good at being available. In fact, I have maybe made myself too available than I maybe should. Because the other guys find it easier to say, "It is just like this and like that". So, I am sometimes maybe more available than what is necessary. But that is also to do with being group manager, because I have the responsibility if something happened. For example, if I am home with a sick child, then I have the PC on and mobile on and follow what is happening and say, "Yes, just send an email." Things like that. But that is OK for me as it is easier for me than being completely away/off work for something."</u></p> <p>Interviewer comment: "Yes, I think I would have relaxed a lot more to have had the PC and mobile on and know that everything was OK."</p> <p>"Yes, there is something in that and in having responsibility. Yes, there are no doubt differences between being a female manager (kvinnelig leder) and a male manager. I have also noticed that women in the group have more to consider/relate to (forholder seg til), greater responsibility across different arenas in many ways. Just as I also feel as well. Is that an OK answer for you?"</p>
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<p>People with a similar educational background</p>	<p>1</p>	<p>2</p>	<p>Gina</p>	<p>&lt;Internals\Interviews 2012\Gina_Interview 5_&gt; - § 2 references coded [3,36% Coverage] Reference 1 - 1,27% Coverage (named technical course) My education is in (named technical skill) and that is all about (a named technical skill). So, through this you learn methods about how to (named process) products. That can be everything from machines for use in the oil industry to developing web solutions, services, sports clothing or skis ...so lots of different things. But it is the methods that you learn which are important in terms of which tools, technology and materials to use..." "I notice now, when I have taken a more management direction that I have moved a bit away from this practical, creative side. But, the new role is also fun. "</p>
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**APPENDIX 8- Table 5.1.1.1 Protégé Summary of differences between self and others at work**

I am different from ...	No. of respondents	No. of coded entries	Name of respondent	Sample discourse
Management/ analytical people/ Head Office	2	3	Anna, Julie	<p>&lt;Internals\Interviews 2012\Julie_Interview 20&gt; - § 1 reference coded [2,58% Coverage] Reference 1 - 2,58% Coverage</p> <p><i>"Actually I was at a meeting yesterday with someone from the level above my own manager and he used a lot of economic/financial language/terms that I didn't get either such as CF, EBAT – A, CAPEX etc. At one point, he had three sentences which contained a lot of these 3 letter abbreviations and I said to somebody afterwards, "did he mean that as a joke or was he being really serious about what he said/ presented?" But I said afterwards to my manager that it could be good for the rest of us afterwards to have an introductory session into those economics abbreviations ... because the rest of us needed a course just to understand the economic/financial language used up at the Head Office! (laughs). So, I understand how it feels when you sit there are a lot of subject-specific language comes out/up!"</i></p> <p><i>"I mean, you want to feel a part of the group whilst you are listening to something and then to admit at the time that you don't understand something means that you become distanced from that group that you are trying to understand. It may only be afterwards that for example a member of your team admits they didn't understand something and so you need to repeat things."</i></p>

(Technical) subject-specific professional experts	5	8	Berit, Gina, Hanne, Kristine, Mads	<p>&lt;Internals\Interviews 2012\Berit_Interview 12&gt; - § 2 references coded [1,46% Coverage] Reference 1 - 1,21% Coverage  <i>"I am the only girl (den eneste jente) and don't have the technical background which no doubt makes me a little different. And I am also a little different from them in that they are more interested in the technical side than what I am. Together in the technical meetings and such like, I cannot bury myself in the detail. But I like to come along to the meetings. I am more interested in the administrative side – getting the group to function well. Now, I don't mean that the other group managers aren't like that too, but they possibly have a different viewpoint on how you should manage/control the group (styre gruppen). They see it maybe from...they have less time to be group managers because they are more interested in the technical side/part."</i></p> <p>&lt;Internals\Interviews 2012\Mads_Interview 4&gt; - § 1 reference coded [0,88% Coverage] Reference 1 - 0,88% Coverage  <i>"In terms of differences, I work with (named technical professionals) and (named technical professionals) are very laborious. I am possibly more impatient than they are and with the impatience I am more dynamic. They dwell more on things, use more time and don't like making decisions compared to what I am used to from previously, from the type of person I am and how I see myself."</i></p>
Technical experts - often men as a relational, people-centred female manager	1	1	Berit	<p>Berit... continued from example above  <i>"It is the guys who are technical, that makes the difference there. That's how it should be. But I have some who are very independent and they work a lot alone."</i></p> <p>&lt;Internals\Interviews 2012\Berit_Interview 12&gt; - § 3 references coded [1,20% Coverage] Reference 1 - 0,01% Coverage  Reference 2 - 0,44% Coverage  <i>"But, being a girl (det å være jente) means that we have a bit unique way of working. My view is that we are cleverer/better at...we have social antenna and are better at seeing the individual and taking care of the individual. That is in relation to the group managers."</i></p> <p>Reference 3 - 0,76% Coverage  <i>"I notice that girls have more baggage/weight (ballast) with home, that guys have a more relaxed attitude towards. For one or another reason. We should be able to manage everything, in every place and that is repeated. Us girls are more...if one of the guys is going to work overtime he says, "I am doing overtime" whereas if one of us girls is going to work overtime, there are 1001</i></p>

				<p>things that need planning. So, we are a bit different there. In how we relate to such things."</p>
<p>Another woman at work_ who is more direct in tone/ communication and less humble</p>	<p>1</p>	<p>1</p>	<p>Marit</p>	<p>&lt;Internals\\Interviews 2012\\Marit_Interview 7&gt; - § 1 reference coded [2,05% Coverage] Reference 1 - 2,05% Coverage  <i>"There aren't too many women here, there are just 4 of us. So, this is a male-dominated company. So, I can possibly describe myself as different maybe one of the other women. One woman is very sharp and straight to the point. On some occasions this is appropriate and on other occasions it is not appropriate. So, through my role I also see that others also don't like her personality, due to the sharp tone. None of us are world champions at everything and sometimes being humble is important for us all to remember. We need to be good to each other to make the organization good too."</i></p>
<p>Other technically oriented managers at my level_THEY TRAVEL_I DO NOT TRAVEL</p>	<p>1</p>	<p>1</p>	<p>Berit</p>	<p>&lt;Internals\\Interviews 2012\\Berit_Interview 12&gt; - § 2 references coded [1,72% Coverage]  <i>"Now, I don't mean that the other group managers aren't like that too, but they possibly have a different viewpoint on how you should manage/control the group (styre gruppen). They see it maybe from...they have less time to be group managers because they are more interested in the technical side/part." Reference 2 - 0,37% Coverage  <u>"Many of them travel a lot and are more involved in the technical than I am. I am more visible/around (til stedet) daily. So that makes me a bit different in relation to them. But of course, this varies from group to group."</u></i></p>

