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GREEK WOMEN AS SPORTS LEADERS - MASCULINE, FEMININE OR ANDROGENOUS CHARACTERISTICS

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SUMMARY

Aikaterini Plakouda

"Greek Women as Sport Leaders - Masculine, Feminine or Androgenous

Characteristics"

Under the supervision of Jim Parry, Professor

The purpose of this dissertation is to explore the characteristics of women's leadership in sports management in addition to the leadership style they adopt and support. The systemic prejudices reported are behind the persistent failure to achieve gender equality in leadership roles. And since it is a complex systemic problem, its individual parts are also multifaceted and constantly evolving. The survey participants were 14 from the field of sports and leadership and the results of the research concern the 14 individuals of the sample and not the general population. They were all Greeks and they took part to the survey via internet due to the pandemic Covid-19. Although the subject of the study was women, the study was comparative and the participants were also men in order to create a more complete view on the subject. The mixed method was utilised for the present study. The mixed method is put for a certain purpose in both quantitative (questionnaire) and qualitative methods (interviews). Based on the answers of the participants of the MLQ - 5x short and after processing them in order to see based on percentages which leadership model stands out, it was concluded that the participants tend to the Laissez-faire leadership style with a percentage of 88,45%. Based on the answers of the participants of the BSRI and after processing them in order to see based on percentages which characteristic stands out, it was concluded that the averages of masculinity and femininity for both sexes are 51.54 and 40.90 respectively. Also, for the androgyny scale the average is 52.70. This characteristic seems to prevail, suggesting that women today have more masculine elements, while men retain the characteristics they traditionally had. In conclusion it was clear from the interviews that we need more women leaders in general and in the field of sports and its management in particular.

**Keywords:** Greek Women, Women's Leadership, Characteristics

CONTENTS

List of Abbreviations

BSRI: Bem Sex Role Inventory

FHE: Federation Hellinique d' Escrime

FIE: Federation Internationale d' Escrime

FISU: Federation Internationale du Sport Universitaire

HAF: Hellenic Archery Federation

HBF: Hellenic Badminton Federation

HEF: Hellenic Equestrian Federation

HOA: Hellenic Olympic Academy (ΕΘΝΟΑ)

HOC: Hellenic Olympic Committee (ΕΟΕ)

HWF: Hellenic Wrestling Federation (ΕΛΟΠ)

IOA: International Olympic Academy

IOC: International Olympic Committee

MLQ: Multifactor Leadership Questionnaire

UIPM: Union Internationale de Pentathlon Moderne

Preface

The terminology "Thesis" has its origin in the Greek word "θέσις" and it means "something put forth"; in other words, a statement to be proven intellectually. Aristotle was the first philosopher to delineate Thesis.

"*A Thesis is a supposition of some eminent philosopher that conflicts with the general opinion...for to take notice when any ordinary person expresses views contrary to men's usual opinions would be silly*" [1] (Aristotle 1928, 104b19-23).

For Aristotle, "a thesis would therefore be a supposition that is stated in contradiction with general opinion or express disagreement with other philosophers" (Aristotle, 104b33-35). A supposition is a statement or opinion that may or may not be true depending on the evidence and/or proof that is offered (Aristotle, 152b32). Otherwise stated, the intention of a Thesis is thus to delineate the evidence of why the writer opposes to other philosophers or the broad opinion.

My Thesis is a comparative research among Greek men and women that examines the characteristics that successful leaders own and seek their characteristics and whether there are any differences regarding the (biological) sex.

The idea arose from my long-term knowledge in sports area as an international judge in archery. I was also affected by the fact that I was the only one and a woman from Greece who owned such an attribute. That was the reason I plucked out Aristotle, so as to be able to transfigure my experience into scientific research.

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[1] Aristotle (1928). "Topica". In Ross, W.D. (ed.) The Works of Aristotle. 1. Translates by Pickard-Cambridge, W.A. Oxford: Clarendon Press. Pp. Bk. I.11 104b19-23

Introduction

Leadership has a binary definition; it refers to the action of guiding people and/or an organisation and the condition and/or the situation of being a leader.

There are many researches on leadership, leaders and their styles in enterprises, health department, banking and similar to any business sector but not to a great extent in sports. Even though, there are many women who participate in sports, as we move from athletic roles to administrative ones, such as officials, coaches and board members, it is observed that fewer and fewer get involved.

All my life I am involved in the sports field. I was a track and field athlete (100m with hurdles) and then I studied at the National and Kapodistrian University of Athens at the Department of Physical Education and Sports. At the fourth (4th) and last year of my studies I came across with archery. It was meant to be the sport that for the half of my life had an effect on my career (as an athlete, a coach and a judge) and my personality. I became a successful athlete, a skilled coach and the only one (1) Greek International Judge among the eighty (80) of them around the world and among the top ten (10) globally.

As an international judge for more than a decade, I was honoured to officiate as the Chairwoman of the Judges (Leader of a commission of a specific tournament) and the Deputy (Head's Delegate). World Archery -the International Federation of Archery- is an association that endeavour to assure a condition of parity. In the Olympic Games, equal number of athletes, sixty-four (64) men and sixty-four (64) women, participate in individual, team and -from this Olympics and on- mixed team events. Moreover, the Judges Committee makes certain that there is a significant number of women in each judges' commission of a tournament. Despite this, the positions of the Chair and the Deputy was given to the judges who managed to amass the highest scores in an aggregate of a number of tests (the annual test, the every three months case studies and the evaluation reports by the Chair of the Judges and two (2) more committees -one known and one hidden- in each tournament). In that way, World Archery attempts to apply a merit system to the high-ranking positions.

My concomitance with judges from other countries with different backgrounds and cultures made me wonder why my biological sex was underlined and why it was so important for World Archery to stress a significant number of women in every Judge's Commission.

Inevitability, my earned experience all these years, leaded to that crucial point that I canvassed whether my sex is connected with leadership appointments in sports. And beyond that, what if that balance and equality in the field of play could be applied at the managerial and administrative appointments and gain benefits from this interaction.

As I delved into the bibliography, I came across not only with the terms Female, Male but another not-conventional term that does not comply with the characteristics of the biological sex. If we direct our attention to the political reality, we shall look on men with female characteristics (e.g. managerial behaviour) and women with male characteristics (e.g. assertive behaviour), or men and women with similar characteristics.

This research, on the one hand, desires to reveal the gender personality traits that a number of successful leaders own and on the other hand, seek to reconnoitre and give prominence to the characteristics that these leaders possess regardless their gender.

