



JÖNKÖPING UNIVERSITY

*Jönköping International
Business School*

Examining the Relationship Between Self-awareness and Feedback

An Empirical Study of Managers in Sweden - Focusing on Women

BACHELOR DEGREE PROJECT

THESIS WITHIN: *Business Administration*

NUMBER OF CREDITS: 15

PROGRAMME OF STUDY: *Marketing Management*

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JÖNKÖPING MAY 2021

Acknowledgements


We would like to acknowledge everyone that has been involved in the process of writing our thesis, showing our appreciation for the support given by external parties which have given us interesting perspectives, thoughts, and feedback.

First, we would like to thank our tutor Luigi Servadio for giving valuable feedback necessary to develop our topic and give interesting ideas on how to further increase the understanding and quality of the study. Furthermore, we are thankful for the feedback given by the participating groups during the seminars which have been a way to gain knowledge from individuals in the same stage of the process as ourselves. In addition, we would like to show our appreciation for everyone participating in our survey for taking the time to respond, making it possible for us to research the topic.

Lastly, we want to thank each other for being supportive, motivating and understanding of each other. In addition, having an open environment has facilitated the possibility for discussions and creativity regarding the topic and the quality of the paper.



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Bachelor Thesis in Business Administration

Title: Examination of the Relationship Between Self-Awareness and Feedback. An Empirical Study of Managers in Sweden – Focusing on Women

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Date: 2021-05-21

Key terms: Feedback, Self-awareness, Diversity and Management

Abstract

Background: Looking at previous studies, self-awareness, feedback, and female management is well researched. With self-awareness being a key trait to managerial effectiveness and feedback being a tool to increased self-awareness, the relationship between self-awareness and feedback is of research interest. That said, little is known about female managers in Sweden, hence the research will be focused on examining the relationship between self-awareness and feedback using managers in Sweden as empirical ground. To examine the topics, two research questions were formulated: (1) Is there a difference when it comes to the level of self-awareness between female and male managers in Sweden? and (2) Is there a relationship between self-awareness and feedback among managers in Sweden?

Purpose: The purpose of the following research is to investigate the relationship between self-awareness and the use of feedback using managers in Sweden as an empirical ground to test this relationship. The scope of the research has been limited to researching the relationship among managers in Sweden, comparing the results of female managers to male managers, only examining the social phenomenon in an organisational context.

Method: The research is quantitative, and a survey was distributed to the selected sample. The primary data retrieved was analysed using factor analysis and further investigating the relationship between the two factors of self-awareness and feedback by using a Pearson's correlation analysis.

Conclusion: The empirical findings of the thesis showed no difference in the level of self-awareness between male and female managers in Sweden. A reason for this could be the Swedish

culture and environment. Furthermore, in contradiction to previous research, the female managers in Sweden demonstrated to be self-aware, again an indication of the Swedish culture. Lastly, no significant relationship between self-awareness and feedback was found.

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1. Introduction

The following chapter will include introductory information about the topics of self-awareness, management, and feedback. In addition, the problem and purpose will be described. The research questions will be presented as a conclusion to the problem and purpose, which can be counted to two.

1.1 Background

In today's corporate world, women are not equally represented in higher management positions compared to men (Grant Thorn, 2020). However, the gender distribution in Swedish organisations has been improved with an increase of almost 60 percent when comparing the number of female board members and managers from 2006 to 2016 (Andersson, 2018). Diversity in an organisational context has been acknowledged by the European Union and has initiated the Sustainable Development Goals (SDGs). An aspect of the goals is to encourage corporations to increase diversity management, where gender equality is one important aspect and Sweden is a country affected by the initiative (United Nations Development Programme [UNDP], n.d.). Therefore, we believe that it is of great advantage to examine Sweden since it has already come far regarding equality and female leadership (Andersson, 2018). Moreover, having an equally distributed number of female and male managers have shown to be beneficial when reaching profitable business results (Catherine et al., 1999). In EU 2020, only one out of three managers are female, and when looking at senior management positions it is even fewer. That said, Sweden has shown to have a larger proportion of female managers than the average global proportion. When viewing the number of females represented in Swedish corporations 42 % are women, which is one of the highest numbers within the EU (Eurostat, 2020). Therefore, using Sweden as the examining country would be beneficial due to the high number of female managers and the possibility to research to which extend previous research is applicable in this specific area of the world. Moreover, by investigating Sweden and managers in Sweden, we aim to obtain valuable answers useful for future research. To investigate Sweden also gives us a great advantage when collecting survey data since the authors of the thesis live in Sweden, have an existing network of contacts in Sweden, and speak Swedish.

Self-awareness, feedback, and female management being the core research area of this thesis, originated from the authors interest in leadership and carrier ambitions. The three authors writing this thesis are all females with a wish of entering the business world with equal opportunities for reaching management positions. Looking at previous studies, self-awareness and female

management is well researched. However, little is known about female managers in Sweden, creating an interesting opportunity for research. Previous studies used as inspiration for the following research are linking the two phenomena of self-awareness and feedback. Due to self-awareness being an important tool for management development and feedback being a tool to improved self-awareness. However, the different studies focus on one of the two topics, investigating the details about either feedback or self-awareness (Velsor et al., 1993; Rao & Rao, 2014). Based on the literature review, a key management trait, self-awareness (Caldwell & Hayes, 2016) was identified and further interest in researching self-awareness rouse. Self-awareness is the recognition of one's personality, it is the awareness of one's behaviours, feelings, and the capability of focusing on oneself (Morin, 2011). Self-awareness has shown to be one of the top beneficial traits in management positions, thus a beneficial trait for managers to develop (Caldwell & Hayes, 2016). A major study of self-awareness was conducted by Velsor et al. (1993), the authors state that self-awareness is an important management trait, and mention that many women tend to underrate their self-awareness.

Furthermore, strongly linked to self-awareness and assessing self-awareness are feedback. Feedback is a process of increasing awareness and learning about one self's behaviours, attitudes, etc., by receiving comments from another party (Cambridge University Press, n.d.; Kuchinke, 2000; Rao & Rao, 2014). Rao and Rao (2014) describe how feedback can be utilised as a tool in creating a better understanding and improve one's self-awareness, and the process presented of how feedback can be used in a corporate setting will be of importance to understand feedback. There is both the aspect of giving and receiving feedback, as well as the action that is taken post feedback has been given or received.

1.2 Problem

An existing lack of authors examining the relationship between the level of self-awareness and the use of feedback amongst managers in Sweden has been discovered. With self-awareness being a key trait to managerial effectiveness and feedback being a tool used to increase self-awareness, the relationship between self-awareness and feedback is of research interest. That said, there needs to be a diverse allocation of females and men to generate good business performance (Bourgeois & Eisenhardt, 1988). Certain studies have shown that females underrate their self-awareness compared to men (Turkel, 2008; Van Velsor et al., 1993; Sturm et al., 2014), a factor viewed as crucial for managers (Caldwell & Hayes, 2016). Since self-awareness is affected by the surrounding environment as well as the culture (Morin, 2011) that might have changed or differ depending on

the country being examined. Since Sweden has already come far regarding equality and female leadership, it is of interest to find if there is a difference between female and male managers in Sweden when it comes to the use of feedback and the level of self-awareness. During the last decade, the attention towards female managers has increased and the importance of gender diversification has been highlighted (Devnew et al., 2018). According to Andersson (2018), men are overrepresented in managerial positions in the sense that the gender distribution of the number of people having the job qualification required, i.e., managerial competencies, is not equal to the gender distribution in managerial positions. Having said that, during the last couple of years there has been a rise in the number of females in management positions, even if it is not as high as desired (Andersson, 2018). In 2020, the global proportion of female senior managers was 29% (Grant Thorn, 2020) compared to Sweden who had 43,2% (Eurostat, 2020).

There are a high number of studies claiming a positive relationship between females and management positions. As an example, there are the findings by Catherine et al. (1999) that is displaying how more females in management positions leads to better communication and new ideas, which in return generates a higher company's performance. Furthermore, McCarthy and Garavan (1999) describe the lack of research of self-awareness connected to managerial career development, which has the possibility to increase the level of managerial effectiveness. In addition, previous studies highlight the importance of organisations to increase managerial effectiveness (Kuchinke, 2000; Caldwell & Hayes, 2016; Rao & Rao, 2014). More recent research further confirms the suggestion of continuous investigation of how self-awareness is connected to the performance of the managers. The interest in increased managerial effectiveness within organisations is brought to attention (Rao & Rao, 2014), and the possibility of self-awareness contributing to an increase in the value created by managers and their effectiveness (Caldwell & Hayes, 2016) are still accurate and desired. Moreover, Kuchinke (2000) suggests further research on the use of feedback, contributing to the research to be able to generalise. Rao and Rao (2014) have further added to the research. However, Rao and Rao (2014) continue to mention that feedback is of great advantage and many organisations retrieve great amounts of feedback but might not utilise the information effectively. Moreover, numerous studies have explored self-awareness and feedback, both in one's individual and professional life. The fact that many authors are still investigating self-awareness and the use of feedback shows that it is highly relevant today. That said, the problem is the existing lack of authors examining the relationship between self-awareness and feedback among managers in a Swedish context. Since an understanding into how managers in Sweden work with the subject will gain interesting insights important in larger projects

such as the Sustainable Development Goal number five “Gender Equality” or for researchers interested in researching the subject furtherly, for example.

1.3 Purpose

The purpose of the following research is to investigate if the level of self-awareness differs among female and male managers in Sweden. Additionally, the relationship between self-awareness and the use of feedback will be examined. The scope of the research has been limited to researching female managers in Sweden, comparing the results to male managers in Sweden. Examining the social phenomena in an organisational context. Using Sweden as the examining country is beneficial since it gives the opportunity to research to which extend previous research is applicable in this specific area of the world, due to a high number of female managers. Optimistically, this study could contribute to existing literature, encourage managers to work with feedback, and inspire future research on this topic.

1.4 Research Question

Having identified the problem and the purpose, the following research questions have been defined:

RQ 1: Is there a difference when it comes to the level of self-awareness between female and male managers in Sweden?