<p>Previous manager who was in my new role_I am more direct, analytical and results-oriented and</p>	<p>1</p>	<p>1</p>	<p><b>Kristine</b></p>	<p>&lt;Internals\Interviews 2012\Kristine_Interview 13&gt; - § 1 reference coded [2,76% Coverage] Reference 1 - 2,76% Coverage  <i>"I am no doubt different in that I am more results-oriented than they are maybe used to from previously. If you understand? I am no doubt a little like that as a person, but also have it internalized within me from previous jobs. So, I have a direct way of saying, "this is something we need to/ must do!" I am no doubt very direct, so maybe there has been an atmosphere...between us. But I think that is maybe because they have worked in a different group where they maybe aren't used to working in that way or where there has been a focus on it. The first thing I did when I entered the role was to set up an organizational plan for the group to see the strategic goals and operative plans. And when they saw what that was, they thought this was great as they could see that it required something from them too and I think we all get something useful/good out of that. So, but...it is a bit difficult..."</i></p>
<p>Technical/ subject experts_but we have a good, open company culture here anyway</p>	<p>1</p>	<p>1</p>	<p><b>Steinar</b></p>	<p>&lt;Internals\Interviews 2012\Steinar_Interview 15&gt; - § 1 reference coded [1,13% Coverage] Reference 1 - 1,13% Coverage  <i>"You can talk more with some people about more or less anything whereas with others it is more subject/topic related. But I think the culture here (named company) is very good and you can talk most people if you want to. That is all you are getting! (laughs!)"</i></p>

<p>The rest of my crew_ WHO ARE MEN</p>	<p>1</p>	<p>1</p>	<p>Freya</p>	<p>&lt;Internals\\Interviews 2012\Freya_Interview 16&gt; - § 1 reference coded [8,63% Coverage] Reference 1 - 8,63% Coverage  <i>"In terms of differences, then it more due to personality, I am more of a...erm, open to changes and new impulses, then the people work in (my named department), we have always done it like this is and that is how we like it to be.... I think it is exciting to be creative with an innovative approach and I think we can benefit from someone coming in and saying; we need to change things completely around. They you can get innovative ideas and then it is interesting to see where you end up. I think that's the biggest difference between me and the people I work with. However, you must have careful approach, first you must establish a trust within the organization, and you can't just walk in and say: this is what we are going to do.... Then it becomes: Jesus, what it is she doing. Your first establish trust and then you can start to pick at people, and plant some seeds that you work with....and then it becomes; yes, it's quite fun this. There are a few things that I have started to address now, that I know that they are just holding on and don't like. I think it is to push them a bit, and then they will see that it's not that bad after all. To come from (another named department) in to a gang like that, you just had lie flat and build yourself up from scratch. They had no idea who I was, with a male dominated rough approach and been there since the named plant was built, with their way of doing things and that's how it should be done. Don't come here and pick on me... (Knocks on the table twice). So, my strategy was to go in, submit and assess and slowly but surely then start to build myself, but it has taken a few years to be where I am today. I feel I have the trust, because when you make changes you don't get the resistance within the crew that you got in the beginning any more. In the beginning, it was proper... there were some changes that were forced upon them from the management and we had some proper battles up there, people were, but after a while, when you back on your feet and some trust is established... yes, hmmm."</i></p> <p>Interviewer question: How did you establish trust?  <i>"No, you have to know where to start, who you need to get on your side. You need where you start, because this is a hierarchy as well. How much should they be allowed to make their mark before you take over? It is like a herd, you assess who is in charge and who you need to talk to first and it is strategy. When you are in there then and then you can move forward. They see what you do and they see if you are there, you can't just come down once a week and tell them what to do. You must be there, i.e. being there for the morning meetings, action things, and show that you contribute and that you can work together"</i></p>
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				<p><i>with them. only then can you get their respect. If you believe that you can only come here and be sat in your office with your papers then, so, yes... I think it is interesting, because it's psychology, how do you gain access to a group like that... Of course, there are many ups and downs, but overall if I feel like I have succeeded. However, you shouldn't become mates, as a leader, you shouldn't get too close, they should have the respect (knocking the table) for you, but it is important to have a good relationship with the supervisors, who have a closer relationship to the (named line employees)."</i></p>
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**APPENDIX 9 - Table 5.1.1.1 Mentor Summary of similarities between self and others at work**

I am similar to other...	No. of respondents	No. of coded entries	Name of respondent	Sample discourse
People who I work together with_ similar educational and background_ technical professional experts	1	1	Jens	<p>&lt;Internals\\Interviews 2012\\Jens_Interview 9&gt; - § 1 reference coded [0,55% Coverage]            Reference 1 - 0,55% Coverage  <i>"What are you thinking about - me as a person or more at work?"</i>            Interviewer comment: "Whatever comes up..."  <i>"Most us are relatively alike in terms of background and education..."</i></p>
People who I know well & share a long work history and experience together with	2	2	Jens, John	<p>&lt;Internals\\Interviews 2012\\Jens_Interview 9&gt; - § 1 reference coded [0,87% Coverage]            Reference 1 - 0,87% Coverage  <i>"But most us I have worked with for 20 plus years and there are several of those, so I know most of them pretty well after so long. And some I have worked together with for 6-7 years, so I know most well you could say. But most us are quite alike you could say."</i></p> <p>&lt;Internals\\Interviews 2012\\John_Interview 2&gt; - § 1 reference coded [1,33% Coverage]            Reference 1 - 1,33% Coverage  <i>"I think because I have the history and have also seen in a good deal of other companies...especially former colleagues who have started their own companies maybe 10 years ago or so now, that when they have a crisis, they phone me. This no doubt relates to the fact that they believe I have sensible ideas regarding cases/issues that they want to implement or not implement and that I can help them out of the situation that they are in erm...yes...to start a new process, implement it and complete it. To say it simply!"</i></p>