In the next chapters there will be revealed to you the theories of sex/gender, the theories of leadership, the women's leadership and most notably at the expertise area of sports. I will also present you my Hypothesis, the methodology I followed, the outcomes of my research, its limitations and I will finally present to you my conclusions.

I am very excited for conducting this study. It was a journey full of challenges and difficulties that I had to face and overcome. As a genuine Greek and skilled archer, I started my journey as another Odysseus to find my Ithaca. I dreamed my query to be full of adventure and discovery. Cavafy's poem encouraged me to have a road full of adventure and discovery as "*May there be many summer mornings when, with what pleasure, what joy, you enter harbours you've seeing for the first time*" [2] and that I would reach my Ithaca wiser!

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[2] C. P. Cavafy, "The City" from C.P. Cavafy: Collected Poems. Translated by Edmund Keeley and Philip Sherrard. Translation Copyright © 1975, 1992 by Edmund Keeley and Philip Sherrard. Reproduced with permission of Princeton University Press. Source: C.P. Cavafy: Collected Poems (Princeton Univeristy Press, 1975)

CHAPTER I

INTRODUCTION TO THE STUDY

The leader of an organisation is not just someone who has subordinates. Senior executives of organisations and especially sports organisations have a social and moral responsibility to ensure that individuals will be able to derive satisfaction from their work - action and participate in it as fully as possible. Of course, ensuring the satisfaction of employees and athletes but also their fuller participation in work is not the only component in accomplishing the effectiveness of the organisation, but it contributes the most to its pursuit. Successful are those organisations that repeatedly promote high-performance teams, not only for what they achieve for the organisation, but also for the satisfaction that their members gain from the experience. After all, the rare strategic resource of organisations is no longer financial capital but human, social and emotional capital. The reason for the management and efficiency of each organisation is the role of the director or his / her leader (Sonmez Cakir & Adiguzel, 2020).

Since the early 1990s, achieving the quality and effectiveness of educational organisations has been at the heart of many modern sports systems and efforts to improve, strengthen and restructure them. To evaluate the effectiveness or not of a union or group, researchers use a series of criteria or methods depending on the field they serve, identifying a set of characteristics that affect the improvement of the quality of education. One of them is: The administration to operate in collaboration with the director and the association. In particular, the manager should behave like a coach, an associate, an animator. The issue of leadership in sports management is considered to be directly related to quality and efficiency as it in a coordinated and creative way inspires, mobilises and directs human resources towards the fulfilment of goals and mission of the organisation. Any organisation that lacks effective leadership has problems. Therefore, having as direction the effective sports clubs and teams, where there will be a correspondence of goals and results, it must be ensured the sports leadership that as function and behaviour is an important factor or better catalyst of the attempted effort (McCauley & Hughes-James, 1994).

In Greece, unfortunately, the period of "favourable indifference" is still going on, since the efficiency of sports organisations is not actually pursued, the system is one of the most centralised, the responsibilities of managers / directors are narrowly defined - as in any bureaucratic system - and themselves they are executive bodies of the central administration rather than managers or leaders, finally their selection criteria are based more on their years of service in sports than on their administrative qualifications. Add to this the lack of evaluation of both the general managers and the executives and the system as a whole, it is reasonable to conclude that the efficiency and effectiveness of the system without structural changes cannot reach the desired levels of efficiency. The importance of exercising leadership in sports management its effectiveness and improvement stems from the theoretically proven view that leadership is involved in both its structural and cultural dimensions. After all, the multiple and often contradictory expectations make the role of its management more complex, so that it is transformed from a "manager" of the sports parameters to a "leader" (Trivellas & Reklitis, 2014).

The Greek and international experience shows that there are many women in sports and in fact with many distinctions but in the field of administration they are the minority. Until recently, research on leadership was masculine, meaning it was stereotypically identified with men. Gender social stereotypes held that only men were capable of exercising effective governance. Despite the existence of gender equality laws, women continue to face barriers when attempting to ascend to executive positions. In recent decades, feminist theory has mainly helped to deconstruct the masculine notion of leadership as a theory but also as a practice. The research effort aimed to address the various issues that relate to the position of women in various social sectors, in the field of administration as well as the administration of education. Such efforts attempted to homogenise gender-based management practices as "male" or "female", suggesting which qualities of these forms were even more effective. The postmodern feminist movement challenged this homogenisation and advocated liquidity and pluralism (Kalaitzi et al., 2019; Taylor et al., 2018).

After all, women lead differently from men and what forms, models and strategies do they follow in sports management administration? Are the following leadership methods consistent with effective leadership? After all, is their under-representation in sports management lacking opportunities for improvement, chances of success and implementation of innovations that will increase the efficiency and

quality of sports management? These various reflections on these questions therefore gave the impetus for the elaboration of the present dissertation.

Importance

There has been a lot of research on the preferred and real leadership styles of the coach, as well as their correlations with various other factors such as team cohesion, player satisfaction and more. Most of them, however, concern professional sports, college sports and adult athletes. The importance of this research lies in enhancing the knowledge in the field of leadership styles of Greek women in the management of sports and their characteristics for their promotion. Also, most works in this field and especially in Greece have used as a tool the Leadership Scale for Sports of Chelladurai. In addition, the subject of this work is crucial to highlight the purpose of the leader of sports management in times when, as I explained in the introduction, sports academies are developing and their importance is increasing. The leader must develop children athletically but also as personalities. It must help them socialise and pass on to them the values of lifelong exercise.

The Objectives

The aim of this thesis is to examine the real leadership style of Greek women apply worldwide and their characteristics according to the variables mentioned (masculine, feminine or androgynous). The key question that prompted this research is why, after so many decades of struggle and politics, gender equality remains an unresolved question and women continue to be under-represented in decision-making centres and leadership in sports management? Also, from the women leaders in sports management which are the exceptional characteristics? Are these masculine, feminine or androgynous?

Hypothesis

Greek women as leaders in sports management – characteristics are: masculine.

Greek women as leaders in sports management – characteristics are: feminine.

Greek women as leaders in sports management – characteristics are: androgynous.

CHAPTER II

BIBLIOGRAPHY REVIEW

Sex and gender theories

Gender identity theory

Gender identity is a person's perception of their gender (biological or psychological). In all societies there is a gender form that is the basis for shaping an individual's social identity in terms of his interaction with other people in society. In the majority of societies, the fundamental separation of gender behaviours is distinguished between men and women, a gender dipole, followed by most, which imposes conformity to the perceptions of masculinity or femininity in all forms of gender: biological sex, psychological gender, gender identity and gender expression. In every society, there are individuals who do not identify with all of the gender characteristics attributed to them at birth, some of whom are trans or individuals with unclear gender identities" (Roselli, 2018).

