

**Navigating the ‘New Normal:’ Understanding Women Leadership in a Hybrid
Work Environment**

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Abstract

With the rise of hybrid work, it's crucial to understand how women leaders navigate this trend. Previous success for women leaders came from blending agentic and communal behaviours (i.e., androgynous), often adopting a paradox mindset. To explore this in the hybrid context, the role congruity theory and paradox mindset framework were chosen. Using a grounded theory qualitative approach, 36 dyads of women leaders and their subordinates were interviewed. The differences in leadership behaviours (agentic, communal and androgynous) they then reported were analysed. Findings revealed that virtual communication felt more agentic to women leaders, prompting conscious attempts by them to act communal virtually. As hybrid work also allows for in person interactions ultimately, it helped in overcoming challenges faced in virtual communication. This resulted in an androgynous approach for the women leaders. Subordinates' input supported these findings.

Keywords: Women leadership, paradox mindset, hybrid work, effectiveness, androgynous behaviours

Navigating the ‘New Normal:’ Understanding Women Leadership in a Hybrid Work Environment

Introduction

The UN Secretary general addressed the Commission on the Status of Women in March 2023 saying that gender equality seems to be 300 years away. The call to action by Guterres is a global effort towards increased income, education and employment for women along with increased participation of women in science and technology fields. Every year, there are many reports highlighting American and global trends of women in the workplace by organizations like KPMG, McKinsey, Grant Thornton, Catalyst, etc. The main barrier to having more women in leadership roles, as stated in the 'Women in the workplace' report (McKinsey and LeapIn, 2022), is still the initial promotion to manager. This step is commonly referred to as the "broken rung" in the pipeline.

Over the last few decades, despite women being more qualified than men (Global Gender Gap Report, 2022) and an increase in their workforce participation, they are still not a part of the upper management or C suite positions (Trzebiatowski et al., 2022). While the share of women in leadership has increased over time, women have not been hired at equal rates across industries. On average, more women have been hired into leadership in industries where women were already highly represented (Global Gender Gap Report, 2022). Research shows that gender stereotypes at a conscious and unconscious individual and group level continue to impact how women’s performance and competence is evaluated (Beck et al 2022).

SIOP and women in the workplace also report show that there is a growing trend of women finding advantage in hybrid work (SIOP, 2023; McKinsey and LeapIn, 2022). Hybrid work involves both aspects of working in-person and virtual work or telecommuting. Virtual work is the ‘new normal,’ with employees working from dispersed locations and interacting using computer-mediated communication (Raghuram et.al, 2019). Since this is a growing trend, research focused on women’s leadership experience in this context is scarce. However, research has found support for women being able to better navigate virtual team communication and leadership (Lind, 1999; Offerman & Foley, 2017; Post, 2015).

According to the social role theory (Eagly, 2012), descriptive gender stereotypes designate what ‘women’ and ‘men,’ ‘are’ like; while prescriptive gender stereotypes designate what ‘women’ and ‘men’ ‘should be’ like. Both gender stereotypes and the expectations they produce, can compromise a woman’s career progress (Heilman, 2012). It is also well

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established in research that women face different challenges than men in leadership roles as their performance is compared against different standards than men's (Koenig, Eagly, Mitchell, & Ristikari, 2011; Zheng et al., 2018; Bark et al., 2022). Eagly and Karau (2002) suggest that successful leadership is frequently associated with 'agentic' traits, such as being assertive and taking the lead. Traditional stereotypic 'feminine' (communal) characteristics are seen as irrelevant or even antithetical to success in management roles. These perceptions have disadvantaged women in management positions, forcing them to cope with the perceived incongruity between their 'leader role' and their 'gender role' (Eagly and Karau, 2002, Powell and Graves, 2003; Zheng et al., 2018). The role congruity theory, building on the social role theory highlights how women find themselves in a 'double bind' (Jamieson, 1995) or 'catch 22' (Rudman and Glick, 2001) situation, due to these differing role subscriptions. With regards to their female gender role, women are expected to display more communal characteristics, such as being affectionate, helpful, kind, sympathetic, interpersonally sensitive, nurturant, and gentle (Bakan, 1966; Eagly, 1987). Men, on the other hand, are expected to display more agentic characteristics, such as being aggressive, ambitious, dominant, forceful, independent, self-sufficient, and self-confident (Eagly, 1987; Kark et al., 2012, Zheng, 2018).

Most leadership studies so far have been using quantitative analysis as an approach to understand women leadership (for example Braun et al., 2017). Despite being highly informative, majority of these studies are also conducted in classroom settings or laboratories using students (such as Raymondie and Steiner, 2021). Studies using this approach inevitably omit essential features of real leadership, the followers, and the relationships between them (Kark, 2012). Lately, studies have suggested that management has started to value certain feminine characteristics to a greater extent (Kark 2012). A shift in an 'androgynous' direction i.e., blending of the agentic and communal traits may as a solution ease women's role incongruity problem in relation to leadership roles. This could enable them to better cope with the challenge of the double bind paradox: the conflicting expectations that women leaders should behave in an agentic manner (e.g., assertive, taking the lead) to fulfil the leader role, but at the same time in a communal manner (e.g., compassionate, caring) to fulfil the female gender role (Eagly and Carli, 2007, Kark, 2004, Kark and Eagly, 2010, Kark et al. 2012).

So, it can be said that women's conflicts in leadership roles are well established in research but how women navigate these challenges of being agentic, communal or androgynous still requires more attention. Recent studies propose that to make sense of both interrelations and conflicts between agency and communion in women leaders' experience, a paradox

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perspective can be particularly helpful (Zheng et al., 2018; Schock et al., 2019). The basic premise of a paradox perspective is that tension is ingrained in the system so that success depends on simultaneously attending to contradictory and interrelated demands that persist over time (Smith and Lewis 2011). It is suggested that paradoxical tensions exist between agency and communion in the experience of women leaders, due to the presence of both contradictions and synergies between them (Zheng et al., 2018). By employing a paradox perspective, one can move beyond a singular view of agency and communion as either interrelated or conflicting, and instead explore the different approaches women may take in response to these conflicts and interrelations. It is definitely interesting to investigate how women leaders navigate these challenges and how they might have adapted their leadership behaviours in the hybrid context.