<p>People in the department where I work orderly, structured, like control, like to have an overview of things</p>	<p>1</p>	<p>1</p>	<p>Kate</p>	<p>&lt;Internals\Interviews 2012\Kate_Interview 3&gt; - § 1 reference coded [2,48% Coverage]  Reference 1 - 2,48% Coverage  <i>"Are you thinking about those who I work alongside or other people who or others that I meet?"</i>  Interviewer comment: "Both really if there is a difference"  <i>"I have worked in the (named department) and am no doubt similar to those in the (named department) in that I am orderly, structured and like control. I like to have an overview of things. There are many in the (named department) like that. You don't find the most creative of souls at the (named department) I don't think. They can be found, but they get a bit closed in because you can't just think that the (named way we do things - process) is a bit foolish. You must follow it. Those who come in who are more creative end up in distinct roles. They maybe end up working with the (named technical equipment) and developing some (named way we do things - process) there. They might also work on simplifying some processes if there is anything that can be done in terms of that. They work a bit like that and take slightly different responsibilities."</i></p>
<p>Other Norwegians in the company system_open, honest voice/ tone &amp; high level of trust</p>	<p>1</p>	<p>1</p>	<p>Knut</p>	<p>&lt;Internals\Interviews 2012\Knut_Interview 8&gt; - § 1 reference coded [1,58% Coverage]  Reference 1 - 1,58% Coverage  Question: "In what ways you would describe yourself as both like other people that you work with?"  <i>"That is a little difficult to answer and a very general question and it also comes down to personality type too and distinct categories of personality. But in terms of the Norwegian culture, as people we are direct, open and honest. Sometimes maybe too honest and we trust each other...and in that I think I am like many other Norwegians. If you compare that property there with other country cultures, then I think we are very different."</i></p>
<p>Other Norwegians (same country) _open, honest voice/ tone &amp; important level of trust</p>	<p>1</p>	<p>1</p>	<p>Petter</p>	<p>&lt;Internals\Interviews 2012\Petter_Transcript 2_Interview 14&gt; - § 1 reference coded [0,46% Coverage] Reference 1 - 0,46% Coverage  Interview comment: "Is it mostly informal or social or other settings...?"  <i>"We Norwegians hold the right to express our opinion about everything to everybody at any given moment and in that many people believe that what they think and do is correct..."</i></p>

**APPENDIX 10 - Table 5.1.1 Mentor Summary of differences between self and others at work**

I am different from	No. of respondents	No. of coded entries	Name of respondent	
The male employees who work where I work	2	2	Kate, Inger	<p>&lt;Internals\Interviews 2012\Inger_Interview 6&gt; - § 1 reference coded [1,26% Coverage] Reference 1 - 1,26% Coverage  <i>"Many of the people that I have around me are often men, so that is a difference. Without really thinking much about it, I am well used to being with men in a work/professional context. But, for several years now, we have had a focus on gender equality and diversity here at the (named type of workplace). So, diversity is many things...gender is just one thing. Erm...so, we have seen an increase in the diversity measures that we carry out."</i></p> <p>&lt;Internals\Interviews 2012\Kate_Interview 3&gt; - § 1 reference coded [4,74% Coverage] Reference 1 - 4,74% Coverage  <i>"And this is also the case in other types of meetings too. In most meetings, the majority are men. This isn't the case for the (named department where Kate works), but in the rest of the (named type of workplace) the majority are men."</i></p>
(Other lesser qualified employees)	1	1	Inger	<p>&lt;Internals\Interviews 2012\Inger_Interview 6&gt; - § 1 reference coded [0,34% Coverage] Reference 1 - 0,34% Coverage  <i>"But how similar and different I am...I often have an important level of education in comparison people that I work with."</i></p>

<p>(Other less relational managers) I am good at resolving issues and conflicts between people</p>	<p>1</p>	<p>1</p>	<p>Inger</p>	<p>&lt;Internals\Interviews 2012\Inger_Interview 6&gt; - § 1 reference coded [6,09% Coverage] Reference 1 - 6,09% Coverage  <i>"Erm...I am also usually the one who can go in and loosen/ease a bad atmosphere that could be on the verge of breaking down."</i>  Interviewer comment: "So, a good negotiator?"  <i>"No, I think I am too honest to be a good negotiator. There are others who are better at this than me. That I am sure of, because they generally keep their cards "close to their chest" whereas I tend to "show my cards too early!" (laughs) That is something that I generally leave to others. But in terms of managing conflicts between people, that is something that I am much better at. To say to people, "no, now you have crossed the line there!" and that type of management of conflict...to ease or resolve a bad atmosphere between people. That is something I have good skills at doing. (Interviewee leaves the room for a glass of water, taking a few seconds)"</i>  Interviewer comment: "So, your skills at managing conflict?"  <i>"Yes, that is something that I am good at doing. Mediating between parties. Erma...I like to have people around me who feel OK, erm...and prefer to go into situations where people are having a tough time. If the guys fight...well, to put it this way, when I enter the room, they stop fighting as they see that a "girl/women is coming", which might make it easier to talk. The situation can be also actual, physical fighting, but that is yes, something that I...I don't think I am afraid...to go into almost any type of situation. Erm...there is very little that I have backed out of and I really believe that a solution can always be found. Erm...it isn't always easy to see that solution..."</i>  Interviewer comment: "Or to get others to see that solution?"  <i>"No, but that I don't always see the situation myself either. When you discuss with people, ideas come up. So, "maybe if you do it in this way, then it might help" for example. I might use some of the ideas together with my own to work out how I will act. Things come up that might help, maybe because you were having trouble thinking constructively. Hmm..."</i></p>
<p>Extrovert that I work together with_I am more introvert as a type I would say</p>	<p>1</p>	<p>1</p>	<p>Jens</p>	<p>&lt;Internals\Interviews 2012\Jens_Interview 9&gt; - § 1 reference coded [0,84% Coverage] Reference 1 - 0,84% Coverage  <i>"even though we are no doubt dissimilar in terms of type. I would say that. Erm...I think maybe in terms of others, that I may be a little more careful than the others and maybe one who thinks more rather than talking. Maybe more introvert as a type. Yes, I think so, in general..."</i></p>