"In some cases, a person's gender identity is inconsistent with his or her biological sex characteristics (genitals and secondary genetic characteristics), resulting in him or her dressing or behaving in a way that some consider not to fit the social norms of the sexes". Many people identify with one of the binary social sexes (male / female), which is derived from their biological sex (male / female), in which case the term cisgender refers (Acar, 2015).

Role of the sexes' Theory

According to evolutionary psychology, which is the most developed in the field of gender differences and most studies are based on it, the main factor responsible for differences in the social behaviour of men and women is the physical psychological predisposition possessed by humans from their genetic adaptation to primitive conditions. More specifically, this difference in the behaviours of the two sexes, stems directly from assumptions made about the pressure exerted on both sexes for the reproductive process and the choice of a partner from the prehistoric years that are valid until today. Women, being the sex that is directly related to the reproductive process and invested more in the upbringing of the offspring, through pregnancy and breastfeeding, became more selective in choosing a partner who will provide them

with the resources and support they need, having a passive attitude as the weaker sex. In contrast to men, who on the occasion of their competition for the conquest of women developed more aggressive behaviours, competition and risk-taking (Eagly & Wood, 2011).

Apart from evolutionary psychology, other social science theories refer to the behavioural differences of the two sexes as a constructed social structure. Patterns and attitudes are intercultural and adapt according to what the time and society suggest. According to this theory, the two sexes follow specific behaviours and act according to them, as they are taught in each society, in the context of their social interaction (Risman, 2018).

Thus, according to the theory of gender roles, which is the most prevalent for gender social identity, the behavioural differences between the two sexes stem from the different social positions that men and women have adapted respectively. It is therefore a theory that aims to clarify the causes and effects of the differentiation of men and women during their socialisation and their placement in similar roles in society. After the industrial and post-industrial period, women are more expected to accept the responsibility of the domestic roles and the concern of the upbringing and care of children, while men are more likely to take an active role in the economy as workers and become a basic provider of the material needs of the family (Claringbould & Knoppers, 2007; Wood & Eagly, 2002).

Based on these rules and characteristics, stereotypes were created, which arise from occupations that indicate behaviours and separate psychological elements that characterise either men or women to a greater or lesser degree. Stereotypes are important as they are helpful in understanding individuals' preferences, as they are categorised by gender (Bellou, 2011).

In general, stereotypes arise from activities that are related to specific roles, the characteristics of which roles indicate which gender has the appropriate characteristics to cope with these activities effectively. Men, therefore, are expected to play the role of the male who has characteristics of ability, emphasis on achieving goals, selfishness and aggression (agentic qualities), in order to achieve their goal in every way and to prevail. On the contrary, women hold the role of the traditional female with warmer, emotional, friendly characteristics, to be selfless (communal qualities) and to be receptive to their dependence on the "strong" sex. Based on the

above characteristics, women are prepared from an early age to be socially integrated by taking on the role of mother and wife (Bellou et al., 2015).

Feminist Theory

Feminist theories have been introduced into the field of International Relations since the early 1980s. Feminism could be described as a political action, which aims to change the conditions of inequality, exploitation and oppression experienced by women, in the context of patriarchal societies. A general feature of feminist theories is the strengthening of the social role of women. According to feminism, society is characterised by gender inequality and a masculine structure, which should be overthrown. Many feminists argue that much of the discourse of international relations is influenced by gender, implying masculinity (Jackson & Jones, 1998).

From the mid-19th century until the 1960s, the early form of feminism, the so-called first wave of feminism, appeared. His central belief was the right of women to vote in order to acquire the same legal and political rights as men, as well as the equal presence and demand for participation of women in politics and public life. This would aim to eliminate racial discrimination and prejudice (Vickers, 2012).

Liberal feminists believed that women's participation in public life was the key to promoting their social status. Liberals believed that both women and men had the potential for spiritual development. This meant that both women and men were rational beings and had the right to participate in the public sphere, that is, to participate in public debate on political, social and moral issues. Feminists believed that "women should not be confined to the private sphere of the home and be represented by men" (Tickner & True, 2018).

The third wave has created its own interpretations of gender cultural practice and has made significant contributions to the history of feminism. In general, feminists had simply ignored the fact that the rights gained by the feminist movements benefited the minority of white women, often to the detriment of women of colour, who provided domestic and sexual services from which the minority had been liberated (Cruz, 2018).

The emphasis on difference gave sensitivity to the relationship between men and women and a subtle use of the terms oppression, discrimination and submission. Third-wave theorists who espoused the second theoretical view challenged the notion of the difference between men and women around which feminism has always

revolved. Despite trying to draw a line between sexual characteristics and socially determined genders, feminism has broken down gender discrimination, so that within this field gender is ubiquitous (Ball & Bellamy, 2003).

Patriarchy

The concept of "patriarchy" is a "system of domination" in which there are phenomena of "submission", "victimisation" and "exploitation" of women, which usually had its roots in the domination of the husband - father within the family. The concept of patriarchy took on great dimensions. Liberal feminists used the term patriarchy to emphasise the inequality of women's rights in society (Mojab, 2006).

According to Marxist feminists, patriarchy works in conjunction with capitalism, gender subjugation and inequality in society. Marxist feminists believed that gender inequality was a consequence of the capitalist system and not of patriarchy. According to radical feminism, the "system of domination" defines the structure within which acts take place and phenomena of exploitation of women are observed (Edström, 2015).

The Glass Ceiling Phenomenon

The "glass ceiling" is portrayed as an invisible ceiling in business and other organisations, beyond which it become difficult or impossible for women to ascend the status level. The "glass ceiling" lies as an allegory about difficult informal barriers that prevent women from advertising, raising salaries and receiving new opportunities. This metaphor is also used to explain the limitations and obstacles faced by racial minority groups. The "glass ceiling phenomenon" is observed in all branches of business: shipping companies, law firms, hospitals, and even in the field of education (i.e. teachers), professional development. It is a serious phenomenon of discrimination, which concerns the promotions of women or the weaker racial groups (Ryan et al., 2016).