The paradox mindset theory (Zheng et al., 2018, Schock et al., 2019) is aimed at explaining how women leaders experience and respond to the tensions arising from the pervasive and paradoxical demands of agency and communion. After reviewing relevant literature, it becomes apparent that women leaders must effectively convey clear signals of both agency and communion, which can prove to be difficult due to the paradoxical tensions between these two qualities. Previous studies have identified certain approaches that facilitate this integration. However, further investigation is required to delve deeper into how the contradictory, yet complementary elements of agency and communion manifest themselves in the experiences of women leaders (Zheng et al., 2018). This study aims to use the framework of the role congruity theory and paradox mindset to understand women leaders' experience of leadership. It further wants to enumerate how their leadership translates into a hybrid context. Villamor et al. (2022) in a study highlight the interplay between gender stereotypes and the dynamics of virtual environments (particularly concerning diminished social cues in concise communication). They propose that it has a multifaceted effect which on one hand, diminishes women's alignment with gender-based stereotypes such as perceptions of reduced assertive behaviour. On the other hand, it has the potential to reinforce unfavourable stereotypes held by others, such as perceptions of diminished competence or focus on tasks. Therefore, using the paradox mindset theory is advantageous as it is focused on understanding women leader's behaviours (agentic, communal and androgynous) in a complex environment (such as hybrid), further taking into account the tensions women leaders face and how they feel about them which aligns with the aim of this study.

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Additionally, the latest research review on virtual work (Brown et al, 2021; Villamor et al., 2022) mentions how most studies have focused on two frameworks (namely PE fit and role theory). This provides an opportunity to view women leading virtually through another lens i.e., role congruity theory. Since hybrid work is a new work context combining elements of in-person and computer-mediated communication, much still needs to be explored regarding women leadership and their approach to it.

Moreover, since leadership is a process of influencing others, this study aims to also take inputs from women leader's subordinates. This will provide another layer of information crucial to understanding the impact or influence of this context on their leadership behaviours and their relationship to inform theory and guide important practical interventions. Research provides evidence on how a leader's self-perception can be influenced by the feedback they receive from others (Atwater & Yammarino, 1992). The current study explores women's leadership behaviours through the lens of role congruity theory and understands how a paradox mindset could be helpful in hybrid settings. Therefore, making it crucial to also investigate how subordinates perceive and receive women leader's behaviours in the virtual versus in person context. This could help in understanding women leader's decision making in favouring which leadership behaviour to use in both the contexts. For women leaders to be able to employ a paradox mindset, they should be able to balance and decide when to use agentic and communal leadership behaviours. Hence, this study also aims to compare and grasp any variations in how women leaders and their subordinates perceive which behaviours work well in the hybrid environment.

Aim of the Study

At present, research on understanding women leader's experience of leadership in a hybrid context is scarce. Examining various ways of being agentic, communal and androgynous by women leaders is crucial, given its impact on both individuals and organizations. Through its qualitative and exploratory approach study can help us recognize the unique skills that women bring to the table and improve organizational effectiveness through successful strategies for managing and leading hybrid teams in the context of evolving technology. It can also inform leadership development initiatives for women and help increase their representation in leadership roles.

To explore women leader's experiences, a grounded theory approach was chosen as it allows for exploring areas in focus that have not been researched before, creating new theoretical insights (Howitt, 2010). Additionally, to get a deeper understanding of women leadership in the hybrid context, it aims to also take inputs from women leader's subordinates.

Based on the gaps identified following are the research questions that this study aims to answer:

Research Question Set 1:

- a): What potential differences do women leaders report regarding their agentic leadership behaviours in face to face versus virtual settings?
- b): What potential differences do women leaders report regarding their communal leadership behaviours in face to face versus virtual settings?
- c): What potential differences do women leaders report regarding their androgynous leadership behaviours in face to face versus virtual settings?

Research Question Set 2:

- a): What reasons do women leaders report for potential differences regarding their agentic leadership behaviours in face to face versus virtual settings?
- b): What reasons do women leaders report for potential differences regarding their communal leadership behaviours in face to face versus virtual settings?

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c): What reasons do women leaders report for potential differences regarding their androgynous leadership behaviours in face to face versus virtual settings?

Research Question Set 3:

a) Do leaders and followers have congruent or incongruent perceptions of potential agentic differences?

b) Do leaders and followers have congruent or incongruent perceptions of potential communal differences?

c) Do leaders and followers have congruent or incongruent perceptions of potential androgynous differences?

Research Question Set 4:

a): How effective do subordinates perceive the agentic leadership behaviours in face to face versus virtual settings?

b): How effective do subordinates perceive the communal leadership behaviours in face to face versus virtual settings?

c): How effective do subordinates perceive the androgynous leadership behaviours in face to face versus virtual settings?

Theoretical Background

Gender Stereotypes and their Consequences

Gender is a social institution, differing from biologically determined sex and not limited to the binary of being either man or woman. Bem (1975) was the first to propose that an individual's perception of their gender identity is independent of the typical traits associated with masculinity and femininity. Bem (1975) conducted research which demonstrated that a substantial number of individuals do not conform to traditional gender categorizations.

Gender-based emotional stereotypes pose a significant obstacle for women aspiring to attain and excel in leadership positions. Stereotypes are generalizations about groups that are applied to individual group members simply because they belong to that group, and gender stereotypes are generalizations about the attributes of men and women (Heilman, 2012). The social role theory (Wood & Eagly, 2012), suggests that societal expectations exist around the roles men and women should play, including their qualities and behaviours (descriptive roles) and the roles they should occupy (prescriptive roles). Wood & Eagly (2012) noted that communal characteristics, such as being affectionate, helpful, and nurturing, are typically associated with women, while agentic characteristics, such as being aggressive, dominant, and self-confident, are associated with men. Research found that descriptive stereotypes exhibit remarkable consistency across cultures (William and Best, 1990) and context (Schein, 2001) in diverse employment settings as well as in social and domestic settings (Heilman 2012). The negative impact of gender stereotypes on women's performance in work settings is contingent upon their effect on performance expectations. These expectations are shaped not only by an individual's characteristics but also by how well they fit with the attributes deemed essential for job success (Eagly & Karau, 2002; Heilman 2012). Prescriptive gender stereotypes dictate that women should exhibit communality by demonstrating socially sensitive and nurturing attributes, reflecting their concern for others, while also outlining what they "should not" do for e.g., be assertive, dominant, etc (Heliman, 2012). There are consequences for violating gender prescriptions, as they function as social norms, and doing so often leads to disapproval and negativity from society, commonly referred to as "backlash" in the literature (Rudman & Glick, 2001). Research has shown that women may face various consequences as a result of backlash effects, including reduced likability, decreased employment opportunities, and even acts of sabotage. These backlash effects are complex and harmful to women's social,

psychological and leadership development (Rudman & Glick, 2001; Heilman, 2012; Williams & Tiedens, 2016, Bark et al. 2021).