<p>Those in a strategic setting who lack the technical experience &amp; detail-orientation_I take a top to bottom approach</p>	<p>1</p>	<p>1</p>	<p>John</p>	<p>&lt;Internals\Interviews 2012\John_Interview 2&gt; - § 1 reference coded [1,22% Coverage] Reference 1 - 1,22% Coverage  <i>"I think I am a little different from the others in that in a strategic setting I am very technical and have more of a focus on details. A top to bottom approach."</i>  Interviewer question: "Do you think this is because of your background or do you think it has more to do with "who you are?"  <i>"Personally, I am quick at getting to grips with things...to set myself into things. But at the same time, a small detail might be important and have greater consequences in the bigger context. So, yes...I think my education may have helped to steer me more in that direction, because in (named type of system) and that type of thing, you can't steer (a named part) if you don't understand how it will do it. In a way, you need to understand more than your own technical/specialist area. And this then brings you in that direction that you need to take decisions and consider the surrounding context ("omverden"). So, yes it could well be that I am different in terms of this. It is not really something that I have thought too much about before, but you could be right that there are connections between the education and practice."</i></p>
<p>Others in my department_I like challenges, continuous learning and taking responsibility and other types of roles</p>	<p>1</p>	<p>1</p>	<p>Kate</p>	<p>&lt;Internals\Interviews 2012\Kate_Interview 3&gt; - § 1 reference coded [1,95% Coverage] Reference 1 - 1,95% Coverage  <i>"What I am maybe different in terms of is that I am very...I like to deliver. I like...yes...since I came here I have always liked to do a bit more, "do this too, do that too" I like challenges and once I have learnt something I like to find out if there is anything else that I can learn. But I don't think all (named department) people are like that. Some are very satisfied and have been here for many years and think this is completely super. So, in that respect I am no doubt a bit different."</i>  Interviewer comment: "I think that point maybe goes for most workplaces..."  <i>"Yes, I think that is often the case and those people are often the ones who take on more responsibility and other types of roles."</i></p>
<p>Others in my department_I more direct in tone (voice) than most of the other women there</p>	<p>1</p>	<p>1</p>	<p>Kate</p>	<p>&lt;Internals\Interviews 2012\Kate_Interview 3&gt; - § 1 reference coded [1,90% Coverage] Reference 1 - 1,90% Coverage  <i>"I also think I am more direct than most of them. I am a bit more impatient. I am not happy...we can well discuss things for a long time...but then I can't be bothered any longer and we need to move forwards. And I think in relation to the (name female-oriented department), where we had a very nice, social and cosy ("koselig"), I am no doubt an individualist ("idiokrat") in relation to cutting through that. "We shouldn't be having it so nice the whole time, something should be happening here too" A bit like that. And maybe I say that very clearly. "Now we should get this done..." "we don't need to take this coffee break now," "you holiday will have to wait" and that is no doubt a difference from person to person in how clear you are."</i></p>

<p>Other managers based overseas in the company system_uses national cultural differences in accepted voice behaviour to the advantage of the company_is gradually accepted for who he is</p>	<p>1</p>	<p>1</p>	<p>Knut</p>	<p>&lt;Internals\\Interviews 2012\\Knut_Interview 8&gt; - § 1 reference coded [4,58% Coverage] Reference 1 - 4,58% Coverage  <i>"That is a little difficult to answer and a very general question and it also comes down to personality type too and distinct categories of personality. But in terms of the Norwegian culture, as people we are direct, open and honest. Sometimes maybe too honest and we trust each other... and in that I think I am like many other Norwegians. If you compare that property there with other country cultures, then I think we are very different. If you look at other country cultures against the Norwegian with that set of parameters, then I do notice a significant difference between my behaviour versus others from other parts of the company system. I really stand out. I am very different in those other cultures outside Norway and to a certain extent Scandinavia in general, although there are still a few differences there too. But outside Scandinavia things take place in diplomatic words and turns of phrases, they pack things in and are very careful and are not so open and direct as we are in Norway, the Nordic region, Scandinavia. That means a lot of difference. But I use the difference consciously in the system as that is what creates friction (brytinger) and creates opportunities, so I like to be myself. So, I am sometimes perceived as a bit of a bull in a china shop. But I have the best of intentions as I don't do this for my own sake but for the sake of the company. And after a while, people just see me as this, this is how I am and that my intentions are good. I am not one who elbows in/pushes others out to promote myself, but I do want to obtain satisfactory results for the company. In that way, I then gradually become more and more accepted... from my experience.</i></p>
<p>Managers at the same level_I am more of a structured, project completer type than a design, sales/marketing type</p>	<p>1</p>	<p>1</p>	<p>Eva</p>	<p>&lt;Internals\\Interviews 2012\\Eva_Interview 11&gt; - § 1 reference coded [2,39% Coverage] Reference 1 - 2,39% Coverage  <i>"I think in many ways I am unlike those who I work with (laughs). Very often, I experience that I am very structured and have a need to complete projects as well as just start them."</i>  Interviewer question: "So based on that, are there many who don't complete projects?"  <i>"Yes, I don't think I am the typical designer or salesperson, marketing, I am much more the person who says, OK this is crap here, and how can we implement things and change and deliver the product? And I think there are many here who think that I maybe control too much whilst I just have the goal to get it completed..."</i></p>
<p>Other less networked managers_My network contacts are valuable to the company_they allow me to voice clearly</p>	<p>1</p>	<p>1</p>	<p>Eva</p>	<p>continued from the Eva's discourse above... "So I am no doubt seen as a clear decision-maker (bestemt) and effective (effektiv) for good and bad. But I have a good set of network contacts after many years of working in various parts of the business as so that is useful (nyttig), so I think they accept this to get anything out of this (the network)."</p>