Glass ceilings also exist in organisations with unambiguous principles on equality in progress, when there is an indirect prejudice in the workplace or even behaviour inside the organisation that overlooks or subvert straightforward policy. This roof is characterised as glass because it is not usually a visible barrier, and a woman may not be aware of its existence until she "hits" the barrier (Vassakis et al., 2018).

That is to say, it is not an explicit use of discrimination in position to women, although there may be specific approaches, practices and behaviours that unintentionally create the impediment of discriminating. The glass ceiling calculation scale reflects the degree of difficulty women face in advancing their careers to levels similar to those of their male counterparts. In particular, the social role of women has an effect on their personal lives as well as their experiences at work, causing many and complex problems. Studies show that women have exactly the same general approach to skills, methods and science as men. As a result, women are under-represented in higher hierarchies, even in areas where they constitute the majority (Soleymanpour Omran et al., 2015).

The rise of women remains, in the first place, a controversial field of action: difficult barriers to their representation in the workplace continue to perpetuate conditions of discrimination at the expense of their professional careers. In the second year, the existing wage gap between the two sexes is equally important, as it is a timeless thorn in the level of employment relations. In particular, the gap is widening in terms of managerial and senior staff positions, despite any increase in the presence of women in those positions. Thus, the right of women to be promoted to senior management is not recognised to the extent appropriate for employees, with the result that they are not treated the same by male managers when it comes time to promote them, with the scales clearly tilted in favour of men (Finseraas et al., 2016; Spoor & Hoye, 2014).

The "Threat of Stereotype" Phenomenon

After the phenomenon of the "glass ceiling", it comes to fill any gaps, the emergence of another phenomenon, relatively recent, that of the "threat of stereotype". Men increase their self-confidence as their duties and responsibilities increase, while women continue to feel weaker and therefore reduce or limit their ambitions. The problem is exacerbated by this socio-psychological phenomenon mentioned above (Hoyt & Murphy, 2016).

According to sociologists, members of a group who perceive or observe a negative stereotype are more likely to adhere to it, even when they know it is a negative attitude, so as not to be the exception to the rule within the group. Boys, for example, are considered better in the sciences and are more computer literate. The threat of stereotype discourages girls from pursuing technology-related professions.

That is exactly what happens in the professional field with women. The working woman stereotype has two directions. One wants the successful working woman, who follows the path of her career, but does not succeed in her personal life and the other perspective, wants the working-mother to perform her predetermined professional duty, without further demands for advancement and career (Chrobot-Mason et al., 2019).

The Psychoanalytic Theory

Freud's psychoanalytic theory (1856-1937) tries to interpret the variances among the two sexes based on the distinct anatomical structure of their genitals, which gives them their distinct roles and differentiated personality traits. These differences are noticed by little boys and girls during the phallic stage and their involuntary sexual desire for the parent of the opposite sex. The consequence of all this support is the development of a strong Superego from boys and a weak Superego from girls, which follows them throughout their lives. At the same time, boys are possessed by feelings of superiority, aggression, mood of success and possible fear of girls, while the latter are identified with feelings of inferiority, jealousy, passivity, dependence, sensitivity, obsession with sexual charm and desire for motherhood (Pratiwi et al., 2019).

The Theory of Socialisation

The observation of the life and behaviour of the youth has been the subject of early study of the science of Sociology, in the context of its involvement with the role of genetic characteristics and the influence of the environment on children. The belief that children are closer to nature has strengthened scientists' interest in interpreting the importance of human existence (Guhin et al., 2021).

The Theory of Social Learning

The theory of social learning supported by psychologists has much in common with the theory of socialisation and its founder was Walter Mischel. According to this theory, children, by observing and imitating the behaviours of people of the same sex, acquire their gender identity and identify with them. Reward and punishment play an essential role in this whole process and the main protagonists are both parents and teachers (Johnson, 2018).

Defining Leadership

As the conceptualisation of leadership is one of the most analysed areas in the expertise area of management studies, it has been examined from a broad and narrow perspective. Because of the confusion over how leadership should be viewed, various definitions have emerged over the last half century. It was therefore suggested that instead of trying to find the perfect unique definition, leadership academics should accept the value of diversity and adopt various definitions. One way to do this is to present leadership as three interconnected levels: meta-, macro- and micro-. The "meta-" level of leadership can be described as influential people creating a vision that attracts loyal followers (e.g. Google). The "macro-" level of leadership refers to executives who build successful organisations through the creation of strong identities and culture. The "micro-" level is related to the performance of specific actions that require different responses depending on the situation. When looking at leadership from the perspective of these three levels it focuses on top-down and bottom-up approaches, demonstrating that leadership success is a dynamic structure (Iannotta et al., 2020).

Another point of confusion in the leadership literature is the distinction usually made between leaders and managers. It is argued that leadership and management are interrelated concepts which, while overlapping, also differ in their definitions. Management is about pursuing stability and order, while leadership is about being adaptable and positive about change. Another more common view is that management is doing things right, while leadership is doing the right thing. In this sense, leadership can be both formal and informal, while management is more about performance and takes into account the formal position of management (Toor & Ofori, 2008).

Leadership, therefore, enables a number of associated people to work collectively in positive and meaningful ways, while management processes are more institutionally defined, i.e. not so much focused on people but on specific tasks and activities. In the recent history of academic research on leadership, various approaches have emerged that should be recorded, summarised, and acted as a point of reference. Some of the fundamental approaches to the study of leadership - although this does not necessarily mean that there are no others - include: occasional leadership, authentic leadership, ethical leadership, transformational leadership, charismatic leadership, responsible leadership, and relational leadership (Lievens Pascal Van Geit Pol Coetsier, 1997).

Leadership theories and styles

Leadership styles of Kurt Lewin

A pioneer in the assortment of leadership styles was Kurt Lewin who in the late 1930s conducted research on the characteristics of the leader. The categorisation of leadership styles is as follows (Gandolfi & Stone, 2018):

1) The authoritarian leaders (Autocratic / Authoritarian leaders). Also known as imperial leaders, they ensure transparent expectations of what should be done, when it should be done, and how it should be done. This leadership feature brings into clear view both the leader's management and the control of the followers and there is a clear separation between the leader and the members. These types of leaders make decisions with little or no information from other members of the team. Lewin also concluded that the transition from authoritarianism to democracy is more difficult for leaders it is more difficult for a leader than vice versa.

2) The democratic leaders. According to Lewin democratic leadership is to the greatest degree efficient style of leadership. The democratic leader leads the group, participates in the group and allows new members to join it. Encourages members to participate, but retains the final say in decision making. Team members feel more actively involved in the decision-making process and are more creative. They feel an important part of the team, which contributes to the commitment to the team's goals. Nevertheless, they tend to be less productive than members of authoritarian-led groups.