Women in Leadership

The role congruity theory, which builds on social role theory, describes the double bind women face in leadership positions when there is a perceived mismatch between the stereotypes attributed to leaders and the social role stereotypes associated with gender (Eagly & Karau, 2002; Koenig & Eagly, 2014). Stereotypes are formed through observations of social roles in occupational roles, leading to gendered stereotypes such as woman as teacher and man as principal (Koenig & Eagly, 2014). These prescribed social roles for women, which are often communal or emotive, clash with the agentic roles attributed to leaders. This clash leads to a double bind, whereby women have to act outside their gender roles to fulfil their leadership roles, leading to backlash for the violation (Eagly & Karau, 2002). When women strive to attain leadership roles, they face a dilemma: they can either be penalized for deviating from gender norms and exhibiting more masculine leadership traits or for failing to do so and performing leadership in a manner that does not match expectations (Koenig & Eagly, 2014). As a result, women are thought to be deficient in the qualities required for success at upper-level positions (Heliman, 2012). A meta-analysis of 69 studies conducted recently to determine the degree to which leadership stereotypes are characterized as "masculine" across cultures, confirmed the prevailing "masculine" nature of these stereotypes (Koenig, Eagly, Mitchell, & Ristikari, 2011). Brescoll (2016) proposes that these stereotypes create two intricate challenges that female leaders must navigate to achieve success, namely: (1) determining the appropriate amount of emotion to exhibit and (2) discerning which types of emotions are deemed appropriate. Women are still thought to require an achievement-oriented aggressiveness and emotional toughness that is contrary to the stereotyped view of what women are like. For example, women are usually perceived as (and expected to be) communal while men and leaders are perceived as and expected to be more agentic (Abele and Wojciszke, 2007; Bark et al 2021).

Agency and communion are two commonly used fundamental dimensions of social judgement (Abele, 2007; Bark et al., 2022). Agency is associated with the goal pursuit of the self while communion is associated with taking others into consideration (Abele and Wojciszke, 2007; Bark et al., 2021). Research suggests that women leaders may provide an

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advantage to their organizations by bringing unique constellations of leadership related traits, attitudes and behaviours to the workplace.

Is There a Way Out? The Paradox Mindset

A paradox lens or androgynous leadership behaviour could allow us to explore both contradictions and interrelations between agency and communion, offering a wider lens to examine women leaders' experience and responses (Zheng et al., 2018). Smith and Lewis (2011) define paradox as elements that are contradictory and interdependent, coexisting simultaneously and enduring over a period of time. Despite the abundance of research on how gender impacts women in leadership roles, there has been a lack of systematic analysis regarding how women leaders integrate distinct elements of agency and communion. Zheng et al. (2018) introduced the concept of a paradox mindset, which is characterized by a flexible and adaptive approach to reconciling seemingly contradictory elements. The paradox mindset is contrasted with a dilemma mindset, which views agency and communion as incompatible and forces women leaders to choose one over the other. The authors argue that adopting a paradox mindset can help women leaders to effectively manage the demands of agency and communion and promote positive outcomes for both them and their organizations. This theory offers a new perspective on how women leaders navigate the tensions between agency and communion by emphasizing how they can successfully integrate seemingly opposing qualities and achieve positive outcomes in their organizations. By showcasing how the integration of seemingly opposing qualities can lead to positive outcomes, Schock et al. (2019) provide empirical support for the importance of adopting a paradox mindset in women's leadership.

The Role of Context - Hybrid Work Setup

Early research describes virtuality as being categorized as either face-to-face or remote interactions. More recently virtuality has been conceptualized on a continuum, in which teams vary in their level of virtuality, ushering in a face-to-face context alongside (e.g., a hybrid context).

According to the women in the workplace 2022 report (McKinsey and LeapIn), remote and hybrid work are game-changing for women as women are experiencing fewer microaggressions, higher psychological safety. Previous research suggests that women in virtual groups were more satisfied, perceived better teamwork, and easier conflict resolution than men or women in face-to-face groups (Lind, 1999). Women leaders may have an edge over their men counterparts in leading teams virtually and overcoming some challenges

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associated with it. This is attributed to their positive attitudes towards using technology for communication and traditionally 'female characteristics' like strength in socially oriented communication (Offerman & Foley, 2017; Post, 2015). Socially oriented communication could also fall under 'communal' leadership behaviours. The gender stereotype dynamic in its interaction with virtuality dynamics (related to the reduced social cues in leaner communication), tends to decrease women's conformity to gender stereotypes (e.g., perceptions of less agentic behaviour) but could also strengthen others' negative stereotypes of women (e.g., perceptions of lower competence or task-orientation) according to Villamor et al. (2022). This provides a good opportunity to understand whether it facilitates more agentic, communal or androgynous leadership behaviours among women leaders. The concept of contextual understanding, as highlighted by various authors (Rousseau & Fried, 2001; Johns, 2017) emphasizes the importance of perceiving the distinctive and rare qualities of different situations and environments. In 2013, Klimoski conducted a thorough analysis of the limited literature on the impact of context on leadership accomplishment and behaviour. Klimoski (2013) emphasized that current theories do not fully acknowledge the fact that leaders possess the capability to not only adapt to their surroundings, but also to shape them in a way that is advantageous for themselves (Johns, 2017).

Research has found that the sequence in which communication media are employed can also have an impact on team outcomes (Triana et al., 2012). Specifically, beginning with computer-mediated communication (CMC) followed by face-to-face (FTF) interaction may prove beneficial for teams that are diverse and comprise minority members (Triana et al., 2012). Evidence based on a field experiment found there is a preference for about two remote working days per week amongst its participants, with remote work most benefitting working mothers (Sherman, 2020).

What Do the Subordinates Think?

Larsson et al. (2022) in their study on subordinate perceptions of their leader's leadership, highlighted the gap on the knowledge of subordinate's view on their leader's genders in research. They emphasize there is significant evidence of the impact that those perceptions may have on the subordinates' motivational, organizational and productivity outcomes too. In a seminal study by Atwater & Yammarino (1992), the significance of accurate self-perception in predicting future leadership success is emphasized. Their study underscores how a manager's self-views evolve through feedback from others. Consequently,

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comprehending the perceptions of women leaders held by their subordinates becomes pivotal. This inquiry is particularly intriguing within the framework of role congruity theory, which expands on social role theory by considering the alignment of gender with other roles, especially pertinent in the realm of leadership. The present study focuses on exploring whether leaders and their subordinates feel the same differences in leadership behaviours and their effectiveness, across both contexts.

Methodology

Grounded Theory

As the purpose of this study is focussed on exploring women leader's leadership in a hybrid context, a qualitative approach based on grounded theory principles was adopted. Grounded theory is a widely used approach for analysing qualitative data that aims to generate theories that are grounded in the data itself, rather than being imposed a priori. According to Howitt (2010), this approach involves a systematic and iterative process of data collection, coding, categorization, and conceptualization, whereby the researcher constantly compares and contrasts the data and the emerging concepts or categories. The goal is to identify the core categories or themes that capture the underlying patterns, processes, and relationships in the data, and to develop a theoretical framework that explains and predicts these phenomena. Grounded theory emphasizes the importance of reflexivity, flexibility, and openness to new ideas and perspectives, as well as the active involvement of the researcher in the data analysis process (Glaser & Strauss, 2017). Overall, grounded theory offers a rigorous and creative method for generating insights and understanding from qualitative data that can be useful in a range of fields, including psychology, sociology, and anthropology (Corbin & Strauss, 2008).