<p>and effectively in my role of decision-maker for good or bad</p>	<p>1</p>	<p>1</p>	<p>Petter</p>	<p>&lt;Internals\Interviews 2012\Petter_Transcript 2_Interview 14&gt; - § 1 reference coded [6,46% Coverage] Reference 1 - 6,46% Coverage  Interviewer question: "Do you think that the way you and your company conduct meeting differently than other firms in Norway?"  <i>"I don't know if we do in general, but in Oslo it is done in a similar fashion. Down here, it's slightly different, why that is, is something hasn't really thought about. I have been many meetings and sat there thinking – what am I doing here? What are we trying to achieve?"</i>  Interviewer question: "Have you expressed your view when that has happened?"  <i>"Not when I have been invited as a guest, but I tend to raise the issue later. It's a small environment down here, you can raise it and include it gradually, but not there and then. That has also to do with not losing face for those who have invited you and to recognize everyone. You can raise it externally because the people that we work with you meet each other in a social setting, like skiing, parties etc...."</i>  Interviewer comment: "That is to do with the company arena when things are raised or people are corrected..."  <i>"It must do with behaviour and expectations, because if you are invited to a meeting.... If it is internal at our place, I will take that... If am called in to a meeting internal and it's about nothing... I will tell them straight away. If they start discussing things everybody knows that we can't do anything about, that's something we don't need spend time and energy on.... Everything brought up as negative loses energy, but if it's brought up on a negative note but we can possibly do something about turn it and see that here is a solution that becomes something positive.... But when you are invited externally to a meeting and however much you have asked upfront and you realise that it's just "viss vass" you can't just raise it in the meeting, you are a guest, then you must find an effective way if it is repeated to tell them, or it could just be a one off..."</i>  Interview comment: "Is it mostly informal or social or other settings...?"  <i>"We Norwegians hold the right to express our opinion about everything to everybody at any given moment and in that many people believe that what they think and do is correct. So, if you then tell people in "my named dialect", very short: bam, bam, bam, bam, many people will see that as a correction. That why you will have to soften it with a smile, and "the meeting last time, wasn't that a bit strange, yes maybe it was..." then</i></p>
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				<p>you start... If just goes "the last meeting was just bullshit" ...  Dialects have much to say in Norway ... For me, from my named region and when I say, "I want it like this", for many that will sound like orders, compared to Southerners who goes: well, everything is fine... The dialect has different approach and my dialect is much more staccato whilst Southern have more flow, so even if we say the same thing, in my dialect it will sound much harder. It is something I have learnt after almost 10 years down here it is something that you need to be aware of."</p> <p>Interviewer comment: "It is interesting you should say that and exciting for me as well, that is the connection between expressing and not expressing yourself and the way you do it. That is what I find interesting."</p> <p>"Very often when we have new members of staff in the first meetings I will normally say "I am (from a named region)" which means that I speak slightly different, but it doesn't mean that what I say is the law, or the law about how we should do things. even if you hear that, that not what I mean. If you are uncertain ask the question back: did you just say that I should work like this etc. or did you say that I could try to work like this etc. he... That a significant difference and that important."</p>
<p>Other managers recruited to work with me_same country_ we are recruited to fill each other's weaknesses_ this can be challenging but is for the company benefit</p>	1	1	Celine	<p>&lt;Internals\Interviews 2012\Celine_Interview 19&gt; - § 1 reference coded [3,37% Coverage] Reference 1 - 3,37% Coverage</p> <p>"When recruiting people, I try to recruit people who aren't like me. But in terms of difference it can be in terms of professional competencies (fagkompetanse), ways of working. I had a (named role) Manager who worked in a very structured way and was very rational, which was very different from me and we worked well together. We made up for each other's weaknesses (oppylt hverandre). So, that is something that I feel is important (er opptatt av). To try to find people who fill each other's gaps because we cannot be good at everything/have knowledge about everything. Yes, so I think that is exciting, that we fill and challenge as well. So, I am not afraid of recruiting people who are different from myself. I would prefer that, you know. That I do it for the sake of the business and not myself."</p>
<p>Other overseas managers that I work with_I use "expected national norms" of communication to my advantage and create cultural friction_to the benefit of the company as a whole</p>	1	1	Knut	<p>same example from Knut's discourse above</p>

**APPENDIX 11 -Table 6.2.4: Sample Mentor Discourses – discussing directionality of voice**

Directionality of voice - Liu et al (2010)	Number of coding entries:	No. of references	Name	Example narrative discourse
	<b>Mentors</b>	<b>Mentors</b>	<b>Mentors</b>	<b>Mentors</b>
<b>A: VOICING UPWARDS</b>	5	7	Eva, Inger, Kate, Thea, Celine	<Internals\\Interviews 2012\\Eva_Interview 11> - § 2 references coded [1,11% Coverage] Reference 1 - 0,46% Coverage <i>"And that hasn't been done previously. So that is what I am working on now....to get the "top management team" (felles ledelse) to accept that we need a shared platform."</i>
<b>B: VOICING OUTWARDS</b>				
Towards Head Office/ subsidiary employees overseas	2	2	Eva, Inger	<Internals\\Interviews 2012\\Inger_Interview 6> - § 1 reference coded [0,90% Coverage] Reference 1 - 0,90% Coverage <i>"I have just had a visit from somebody, which has been both, erm...culture clash, I think...erm. I'm not too certain...but if I tell you a little. There are x no. (European nationality) men who work for the top management team in (named department). They are responsible for all (named department type) decisions that affect the this (named) site."</i>
Towards external organization (same country)	1	1	Celine	<Internals\\Interviews 2012\\Celine_Interview 19> - § 1 reference coded [0,47% Coverage] Reference 1 - 0,47% Coverage <i>"And I used a lot of time beforehand, together with the management team as well as with the union representatives."</i>
a) Towards external suppliers or partners	4	6	Eva, Jens, Petter, John	
ai) Towards external suppliers (home and overseas)	1	1	Eva	<Internals\\Interviews 2012\\Eva_Interview 11> - § 1 reference coded [0,56% Coverage] Reference 1 - 0,56% Coverage <i>"to get the "top management team" (felles ledelse) to accept that we need a shared platform, to enable us to achieve much more in the (xxx side - named) side of the business towards our suppliers."</i>

<p>aii) Towards external partners/ suppliers (home country)</p>	2	2	John, Petter	<p>&lt;Internals\\Interviews 2012\\John_Interview 2&gt; - § 1 reference coded [0,33% Coverage] Reference 1 - 0,33% Coverage</p> <p><i>"Yes...I feel I do this daily! What shall a say... I have had some tough affairs with one of <u>our suppliers</u> in (named area of Norway) area."</i></p>
<p>aiii) Towards external partner - no country mentioned</p>	1	1	Jens	<p>Jens: <i>"In terms of a recent example, if you can call it that, then we are currently putting together a very large offer for a new job where we saw the need to have a cooperative partner in to guarantee sufficient capacity (resource) was in place as we have a lot of work currently, to increase capacity. So, in such contexts it is important to choose the right cooperative partner and work out how we should connect with them. That part is relatively new."</i></p>
<p>C: VOICING ACROSS) to peers (voicing out - Liu et al, 2010)</p>	6	6	Celine, Eva, Inger, Thea, Kate, Jens	<p>&lt;Internals\\Interviews 2012\\Jens_Interview 9&gt; - § 1 reference coded [0,60% Coverage] Reference 1 - 0,60% Coverage</p> <p><i>"But generally, we work very tightly on such things here so there have been three of us working tightly on this one. But I have been on the team and contributed towards it at least. That is clear."</i></p>
<p>D: VOICING DOWNWARDS</p>	6	8	Celine, Eva, Inger, Knut, Petter, Alex	<p>&lt;Internals\\Interviews 2012\\Knut_Interview 8&gt; - § 1 reference coded [1,97% Coverage] Reference 1 - 1,97% Coverage</p> <p><i>"Just one example? I do that the whole time, so it is quite difficult to just select one. OK then, next year's annual budget, we take that but without the numbers and detail. OK, (named area) is one region and within that region there are many of administrative functions that carry out services on behalf of (named site). These administrative functions have clearly not been challenged to become more efficient in terms of cost savings as the lines (linjer) have, to keep costs down for their services. So, recently I have really challenged these administrative functions to detail fully what they are going to charge for each of these functions in time for next year's annual budget. And I have driven them pretty hard on this."</i></p>