3) The liberal leaders (Laissez-faire Leaders). They are the leaders who use the leadership of "laissez faire". The leader's involvement in decision-making is minimised, allowing team executives to make their own decisions, even if they are not responsible for the outcome themselves action and independence to existing ones to set goals and achieve them. This way of exercising leadership may lead to a lack of team cohesion, as well as non-fulfilment of organisational goals and consequently inefficiency and chaos.

The leadership model of VROOM and YETTON

The leadership model of Vroom and Yetton connects the leadership method with the situation. That is, once all the parameters of the problem have been weighed, the leader is able to choose the most appropriate leadership style, which does not arise

arbitrarily, but through five leadership styles proposed by the specific model (Deshwal & Ali, 2020):

I. The first authoritarian: The leader decides for himself, taking into account the information he has and gives orders to the other members.

II. The second authoritarian: The leader decides for him but also uses information that he will draw from the members.

III. The first advisory: The leader makes the final decision after first discussing the issue at the individual level.

IV. The second advisory: The leader makes the final decision after discussing the issue with its members, no longer individually but in groups.

V. The democratic or participatory: The leader suggests the problem and the decision made with the participation of all. What determines the most appropriate leadership style, are the parameters of the problem and more specifically: the importance of the problem, the information available, the delimitation of the problem, the role of subordinates in implementing the decision, the degree of acceptance of the decision, whether taken the decision only by the leader, the degree of acceptance of the goals of the organisation by the subordinates, the conflicts that may arise within the team during the problem solving process and the appropriate decision. To select the most appropriate leadership style, the model proposes the use of a "decision tree", which includes seven closed status diagnostic questions, i.e. a series of questions to which the answer can only be "yes" or "no" which are the following:

1. Is it important to make a decision that will lead to a different and better result?

2. Does the leader have all the information to make the right decision?

3. Is the problem properly structured?

4. Is the acceptance of the decision by the existing ones crucial for its implementation?

5. Will the decision be accepted by the existing ones?

6. Do the existing ones accept the goals of the organisation based on which the problem will be solved?

7. Is there a possibility of conflicts between team members during the problem resolution process?

Fiedler's contingency theory

According to this theory, the leader's behaviour is determined by the interaction of both his personality and the situations prevailing in the wider environment. Leadership effectiveness is related to the circumstances under which the leader acts. This means that the leader may be effective in one situation and not in another. The parameters that are taken into account and shape the environment around the decision are the following (Salihu, 2019):

1) The leader's relations with his team. The prevailing relationships between them (mutual trust, respect) are examined, which if they are good, are more likely to accept the leader's proposals and decisions.

2) The tasks of the team. It examines how tasks are structured within the team. If the tasks of the team are not clear, effective leadership cannot be exercised and the personal judgment of the subordinates plays a more important role in fulfilling the mission of the organisation.

3) The power that the leader draws due to his position. The position of the leader in the hierarchical system of the organisation is examined, on which depend the rewards and punishments that he will use on his subordinates but also his prestige towards the team he manages. According to these parameters, a situation can be favourable or unfavourable. The leadership style that will be applied will be oriented either towards the tasks (authoritarian) or towards the people (participatory processes, good working climate). The conclusion is that work-oriented style is more effective in very favourable or very unfavourable conditions, while human relationship-oriented style is more effective in intermediate situations. In achieving a balance between leadership and situation, the leader must apply a form of leadership appropriate to the occasion, either change the situation to keep up with the leadership style, or make changes to both.

Situational theory by Paul Hersey and Ken Blanchard (situational leadership model)

This theory was first formulated in 1969 as the "Leadership Lifecycle Theory". It is based on the belief that leadership should be commensurate with the degree of diligence indicated by the following. Situational theory is a theory that focuses on the readiness of the followers. Followers are those who accept or reject the leader, regardless of the leader's actions. Consequently, the effectiveness of the team

depends on their actions. As for the concept of readiness, Hersey and Blanchard defined it as the degree to which people are capable and willing to perform a task. Situational theory uses the leadership parameters identified by Fiedler: project and relationship attitudes, going one step further by combining and evaluating these two parameters as high or low, resulting in the following four leadership styles (Raza & Sikandar, 2018):

1) Directional: the directional leadership style has a high work orientation and a low relationship orientation. The leader defines the roles and indicates what, how, where and when to do a task.

2) Supportive: the supportive leadership style is highly work-oriented and highly relationship-oriented. In this case the leader shows directional and supportive behaviour.

3) Participatory: the participatory leadership style has a low work orientation and a high relationship orientation. The leader and his followers make decisions together, while the main role of the leader is to facilitate and communicate.

4) Assignment: shows low work orientation and low relationship orientation. The leader provides minimal guidance or guidance. Based on the above leadership styles, the following four stages of readiness emerge:

S1: The following are reluctant and unable to take responsibility for their actions, either because they cannot or because they do not have confidence in their abilities.

S2: The following are incapable but willing to carry out the tasks assigned to them, because they are motivated, but do not have the required skills.

S3: The following are capable but reluctant to work. That is, they have the required skills but not the willingness to do what the leader asks them to do.

S4: The following are capable and willing to do the job required of them. Situational leadership theory perceives the leader-follower relationship as the parent-child relationship, where the parent relaxes control when the child becomes mature and responsible. In the same way, leaders reduce control and relational behaviours when followers have achieved higher levels of readiness.

Modern forms of leadership

Transactional Leadership

Transactional leadership, presented by Burns (1978), concentrates on the interchanges that take place amongst the leader and his followers. Examples of transactional leadership are teachers who give a grade to students when they successfully complete a task or a supervisor who promotes employees who achieve the goals of a business. The transaction leader in a workplace clarifies the role and duties of each employee and rewards them either morally, by acknowledging their offer and promotion, or materials by increasing earnings. On the contrary, employees who do not achieve the desired results are "punished" in various ways. The recompenses for good completion and the consequences for poor execution, therefore, characterise the effectiveness of transactional leadership, which therefore focuses on processes rather than ideas and visions. These interchanges make provision for the leaders to achieve performance goals, accomplish indispensable tasks, motivate followers to achieve set goals, and focus on improving organisational effectiveness through external remuneration. At the same time, followers can pursue their own interests, minimise work stress, and be centred on clear organisational goals such as increased quality, customer service, reduced costs, and increased production (Trichas et al., 2017).