Therefore, it allows for investigating the between-person perspectives that influence women leader's agentic, communal and androgynous behaviours. An essential benefit of choosing this approach is the quality of adopting an iterative process. Since the area of interest is focused on discovering new information an iterative process allows the freedom to make improvements to the interview structure during data collection to ensure informative participant responses. This can also be best elucidated by capturing different participant's experiences in their words. It was found that studies previously conducted on leader-follower dyads in management research were mostly quantitative.

Sample

This thesis presents a comprehensive investigation into leadership dynamics within a hybrid work environment, focusing specifically on women leaders and their subordinates. The study's sample comprises 36 dyads of women leaders and their respective subordinates. The study encompasses leaders and subordinates from varied nationalities, age groups, educational backgrounds, and genders, providing a comprehensive understanding of the complexities inherent in modern work arrangements. The research sample consists of 36 such dyads.

Leaders

The women leaders, with a mean age of 45 years (standard deviation = 9.06), spanned an age range of 26 to 61 years. Geographically, the women leaders represented a mosaic of nationalities, primarily German (42%), Indian (18%), and Polish (12%), contributed to a diverse and global perspective on leadership practices. The educational distribution among the women leaders was as follows: 60% possess a master's degree, 12% held a bachelor's degree, and 12% had obtained a Ph.D. The women leaders represented diverse industries, with 15% from Finance, 12% from Business Management and Administration, and the remaining from sectors including Arts, Audio/Video Technology and Communication, Science and Technology, Engineering, Manufacturing, Government/Public Administration, etc. The majority (79%) of them were operating within a hybrid work setup, while 17% approximately had experience with such arrangements. In terms of managerial responsibilities, a significant portion of leaders oversaw 5-6 employees, with additional segments managing teams of 12 or more. Over 90% of them knew their nominated subordinates for over a year. Lastly, these leaders were spread across 8 countries, with substantial clusters working in Germany (33%), Luxembourg (27%), and India (18%).

Subordinates

The gender distribution of the subordinates included 78.8% of people who identified as female, 15.2% as male, and the remaining 6% 'preferred not to say.' The age of the subordinates varied, with an average age of 33 years (standard deviation = 8.9) and an age range spanning from 24 to 61 years. The subordinates represented 12 different nationalities, with 34% being German, 22% Indian, and 13% Polish. The age of the subordinates varies, with an average age of 32 years and an age range spanning from 24 to 61 years. The subordinates represented 12 different nationalities, with 34% being German, 22% Indian, and 13% Polish. A total of 34% of the subordinates were in Germany, 28% in Luxembourg, and 22% in India for work, reflected a global distribution that underlines the cross-cultural nature of the study.

Procedure

Participants were deemed eligible and approached through a combination of convenient and random sampling methods, which included exploring the author's personal network, advertising the study, and circulating the information letter on social media platforms such as LinkedIn and Instagram. The participants were selected with careful deliberation to ensure diversity and cross-cultural representation. Most women leaders were expected to have

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experience working remotely during the COVID-19 pandemic or in a hybrid work design. Ethical approval of all materials being used in the study was taken from ERC PN FPN with the code - ERC PN-OZL_265_45_03_2023. To protect participant confidentiality, pseudonymizing identities was used, and a coding system was created for participant identification. Informed consent was obtained from participants through a Qualtrics survey, which also collected demographic information, and verified the participants' work setup and experience with hybrid work. Subsequently, participants were interviewed, wherein the leader was interviewed first, followed by the subordinate. The interview questions focused on understanding women leaders' experiences of agentic, communal, and androgynous behaviours in-person and virtual and their emotional consequences/feelings about them. The interview questions for subordinates focused on understanding the differences and success of their leader's agentic, communal and androgynous behaviours in a hybrid context (i.e., comparing in-person and virtual contexts). Participants were asked to participate voluntarily in member checks and feedback at the end of the interview. Additionally, all participants received a debrief email at the end of the study. Ethical considerations were considered throughout the study to ensure the protection of all participants.

Interview Guide

A semi-structured interview scheme was devised for the interview. The questions in it were decided after constant deliberation based on literature, research questions in focus, and for improved responses. Before proceeding to data collection, a pilot test of the questions was conducted to better understand expected responses and interviewee's experience. The final refinements to the interview schemes and materials were made based on this. All the interviews will be conducted online via Zoom. Online interviews mirror face-to-face and virtual interviews in terms of ethical considerations, consent processes, and recording methods, allowing participants the option to withdraw; however, the virtual nature of these interactions can impact interview attendance and scheduling, while still offering similar authenticity through the evaluation of visible impression management cues (Jangorbhan et al., 2014). The questions asked in the interview for the leader are centred around comprehending the experiences of women leaders in expressing agentic, communal, and androgynous behaviours in a hybrid setup, to understand how it's different from just face-to-face and the emotional consequences of enacting them (Appendix A). On the other hand, the interview questions for the subordinates aim to first gain insight into how hybrid work has impacted their relationship

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with their leader, and the effectiveness of their leaders' behavioural cues (agentic, communal and androgynous) (Appendix B).

Content Analysis

The content analysis followed grounded theory principles (Glaser & Strauss, 1967; Suddaby, 2006) and involved four main steps. Initially, the data underwent meticulous sentence-by-sentence inspection by two independent raters from a pool of four. The raters participated in a training session to learn and practice coding using ATLAS.ti software for Windows (version 23.2.2.27458), ensuring diverse perspectives and minimizing bias. To enhance immersion, one rater was familiar with the interview content due to their involvement in conducting, observing, or transcribing the in-depth interviews, while the coding process covered verbatim transcripts until saturation, followed by direct coding of remaining interviews and observations. The evolving coding dictionary system was employed, with codes assigned to various units of text. In the next phase, coders held joint meetings to discuss and reconcile individual codes, employing triangulation and utilizing diverse data sources to refine categories. Abstract categories or concepts were then identified to elevate the analysis to a conceptual level, enhancing the connections between categories and existing research. Lastly, the analysis focused on interlinkages between categories to attain a more conceptual understanding of differences in leadership behaviours in a virtual context, reasons, and subordinate's perceptions (Wilhelmy et al., 2016).