RQ2: Is there a relationship between self-awareness and feedback among managers in Sweden?

Based on previous research, we have found that self-awareness is an important trait for individuals in managerial positions. In addition, research has shown that women tend to underrate their self-awareness (Van Velsor et al., 1993). Sweden has had an increased number of female managers during the last years (Andersson, 2018), thus provides us with an opportunity to research if self-awareness is a trait carried by female managers in Sweden. Moreover, research showed that feedback was one of the core methods for increased self-awareness (Kuchinke, 2000; Rao & Rao, 2014). Having said that, if there is a difference in the level of self-awareness will be examined using the first research question and the relationship between self-awareness and the use of feedback will be researched using the second research question. The hypothesis is that there is a relationship between self-awareness and the use of feedback amongst managers in Sweden and that there is no difference regarding self-awareness between male and female managers in Sweden. Possibly being a suggestion of why Sweden has a high number of female managers (Andersson, 2018).

1.5 Delimitation

To fulfil the purpose of this thesis some aspects have intentionally been avoided. This study is solely focusing on the concepts of feedback and self-awareness, other managerial traits and concepts have consciously been deducted. This to keep an accurate focus, covering the concepts of interest. Additionally, the thesis is delimited to managers in Sweden, as they were the targeted group of interest for this research. If changing the target group of the study, the findings would undeniably change along. Moreover, to gain a better insight into the relationship between self-awareness and the use of feedback, as well as to find if there is a significant difference between male and female managers in Sweden when it comes to the level of self-awareness, a larger sample would be beneficial. That being said, the scope of this research is constricted to the two concepts of feedback and self-awareness using managers in Sweden as the empirical field.

1.6 Definitions of Terms and Concepts

Bartlett's test of sphericity: Conducted to examine the hypothesis that the variables are uncorrelated (Nunan et al., 2020).

Correlation analysis: This is a statistical method performed to measure the strength of the relationship between two variables (Franzese & Iuliano, 2019).

Cronbach's alpha: A measure of how closely a set of items is related to each other (Nunan et al., 2020).

Exploratory research: Preliminary research conducted to clarify the specific nature of the problem in question (Collis & Hussey, 2014).

Factor Analysis: A statistical method for data reduction and summarisation. The purpose of the method is to reduce a large number of items into fewer numbers of elements, simplifying the interpretation of the data (Nunan et al., 2020).

Factor Loading: Factor loading is a correlation between a factor and a question. This means that if a question is loading on a factor, it correlates with that factor. Factor loadings are part of the outcome of the factor analysis (Nunan et al., 2020).

Kaiser-Meyer-Olkin (KMO) measure: Its purpose is to indicate the proportion of variance in the variables caused by underlying factors (Nunan et al., 2020).

Mann-Whitney U test: A statistical test for a variable measured on an ordinal scale, comparing the differences in the location of two populations, based on observations from two independent samples (Nunan et al., 2020).

Paradigm: A set of assumptions consisting of agreed-upon knowledge, criteria of judgment, problem fields and way to consider them (Nunan et al., 2020).

Person's Correlation Analysis: A statistical method that measures the linear relationship between two continuous variables (Nunan et al., 2020).

Positivism: A philosophy of language and logic consistent with an empiricist philosophy of science (Nunan et al., 2020).

Scree plot: Its purpose is to determine the number of factors to keep in the factor analysis (Nunan et al., 2020).

2. Frame of Reference

The following chapter will consist of data retrieved to understand previous studies made about the topics relevant to the research of this paper. The purpose is to present research already made, to generate a deeper understanding of the research area. The frame of reference will consist of an explanation of the concept of self-awareness, diversity, management, and feedback.

2.1 Method of the Frame of Reference

A thorough examination of the areas; Self-awareness, Feedback, Diversity, Gender, and Management, were executed before initiating the frame of reference. This to provide the state of the art within the areas and to be able to evaluate and distinguish the most interesting and important topics of this specific research. The method used to create the frame of reference is a descriptive-analytical method where similarities and differences between the many scholars have been researched. Based on the findings, the most trustworthy theories and studies have been compiled into one master analysis of the areas and their sub-topics. That is to say, the main topics were profoundly researched, and sub-topics of all main topics were discovered and selected. A single source would not give enough information to confirm and explain the areas of knowledge and the arguments presented, therefore, many scholars were compared and evaluated.

Before gathering data, we started by listing a few keywords we found to be the most valid to work around. These keywords were found by first performing the pre-research and by discussing our findings from this pre-research, choosing the most important subjects related to our topic. The keywords decided were self-awareness, feedback and management. To this, a few sub-keywords were decided; 360-feedback model, female management, emotional intelligence, gender, diversity, and multi-rater assessment feedback. These keywords were compiled and documented into one common Excel file. By using and keeping a record of our keywords, we made sure that all three authors of the thesis were following the common thread, even when researching solely at home. Moreover, we all kept a record of the articles found by using Endnote, this also facilitated the reference compilation. The majority of the articles used have been found in journals included in the ABS-list, this to make sure that the articles used to hold the same high level of quality, trustworthiness and credibility. The very few articles used from journals outside the ABS-list were all peer-reviewed and discussed together in the group before used, to keep the high quality. External articles, books and statistical data sets have been used.

2.2 Self-awareness

2.2.1 Self-awareness - Definition

Although the definition of self-awareness slightly differs among the many authors, the core explanation remains the same. Self-awareness is the capability to focus on yourself, your feelings, to be able to recognise your actions and to comprehend if these go along with your internal principles (McCarthy & Garavan, 1999; Morin, 2011; Van Velsor et al., 1993). A highly self-aware person will hence be a person with a clear vision of how others perceive oneself and can thereby control his emotions in a reasonable manner. Self-awareness can easily be mixed with the term consciousness; they are not the same and it is important to be able to distinguish between them. Consciousness can, as self-awareness, be described differently depending on the focus of the author. However, the authors seem to agree that consciousness refers to a person's feelings, environments, memories and unique thoughts, and the awareness of those. It is the person's subjective awareness of oneself and the environment around him (Zeman, 2001; Montecucco, 2015). Consciousness is being aware of one's life, thoughts, and environment while self-awareness is the recognition of this awareness. Consciousness is, therefore, an ambiguous term that can be explained as the waking state, experience, and the possession of any potential mental state (Zeman, 2001). Two other authors, Mead and Morris (1972), presents an interesting way of how to distinguish between the terms. The attention focused on the outward environment is consciousness while the inward attention of himself is self-awareness.

2.2.2 Self-awareness – Culture and Environment

The surrounding environment has the possibility to affect the level of self-awareness, and if the attention and encouragement are on acting and thinking in a decided way, the own personal characteristics might be overlooked by oneself, decreasing the level of self-awareness (Morin, 2011). To make it clearer, things such as group pressure, religion or similar affects a person's self-awareness. Moreover, how the person identifies with its culture affects self-awareness. Strong awareness of how the culture influence one's behaviour leads to a stronger cultural identification which can lead to better self-awareness which can positively increase a person's well-being (Lu & Wan, 2018). A person is a part of a culture that has the same values as one is more likely of accessing high self-awareness as well as well-being. As an example, a person with a strong idea of who one is, one's values and with a strong sense of how one behaves according to one's values will increase the chances of well-being, if living in a culture aligning with one's persona. That said, self-awareness is affected by culture as well as the surrounding environment (Morin, 2011; Lu & Wan, 2018)

2.2.3 Emotional-Intelligence

To be self-aware includes being able to recognise one's own emotions as well as their impact on others. This ability, called self-awareness, is the foundation, or first stage of emotional intelligence. Emotional intelligence includes the ability to zoom in and out, viewing situations from a bird's eye (Day et al., 2004). Sterrett's (2000) book "Managers Pocket Guide to Emotional Intelligence: From Management to Leadership" explains the importance of managers managing emotional intelligence. Emotional intelligence includes being aware of an emotion without necessarily acting out on it, i.e., being self-aware is not expressing all emotions but rather being able to handle our emotions and knowing when to speak and when to be quiet. If not being self-aware, we are more exposed to people provoking us and acting out on unnecessary situations. The various authors also mention that different traumas can lead to people turning off their awareness of their surroundings, creating an emotional "disability".

2.2.4 Self-Awareness & Feedback - Gender Differences

Females rate themselves similarly to men on the self-awareness scale, i.e., asking females how self-aware they are they respond similarly to men. However, females are rated higher by others such as subordinates and colleagues, indicating that they underrate their capability, hence, have less self-awareness (Van Velsor et al., 1993). It has shown that women are receiving less useful feedback, with the feedback being both less specific and often positively angled (Eurich, 2017). Moreover, by asking people how and if they are giving feedback, people believe that they are good at giving feedback. However, they believe that there is a difference in how they are giving the feedback depending on the gender of the recipient. People dare to speak up and to give concrete feedback to their male colleagues whilst it is not as obvious to give the same concrete feedback to female colleagues. Yet, females ask for feedback to the same degree as men do but still do not receive the same amount of feedback. One reason why people do not dare to speak up in the same way as women are since they believe that women take feedback to heart, making it more personal (Eurich, 2019).

A discrepancy to existing literature was discovered by Eurich (2019). The author claims that women have a slight self-awareness advantage over men. Despite this, many female managers have the belief that others do not value their work, this makes the female managers insecure of themselves. In other words, the female managers do not see their potential in the same way as their colleagues do since they have this insecurity or tragic belief. Moreover, she writes that colleagues to female managers worry to give feedback since they believe that the female manager

will not be able to handle this type of feedback. And if not receiving feedback, one cannot become more self-aware (Fletcher & Bailey, 2003). That said, women get worse and less feedback which is not beneficial for the self-awareness (Eurich, 2019). Both the study by Lahav et al., (2014) and the research by Eurich (2017), are confirming that there is a gender difference in approaching the self-awareness. According to the beliefs of Eurich (2017), one reason why women approach their self-awareness differently is that females are stuck in stereotypes, such as “females are always good at cleaning and cooking”, “females are more sensitive to feedback” or “girls always cry”. Whilst many men naturally see themselves as born leaders, since men have had more leadership roles through history. These stereotypes affect women’s self-image, hence, self-awareness. All things considered, many women are stuck in stereotypes making them live after certain mantras or beliefs. These beliefs spread to others such as colleagues, making them more careful about the feedback they give, hence, give women less good feedback.