The characteristics of transactional leadership are the following (Saeed & Mughal, 2019):

I. The possible reward. It is a kind of agreement between leaders and followers, whose efforts are exchanged for specific rewards, a kind of agreement based on which the goals and rewards are set for those who will achieve them.

II. Exceptional management. The leader makes corrective criticisms, negative reactions and negative reinforcements. Exceptional management comes in two forms, active and passive. When the leader uses active management, he monitors the following for any mistakes and makes corrective interventions, while in the case of passive management the leader intervenes only if the required specifications are not met or when a problem arises. In fact, in both cases of potential rewards and exceptional management, negative reinforcement patterns are used rather than positive encouragement patterns of potential rewards.

Transformational Leadership

The first reference to transformational leadership was made by Burns (1978) and Bass (1985). Starting from the early stage of the theoretical foundation of transformational leadership, leadership should be in agreement with a collective goals and efficient leaders should be evaluated for their ability to make a difference in society. According to Burns, the leader is the one who pushes employees to strive more for more efficient results and the achievement of goals that represent the values, beliefs, and desires of both the leader and themselves. Strives to motivate, meet their deepest needs and achieve their full commitment to him. Transformational is defined as leadership that aims at the profound change of leaders and the organisations they lead. It is based on the power of influence that is related to the functions of an organisation and focuses more on people and culture change than on structures (Nemanich & Vera, 2009).

Transformational leadership is defined by three dimensions (Islam et al., 2018):

I. Charisma. It is about the influence that the leader exerts on his subordinates in order to inspire them and gain their trust and respect. This is a notable element in the success of the leader, as the leader who has the gift is more likely to influence his subordinates, than the one who does not have it.

II. Personalised care. Transformational leaders need to look for and demonstrate new ways of solving problems and promoting ideas that have not been replicated, even if they need to learn from existing ones.

III. Personalised interest. They should have the ability to focus on employee differences and guide them when necessary. In addition, so as to be productive, the leader is expected to be able to listen carefully to the views and concerns of his subordinates. Transformational leadership is in a way a prolonging of transactional leadership. Transactional leadership underlines the conduct or transaction between leaders and subordinates or followers, whom he rewards when they accomplish goals. Transformational leadership takes it to the next level, motivating employees to be dedicated to a shared vision of the organisation, guiding them to innovation, developing their skills through guidance, advice, challenge and support.

Charismatic leadership

The first references to charismatic leadership are found around 1900, according to which the leader has a gift, that is, a kind of divine gift, an innate ability to lead. This gift is not manifested, except when the historical conditions are suitable, which is why the leaders of that time emerged through great historical events. Max Weber (1947) defined charismatic leadership as a type of leadership in which the reference point is the personality of the leader, who shows special abilities, develops his talents and focuses on people, trying to gain their trust. His followers then attribute to him exceptional abilities in the exercise of power and are those who characterise him as a charismatic leader. The charismatic leader is a figure who bases his power on the power of mass persuasion with Adolf Hitler as a prime example. Obedience to such leaders is intertwined with emotional factors that manage to arouse in order to maintain control. It was identified the difference between charismatic leaders and others in their ability to achieve members' belief in the correctness of their views, similarity of views, their complete acceptance, sympathy, obedience and members' belief in their ability to contribute to achieving a target (Tskhay et al., 2017).

The following are considered important charismatic behaviours (Novitasari et al., 2021):

• Creating a realistic vision.

• Trust and support to subordinates to develop all the strengths at their disposal.

• Personal risk due to intense and immediate action.

• Objectivity and meritocracy.

• Knowledge and correct handling of oral speech and body language.

• Self-esteem and self-belief.

• Sensitivity and response to the problems of their subordinates.

• Patience, perseverance, will and creativity.

• Intelligence.

• Humility.

• Vision creation and transmissibility.

The emergence of charismatic leadership presupposes the outbreak of a crisis, that is, it occurs in times of extreme political or economic conditions, or in unusual

psychological and religious situations. In such cases, people place their hopes in the face of a leader they consider charismatic, because of the mission he embodies.

Authoritarian Leadership

Authoritarian leadership is the strategy of leadership in which the leader has absolute power, has control over his followers and demands complete obedience from them. Authoritarian leaders operate by the rules, promising rewards and threatening punishments in cases of non-compliance by their followers. The leader controls everything and he has complete control of the team, without leaving the team room for autonomy. The gap that separates the authoritarian leader from the rest of the group is large. The leader makes decisions with little or no information from the other members and strictly controls them, specifically directing the rules, strategies and activities. This sort of authority has its origin in more seasoned tribes and domains. It is a kind of negative leadership, but on the other hand, in some cases where quick decisions are needed or the need for strong leadership, it can be effective. Also, in situations of great pressure, an authoritarian leadership can determine the roles and actions of the other members, so that they focus on performing specific tasks. In general, however, with authoritarian leadership, team members are discouraged. They feel that they cannot express opinions and views and this leads to poor performance of the team and dissatisfied fans (Wang & Guan, 2018).

Ethical leadership

Ethics is related in some way to the earthly and divine laws of what is good or bad, right or wrong. It comes from the ancient Greek word "ethos" which refers to the established customs. The Latins in terms of morals used the word "moralis" while the branch of Ethical Philosophy has developed, which deals with issues of good and evil that people face as members of a social group. The ethics of leaders is an issue that has been analysed for centuries. Typically, great ancient historians have described the character traits of leaders that differentiate them from their followers and the consequences that arise in the event that leaders are unable to control their emotions and impulses. Leadership ethics refers to a set of rules of social behaviour and values, a set of ethical laws concerning the leader in terms of his behaviour and his effort to initiate his followers. Consequently, the moral leader has a number of characteristics such as honesty, trustworthiness, justice, is guided by ethics in the decision-making process, is interested in people and ethical behaviour determines both his personal and

professional life. In addition, it acts as a model of ethics and imitation in relation to the set goals and acts in such a way as to be a mentor for his subordinates, a concept that identifies a good and moral person who shows interest in the people and situations around him (Ahmad & Gao, 2018).

The virtues that a moral leader should possess are the following ten (Mostafa & Abed El-Motalib, 2020):

- Deep honesty
- Moral courage in difficulties
- Ethical vision for the course of himself and his team
- Compassion and care for his environment
- Justice
- Spiritual excellence
- Creative thought
- Aesthetic sensitivity
- Proper planning
- Rejection of selfishness.