Results

Overview

The first set of research questions aimed to identify potential differences in women leaders' leadership behaviours between in-person and virtual settings. The second set explored the reasons behind these differences, including contextual factors and challenges in leadership in virtual settings. The third set of research questions investigated the congruence of perceptions between leaders and subordinates, regarding the leadership behaviours, i.e., i.e., communal, agentic, and androgynous. The final set of research questions examined subordinates' perceptions of the effectiveness of these leadership behaviours across in-person and virtual context. During analysis, distinct sets of research inquiries yielded corresponding code categories, elucidated and substantiated through participant quotations as empirical support, presented subsequently. Furthermore, participant quotes that held significance for the outcomes but did not fit within specific code categories, owing to their broad relevance, have been emphasized.

Differences in leadership behaviours: Causes of Agentic, Communal and Androgynous Behaviours in Different settings.

Agentic Leadership Behaviours.

In comparison with in-person settings, virtual communication required greater clarity for it to be successful. The major themes derived are mentioned in the Table 1 below. According to women leaders, this is due to the limited use of non-verbal cues, as virtual communication involves talking through chat, emails, voice, and video calls. Results indicate that communication devoid of face-to-face interaction, i.e., written communication, takes a very 'direct' and 'to the point' undertone which women leaders associate with being agentic. In addition to this, they indicated that for it to be successful, they had to plan and invest a lot of time in formulating it, as compared to conveying the same message in-person. Thus, they ended up spending more time providing context or background to the subject or to make the message sound 'soft.' As a result, they felt virtual communications were more demanding and therefore were mindful of their choice of words and non-verbal cues, for e.g., their tone in a conversation.

Despite its challenges in communication, women leaders reported that in comparison to in-person settings, they found it easier to act agentic virtually for some situations and

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conversations. However, they felt that their authority is undermined in virtual settings, in comparison to in-person settings. This observation is particularly specific to written communication, where they noticed a tendency for subordinates to express refusal more readily in virtual contexts as opposed to in-person situations. This in turn made them feel like they were being taken less seriously in a virtual context.

As virtual communication mostly relied on words, the other difference is to do with being intentional in virtual communication. Women leaders lacked the surety in whether the intention of their message is being conveyed as originally intended by them in virtual communication. Despite spending more time in formulating their messages, they are not sure if they come across as less or more agentic, virtually. They attributed this difference to limited exposure to and interpretation of their subordinates' body language and non-verbal reactions over calls or emails. They felt limited in their observation, for example, if their subordinate was happy with the assignment they were given. To overcome this, some women leaders said that using a camera and being able to see their subordinates helped to some extent.

Table 1

Virtual Agentic Leadership & Reasons for Differences

<i>Agentic Leadership Behaviours Differences</i>		
Category	Description	Verbatim
Lean Communication	Clear communication is important.	<i>"It's so different if you do it on screen, because on screen you can joke as much as you want, but unless you actually have also the possibility to use your movements, and you know the vibes. It's a completely different situation." (AW1)</i>
	Lack of nonverbal cues	
		<i>"Emails would be more agentic, more specific, more pointed" (ST9)</i>
Impression Management	Conscious of their tone, voice, and words when giving instructions.	<i>"I'll probably come across as more supportive and more firm." (ST2)</i> <i>".. there are a lot of caveats and disclaimers because you're not really working with the full picture." (ST12)</i>
	Feel they appear friendlier and more supportive, but may also come across as stronger and more assertive	
<i>Agentic Leadership Behaviours Reasons</i>		
Challenges in perceiving other's behaviours/reactions	Interpreting body language	<i>"You're done with the call. Now you don't know what the person's reaction is. But when I'm there, I see the reaction. I'm observant. I'm always watching. When you're online,</i>

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		<i>you're talking with your call, zoom call. It's very different." (ST16)</i>
	Building trust Observing reactions	<i>"I get to read the other person in a better way, so understand, is my message getting across, is it being stood, is that other person overwhelmed, is that other person annoyed, is that other person in defensive mode." (PS15)</i>
Easier to act Agentic	It is easier to say no or be dominant in giving orders. It is easier to be assertive and direct over the phone.	<i>"Some conversations are easier to do over the phone where you don't see the other person and you can just get through your agenda." (PS1)</i> <i>"It's easier to be stern or assertive, those behaviours maybe when it's virtual." (ST3)</i>
Undermined Authority (written communication)	Subordinates are less cooperative virtually. Leadership is taken less seriously	<i>"I feel like I'm more taken serious when in person than when it's working from home." (AW6)</i> <i>". because I'm working from home, so how they feel free, just saying - look, I don't want to." (AW7)</i>

Communal Leadership Behaviours.

Another aspect contributing to women leaders feeling their interactions are mostly agentic virtually is the lack of opportunities for social interaction. The major themes derived are mentioned in Table 2 below. Conversations tend to be limited to getting work done, which is beneficial in terms of being more efficient. However, as compared to in person settings, this led to a lack of information exchange in general and specifically around social interactions of informal nature which are a core feature of in-person settings. The lack of such interactions made it difficult for women leader's to sometimes notice signs and signals in their subordinate's behaviours, as mentioned previously (Table 1). They further reported that virtual conversations in comparison, lack an 'emotional aspect' and found it challenging to be empathetic and create an atmosphere where subordinates feel safe to open up to them about their problems. This could be attributed to the lack of feedback in terms of non-verbal cues and informal interactions in virtual contexts, which helped women leaders with better understanding of subordinates' behaviour and reactions. This created feelings of disconnect with their subordinates and made it more challenging to build trust with team members in in virtual settings.

To address these challenges and act communal in virtual contexts, women leaders reported a need to create additional meetings in order to encourage engagement with their

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subordinates. They also reported that to overcome the lack of feedback in interactions, they tend to be more observant of their subordinate's behaviours during virtual interactions. In addition, majority of them felt in-person communication is essential for them, to act communal in their leadership behaviours.

Table 2

Virtual Communal Leadership & Reasons for Differences

<i>Communal Leadership Behaviours Differences</i>		
Category	Description	Verbatim
Lesser opportunities to act social virtually	Virtual work is more task and purpose driven. Lacks the social aspect of interaction and information exchange, especially informal information	<i>"When I'm working in the office, and I'm speaking to someone one on one, it's a bit more communal" (AW6)</i> <i>"What's next? What's next? You kind of make it short" (ST16)</i>
Virtual communication lacked emotional aspects	Decrease in supportive and emotional aspects of communication. Difficult to show care and comfort people	<i>"That's really a big loss because it's done very administrative, just sharing work, answering to emails." (ST4)</i> <i>"It's more neutral, more information based if you are a hybrid home office and digital in a way, not so emotional it is missing any emotional aspects" (PS2)</i>
<i>Communal Leadership Behaviours Reasons</i>		
Created more engagement to act communal virtually	Put in more effort to create engagements to stay connected to the team	<i>"I needed to think about it that I need to set up a call and that I need to do it regularly with people" (AW5)</i> <i>"You need to spend much more time in individual meetings with people, to know what is really going on when you are hybrid" ((PS13)</i>
Intentional communication	Communication requires a substantial investment of time and attention.	<i>"It requires much more effort if I'm in a remote mode to communicate all the signals I would like to in a correct way, so it is also received in in the correct way" (AW3)</i> <i>"One always has to plan ahead because of the way we communicate"(PS11)</i>

Androgynous Leadership Behaviours.