2.3 Management

2.3.1 Management Definition

According to Miles (2012), management is the process of achieving organizational goals, missions, and strategy using human, financial, physical, and informational resources within the organization. In this paper, the focus will be on the individual’s responsibility of guiding people and their actions, to accomplish the predetermined goal. Managers and leaders, both crucial to successful organizations, are often confused as to their area of responsibility overlaps (Darling, 1992). Therefore, it is important to define how management differs from leadership. Leaders influence and guide in a certain direction, while managers have responsibility for resources, procedures, and accomplishments of goals and objectives. That said, leadership skills are, therefore, an important requirement for managers as well (Yukl, 2013). The role of management encompasses four main responsibilities: planning, organizing, directing, and controlling (Miles, 2012). Additionally, it is important to stress the variety of managerial styles depending on the organizational culture and business sector. This also implies different management levels under different forms of organizational structures and performances required (Darling, 1992).

2.3.2 Critical Management Perspective

The topic of management and gender is highlighted by Marshall (1995), where a review has been conducted regarding the areas of gender and management. The author explains the variety of areas that exists when researching the connection between gender and management. The aspects and theories about organisations, female and male management, feministic additions and gender-

related issues are examples given. Management is highly researched, and theories explaining several phenomena and situations exist. However, Marshall (1995) describes a lack of incorporating gender into the existing theories of management and encourage further attention towards gender in management research. A few years later, Broadbridge and Hearn (2008) added research of gender connected to management and states that the area of organisations and management has been furtherly discussed in the new research. However, the area of knowledge still has an element of uncertainty due to the lack of extensive and detailed critical analysis of gender in management, as well as the long-term aspect of the research. Therefore, leaving a gap in the research of the relationship between gender and management within organisations. Furthermore, the authors describe a necessary need for an organisational focus on gender, both in the structure and actions. Additionally, the aspects of the added focus on gender is a way to be recognised as having a gendered management and being a gendered organisation, i.e., has a gender diversity throughout the entire organisation. According to Kyriakidou (2011), examples of factors found to be discouraging towards reaching a higher level of gender diversity within the management of organisations are interactions between the genders, hierarchical level of the positions, norms, and stereotypical expectations. In the mainly men-dominated world, women have had a hard time getting recruited in managerial positions. As a result, women perceived as “non-masculine” must prove that they are different and justify typical stereotypical expectations.

According to Statista (2021), 33% of women in Sweden in 2020, graduate at the post-secondary level of education compared to 22% of men. This post-secondary education includes 3 or more years of studying. Manager's values are crucial in how business is managed, and many studies suggest a correspondence between men's and women's managerial values, capabilities, and competence (Mukhtar, 2002). Gender egalitarianism is a term described as the degree to which men and women receive equivalent treatment, and both masculine and feminine attributes are treated substantially and desirable (Yukl, 2013). Furtherly, it is important to describe the concept of the glass ceiling, defined as an invisible barrier preventing women from extending into high-level leadership positions (Yukl, 2013). There is a constant increase in the number of women in management positions, however, evidence about barriers and challenges of female professionals exists and is highlighted in previous studies made within the area of knowledge (Liu, 2013).

2.3.3 Diversification

According to Furtado et al., (2021) gender equality, also referred to as gender parity, is a topic related to diversity and diversity management. Gender parity is further explained as “the equal

participation of women and men in positions of power and decision-making". Gender affirmation action is the active decision of increasing the number of, in this case, women within an organisation, where a strategy to be used is adding a set percentage for organisations to reach. The ideas and strategies used by countries differ. However, the United Nation is initiating further change to increase female representation within organisations (Furtado et al., 2021). The SDGs were all embraced by the United Nation Member States in 2015 with a mission for sustainable development of our planet by 2030. The seventeen SDGs apply to all countries that are a member state of the EU (UNDP, n.d.). SDG goal number five, "Achieve gender equality and empower all women and girls" is one of the fundamental goals for a sustainable future. The goal is to achieve greater gender equality by empowering women's rights to education, work rights, sexual and reproductive rights (Haran et al., 2020). This goal is necessary to end discrimination towards women and to secure them a better future (Dhar, 2018).

Sweden has come far with gender equality and has worked as a role model for many years (Goldscheider et al., 2013). Numbers show Swedish women to be just as educated as men (Oláh & Bernhardt, 2008). That said, the Discrimination Act 2008:567 (2015), was established with the purpose "to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age". This law is crucial as it promotes equality in working life, pays growth opportunities, but also equal distribution of women and men in different types of work and employee categories (UNDP, n.d.).

2.3.4 Self-Awareness and Management

According to Caldwell and Hayes (2016) study, to understand and to be able to accurately assess self-awareness is an important management quality that facilitates managers individual growth. This quality enables managers to empower not only themselves but the people around them. Van Velsor et al. (1993) examined the relationship among self-perception accuracy, self-awareness, gender, and leader effectiveness in 1993. The study is large and profound, involving approximately 900 managers. Many scholars have explained the importance of self-awareness and tried to define relatively similar concepts, for instance, self-esteem, self-efficacy, and self-actualization. In addition to that, many studies have shown interest in researching managerial self-awareness (Church, 1997; Herbst & Conradie, 2011). Taking into consideration the importance of the manager's role in the organization, and the importance of self-awareness follows that self-awareness is fundamental for management development (McCarthy & Garavan, 1999). Studies have displayed that high levels

of self-awareness lead to better responses to foreign circumstances. Accurate self-reflection on one's leadership behaviour and skills are closely aligned with self-perception (Church, 1997).

2.4 Feedback

2.4.1 Feedback Explained

Feedback is defined in the Cambridge Dictionary (Cambridge University Press, n.d.) as being “information about something such as a new product or someones work, that provides an idea of whether people like it or whether it is good”. Kuchinke (2000) explains feedback as a structured concept being an important factor in the process of learning and individual progress. The information retrieved is about the behaviour and performance of an individual. Rao and Rao (2014) further describe feedback as being aware of certain behaviours, attitudes, knowledge, etc., categorised into four different categories being:

1. What is being known to oneself and others?
2. What is known by the individual and not others?
3. What is not known by the individual and known by others?
4. What is not known by the individual, nor others?

When encouraging feedback, there is assumed that the individual is playing “an active role in determining what goals to pursue and what progress they make. Thus, individuals use feedback-seeking strategies for self-monitoring purposes” (Kuchinke, 2000, p. 383). Considering feedback being a concept targeting an individual, it is relevant in different learning contexts, such as in an organisation or educational environment. The concept of feedback is frequently used in management development, to increase managerial effectiveness (Kuchinke, 2000). Mulder and Ellinger (2013) have further compiled research that has shown that the effect of feedback may be parted. Outcomes received by using feedback is difficult to measure and difficulties in knowing how to use feedback to get a specific outcome is tricky. Therefore, the area of knowledge is still in need of more research about how to use feedback in the most effective way (Kuchinke, 2000).

2.4.2 360-Degree Feedback (Multi-rater Assessment Feedback)

Kuchinke (2000) highlights the role of 360-degree feedback, which can also be referred to as multi-rater assessment feedback (MAF), as a process to retrieve and utilise feedback in a structured way. According to studies, organisations retrieve high amounts of feedback, however, they may not have an accurate way to utilise the information to reach the desired result. The relevance of the

two tools of assessing feedback is further confirmed by Rao and Rao (2014). The authors describe the 360-degree feedback or multi-rater assessment tools to be used to further discover and become aware of certain characteristics, behaviours, etc. of an individual. The idea is to recognise strengths and areas of improvements to further increase self-development, not only for the individual to understand oneself but the responses of others to certain actions and behaviours. It is important to understand that feedback given by a person is subjective and people value and view characteristics, behaviour, etc. in different ways and in different contexts (Rao & Rao, 2014).

Rao and Rao (2014) present an exercise to be used within organisations for a better working environment towards feedback being the 360 Degree Feedback model. The exercise consists of answering surveys and participating in interviews, all done in a confidential context. However, it is of importance to determine if the organisation and the individual in question are ready for the exercise since feedback received might cause the individual to become imbalanced and anxious. Additionally, an implementation of feedback tools would be to include both the individual evaluation about oneself and feedback given by others, such as subordinates. Important to consider during the exercise and the evaluation of it is that people are not acting in the same way towards everyone. Therefore, including a greater number of individuals and their perspectives and thoughts will provide better insights into both weaknesses and strengths. Resulting in more accurate and true results.

2.4.3 Feedback and Self-awareness

The 360-degree feedback is explained as being a way to increase self-awareness amongst managers (Kuchinke, 2000; Rao & Rao, 2014). Furthermore, self-awareness is strongly connected to the effectiveness of the person. Increasing self-awareness will in turn allow improvements of the effectiveness on a personal and managerial level. Effectiveness is further explained as being someone with a high degree of self-awareness, which can be obtained by using feedback to gather information (Rao & Rao, 2014). The development of leadership skills is relevant for managers on different levels of the organisation. Feedback and the development of individuals within an organisation are connected to the improvements made to reach desired goals and performance results (Kuchinke, 2000). Additionally, it serves as a tool that can stimulate a change of behaviour (Fleenor et al., 2020). Active and motivated individuals who seek self-awareness have the most potential of benefitting from such a feedback exercise. However, the engagement on an organisational level is important for the results of the development, such as through management training (Rao & Rao, 2014; Kuchinke, 2000). The employees are usually seen as one of the most

important assets of an organisation, and the level of their expertise and qualities. Therefore, continuously working to continue to develop the employees are important and feedback is a tool connected to such development.