Total  
Mentors      28                  34

**APPENDIX 12 -Table 6.2.4: Sample Protégé Discourses - discussing directionality of voice**

Directionality of voice - Liu et al (2010)	Number of coding entries:	Number of coded entries:	No. of references	Name	Example narrative discourse
<b>A: VOICING UPWARDS</b>	Mentors	Protégés 5	Protégés 8	Protégés Berit, Freya, Hanne, Julie, Steiner	Protégés <Internals\Interviews 2012\Berit_Interview 12> - § 1 reference coded [0,34% Coverage] Reference 1 - 0,34% Coverage "Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative."
<b>B: VOICING OUTWARDS</b>					
Towards Head Office/ subsidiary employees overseas		1	1	Hanne	<Internals\Interviews 2012\Hanne_Interview17> - § 1 reference coded " And we have also had...we have a supply side toolbox/IT system that doesn't work properly, so I have pushed for us to create a plan for (Head Office overseas) for the top level and have been very much of a sparring partner with the lady responsible in (named Head Office location overseas) about this....And we have given input, "this works well, this doesn't work" ...yes...this is an ongoing thing...(breathes out)" Marit: "We managed to get things through the NAV system and it was me who first came up with the idea, contacted NAV, wrote the application..."
Towards external organization (same country)		1	1	Marit	

a) Towards external suppliers or partners							
ai) Towards external suppliers (home and overseas)							
aii) Towards external partners/suppliers (home country)							
aiii) Towards external partner - no country mentioned							
C: VOICING ACROSS) to peers (voicing out - Liu et al, 2010)	3	4	Steiner, Berit, Gina	<Internals\Interviews 2012\Berit_Interview 12> - § 1 reference coded [0,34% Coverage] Reference 1 - 0,34% Coverage "Now, when I am in the meeting with the other group managers and my manager, with a lot of technically-oriented men, then I also speak up and say how we function as a group and say what is good, what is negative."			

D: VOICING DOWNWARDS		3	4	Anna, Freya, Julie	<p>&lt;Internals\Interviews 2012\Freya_Interview 16&gt; - § 2 references coded [9,74% Coverage] Reference 1 - 1,19% Coverage</p> <p><i>"It was very good in that area and it was a strategy on my behalf to do this, because I knew that to succeed I needed to have people on my side. One thing is that the "Boss" says she is very good; it doesn't matter if I can't handle the people in the (named department) and we can't be a team. So, it was a difficult beginning to be accepted. Yes, there were different issues going on relating to my position at the time, but that was a calculated risk."</i></p>
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Total Mentors	13	18	Total Protégés
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**APPENDIX 13 - Section 7.1.2 Protégé Sample Discourses – Org/ Group Outcomes**

ORGANIZATIONAL/ GROUP-RELATED OUTCOMES	Number of coded entries:	No. of references	Name	
POSITIVE_Organizational Learning	4	4	Anna, Julie, Marit, Steiner	<Internals\Interviews 2012\Steinar_Interview 15> - § 1 reference coded [1,90% Coverage] / Reference 1 - 1,90% Coverage "In a way, I think that it is more about sharing the good knowledge and experiences. Because we have over xxx employees spread across x no. locations and so to get across the "good things" that happen in (named town 1) in (named town 2) and the opposite ...we can help by being on board and sharing promising ideas and knowledge. No unit is isolated, but instead it is more that we are learning from others and helping to communicate out to others our good stories."
POSITIVE_Organizational Change_Structures, Processes & (Strategy)	1	1	Mads	<Internals\Interviews 2012\Mads_Interview 4> - § 1 reference coded [2,52% Coverage] / Reference 1 - 2,52% Coverage Interview question: "B2/c Did your contribution influence the outcome in any way?" "Yes I would say that I have had. In terms of creating an organizational process around this. Our division works with (named) projects. (Named) projects are multidisciplinary projects but we work very closely with the products that we deliver in (named technical type) control system to both the (named industry type 1) and (named industry type 2). Our basis organizational resource is personnel, so we locate the different personnel into different projects. Now, without me having, what can I say... without having a background from (named project) can you say... in terms of re-structuring the most obvious thing for us was to reorganize in relation to the project groups that we have...so in relation to the organizational structure that we have this stands for: (x – named department 1), (x2 – named department 2), (x3 - named department 3), (x4 - named department 4). Because it is within these groups that the resources belong. It is here that all groups belong within (named project)."