In terms of reporting their androgynous behaviours, women leaders reported their preference to act androgynous in general. The major themes derived are mentioned in Table 3 below. They stated that it feels more demanding in virtual settings to decide between and

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balance the two sides (agentic and communal). For example, some participants reported the following: “You just have to do everything differently” (AW1) and “it’s more stressful for everyone involved . . . knowing when to blend, how to blend is easier in person because you’re getting more cues” (PS15). Some women leaders shared how they were mindful of not ‘coming across as agentic’ and tend to ‘lean towards acting more communal’ in the virtual context. For example, ST8 stated the following – “. . . it’s virtual then obviously I am more communal than being agentic because as I said, I don’t want to send out a wrong signal to the person on the other side.” Since acting androgynous is a result of mixing being agentic and communal in leadership, these categories match with what was reported for communal and agentic leadership behaviours in the virtual context, mentioned above.

Table 3

Differences in Hybrid Androgynous Leadership & Reasons for the Difference

<i>Androgynous Leadership Behaviours Differences</i>		
Category	Description	Verbatim
Felt more demanding virtually	It can be more challenging and stressful for everyone involved. Being face to face allows for better sensitivity and understanding of nonverbal cues.	<p>“I think it’s that kind of leadership is easier when you’re face to face.” (PS4)</p> <p>“You’re still kind of wondering what the person is thinking about. So, you’re always in your best behaviour mode” (ST13)</p>
Leaned more towards acting communal virtually	Consciously trying to be gentler and more empathetic while getting things done.	<p>“Not bringing my agentic mode. I would rather try to be more communal. I would try to be more understanding and more empathetic. More supportive of the person.” (ST9)</p> <p>“It’s so different if you do it on screen, because on screen you can joke as much as you want, but unless you actually have also the possibility to use your movements, and you know the vibes. It’s a completely different situation. So, telling somebody off on screen requires great calm in your soul, because you have to speak clearly” (AW1)</p>
<i>Androgynous Leadership Behaviours Reasons</i>		
Preferred acting androgynous in general		<p>“I think this is the ideal you know doing both you know leading when leadership is required, and being more private, being more gentle, when it’s also required.” (PS4)</p> <p>“I would obviously want to be empathetic and get things done, being kind and get things done. But it doesn’t always work.</p>

		<i>Uh, so then obviously you have to bring in your agentic behaviours as well, and they automatically come in. (ST9)</i>
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II. Congruence and Incongruence in Subordinate's Perceptions of the Potential Differences in Leadership Behaviours

Agentic leadership behaviour.

Most of the subordinates reported their leader's 'agentic behaviour is the same virtually,' leaving a handful of subordinates saying they have, 'observed a difference in their behaviour.' This is incongruent with what most women leaders reported. In their case, the situation was reversed, i.e., most women leaders reported their agentic leadership behaviour to be more pronounced in the virtual context. However, it is important to note that some subordinates had identify differences in their leader's agentic leadership behaviours. The ones in congruence with the those reported by women leaders were that 'women leader's may act more agentic virtually' and their conversation takes a 'more direct tone and may remain focused on work.'

Communal leadership behaviour.

Here too it was found that most of the subordinates reported their leader's communal behaviour to be the same virtually. In congruence with what some women leader's shared, they too felt like their leader 'takes initiative to be caring virtually.' In the same vein, much like the women leaders, they agreed on communal leadership behaviours being, 'more apparent in person' and it being essential to meet in-person for communal leadership to be evident.

Androgynous leadership behaviour.

When it came to androgynous leadership behaviour, most of the subordinates reported no differences in virtual versus in-person settings. Some of them went on to clearly state that their leader could balance both sides virtually.

III. Subordinate's Perceptions of the effectiveness of Leadership Behaviours

In terms of effectiveness, the majority reported no difference in leadership behaviours i.e., agentic, communal, and androgynous, in the virtual context in comparison to in person context. This was in stark contrast with what most women leaders reported. Most women

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leader's clearly reported conversations in the virtual context to be more agentic than communal. They also went on to report how it was difficult to act communal in the virtual context. Androgynous leadership behaviours were felt completely different and more demanding to women leaders. Interestingly, subordinates expressed a struggle in being able to comprehend the effectiveness of androgynous leadership behaviour, despite identifying it as a behaviour of their leader, virtually.

Agentic leadership behaviour.

In terms of reporting effectiveness, subordinates found agentic leadership behaviours in the virtual context 'helpful,' and 'they appreciated it.' However, some of them also cautioned that due to the nature of interaction virtually, their 'leaders may find it difficult to understand their workload/productivity' and there is some scope for 'miscommunication for setting work expectations.'

Communal leadership behaviour.

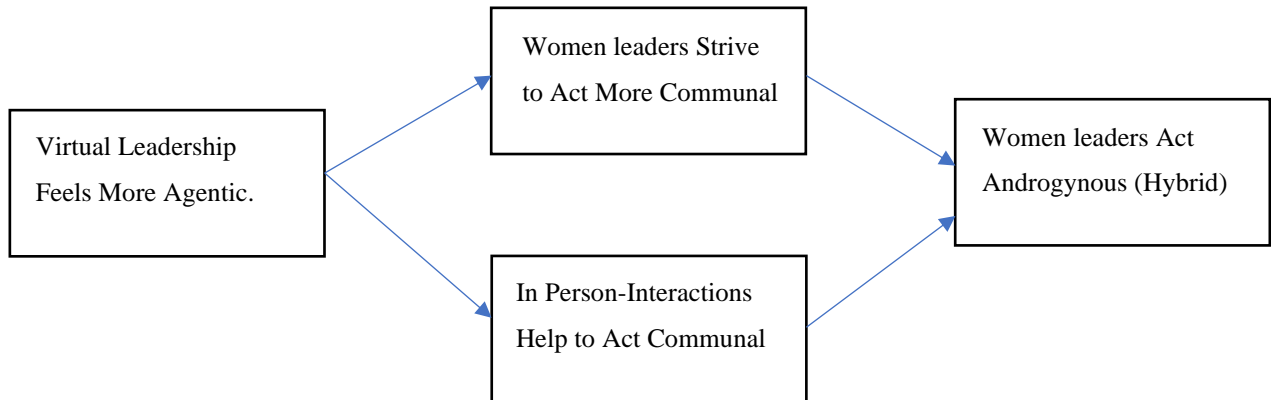
While talking about the success of communal leadership behaviours, some subordinates clearly stated that they are 'successful virtually,' just like in-person. However, most of them agreed to communal leadership effectiveness being clearer to observe and more effective in-person. Interestingly, a few of them attributed the success of these behaviours to the personality of their leader. They attributed it to their leader's personality being stable across contexts, or to them being that type of a person consistently across both contexts. They believe that there is no change in their leader's personality across the two contexts. This lies in contrast with what was reported by the women leaders, as they found it more challenging to act communal in the virtual context.