Muller & Ellinger, (2013) describes that feedback has been seen to have positive effects on the overall organisational effectiveness. The effects measured are usually indirectly affecting the organisation as a whole due to employee development, such as improvements of the work performed, motivation and creativity. Furthermore, the quality of the feedback is being discussed, as well as the responsibilities of the receiver of feedback. For improvements to occur, there is a need for an action post receiving the feedback. The action might be different depending on the characteristics of the receiver, making feedback a complex process. The quality of the processes of feedback is not a set measurement since it has to do with the perception of the receiver. However, specific, and detailed feedback are highly appreciated. In Roebuck et al. (2016), gender did not present a substantial factor in how people give and receive feedback. In general, both males and females have the same tendencies when giving feedback. However, as reported by Lizzio et al. (2003), there are preferences for divergent communication strategies for each gender. Females preferred working with effective feedback strategies and to receive feedback verbally. On the other hand, male participants preferred direct and one-sided feedback.

2.5 Frame of Reference Summary

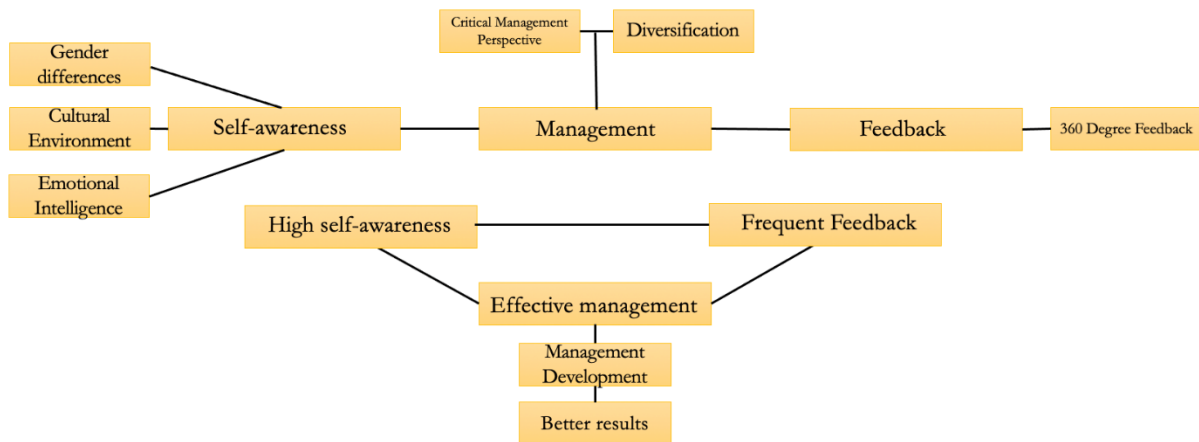


Figure 1 – Visual summary of the frame of reference

Figure 1 is a visual representation of the summary of the findings from the frame of reference. The gender and the management environment influence the managerial situation (Yukl, 2013), where females are less represented than men (Andersson, 2018; Statista 2018). Female management, management and diversification refer to females in a managerial position, and the current encouragements made to increase the number of females in a corporate context (Furtado et al., 2021; UNDP, n.d). Thus, the first areas are a summary of the topics within gender and management, which will act as a foundation, where self-awareness and feedback will be two important phenomena derived from the discussions of the topics.

Looking at Self-awareness, three key findings linked to self-awareness are presented; (1) Gender Differences; research has shown that men have better self-awareness than women, that since women tend to underrate themselves whilst men rate themselves accordingly (Van Velsor et al., 1993). Moreover, Eurich (2019) describes women to be placed in gender stereotypes, as a result of it, females are receiving less useful feedback. (2) Cultural Environment; researchers state that self-awareness is affected by culture as well as the surrounding environment (Morin, 2011; Lu & Wan, 2018). (3) Emotional Intelligence; self-awareness is the first segment of emotional intelligence, making emotional intelligence an important trait to effective management (Day et al., 2004). Moreover, feedback is a method used to increase self-awareness (Kuchinke, 2000), more specific, the 360 Degree-Feedback model is a feedback tool facilitating self-awareness (Kuchinke, 2000; Rao & Rao, 2014). Displayed in the management part of the figure, diversification and critical

management perspective is presented. According to Furtado et al., (2021) and Judi Marshall (1995), gender equality should be considered when discussing diversity management.

Looking at the lower part of the figure we find the key findings of the frame of reference, creating the theoretical framework. The frame of reference concludes that a combination of the use of feedback and high self-awareness leads to effective management (Farh & Dobbins, 1989), which is further developed by management development. The final aspect will be better results, benefitting the organisation, as well as enabling professional growth of managers. The information retrieved, creating the frame of reference will work as the theoretical base, containing former literature, studies, and observations.

3. Methodology and Method

In the following chapter, the methodology of the research will be explained. The research philosophy will be presented and will be used as a foundation of the methodological approach. The research approach, design and strategy will be described. Furthermore, the process of collecting primary and secondary literature will be explained, as well as the analytical approach.

3.1 Research Philosophy

The research philosophy will act as a foundation of how the research will be designed and conducted. The philosophy is about the general assumptions made about the society, and the world, as well as how research affect the situation, or the phenomenon researched (Collis & Hussey, 2014). Based on the research questions, the study aims to research if there is a difference in the level of self-awareness between male and female managers in Sweden and if self-awareness and feedback have a relationship among managers in Sweden. The topic is within viewing a social phenomenon in an organisational context. However, the research paradigm of this paper is positivism due to the aim of researching and the aim to scientifically verify the relationship between self-awareness and the use of feedback. The question to answer is about the relationship between self-awareness and feedback, looking at female and male managers in an organisational setting, using a quantitative approach to collect the primary data. The reason to why the study examines both female and male managers is due to comparison purposes.

Furthermore, a natural process of conducting a research within the positivism paradigm is for the study to be deductive and use a quantitative approach. Therefore, the approach of the research conducted is quantitative and the data collection designed to answer the research questions is quantitative. This was suited for the topic of the research since the numerical values were important and relevant to conduct the analysis. Two factors, self-awareness and feedback were compared and to further research whether or not a significant relationship exists, a quantitative approach was appropriate. The addition of one open question adds an element of the research being qualitative. However, the main method used is quantitative and the research philosophy mainly based on a positivism paradigm (Collis & Hussey, 2014).

3.2 Research Approach

After formulating the problem and the purpose of the research, an appropriate research approach was developed. To approach the problem, two research questions were created. The research questions were carefully shaped, as it determines the following steps in the research. Even though the research questions define the problem in specific terms, further elaboration is needed to develop the approach. To gain an understanding of the research problem, in the literature review, each component was thoroughly explained.

The purpose is to gather data to further understand the social phenomenon and discover the relationship between two important factors of management development, being self-awareness and feedback. The type of research of this paper can therefore be described as descriptive. The process describing the phenomena will be executed through data collection of secondary literature, mainly qualitative. The logic of the research that follows will be deductive, which is about using and testing previous studies based on the primary research made. For this specific research, a deductive approach is suitable since secondary literature will be used as a theoretical foundation where the information will be tested to find the current relevance of the conclusions made (Collis & Hussey, 2014).

3.3 Research Design and Strategy

The research design works as the framework chosen to intergrade the components of the study in a logical way. Moreover, it ensures to effectively address the research problem. To make it clearer, it works as a blueprint for the collection, measurement, and data analysis (Nunan et al., 2020). The research design consists of the following: (1) Background, the background works to provide the research with key information and puts the research objectives into context. (2) Information, providing the reader with key information. (3) Objectives, describes the aim of the research, once the initial research is finished, the objects are set. (4) Target to research, this describes the target group examined through the research (Nunan et al., 2020). Looking at the limitations of the study, we have a shorter period to conduct the research and we have a limited number of recourses. However, a suggestion is that this smaller study can serve a greater purpose by opening the eyes of full-time researchers with more time and resources.

Overall, due to the nature of the research, limited time, and resources available, the selected research design is conclusive, as this research intends to test and examine the relationship between self-awareness and the use of feedback. The data will be collected using a questionnaire with an

aimed sample size of approximately 4 - 5 respondents per question, this since the method for analysis, being factor analysis, demands an approximate of 4 – 5 individual answers per question. Furtherly, a type of conclusive research is descriptive research, characterized by earlier formulated research questions. Additionally, this study will be cross-sectional as the information needed will be collected only once, during the survey.

3.4 Data Collection

The secondary literature was used to gather theoretical knowledge from previous studies within the different areas and the primary data was collected to work as additional information to what has already been discovered (Collis & Hussey, 2014). A survey was created and conducted to retrieve the primary data. To ensure that the questions in the survey were presented clearly and that the received data would be relevant for the research, a pilot study was conducted. The pilot study was sent to family and friends, giving feedback on the clarity of the questions. Collis and Hussey (2014) highlight the importance of testing the survey on a selected group of people to be able to discover potential dysfunctionalities before executing the study on the defined sample. The individuals asked to answer would not be able to take the survey twice due to the possibility of them changing their answers. The definitive survey was distributed to 90 individuals, either directly to the person from one of the authors of this paper, or that they were distributed further by the first receiver. The participants were encouraged to forward the survey to individuals that fit the profile, some of which specifically told to whom they sent it to, whilst others did not. Therefore, the total number of surveys distributed is unknown. However, out of the total, 68 answers were retrieved and out of those, 41 were used for the study.

3.4.1 Sample and Sampling Method

The targeted population in this paper is managers in Sweden working within the business sector. Due to the large size of the population, it would not be feasible to include everyone in the research, but instead, focus on a smaller sample. Furthermore, a selective sampling approach was adopted to recruit managers in Sweden, including participants who theoretically would be expected to work with feedback and self-awareness. The number selected for the sample subsist of 90 individuals, out of those, an unknown number of participants forwarded the survey. In total, 68 individuals answered to the survey, however, after reviewing the respondents, 41 respondents were included in the analysis. This since 27 of the respondents did not fit the targeted population and/or did not finish the entire survey. The personal network of the authors was used to found relevant participants that were within the targeted population. Due to the General Data Protection

Regulation, (GDPR) the participants and their workplace will stay anonymous. The initial contact with the individuals who fit the profile of the survey was via phone, email and LinkedIn. Respondents were sent the unique link to the online survey using the communication tools mentioned. Moreover, for comparison purposes, both female and male managers were recruited.