<p>POSITIVE_Has a long company history at an organization with an open voice culture so feels can voice easily_ Voicing / disagreement may allow me to see things from an unusual perspective and better accept the decision outcome that is taken</p>	<p>1</p>	<p>1</p>	<p>Kristine</p>	<p>&lt;Internals\Interviews 2012\Kristine_Interview 13&gt; - § 1 reference coded [8,51% Coverage] / Reference 1 - 8,51% Coverage  Interview question: "B2: Can you think of occasions when you have contributed, either positively or negatively, within your current role, within either a project group or meeting context by stating your ideas, suggestion, concerns, or opinions about particular issues? B2/a &amp; b If yes, can you tell me a story that illustrates this?"  <i>"I do that the whole time because we have an organization where there is space/room for that. There is a culture here where we don't need to agree all the time and there is room for disagreement. And I have also worked here for 10+ years, so am confident/safe/secure (trygg i min rolle) in my role regardless. There are many ways in which to say things, but if I am totally in disagreement, then I will say/speak up about it. I often do that. It isn't that I am always in disagreement, but there is nothing stopping me from doing to should I need to. So..."</i>  Interview question: "B2/c Did your contribution have a positive influence on the business would you say?"  <i>"Yes, it isn't always in meetings that people agree with you and it can also be that if you say something and a discussion comes out of it, that you suddenly see things from a slightly unusual perspective. So, it isn't always my opinion that becomes the outcome, but there needs to be space/ room to be able to say it. And that can lead to a discussion (skape en diskusjon) and if a decision is going to be taken on things it is possible that an alternative solution based on increased knowledge is found. <u>But I experience that there is culture to voice in this company. That is my experience. There is also something about daring to stand up for what you think/believe (tørr å stå for det du mener). So, it is seldom the case that all agree with you regardless..."</u></i>  Interview question: "B2/e Would you say that you voice/contribute differently across different business arenas?"  <i>"No, I feel if I have something to say, then I will say it regardless."</i>  Interview question: "B2/f but do you think you voicing has something to do with your long work experience at the company – that you can dare to voice or has it also something to do with your personality?"  <i>"I think it is a bit of both. But clearly, it is easier to speak up/ voice when you have worked for an organization for 10+ years and you know the organization. And when I started working here we employed more and more people and grew rapidly. <u>But I have been here for a long time and know a lot of people. I also feel pretty safe/secure (trygg) and are no doubt a little like this as a person too."</u></i></p>
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POSITIVE_Cost saving	1	1	1	Marit	<Internals\Interviews 2012\Marit_Interview 7> - § 1 reference coded [0,42% Coverage] / Reference 1 - 0,42% Coverage <i>"Yes, it was very positive for the business as we managed to skill up the employees and save on direct course costs too."</i>
POSITIVE_not described	1	1	1	Hanne	<Internals\Interviews 2012\Hanne_Interview17> - § 1 reference coded [0,69% Coverage] / Reference 1 - 0,69% Coverage <i>"And that has been a success, both for me and the company."</i>
NEGATIVE_Connected to themes not taken up (Org Silence themes:?)	1	1	1	Anna	<Internals\Interviews 2012\Anna~~~_Interview 1> - § 1 reference coded [1,40% Coverage] / Reference 1 - 1,40% Coverage <i>"On some days when I aren't feeling quite so inspired I try to make the meeting as short as possible. Then they say, "wasn't there anything more today?" And then there are some themes, I just don't want to bother with taking up as you know that if you took it up it would lead to a never-ending discussion."</i>
POSITIVE_Relational capital_skill up employees/managers	1	1	1	Marit	<Internals\Interviews 2012\Marit_Interview 7> - § 1 reference coded [0,42% Coverage] / Reference 1 - 0,42% Coverage <i>"Yes, it was very positive for the business as we managed to skill up the employees and save on direct course costs too."</i>
POSITIVE_Relational_ see the people who create the results for the company					
POSITIVE_Relational_ownership of the problem by both internal and external parties					
POSITIVE_Relational_continued cooperation between internal and external parties					
			<b>10</b>		
					<b>Protégé Total</b>

**APPENDIX 14 - Section 7.1.2 Mentor Sample Discourses – Org/ Group Outcomes**

<p><b>ORGANIZATIONAL/ GROUP-RELATED OUTCOMES</b></p>	2	John, Alex	<p>&lt;Internals\Interviews 2012\John_Interview 2&gt; - § 3 references coded [1,85% Coverage] / Reference 1 - 0,18% Coverage  <i>"and both our own employee and of course the supplier learnt from it."</i>                      Reference 2 - 1,04% Coverage  <i>"I felt very pleased about that."</i>                      Interviewer question: "Why did you feel that?"  <i>"I felt like I contributed towards...I felt good because the meeting went so well and that my employee here learnt a lot from this. I think the supplier also learnt something from it as we are just one of several places in the country where the outcome can also be a beneficial solution for them. If all adopted the solution..."</i>                      Reference 3 - 0,63% Coverage  <i>"I also felt especially good for my colleagues. That was what I felt was most important. The learning/knowledge that they gained out of this. How you manage to improvise in such unclear ("bilder") settings...even if you know the agenda beforehand..."</i></p>
	4		
<p><b>POSITIVE_Organizational Change_Structures, Processes &amp; (Strategy)</b></p>	2	Knut, Eva	<p>Knut - See example below under cost saving                      Eva: &lt;Internals\Interviews 2012\Eva_Interview 11&gt; - § 1 reference coded [2,15% Coverage]                      Reference 1 - 2,15% Coverage                      Interviewer question: "So, if you look at this project, then would you say it will have a positive/negative or no effect on the business?"  <i>"It will have a lot of positive effects (laughs), oh yes!!"</i>                      Interviewer comment: "But do you think other people will see it as positive too?"  <i>"There are many who will see it as negative for their own part/department, but I think in the end, when they understand what it means and what we want to achieve that they will put on their "named company" hat and not their location hat in terms of attitude? (immstilling). It is important to get people on board from the beginning and get this implemented afterwards. It doesn't help to press things onto people from above here as we have a lot of well-qualified people here who are better to have with you than against you."</i></p>

<p>POSITIVE_Has a long company history at an organization with an open voice culture so feels can voice easily_ Voicing / disagreement may allow me to see things from an unusual perspective and better accept the decision outcome that is taken</p>	3		
<p>POSITIVE_Cost saving</p>	4	<p><b>Knut, Celine, Inger</b></p>	<p>&lt;Internals\Interviews 2012\Knut_Interview 8&gt; - § 2 references coded [3,65% Coverage] / Reference 1 - 2,99% Coverage  Interview question: "B2/c Did your contribution influence the outcome in any way?"  <i>"This can create a huge change, but it is important in the Norwegian system that we hold our costs down, so it is important that both the lines and organization contribute towards reducing these costs, including all who carry out services and charge costs in the systems. So, as an isolated example, this is extremely important for us. This also can change the culture in (named region), as the other works may also start to ask questions and put pressure on the administrators to cut costs from other parts of the (named region) that just Norway. And when several take up the same theme, then you get an avalanche, skree, snowball effect if you like. And then you are on the way to changing things. And these are positive opinions. It is not that we want to throw these administrative functions out, or shut them down or make them unemployed. But it is because they should have the same pressure that the lines must deliver efficiency improvements as part of a holistic/whole (helhetlig) system. I comprehend this as positive."</i>  Reference 2 - 0,66% Coverage  Interviewer question: "But you think it is important for the business that this takes place?"  "Definitely, yes! If we are going to hold costs, earnings/salaries (inntjening) and operations for the works down then everybody needs to contribute."</p>
<p>POSITIVE_not described</p>	1	<p><b>Jens</b></p>	<p>&lt;Internals\Interviews 2012\Jens_Interview 9&gt; - § 1 reference coded [0,77% Coverage] / Reference 1 - 0,77% Coverage  Interview question: "B2/c Did your contribution influence the outcome in any way?"  <i>"Yes, the aim is to contribute positively. I mean, we are in the (named early) phase, so you don't quite know what the outcome will be, but we have a strong belief that it will contribute positively."</i></p>