The leader should have a well-developed ethic, at the same time with a kind of imagination that will allow him to predict the results of his actions and future actions and be willing to make the appropriate changes aimed at in the successful action of the whole team that leads. Influenced by the philosophical views of Kant and Foucalt, Harper distinguishes three dimensions of moral leadership, which are based on the concept of enlightenment: The first dimension argues that the moral leader should always seek knowledge and the collection of experiences that aim to improve him as a person but also as a leader. Based on the second dimension, the moral leader should seek enlightenment in every way in order to make a profit for himself and his subordinates and at the same time to ensure his backwardness. Finally, with regard to the third dimension, the ethical leader should identify and analyse the ethical problems that possess him, to reflect on issues of the present, through which future plans will emerge. Ethics is therefore a kind of social thought and a personal activity shaped by enlightenment (Qing et al., 2020).

Authentic Leadership

The concept of authenticity refers to the acquisition of personal experiences, knowledge, feelings, beliefs, in order to know oneself and to act on the basis of this

principle, i.e. in a way that is in accordance with one's inner thoughts and feelings. Authentic leaders are the ones who possess a deep knowledge of their way of thinking and feelings and are interested in the values and ethics of themselves and others. They are the ones who are reliable, optimistic, full of hope and faith and of a very moral nature. Authentic leaders are motivated by their personal beliefs and not in order to gain power, honours or other personal benefits. They are "true", which means that they are guided by their personal vision and their actions are based on personal values and beliefs (Meister et al., 2017).

Specifically, they have the following characteristics (Alvesson & Einola, 2019): They do not work for the development of their image but their function as leaders is a self-referential act, i.e. exercising leadership is their real self and they do not adapt to the expectations of others. They do not aim for prices or rewards but are driven by a belief and motivated by it, to achieve their goal. Authentic leaders are "original". This does not mean uniqueness, their values and beliefs may coincide with those of their followers or other leaders but they have internalised themselves based on their personal experiences and keep them true because they have experienced them as "what they say is in line with what they believe" and is consistent with both their words and their actions, they have a high level of integrity and because their actions are based on their values and beliefs, they are also described as extremely sincere.

Servant Leadership

Servant leadership is the highest form of leadership, in relation to the gifts and spirituality of the leader. The assumption that this leader follows is that he is primarily a servant of the task assigned to him and then he is a leader. The servant leader characteristics are (Han et. al, 2010):

- Feeling of love and interest for other employees
- Ethical values and principles in the exercise of his leadership
- Possess knowledge and know-how
- He has a vision and passes it on to his employees
- He is altruistic
- Wants and seeks the success of his colleagues
- Seeks to build relationships with his colleagues
- Shows interest in the problems of his associates
- It inspires confidence in his face

- Possessed by spiritual features.

The role of the servant leader is: Servant leadership is essentially based on the leader's way of life and not on the way of action. It concerns people who have special talents, who have an interest in their colleagues, who have as their concern to serve and not to lead. Their personal interest comes second, after the interest of employees. At the heart of the leader-employee relationship is the leader's view of the value of each individual. This is related to the recognition and awareness of employees' skills. There is a strong commitment to equal treatment of employees and respectful behaviour (Pawar et al., 2020).

Advantages of servant leadership (Eva et al., 2019):

- The leader serves the whole and is interested in his needs
- Ethical Values
- Transmits his vision
- Aims for the well-being of the whole and not only of himself
- The goal of his leadership is service
- It is an example to be imitated
- The result of his leadership is increased productivity.

Disadvantages of servant leadership (Eva et al., 2019):

- May be deprived of promotion and rewards
- Danger of disobedience from his team
- A hard-to-find form of leadership in the western world, so they defy it.

Adaptive Leadership

In adaptive leadership pioneers energise devotees to adjust by facing and tackling issues, challenges and changes. Adaptive leadership alludes to activities of adaptation, creativity and learning that result from the intuitive of complex systems, as they try to adjust the pressure (e.g., limitations or disturbances). The adaptive action can take put in a assembly room or in worker workgroups. It is a casual emerging dynamic that happens between the interactive agents of the organism and is not an attempt of control. This kind of leadership can flourish and oversee the entanglements between the bureaucratic and developing capacities of the organisation. Engage management includes two roles:

a. Breeding suitable organisational settings (or settings that allow) the promotion of efficient adaptive leadership in areas where advancement and adaptability are required and

b. Encouraging the stream of knowledge and ingenuity from adaptative structures to managerial structures. Adaptive leaders encourage change at the individual, organisation, community, and even society-wide levels (Yukl & Mahsud, 2010).

Gender and Leadership

Since not long ago, the relationship amongst leadership and gender has been the subject of research and theoretical approaches. Throughout history femininity has a stereotypical image of dependent, submissive and compromising and therefore women were considered inadequate in leadership skills. Male prejudice is reflected in the misconception that leadership is only command and control. As leadership becomes more prominent as a procedure of mobilising and involving leaders with the human needs of followers, women will be more willing to be identified as leaders and men will alter their own leadership styles and the gender of a person. The biological sex is a visible and usually permanent characteristic, which one acquires at birth and refers to the reproductive organs and the functions of man and woman, that is, to the hormones and physiological characteristics that are determined at birth (Kark et al., 2012).

Gender alludes to the social, cultural and psychological characteristics, stereotypes and roles of the sexes, which are considered formal and desirable for those whom society now defines as "women" or "men". Gender includes further than just socio-demographic data; is a multidimensional and multi-layered sensation with numerous distinctive aspects, such as generalisations, gender role identity, gender role characteristics, dispositions and values, the way that men and women are associated to each other, a collection of quality characteristics called "male or female", and the social set of tasks they are anticipated to adopt in society. In older studies, leaders seemed to have no gender. Leadership was tacitly intertwined with the male gender because leaders were often described with adjectives such as "competitive", "aggressive", "dominant" which are traditionally associated with the male gender (Ayman & Korabik, 2010).

Stereotypical perceptions of the leader's gender

The process of internalising these stereotypes begins at the age of about 5 years, accelerates to school age and is completed by the onset of adolescence. This process is not conscious but is part of the broader process of socialisation. From this it can be concluded that stereotypes are ingrained in our minds from a very young age. From the first environment of man, that is, his family, but also later from school, friends and the media, individuals learn to respond to the role that society expects them to play based on their gender. In fact, they are so powerful that they have the ability to influence the behaviour of individuals in their adult life, including their interpersonal and leadership style. Some of the common stereotypes of women and men presented in the literature want women to be influenced more easily than men and to make more difficult decisions (Fritz & Van Knippenberg, 2018).