3.4.2 Survey

The survey consisted of a set of questions that was connected to the two topics: feedback and self-awareness. The questions can be found in Appendix A. The individuals within the sample were asked to, firstly, answer three questions, confirming the respondent being within the frame of the research. Thereafter, the respondent was presented with 13 questions, 12 were multiple choice and one open-ended question, resulting in receiving both quantitative and qualitative data. The questions with multiple-choice as the way to answer were based on a rating scale with the answers being rated between 1 and 7, and the answers were defined from a scale going from strongly agree to strongly disagree. The rating scale used is also referred to as the seven-point Likert scale. Several alternatives have the possibility of adding a degree to the answer, resulting in an analysis with a deeper understanding, being able to make larger differences between the different answers. In addition, to avoid being biased and unreliable in our survey, extra attention was given to how the seven-point Likert scale was conducted, so that that we do not slant the findings in any specific direction (Nunan et al., 2020). Most of the questions would, therefore, result in being ordinal data since the answers were only based on the participants ranking on a scale, using numbers to indicate agreeing or disagreeing, or a positive, negative response (Collis & Hussey, 2014).

The survey was created as a structured questionnaire where every individual responding to the survey received the same questions, in the same order and was given the same amount of information taking the survey. The questions about feedback aim to understand feedback and how it is being used in corporations and the questions about self-awareness is slightly more hidden. The aim of the questions about self-awareness is also to measure the level of self-awareness. Working with questions examining how self-aware a person is must be done indirectly. This to not create any bias making the participant picking the most beneficial answers to get a desirable outcome. The participant answering the questions cannot know the purpose of the questionnaire, being to determine their self-awareness. Collis and Hussey (2014) refer to a pitfall of the respondent being aware of the purpose of the questions, answering in a way they believe is beneficial for the research instead of basing the answer solely on oneself thoughts. Therefore, the aspect of self-awareness was not presented or information about the factor was kept to a minimum before the respondent

answering the questions. The questions are derived from the articles by Morin (2011), Van Velsor et al. (1993), and Zeman (2001). Inspiration to the questions was also taken from Rao and Rao (2014). Furthermore, the survey was created using the website called Qualtrics, making it easy to access and available for the participants when answering.

3.5 Data Analysis

During the frame of reference, existing literature was explored. Patterns, arguments, themes, and differences were analysed and compared. Moreover, the different angles and approaches were analysed and discussed amongst the group. These discussions were long and profound, making sure that the group had discovered and understood the literature similarly. Moreover, what and how many angles existed, how these angles relate to each other, differences in understanding the data and if more data should be collected were discussed. For the primary research, a questionnaire was constructed, and the answers were analysed using factor analysis and correlation analysis.

3.5.1 Correlation Analysis Explained

Correlation analysis is defined as a statistical method used to evaluate the strength of the relationship between two variables (Franzese & Iuliano, 2019). In this study, a correlation analysis was performed to examine the relationship between self-awareness and feedback of managers in Sweden. According to (Franzese & Iuliano, 2019) a high correlation in terms of absolute value implies that two variables have a strong relationship with each other, whilst a weak correlation implies variables are not likely related.

3.5.2 Pearson Correlation Analysis Explained

Pearson's correlation coefficient is a statistical method that measures the linear relationship between two continuous variables. In Person's correlation analysis, coefficient values can range from +1 to -1, where +1 indicates a perfect positive relationship, -1 indicates a perfect negative relationship and 0 indicates that no relationship exists (Cleophas & Zwinderman, 2018). The method is chosen since it helps measure the relationship between the two variables of interest.

3.5.3 Factor Analysis Explained

A factor analysis is a statistical method used to examine the interrelationships among variables. It is a technique for reducing the number of variables into a smaller number of factors that can be used for further analysis (Nunan et al., 2020). The data from the survey were analysed to determine the factors, in this case, we ended up with two factors, one for self-awareness and another for

feedback. A factor generated from a factor analysis is defined as an underlying dimension that demonstrates the correlation among a set of variables (Nunan et al., 2020).

3.6 Ethics

Research ethics is crucial to realise in order to prevent misuse of personal data and develop trust during the research process. As an example, misrepresentation or misuse of data collected may cause participants to refuse to participate in future studies. Avoiding this is important since their participation is exclusively voluntary and requires informed consent. Additionally, any unethical practice of research would tarnish the quality of research (Nunan et al., 2020).

General Data Protection Regulation (GDPR) is the regulation of data, crucial for the protection of the individual's privacy rights. GDPR protects the individuals and provides the individuals with rights when participating in activities hosted by organizations and governments collecting personal and sensitive data from individuals (Tikkinen-Piri et al., 2018). Before gathering survey data, participants had to give their consent through; (1) Reading a GDPR information document. (2) Filling in a GDPR consent form. This provided the participant protection of their sensitive data collected during the survey. In the introduction of the survey, we shortly stated why the data processing was needed in our thesis, and how we would use the data. Using our survey, only necessary data was collected and processed. Once the Thesis course is finished, all data will be deleted.

3.7 Trustworthiness of Research

While conducting the study we aimed to demonstrate credibility, transferability, dependability, and confirmability (Collis & Hussey, 2014). Demonstrating the above stated will impact the quality of the research. Additionally, it will allow the assurance that the research findings are a truthful representation. Transferability in research, conclude whether the findings are conceivably applicable to another group, for instance, Korean female managers (Korstjens & Moser, 2017, p. 122). Dependability is substantial in the research's findings as consistent with the data collected, and repeatable in future studies. In addition to this, confirmability is the degree to which the research findings of the study could be confirmed by other researchers (Korstjens & Moser, 2017, p. 122).

After diagnosing the research problem, the ambition was to generalize the findings to the whole population, being female managers in Sweden, the target population for this research. The validity

of the research is defined as the extent to which a measurement represents characteristics that exist in the phenomenon under investigation. While reliability is explained as the extent to which a scale produces consistent results if repeated measurements are made on the characteristic (Nunan et al., 2020).

4. Empirical Findings

The following chapter will be a presentation of the primary data which is the findings retrieved through the conducted survey. The general information about the survey and the participants will be explained, which will be followed by the results of the level of self-awareness and the use of feedback of the male and female participants. Lastly, the participants additional comments about the use of feedback will be presented.

4.1 General Participant Information

The total number of participants in the survey was 68. Due to incomplete data and participants not fitting the profile of the research, the number of responses used in the analysis was decreased to 41. The participant profile is managers operating in a business corporation in Sweden. Furthermore, participants had to give their consent to the GDPR form, therefore participants not giving their consent could not be used in the analysis. For the factor analysis, the gender aspect is not included. One individual did not answer the gender identification question which leads to the comparison between female and male using 40 participants. However, this individual was included in the factor analysis as the gender aspect is not considered there. Therefore, out of the 40 participants considered in the research when comparing the data, 60 % (24) identified themselves as female and 40 % (16) as male. The managerial working experience of the participants was diverse but with a majority being over 15 years.

4.2 Survey Findings

4.2.1 Feedback

In this thesis, the 360-feedback model served as guidance to construct the survey. More specifically, the 360-degree feedback survey mostly consists of a series of questions that participants answer using a seven-point Likert scale. The combination of the six closed questions and one open-ended question provides an appropriate number of questions regarding feedback. Additionally, the open-ended question allowed the participants to elaborate in detail on how they used feedback to improve. While open-ended question together with the most common responses will be analysed further in the analysis. The answers received by the respondents indicate that feedback is a tool used by many managers. Looking at question (Q) 3.1 “*I have received feedback from my colleagues at work several times during the last 14 days*”, 92,5% of the respondents answered that they somewhat agreed or above on the fact that they have received feedback during the last 14 days. In

addition, 100% of the respondents are giving an answer that is somewhat agreed or above about having given feedback to others. Interestingly, the results displayed a higher number of the respondents to have asked for feedback than actually receiving feedback. However, 100% of the respondents agreed that the feedback received had been valuable. Comparing the genders, we cannot find a significant difference in the amount of feedback women versus men exhibit. It seems like managers in Sweden use feedback as much, no matter the gender.

The open question included in the survey asked, *“In what way have you used feedback from your supervisor, manager or colleague to improve your performance?”* The answers received displayed that feedback had been used as; a way to learn from others, as an improvement tool, as a motivational factor, for development and for self-reflection. Self-reflection on how you are as a leader and how to improve the leadership as well as other behaviours. Moreover, feedback provides another perspective of one’s actions, behaviour, and performance. Gaining knowledge to increase performance, being able to reflect on the leadership performed by the individual and improve according to what is possible and relevant for the situation. Being able to receive feedback at an early stage of a new position is claimed by one participant to *“makes me feel calm and safe!”*. An additional comment made was that feedback had helped to *“improve the performance”* of the participant and *“increase one’s self-confidence”*.

4.2.2 Self-awareness

The results of the questions regarding self-awareness are indicating that the respondents are self-aware. In general, the respondents gave answers that were agreeing with the statements, where the most frequent answer was to agree. In this case, the level of self-awareness and the difference between the level of self-awareness of female and male was researched. That said, based on the empirical findings, the general result is that both female and male managers in Sweden are self-aware. Moreover, viewing the individual questions and the responses retrieved, the answers were more diverse. For females, Q9.3 *“I think about how as colleagues or peers we interact with each other”* were the question with a mean that is indicating the highest number of total answers agreeing the strongest. For participants identifying as being male, Q9.2 *“I’m aware of my abilities and limitations”* was the question with the highest number of answers being as agreeing as possible, i.e., agreeing the most. The result indicates gender differences on individual questions, however, overall, the majority of the answers are on a level of agreeing to the statements and the participants are therefore considered to be self-aware in this context.

4.3 Factor Analysis and Correlation Analysis

Factor analysis allows us to investigate concepts that cannot be measured directly by reducing many variables into a few interpretable underlying factors. This is done by examining the relationship between the variables and grouping them after which factor they load on. In this case, the variables correspond to the questions related to self-awareness and feedback. Further, a factor loading is a correlation between a factor and a question. All questions included in the study can be found in Appendix A.