NEGATIVE_Connected to themes not taken up (Org Silence themes?)					
POSITIVE_Relational capital_skill up employees/managers	1	1	John	See example at organizational learning above	
POSITIVE_Relational_ see the people who create the results for the company	1	1	Thea	<Internals\Interviews 2012\Thea_Interview 10> - § 1 reference coded [2,23% Coverage] / Reference 1 - 2,23% Coverage Interviewer question: "So, in terms of this, would you say this turned out positive for both yourself... and the company?" "Yes, it was positive for both me and the company. Because in this company and others that are in Cluster 1 and Cluster 2, the businesses are so technically-oriented that there can be a tendency to forget about the people who carry out the work. The people are what make us successful and if the only occasion employees and their spouses are thanked is during a speech at the Christmas Dinner then this is not sufficient...this will not create/ lead to results. And I felt that I have sat there so long, I felt a bit stupid afterwards, after I had "come down to normal" and was less angry, that I had behaved like a child so to speak, by slamming the door... but I think that was what was really needed/required in a way. These were boys who tolerated a knock (tålet et støyt) as well."	
POSITIVE_Relational_ownership of the problem by both internal and external parties	2	5	Inger, John	<Internals\Interviews 2012\John_Interview 2> - § 2 references coded [1,52% Coverage] / Reference 1 - 1,15% Coverage "We needed the supplier to understand our point of view and to take responsibility and ownership for the problem. This is often what one tries to do in all cases. It is about every employee taking ownership of their area of responsibility. And it was evident in this example, that both the supplier and the person who sat in on the meeting from our side of the table also saw the problem so clearly in the end that they also obtained ownership of the case."	
POSITIVE_Relational_continued cooperation between internal and external parties	2	5	Inger, John	John / Reference 2 - 0,37% Coverage "This meant that we came to both a very good outcome/conclusion, good co-operation, we obtained ownership of the problem and both our own employee."	
		<b>14</b>			
		<b>23</b>			

## APPENDIX 15 - Linkages between silence behaviour and individual.level outcomes

TYPE OF SILENCE	ACQUIESCENT SILENCE (AS)		DEFENSIVE SILENCE (DS)		PROSOCIAL SILENCE (PSS)		SUGGESTION-FOCUSSED (SFV) VOICE ONLY - NOT SILENCE	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Van Dyne, Ang & Botero (2003)								
	2	7	1?	0	7	5	1	1
	Eva, Jens	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna	Thea?	0	Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b)	Julie, Kristine, Freya, Steiner (b), Hanne	Petter (o)	Berit
	1 Female / 1 Male	6 Female / 1 Male	1 Female	0	5 Female / 2 Male	4 Female / 1 Male	1 Male	1 Female
<b>A: INDIVIDUAL-LEVEL OUTCOMES SILENCE:</b>								
<b>A1: Acquiescent Silence IND level (AS) OUTCOMES</b>								
A1a: IND_NO CHANGE OUTCOME_ Use of AS when being held out of decision-making or "held out of" meetings	Jens							
A1b: IND_ALL OUTCOMES_ Learning which battles to fight		Gina, Julie, Hanne						
<b>A2: Defensive Silence IND OUTCOMES (DS)</b>								
A2a: IND_NO CHANGE_ The manager solely used DS following a change at her company towards a "climate of silence". She had previously used ProSocial Voice at work.			Thea?					
<b>A3: ProSocial Silence IND OUTCOMES (PSS)</b>								
A3a: IND OUTCOME_POSITIVE_ Learn to balance prosocial voice and prosocial silence in voice encounters at work - to learn and develop own professional knowledge					Eva, Thea, Kate, Knut (b), John (b), Inger (b), Celine (o)			
A3b: IND OUTCOME_POSITIVE_ voices more constructively now since being on the mentor project, puts self outside of own comfort zone						Julie		
A3c: IND OUTCOME_ Learning if sits, listens and remains silent in arenas where others are more knowledgeable						Mads, Kristine, Freya		
A3d: IND OUTCOME_ learning that he needs to balance PSV and PSS more in the future, to allow room for others to develop						Steiner (b)		
A3e: IND Outcome_POSITIVE_NEGATIVE_ The outcomes can be both positive and negative for self if risking voicing. It depends...						Freya		
<b>A4: Suggestion-focussed voice only (SFV)</b>								
A4 a: SFV only_IND OUTCOME OF VOICE_ Rarely stays silent in meetings, generally speaks up/ out about things.								Berit
A4b: SFV only_IND OUTCOME OF VOICE_ Needs to balance PSV and PSS more in the future, to allow room for others to develop	Petter (o)				Petter (o)		Petter (o)	

**APPENDIX 16 - Linkages between silence behaviour and group or organizational-level outcomes**

TYPE OF SILENCE	ACQUIESCENT SILENCE (AS)		DEFENSIVE SILENCE (DS)		PROSOCIAL SILENCE (PSS)		SUGGESTION-FOCUSED (SFV) VOICE ONLY - NOT SILENCE	
	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés	Mentors	Protégés
applying construct from Van Dyne, Ang & Botero (2003)								
	2	7	1? Thea?	0 0	7 Inger (b), Kate, Thea, Eva, Celine (0), Knut (b), John (b)	5 Julie, Kristine, Freyja, Steinar (b), Hanne	1 Petter (o)	1 Berit
	1 Eva, Jens	Mads, Marit, Kristine, Hanne, Gina, Julie, Anna	1 Female	0	5 Female/ 2 Male	4 Female / 1 Male	1 Male	1 Female
	1 Female / 1 Male	6 Female/ 1 Male	1 Female	0				
<b>B: ORGANIZATIONAL OR GROUP-LEVEL OUTCOMES SILENCE:</b> applying construct from Van Dyne, Ang & Botero (2003)								