Androgynous leadership behaviour.

When it came to reporting the success of androgynous behaviours, most participants found it difficult to report anything concrete. Some of them clearly stated it as being difficult to think about. This is in contrast to what was reported by women leaders as they clearly stated it as being more demanding in the virtual context, in comparison.

Figure 1.

Hybrid Context Facilitated Androgynous Women Leadership Behaviours



In summary, as seen Figure 1, the findings conclude that within the virtual context, most women leaders perceived their leadership as more agentic, driven by concise and task-oriented communication. Paradoxically, virtual settings facilitated greater ease in adopting agentic behaviours due to the demand for direct and explicit communication. In contrast, enacting communal leadership was more challenging virtually due to reduced opportunities and emotional nuances in communication. Women leaders invested extra efforts to exhibit communal behaviours in virtual scenarios, resorting to strategies like additional meetings. Overcoming virtual challenges, in-person interactions within the hybrid context allowed them to display communal aspects, contributing to a more androgynous leadership style overall.

Discussion

As there is a growing trend of hybrid work involving leadership across in-person and virtual contexts, this study attempts to contribute to a better understanding of how women can act agentic, communal and androgynous in a hybrid setup. It explores the differences that arise between in person and virtual contexts and the possible reasons for the same. It investigates this by examining the perceptions of women leaders and their subordinates. In addition to this, subordinates were also asked shared their observations of the effectiveness of these leadership behaviours when compared to in person and virtual contexts. The results for leaders and subordinates were then compared for the differences reported by them.

Women leaders felt they come across as more agentic virtually, due to the nature of conversations being limited to work and agenda, followed by difficulties in showing care and concern virtually. Scholars have directed their attention toward examining the distinct ramifications arising from the diminished presence of informational and social cues in communication, particularly for women's virtual interactions in the workplace. Computer-mediated communication, characterized by a lack of social cues, diminishes social presence, involving an individual's awareness of their communication partner (Short, Williams, & Christie, 1976). This reduction in cues amplifies ambiguity and uncertainty within interpersonal exchanges (Greenberg, Ashton-James, & Ashkanasy, 2007; Tangirala & Alge, 2006), consequently eroding certain elements essential to proficient virtual collaboration, such as establishing relationships and fostering a sense of connectedness with others (Hinds & Bailey, 2003).

In line with these findings, across the duration of this study, female leaders consistently expressed a challenge in accurately assessing how their behaviour is perceived in terms of communal, agentic, or androgynous qualities. There was also considerable preoccupation on whether their subordinate's perceptions align with their intended presentation (for instance, as agentic, communal, or androgynous). In order to balance the inherent tensions within the paradox mindset, there is a great emphasis on conveying clear signals of agency and communion for women leaders. (Zheng et al., 2018, Schock et al., 2019) Departing from the existing literature, this highlights a gap in communication between women leaders and their subordinates.

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Furthermore, the principal outcomes of the research underscore that the decision to adopt communal, agentic, or androgynous behaviours is significantly influenced by factors such as perception management and impression management. This was found relevant across all three dimensions of leadership behaviour (agentic, communal, and androgynous). Interestingly, the common reason facilitating this across the three behaviours was the absence of non-verbal, behavioural cues during virtual communication. Villamor et al (2022) previously suggested this as the result of ‘harmful virtuality dynamics’ with gender. In other words, the prevalence of a lack of social cues in communication for women leaders to make judgments from. Interestingly, in this study it was found that because of these harmful virtuality dynamics, women leaders made more effort to act communal. The findings now provide a clear context and consequence of such harmful virtuality dynamics.

However, on the upside, women leaders reported it to be easier for them to act agentic for certain situations virtually. This positive consequence too could be attributed to the presence of reduced behavioural cues, which could be linked to ‘reduced gender stereotyping cues.’ In other words, another implication of missing behavioural cues could aid in less stereotype threat for women leaders, making it easier to act agentic. This is also congruent with Villamor’s submission regarding the gender stereotype dynamic and its interaction with virtuality dynamics (related to the reduced social cues in leaner communication). Results indicate that it could decrease women’s conformity to gender stereotypes in line with the literature (Villamor, et al. 2022). Although, another consequence of this that women leaders’ felt was that their subordinates reacted less cooperatively, if their agentic communication was limited to written computer mediated communication. We know that research has confirmed that the sequence in which communication media are employed can also have an impact on team outcomes (Triana et al., 2012). But a more thorough examination of this is required to provide more information to inform practical implications on acting agentic in a hybrid context.

Moreover, women leaders reported a significant loss of social aspect of interaction and information exchange, especially informal information with their subordinates. This links to the task-focused undertone of communication in the virtual context (Villamor, et al., 2022). As being supportive and connected to their subordinates is an essential part of communal leadership, they report overcoming this challenge by investing considerable time in communication and creating additional opportunities for engagement. Their efforts to do so in the virtual context were observed and appreciated by the subordinates too. In addition, both the leaders and their subordinates felt that in-person interaction was essential for communal

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leadership. Consequently, it is not surprising that women leaders reported a preference to act androgynous in general and not specifically in virtual settings.

There is also growing evidence for increasing ‘androgyny’ of the leader stereotype over the last four decades (Koenig, Eagly, Mitchell, & Ristikari, 2011). It can be seen from the previous sections that they are striving to achieve a balance or act androgynous in the hybrid context. Schock et al. (2019) have previously provided empirical support for the importance of adopting a paradox mindset in women's leadership to effectively manage the demands of agency and communion and promote positive outcomes for both them and their organizations. The results do point in the direction of women being able to navigate communication and leadership well as suggested in some prior research (Lind, 1999; Offerman & Foley, 2017; Post, 2015).

Since the hybrid context allows for virtual and in person interaction it can be assumed that this in turn brought in a balance (between communal and agentic) and helped make their communication with the subordinates more androgynous overall (hybrid context, i.e., in person and virtual). Hence despite its challenges, women leaders can balance both sides well in the hybrid context. Zheng et al. (2018) support this, stating that leaders need the ability to blend both agentic and communal leadership styles to allow them to conform to the leader role. Furthermore, this could explain why most subordinates feel no significant difference in their communal, agentic, or androgynous behaviours and their effectiveness in the hybrid context. Changes in organizations' economic, demographic, technological and cultural environments have given voice to this alternative perspective suggesting that traditional management styles may be less effective (Kark, 2012). Therefore, the hybrid context, with a balance between virtual and in-person interaction might facilitate women leaders to act androgynous. Given the scenario, this benefit can be reaped by organizations that combat many barriers faced by women leaders and not men leaders (Offerman & Foley, 2020).