As a first step, the correlation matrix of the questions related to feedback (Questions 3.1 to 3.6) and self-awareness (Questions 9.1 to 9.7) is examined (see Appendix B). Question 9.4 *“I thoughtfully think through the feedback occasion (both before and after giving feedback) and the feelings that I might bring/ have brought up.”* is not notably correlated with any other question and therefore not suitable to include in the factor analysis. Further, question 3.3 *“I believe that we have an open environment at my workplace, promoting feedback.”* and 9.3 *“I think about how we as colleagues interact with each other at my workplace.”* are also excluded from the factor analysis mainly for two reasons, namely, interpretability and validity of the factors. The questions would complicate the interpretation of the factors as question 3.3 is not notably correlated with any of the feedback-related questions and question 9.3 is not correlated with any of the self-awareness-related questions. Question 3.3 is only weakly correlated with 9.1 *“I can “take a step back” from situations to understand them better.”* and 9.3 is only correlated with 3.2 *“I have given feedback to my colleagues several times during the last 14 days.”* and 3.6 *“I believe the feedback I have received in the last 14 days has been valuable.”*. These questions are thus not correlated with what they were intended to measure. It was noted that if these questions were included in the factor analysis the internal consistency (measured by Cronbach’s alpha) of the factors that they loaded on was lowered, indicating a better validity of the factors if the two questions were excluded. When formulating the questions, two factors were considered: feedback and self-awareness. The purpose of the questions was therefore meant to measure one of the two factors. The two questions mentioned did not correlate to the factor of self-awareness as intended and was therefore removed in the correlation analysis.

Furthermore, the correlation analysis made based on the empirical findings showed no significant relationship between the two factors of self-awareness and feedback (See Appendix B). Even though there is a certain level of correlation between certain questions, the strength is not strong enough to be able to conclude a relationship. Questions regarding feedback have a stronger correlation with other questions about feedback and have a weak correlation to questions

connected to self-awareness. The same goes for self-awareness, which is the reason for the result not indicating a correlation between the factors examined.

The suitability for factor analysis of the remaining 10 questions was tested using the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy and Bartlett's test of sphericity. The KMO measure had a satisfactory value of 0.704 as values above 0.5 indicate that factor analysis is appropriate (Nunan et al., 2020). The Bartlett's test was significant on a 1% significant level, indicating that the questions are sufficiently related to each other.

The decision of how many factors to keep was based on the scree plot (see Appendix C), which clearly indicated that two factors are the optimal choice. The two factors explain 56% of the variance. The rotated factor matrix is displayed in Table 1 where factor loadings below the absolute value of 0.4 are disregarded (Hair et al. 2010), a small factor loading indicates a weak association between the question and the factor, hence the question can be discarded as it has little practical significance. Questions that loaded on the first factor are all related to aspects of feedback and the questions which loaded on the second factor 2 are all related to aspects of self-awareness. Thus, the two factors were interpreted as representing the two concepts of feedback and self-awareness. The internal consistency of the two factors was analysed using Cronbach's alpha, where values above 0.7 are generally considered desirable (Nunan et al., 2020). The feedback and self-awareness factors had acceptable alpha values of 0.784 and 0.746, respectively.

Rotated Factor Matrix			
	Factor	Factor 1 - FB Factor 2 - SA	
Feedback	Q3.1	0.800	
Feedback	Q3.4	0.719	
Feedback	Q3.2	0.694	
Feedback	Q3.6	0.632	
Feedback	Q3.5	0.582	
Self-awareness	Q9.2		0.697
Self-awareness	Q9.5		0.647
Self-awareness	Q9.7		0.620
Self-awareness	Q9.6		0.580
Self-awareness	Q9.1		0.525

Table 1 – Rotated Factor Matrix

There are multiple ways of calculating factor scores, each with its strength and weaknesses. The factor score used in this thesis were estimated by averaging the scores of all questions loading on a factor. These estimates are simple to calculate, easily interpret and retains a value between one and five. Further, Tabeachinck and Fidell (2006) deemed this approach to be acceptable for most exploratory research situations. The reader is referred to DiStefano, Zhu and Mindrila (2009) for a deeper discussion on popular methods to create factor scores. The descriptive statistics for the factor scores are presented in Table 3. In this sample, men have both a slightly higher self-awareness and feedback score than women, however, the differences are not statistically significant (see Appendix B). To have a high score, in this case, means less self-awareness and less frequent use of feedback. Meanwhile, a low score means highly self-aware and frequent use of feedback. To test whether there are any gender differences the Mann-Whitney U test was conducted. Further, no correlation between the feedback and self-awareness score was detected, not in general nor for any gender (see Appendix B).

Descriptive Statistics					
		Minimum	Maximum	Mean	Std. Deviation
Total	FB	1	5	2.629	0.925
	SA	1.2	5	2.166	0.694
	N = 41				
Women	FB	1	5	2.600	1.075
	SA	1.2	3.4	2.042	0.584
	N = 24				
Men	FB	1.8	3.8	2.775	0.555
	SA	1.8	5	2.400	0.800
	N = 16				

Table 2 – Descriptive statistics for the factor scores

5. Analysis

In this section, the empirical findings are introduced and interpreted in relation to the theoretical framework. The structure of the analysis will follow the research questions, thus be divided into two parts. The first being an analysis of self-awareness, gender differences in self-awareness and the relation between self-awareness and feedback. The second part introduces an analysis of the use of feedback amongst female managers in Sweden and gender differences in the use of feedback.

5.1 Introduction

The level of self-awareness amongst managers in Sweden, a trait showed to be important for managerial development as well as for managerial effectiveness (Caldwell & Hayes, 2016; Velsor et al. 1993) was measured using a factor analysis. The previous literature indicates that females tend to underrate their self-awareness (Veslor et al. 1993). Since Sweden is a country approaching equality between female and male managers (Andersson, 2018; Eurostat, 2020), it was of interest to investigate if there exists a difference when it comes to the level of self-awareness between female and male managers in corporations in Sweden and if self-awareness and feedback have a statistically significant relationship. Moreover, if the proposed research of feedback facilitating the work-life performance (Kuchinke, 2000) is justifiable in Sweden has also been investigated and confirmed. As defined previously, feedback is a piece of information that focuses on a person's behaviour and the results of that behaviour. Additionally, it aims to strengthen certain behaviour or contrarily propose differences in unwelcome behaviour (Fleenor et al., 2020). The 360 Degree Feedback normally includes evaluation between peers, subordinates, and sometimes customers within an organization. This allows combining all different perspectives into one complete and accurate feedback (Rao and Rao, 2014). That said, our research questions were inspired using the 360-feedback model. Based on the research, the information gathered serves to provide an understanding of how participants perceived their working environment regarding feedback. Specifically, about giving and receiving feedback, and the effectiveness of feedback. More specific if the respondents perceived feedback as valuable. That said, this analysis incorporated the frame of reference with the empirical findings received during the questionnaire.

5.2 Self-awareness among managers in Sweden

5.2.1 Self-awareness Female Managers

The empirical findings of this study confirm that female managers are self-aware. The factor analysis indicates female managers to have as good self-awareness as male managers. Based on previous studies made, females rate themselves similarly to men. However, when comparing to the answers replied by the colleagues of the manager, the answers are indicating that they underrate themselves compared to men (Van Velsor et al., 1993). A reason for that could be because it has been discovered that females do not receive feedback that is as useful, comparing to men (Eurich, 2017). In addition, personal insecurities among women could be a reason for the difference in the way females rate themselves and how others rate them (Fletcher & Bailey, 2003). The information retrieved is therefore supporting each other about the level of self-awareness among female managers.

5.2.2 Self-awareness Male Managers

The main aspect of including male managers, as well as female managers, were to be able to compare the results and to make sense of the numbers retrieved when analysing the results. Based on previous literature, men do rate themselves in a similar way as others would rate them, indicating a good awareness of oneself (Van Velsor et al., 1993). Empirical findings are showing male managers in Sweden to be self-aware, which was anticipated and assumed but can be confirmed to still be relevant and accurate.

5.2.3 Self-awareness Gender Differences

The empirical data retrieved through our questionnaire is confirming our initial hypothesis, there is no significant difference in the self-awareness amongst female and male managers in Sweden. A contradiction to results found by authors such as Turkel (2008), Van Velsor et al., (1993) and Sturm et al., (2014). On the other hand, if a weak relationship were to exist, a larger sample size would be needed to detect it. However, if a larger sample would prove it to be a difference in the level of self-awareness between male and female managers in Sweden, the difference would most likely be small. One reason why our results contradict the initial literature could be the Swedish culture, a factor to consider whilst reviewing the results. Since self-awareness is affected by both culture as well as the surrounding environment (Morin, 2011; Lu & Wan, 2018). Another reason for not finding a significant difference might be due to the use of feedback amongst managers in Sweden. Our results show that both female and male managers in Sweden are working with feedback. Moreover, both genders agree on feedback being a tool for reflection and improvement.

Since reflecting on oneself leads to better self-awareness (Fletcher & Bailey, 2003), both female and male managers in Sweden are unconsciously working with their self-awareness, possibly leading to less difference in the level of self-awareness.

Our results indicate that female and male managers in Sweden have equal self-awareness when evaluating themselves. This indicates that a form of equality is reached. Since a person being stuck in stereotypes and mantras such as “you are not good at football since you are a girl” or “boys do not cry” is hindering self-awareness (Lahav et al., 2014; Eurich, 2017), our results indicate that Sweden might have less strict stereotypes hindering self-awareness. To say that Sweden has reached equality would be an offence, instead one can assume that they are on a good path.

5.3 Feedback among managers in Sweden

5.3.1 Feedback Female Managers

While the task of giving and receiving feedback at the workplace is challenging. Effective feedback strategies and perceptions of feedback are still important to continuously work with (Lizzio et al., 2003). In our research, based on the data gathered from 24 female respondents, feedback seems to be a regular part of the working environment for our participants. Taking the question of having received feedback during the last 14 days, women generally reported that they strongly agreed. Looking at the question of having given feedback during the past 14 days, one can notice a similar trend where almost all female respondent agreed to a certain extent.

Looking at the open-ended question, being *“In what way have you used feedback from your supervisor, manager or colleague to improve your performance?”*, women were the gender providing the most answers, with multiple answers explaining that they use feedback to improve their performance. Additionally, many of the comments were about using feedback as a tool for learning. Although there is little evidence, our research implies that 14% of female participants reported that they do not have an open environment at their workplace. However, the general impression is that the majority of the female managers positively answered questions regarding feedback.

5.3.2 Feedback Male Managers

Despite the somewhat lower number of male participants participating in the survey, we can notice a similar pattern as for the female managers. According to our data, male managers work a lot with feedback, and the majority answered positively on the questions asking how they stand towards

feedback. Looking at the questions regarding if they have been receiving and giving feedback during the last 14 days, male respondents mostly agreed.

Regarding the open-ended question, being *“In what way have you used feedback from your supervisor, manager or colleague to improve your performance?”* it is notable that more male than female managers skipped the question. Nonetheless, some of the answers received were about making good decisions and being open-minded. Lastly, almost all male managers agreed that they have an open environment at their workplace where they can express their feedback.

5.3.3 Feedback Gender Differences

Eurich (2017) discusses the possible differences in how individuals receive and give feedback based on their gender. The usefulness of the feedback given to females has shown to be inferior and less specific. This due to people being less likely to give feedback to women, based on the idea of them not being able to handle being given different types of feedback. This statement is dismissed by Eurich (2017) who claims women to be able to handle feedback as good as men. That said, based on the empirical findings, there is no reported difference in how feedback is used between female and male managers in Sweden. However, looking at how men and women receive feedback we find a small difference indicating that there might be inequality between how men and female managers in Sweden receive feedback. Looking at Q3.1 *“I have received feedback from my colleagues at work several times during the last 14 days”*, the received answers display 100% of the male managers answering “somewhat agree” or above on the question and 87% of the female managers answering “somewhat agree” or above on the question. Since receiving feedback is as important as giving feedback (Rao & Rao, 2014), it is of importance for organizations to encourage feedback and to uplift the fact that the given feedback shall follow the same structure, no matter if giving feedback to a man or a woman. Since feedback is a way of improving one’s self-awareness (Kuchinke, 2000; Rao & Rao, 2014), a trait important in managerial effectiveness (Kuchinke, 2000), and to reach the SDG number five “Gender Equality” (UNDP, n.d.) we need a diverse allocation of male and female managers. One can argue for it is necessary to adjust the feedback given based on gender, however, Eurich (2019) found that females desire to receive the same type of feedback as men. Eurich (2019) stated that people believe that there is a difference in how they are giving the feedback depending on the gender of the recipient. People stated that they dared to speak up and to give concrete feedback to their male colleagues whilst it is not as obvious to give the same concrete feedback to female colleagues. Yet again, females ask for feedback to the same degree as men do but still do not receive the same amount of feedback.

5.3.4 Feedback as a Tool for Managerial Development

Feedback is a tool that has been confirmed to be frequently used by managers in Sweden. The empirical findings indicate that feedback is used by both female and male managers and is beneficial for increasing the level of awareness of one's behaviour, the way of leading, the performance, etc. Previous research is supporting the same idea of management development with the use of feedback (Kuchinke, 2000). Rao and Rao (2014) write about the possible result of increasing awareness and a way to know what to further improve, which is also in line with the results retrieved through the study.

Furthermore, findings indicate that there should be a diverse number of women and men at a workplace to retrieve a good business performance (Bourgeois & Eisenhardt, 1988). Moreover, it is crucial to have a good manager to achieve good business performance (Darling, 1992; Miles, 2012). That said, research suggests feedback as a tool in management effectiveness and management development (Kuchinke, 2000), factors creating a good manager, hence a better chance of good business performance. Looking at our empirical findings and the open question; In what way have you used feedback from your supervisor, manager, or colleague to improve your performance? Many of the answers followed a common theme, being reflection and improvement. To illustrate the answers received, down below we have three of the answers illustrating the first observation being a reflection.

“To reflect on my leadership”

“Reflect and act accordingly as relevant”

“Feedback makes me always to reflect upon myself and my behaviour and the achievements made.”

The interpretation of the answers received is that managers in Sweden view feedback as a way of reflection. Meaning that whilst receiving feedback people get to meditate and reflect, both on their work but also on their behaviours. This can be one of the reasons why there is no difference in the evaluation of self-awareness amongst female and male managers in Sweden. Since to reflect upon things is a crucial factor for self-awareness (Day et al., 2004; Sterrett, 2000). Moreover, the managers mention feedback as being a tool for improvement. Down below, three examples of answers retrieved are presented.

“To keep do things i do in a good way and improve things that i can do better. Develop my leadership in a good way.”

“Tried to improve information about my current projects to make manager and team more aware of what I’m doing.

“To improve the work and anchor and what we do. Make more people feel involved.”

The consulted managers agreed on the feedback being a good tool for improvement. And improvement leads to effective management which in turn leads to good business performance. The most persuasive arguments of how feedback has facilitated the performance of the female managers in their work-life are that feedback has encouraged reflection, thus improvement. The answers retrieved through the open questions illustrates how important the use of feedback is, both for current managers but also for everyone else, especially people interested in reaching higher job opportunities. Our data indicate that managers are working a lot with feedback which might be a reason for them being a manager. Since to be a good manager, a foundation is to always improve and to constant work with managerial development (Kuchinke, 2000).

5.4 Relationship Between Self-awareness and Feedback

In contrast to previous research proposing a strong relationship between self-awareness and the use of feedback (Kuchinke, 2000; Rao & Rao, 2014), the empirical data gathered using the questionnaire showed no significant relationship between self-awareness and feedback among managers in Sweden. Furthermore, Muller and Ellinger (2013) discuss the effects measured of the organisational effectiveness, where feedback is a tool connected to that development. Several studies (Rao & Rao, 2014; Kuchinke, 2000; Eurich, 2017; Fletcher & Bailey, 2003) state or indicate the connection between feedback and improved self-awareness. However, Muller and Ellinger (2013) further elaborate on the effects being indirectly connected to feedback since the effects measured are the outcomes of feedback, such as creativity and improved work performance. In addition, since both self-awareness and feedback has been stated to be connected to managerial effectiveness (Caldwell & Hayes, 2016), both factors could be measured in the result. The relationship between self-awareness and feedback may therefore not be significantly related to each other based on the empirical findings, which could be because of the possibility of measuring the effects and not the factors themselves.

5.4.1 Feedback and its Effect on Self-awareness

Findings retrieved through the survey indicates both female and male managers in Sweden to be self-aware. In other words, we are confirming our hypothesis stating that there is no difference in the level of self-awareness between female and male managers in Sweden. Thus, female managers in Sweden are self-aware. In addition, our data shows that female managers in Sweden work with feedback. Looking at previous research, a high level of self-awareness is indicating a good understanding of how others perceive oneself. Moreover, studies made by Kuchinke (2000) and Rao and Rao (2014) are stating feedback to have a positive effect on self-awareness among individuals and that feedback increase the level of self-reflection and understanding of the behaviour of oneself. Thus, according to the authors, the two concepts of self-awareness and feedback are strongly related. However, based on our data, one cannot find any significant relationship between the use of feedback and the level of self-awareness. However, even though the correlations analysis showed no significant relationship between the two concepts, one cannot conclude it to not be any relationship between the two concepts with such a small sample. Hence, based on the data retrieved, there is not possible to confirm, nor deny, if the use of feedback has increased the level of self-awareness among the managers asked. One reason why no significant relationship was found might be due to the type of questions asked during the survey. Since feedback is a complex process with many aspects to consider (Muller & Ellinger 2013), evaluating feedback is complicated.

6. Conclusion

The following chapter will summarise the analysis and answer the two research questions. The summary contains of the findings within the differences between female and male managers in Sweden in terms of the level of self-awareness, as well as the relationship between feedback and self-awareness.

6.1 Differences in the Level of Self-awareness

Previous studies present a difference in the level of self-awareness between male and female managers (Van Velsor et al., 1993; Lahav et al., 2014). Moreover, studies show that women underestimate their true value, i.e., asking a woman about her skills she underestimates them (Eurich, 2017). However, reviewing the thesis research question number one being *Is there a difference when it comes to the level of self-awareness between female and male managers in Sweden?* our empirical findings showed no difference in the level of self-awareness between male and female managers in Sweden. Furthermore, in contradiction to what the previous literature stated, female managers displayed to be self-aware. Consequently, the initial hypothesis being that there is no difference regarding self-awareness between male and female managers in Sweden were confirmed. The fact that no difference was discovered can be viewed as a conjecture amongst many as to why Sweden has a higher number of female managers compared to global numbers (Eurostat, 2020; Andersson, 2018). Since culture, as well as the surrounding environment, affects the level of self-awareness one can interpret the Swedish culture to encourage self-awareness. Moreover, secondary literature collected stated that women often get stuck in stereotypes hindering them from truly believing in themselves (Lahav et al., 2014; Eurich, 2017). With our results displaying no significant difference in the level of self-awareness and the female managers in Sweden being self-aware might indicate Sweden to have fewer stereotypes. At last, to conclude Sweden to be a country of equality with a definitive smaller number of stereotypes would be incorrect, however, our results can work as a small indication of it, useful for future research.

6.2 Relationship Between Self-awareness and Feedback

Based on the literature review, self-awareness is perceived as essential in management development. Moreover, self-awareness is described as one's recognition of the personality, behaviours, and feelings (McCarthy & Garavan, 1999; Van Velsor et al., 1993). Feedback has appeared to be beneficial in the process of learning and improving (Kuchinke, 2000). Thus,

increasing one's self-awareness by using feedback is of great advantage in managerial development. In contradiction to previous studies suggesting the use of feedback to have a relationship with self-awareness our results showed no difference, answering the second research question of this thesis, being *is there a relationship between self-awareness and feedback among managers in Sweden?*. To analyse this, firstly a factor analysis was implemented to measure the feedback and self-awareness score of the participants. Secondly, a correlations analysis was conducted, more specific Pearson's correlation analysis to find a potential relationship. Although our data did not confirm a relationship between self-awareness and the use of feedback one cannot conclude that no relationship exists due to the small sample. However, it can represent a small step towards gaining more insight into this topic and work as a pilot for future research.