Implications and Future Research

The implications drawn from this research study on women's leadership within a hybrid context are multi-fold and hold relevance for both organizational practice and future research endeavours.

Firstly, the heightened demand for communication and the creation of supplementary meetings to maintain team connectivity in virtual settings necessitates a careful examination of

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its potential impact on work-life balance over time. This warrants further investigation into strategies that can mitigate any adverse effects on the equilibrium between professional and personal spheres. Secondly, in line with the findings, to further optimize women's leadership behaviours within hybrid work arrangements, it is recommended that organizations provide increased flexibility in planning virtual and in-person workdays. This adaptive scheduling approach facilitates the balanced expression of both agentic and communal leadership traits. As was reported, it enables women leaders to exhibit behaviours that transcend traditional gender-based stereotypes and assume a more androgynous leadership style. Moreover, this study underscores the potential of the hybrid context to undermine gender-biased perceptions, particularly those related to reduced assertiveness among women leaders. By not reinforcing stereotypical behaviours, the hybrid setting offers an opportunity to diminish the alignment of women leaders with such limiting stereotypes, contributing to their authentic and unbiased leadership portrayal. More research must construe its focus on successful factors employed by women leaders to better inform leadership endeavours in the changing hybrid context. Lastly, Triana et al. (2012), suggested how the sequence in which communication media are employed (in person and virtual) can also have an impact on team outcomes. Even though we were able to emphasize the importance of in person-communication in the hybrid setup, more needs to be explored regarding the optimal sequence.

In conclusion, the findings of this study present actionable insights for organizations to enhance women's leadership experiences in hybrid contexts foster a more inclusive and effective leadership landscape. Furthermore, the suggested directions for future research offer a roadmap for exploring the complex interplay between leadership behaviours, contributing to a more comprehensive understanding of women's leadership dynamics within evolving work paradigms.

Limitations

Several limitations are acknowledged in this study. Firstly, a qualitative study exploring new concepts is susceptible to researcher's bias. A peer review during initial and later stages of data analysis along with member checks was used to limit bias (Bluhm et al., 2011). In addition, the recruitment practice of women leaders nominating their own subordinates introduces the potential for self-serving bias (Sedikides, C et al. 1998), possibly affecting the objectivity of gathered data. Notably, the inclination to nominate mostly female subordinates (78%) raises questions about the generalizability of the findings across genders. Additionally,

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research indicates potential gender-based variations in how male and female subordinates perceive women leaders (Roseatte & Tost 2020). Another aspect that could impact perceptions is the duration of their working relationship and whether it has been solely virtual. Furthermore, the study's usage of technical terminology and concepts like "androgynous behaviours" it might have hindered participants understanding and recall of experiences. Also, this study was trying to identify women's leadership behaviours with a hyper focus only on the hybrid context. This has led to other factors which could be of importance (for example organizational culture) to be neglected (Offerman & Foley, 2020). Even though perceptions of effectiveness were collected from subordinates, the study primarily centred on a surface level comparison of leader-subordinate perceptions. Therefore, there exists untapped potential in utilizing this data for deeper insights to bridge communication gaps and incongruence.

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Appendix A

Leader’s interview questions on *in-person versus remote work*:

Lead question 6		
<p><i>In the intake questionnaire you indicated that you have experience with working in a hybrid setup, meaning that sometimes you work (or have worked) in the office, and sometimes you work (or have worked) remotely.</i></p> <p><i>Does your leadership behaviour in terms of agentic/communal/androgynous behaviours differ when working face-to-face in the office versus working remotely? If so, in which ways <i>and why</i>?</i></p> <p><i>⇒ repeat the question (with all content-related issues) for the three situations</i></p>		
Content-related issues	Additional questions	Maintenance questions
<ul style="list-style-type: none"> • <i>Do the agentic/communal/androgynous verbal and non-verbal cues in the communication with your subordinates (e.g., face-to-face, via emails, via telephone or video calls) differ in face-to-face versus remote settings? If so, in which ways <i>and why</i>?</i> • <i>How do you feel with regard to your agentic/communal/ androgynous leadership behaviour when working in face-to-face versus remote settings?</i> 	<ul style="list-style-type: none"> • <i><u>Non-verbal cues</u> include gestures, postures, body movements, facial expressions, and gaze but also auditory cues such as prosody, volume, tempo, pitch, tone, pacing, and pauses.</i> • <i><u>Examples of verbal cues</u>: using I versus we, using prompts versus</i> 	<ul style="list-style-type: none"> • <i>Can you think of anything else that is relevant?</i> • <i>Is there anything else you would like to mention?</i>

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	<i>questions, using facts versus stories ...</i>	
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Appendix B

Interview questions on *in-person versus remote work*:

Lead question 6

*In the intake questionnaire you indicated having experience with working in a **hybrid setup**, meaning that sometimes you work (or have worked) in the office, and sometimes you work (or have worked) remotely.*

- *Did/Does working face-to-face and in remote settings influence your overall relationship with your leader? How?*

I would also like to know whether your leader's behaviour differs when working face-to-face in the office versus working remotely, particularly with regard to three types of behaviour. I will go through them step by step now.

***Agentic** behaviours are linked to the leadership role and are more stereotypical of men (that is, being assertive, dominant, independent, ambitious, and self-confident)*

- *Do your leader's agentic behaviours differ when working face-to-face in the office versus working remotely?*
- *How effective/successful are these agentic behaviours in face-to-face versus in remote settings? Why?*

***Communal** behaviours are more stereotypical of women and in line with the gender role (that is, being cooperative, kind, helpful, sensitive, and caring).*

- *Repeat two questions.*

***Androgynous** behaviours include being both agentic and communal.*

- *Repeat two questions.*

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Content-related issues	Additional questions	Maintenance questions
<p>- Do the agentic/communal/ androgynous verbal and non-verbal cues of your leader differ in face-to-face versus remote settings? If so, in which ways <i>and why</i>?</p> <p><i>Non-verbal cues include gestures, postures, body movements, facial expressions, and gaze but also auditory cues such as prosody, volume, tempo, pitch, tone, pacing, and pauses.</i></p> <p><i>Examples of verbal cues: using I versus we, using prompts versus questions, using facts versus stories ...</i></p>	<p>- Can you explain why you think they are more or less effective in each setting?</p>	<ul style="list-style-type: none"> • Can you think of anything else that is relevant? • Is there anything else you would like to mention?