7. Discussion

The following chapter will present the contributions made with the study conducted, which is about the increased data regarding the use of feedback and the connection to the level of self-awareness among female managers in Sweden. In addition, elaborate on the limitations of the method used and the authors suggested topics interesting for future research.

7.1 Contributions

The findings of this research are about the extended knowledge of how the use of feedback and the level of self-awareness is connected, specifically focusing on female managers working in a corporate context in Sweden. Furthermore, the thesis is contributing with more detailed data and where the findings are indicating an equal level of self-awareness among female and male managers in Sweden. Therefore, contributing with general data about to what extent feedback is being used by Swedish corporations and the levels of self-awareness. Furthermore, the thesis is contributing with more detailed data which concluded in the findings indicating an equal level of self-awareness among female and male managers in Sweden. In addition, proving that feedback is a tool that is frequently used and is appreciated by managers for further managerial development. The information provided will be adding to previous literature since the research give an updated view to confirm or deny what has been researched before about the two different phenomena. More importantly, connecting self-awareness and feedback to further investigate the relationship between them in a setting that currently has not gained much attention, which is managers in Swedish corporations. However, a relationship could not be confirmed

7.2 Practical Implications

Managers in Sweden view feedback as a tool for improvement and self-reflection. There are various benefits of working with feedback, for instance, to improve professional performance, managerial development, enhancing learning and gain motivation. Therefore, according to previous research, the processes of giving and receiving feedback are essential to practice. Moreover, managers need to use feedback as a tool through different levels of the organisation to optimise business performance. To continuously work with feedback and to provide an open environment for feedback would make more people feeling welcomed to contribute.

Along with feedback, self-awareness is an important trait for individuals both in one's personal and professional life. The understanding of the concepts may help managers to include different practices within the organisation to improve the self-awareness of the employees. Providing places for practising mindfulness or meditation, coaching sessions, and mental wellness programs are a few practices that can be beneficial for the organisation in increasing the self-awareness of the employees. That said, these two concepts being self-awareness and feedback could come in useful to managers while creating a successful organisation and even in the recruitment of new employees. However, if there exists a relationship between self-awareness and feedback in Sweden is doubtful according to our results.

7.3 Limitations of Method

There are existing limitations of this study, suggesting future investigation. First, the sample used in our study included only managers working in Sweden, with a focus on females. Therefore, collected data was only from managers in Sweden. This can be viewed as a limitation, however, the chosen focus has been on investigating Sweden. That said, different results might have been obtained if including other countries.

A quantitative research method was adopted for this study, although we recognise that a few of the past studies used focus groups coupled with the questionnaires. This could be a potential weakness of this study that may have affected the results. Due to the time limitation and ongoing pandemic, focus groups including interviews was not an option. However, more open questions could have provided more in-depth insights into the use of feedback. That said, to include focus groups in the study is a suggestion from us to researchers interested in exploring this topic.

Another limitation to mention is the sample size, our sample, being 41 managers located in Sweden, cannot provide us with statements but rather indications. To state a fact to be true a larger sample is needed, thus, the findings cannot be concluded for the whole population. Associated with this limitation is the recruitment of participants, obtaining email addresses, and more importantly, making people answer, which is difficult. Moreover, since the survey was completely anonymous, a reminder to answer to the survey could not be sent out, since we did not know who had answered or not. In addition, when evaluating the answers, many answers had to be deducted since they included participants who did not respond to the survey completely, perhaps due to the lack of time or personal interest. Moreover, participants that did not fulfil all criteria had to be

removed. Additionally, some of the managers who reported that they have not used feedback within the last 14 days may have worked with feedback before those 14 days.

7.4 Future Research

Based on the frame of reference and the secondary literature gathered before retrieving our data, there exist studies that are within the same area of knowledge as this research but are focused on one of the two factors, self-awareness or feedback. However, after conducting the research and concluding an answer to the research questions formulated, there are still areas where future research is interesting and necessary. Therefore, the first suggestion of future studies is to research the use of feedback within different sized companies, and if there are any differences to be found. Additionally, researching if there are any differences in the use of feedback and the level of self-awareness on different levels of management. Furthermore, an interesting study would be to include all Nordic countries and compare them to the EU in general. Furthermore, it would be interesting to investigate managers of different Nordic countries. To investigate different Nordic countries and compare them to the EU, or other countries for that matter would gain interesting information of how different countries work with feedback as well as self-awareness. Moreover, it would be interesting to investigate if the use of feedback and the level of self-awareness affects the number of female managers.

There has been an indication of the importance of the quality and how feedback is being given. Therefore, further, explore how people use feedback to their advantage to promote performance and effectiveness would be an interesting extension to the existing knowledge base. Lastly, there would be a need for more data to further elaborate on how feedback can be utilised in a good way to support an increase in the level of self-awareness or to enable findings which is contradictory to other findings of other authors prior to this research.

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9. Appendices

9.1 Appendix A - Survey Questions

Q 5 – I identify as female

Q6 - I am currently working in Sweden.

Q7 – Years of managerial experience.

Q8 - Do you have a managerial position? (All levels included)

Q 3.1 - I have received feedback from my colleagues at work several times during the last 14 days

Q 3.2 - I have given feedback to my colleagues several times during the last 14 days.

Q 3.3 - I believe that we have an open environment at my workplace, promoting feedback.

Q 3.4 - I have been asked by my colleagues to give feedback during the last 14 days.

Q 3.5 - I have received feedback that I have specifically asked for from my colleagues during the last 14 days.

Q 3.6 - I believe the feedback I have received in the last 14 days has been valuable.

Open question 1 - In what way have you used feedback from your supervisor, manager or colleague to improve your performance?

Q 9.1 - I can “take a step back” from situations to understand them better.

Q 9.2 - I am aware of my blind spots, strengths and weaknesses.

Q 9.3 - I think about how we as colleagues interact with each other at my workplace.

Q 9.4 - I thoughtfully think through the feedback occasion (both before and after giving feedback) and the feelings that I might bring/have brought up.

Q 9.5 I take steps to find how my behaviour has been perceived by the person with whom I have been interacting.

Q 9.6 I can name the emotions that I am feeling at all times.

Q 9.7 I can identify what causes a shift to my negative emotions.

9.2 Appendix B - Correlation Analysis

Correlation		Q3.1	Q3.2	Q3.3	Q3.4	Q3.5	Q3.6	Q9.1	Q9.2	Q9.3	Q9.4	Q9.5	Q9.6	Q9.7
Feedback	Q3.1	1												
Feedback	Q3.2	0.626***	1											
Feedback	Q3.3	0.191	0.212*	1										
Feedback	Q3.4	0.622***	0.378***	0.209*	1									
Feedback	Q3.5	0.394***	0.380***	0.055	0.522***	1								
Feedback	Q3.6	0.467***	0.453***	0.354**	0.502***	0.417***	1							
Self-awareness	Q9.1	0.218*	0.157	0.405***	0.097	0.101	0.191	1						
Self-awareness	Q9.2	0.098	0.298**	0.269**	0.149	0.264**	0.197	0.440***	1					
Self-awareness	Q9.3	0.312**	0.427***	0.263**	0.319**	0.239*	0.522***	0.248*	0.201	1				
Self-awareness	Q9.4	0.009	0.137	0.012	0.017	0.133	0.183	-0.060	-0.273**	0.290**	1			
Self-awareness	Q9.5	0.345**	0.541***	-0.104	0.122	0.275**	0.169	0.334**	0.568***	0.186	-0.039	1		
Self-awareness	Q9.6	-0.075	-0.106	0.189	-0.060	-0.047	-0.028	0.504***	0.273**	0.024	-0.014	0.197	1	
Self-awareness	Q9.7	0.002	0.141	0.015	0.019	0.173	0.007	0.145	0.44***	0.198	-0.048	0.467***	0.435***	1

* Significant at 10% level
 ** Significant at 5% level
 *** Significant at 1% level

Table 3 - Correlation Matrix for the questions related to feedback and self-awareness.

9.3 Appendix C - Scree Plot

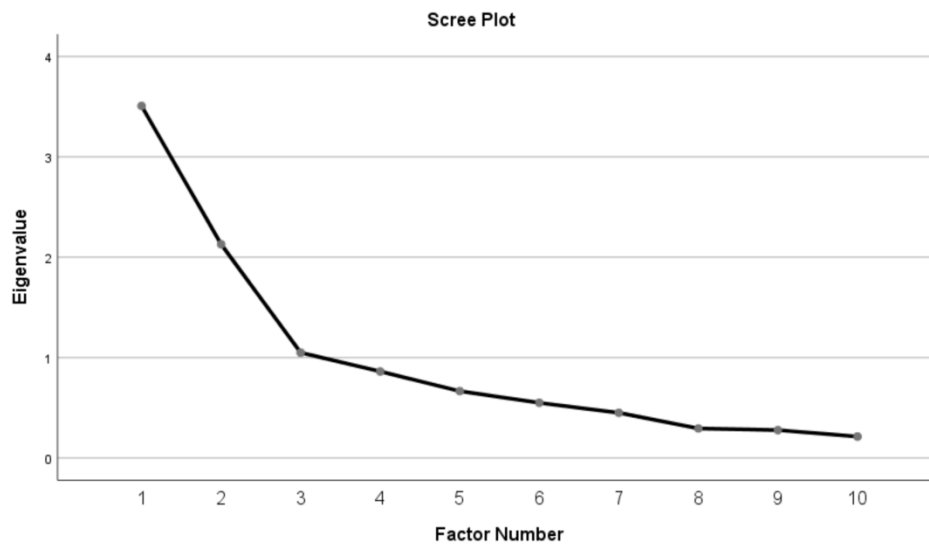


Table 4 - Scree Plot indicating the number of factors to retain.

9.4 Appendix D - Hypothesis Test

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of FB is the same across categories of Q5.	Independent-Samples Mann-Whitney U Test	,233 ¹	Retain the null hypothesis.
2	The distribution of SA is the same across categories of Q5.	Independent-Samples Mann-Whitney U Test	,126 ¹	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

¹Exact significance is displayed for this test.

Table 5 - The result of the Mann-Whitney U-tests