However, due to the holistic approach they adopt in crisis management and the greater tolerance they show in stressful situations, they are considered more effective in crisis management. According to research, women appear affectionate, emotional, friendly, compassionate, sensitive, pleasant, etc. while men appear dominant, aggressive, strong, ambitious, tough, confident, task-oriented, etc., also adventurous and independent. Also, as they become elder as men and women have distinct experiences growing up, they end up appreciating different things. Women communicate in a way as they exchange emotions and build personal relationships while men communicate to establish their prestige and show independence. This is explained as men grow up learning to value independence and power while women value relationships and interdependence. These different values make the two sexes behave differently in both their personal and professional lives (Hentschel et al., 2018).

Another difference between the two sexes is that men want to avoid failure and accepting orders from others, as they see it as a sign of a decline in their independence and consequently of their prestige. On the other hand, women avoid isolation and have no problem accepting orders because they see it as a way of connecting and intimacy with others. In general, research has shown that women are more social emotional in their relationships with others, have the ability to listen to others and are compassionate and receptive while men are more independent and apathetic (Hentschel et al., 2019).

In connection with the above, the results of research that find men goal-oriented and women relationship-oriented are expected. The male sex is portrayed as aggressive, autonomous, without bias, coherent, expository, determined, confident, self-assured, eager to succeed, opportunistic and cold while the female sex is characterised as passionate, expressive, agreeable, instinctive, tender, attentive, responsive to new garrulous, polite, understanding and obedient. The stereotypes that followed the female sex in the older decades played a very important role in the workplace of women. Because of women's family responsibilities and their role as husbands and mothers, women in senior positions were considered to be less committed to the organisation than men and were excluded from them although there was evidence that having a family made a woman unwilling to change work. In general, the older stereotypes were considered that women were not able to lead and guide, due to lack of sufficient intellect, physical and spiritual strength, ambitions and abilities (Beeson & Valerio, 2012).

Problems faced by women in the labour market and in business administration

The difficulties that women are called to face in their development are due to many causes, but mainly stem from the status quo and prejudices. Initially the chronically entrenched perceptions of a patriarchal society are that which wants women in an invisible and inferior role. Then the fact that in many societies the belief prevails that the income offered by a woman cannot be her basic income family, as it traditionally belongs to the man. This automatically puts the woman in the role of caring for the household and the man making the critical decisions of the household. Another important reason is the dominance of men in the administration, which causes significant obstacles for women to rise to leadership positions. High-ranking men rarely trust women who are on the same level as them, and feel more comfortable with their male counterparts, considering women uncompetitive (Carnevale & Hatak, 2020).

There is a general perception that leadership is a male affair and is analysed by male criteria. Of course, women's work is inextricably linked to the possibility of motherhood. Pregnancy, childbirth and motherhood are among the key factors that often shape the decision to work or not. In addition, the children in a family are a negative element for the wife's work and this is reasonable, as the obligations that the

mother mainly has to cope with grow. This can make her incapable of working for a while and this is often considered a negative (Longman et al., 2018).

A new barrier that has emerged in the workplace and usually affects women is sexual harassment. This harassment mainly takes place during the first two years of work, while over time the chances of such behaviours by associates or supervisors are minimised. The most vulnerable groups are the young, the divorced and the widows, while the largest percentage of those who show such behaviours are men. Usually the perpetrators hold a senior position in the business. When a woman is sexually harassed, she usually stops working in the field, either by leaving voluntarily or due to dismissal. Having sexual harassment in the work environment brings many negatives such as stress, fear of the employer or co-workers, loss of desire to work and ultimately can have a detrimental effect on productivity and business growth (Banerjee et al., 2018).

Of course, the phenomenon of the "glass ceiling" has been very aptly characterised, i.e. an obstacle so thin that it becomes invisible, but at the same time so powerful that it is able to prevent women and minorities from climbing the hierarchy. This is the definition that is widely used in the international literature. That is, the existence of difficulties (practices, prejudices, stereotypes, traditions, etc.) for the development of women or individuals in general, above the defined basis in the hierarchical scale of organisations. It has been realised that while the percentage of women is constantly increasing in the lower and middle administrative positions while any kind of action for promotion to higher levels in the hierarchy is hindered (Panda, 2018).

Introduction to sports management

Sport plays an important role in the lives of millions of people around the world. Whether it is watching the Olympics or the Soccer World Cup every four years, or participating in a weekly event such as a park run, sport affects society as a whole socially, economically and environmental. Given the extent of these implications as well as the services required to ensure that every sport, and related sporting activity, can be organised every week or every year, having partners with leadership skills is important: whether they are high-paid executives professional team counsellors or volunteers implementing sports programs in disadvantaged communities. Sport is both a business and an emotion and, therefore, it is imperative

that Managers/Leaders working in the sports industry understand this unique feature. Leadership in sport is important not only in championships but also in encouraging participation in all forms of sport in a way that allows participants to be aware of the health and social benefits (Swanson et al., 2020).

As the sports economy has grown significantly around the world over the past 40 years, so have the number of universities and colleges offering training programs in sports management to prepare future sport managers and sport leaders. In addition to offering sports-related courses such as sports marketing, sports development, sports management, sports media and sports governance, many higher education institutions offer leadership courses in sports and programs designed to provide students the skills needed to lead a rapidly evolving business and political environment (Imbroda-Ortiz et al., 2015).

Sports management and leadership

Sport actively employs many millions of people globally, while the preponderance of the world's inhabitants participates in or watches various sporting events. As a result of its widespread use, sports have evolved from an amateur to an important industry. This development and specialisation of sport has led to changes in the production, utilisation and management of sporting events as well as the organisations that carry them out at all levels of sport. Emerging economies are increasingly seeing sport as a means of advancing subsidising in infrastructure, advertising their country's image abroad, boosting exchange, tourism and investment, and boosting national pride of their citizens (Marcu & Buhaş, 2014).

The administration of sports associations at the starting of the twenty-first century includes the application of procedures and techniques that are presently widespread in the majority of modern companies, both in public and non-profit organisations. Managers in the field of sports contribute to the strategic planning of sporting events, manage a large number of paid and unpaid human resources, work on closing billion-dollar television broadcasting contracts, find sponsors and sometimes manage the image of sports sometimes those who belong mainly to the elite of athletes, come to earn hundreds of times the average working income in a country. To achieve their goals, they operate and operate within a coordinated worldwide network of international sports federations, national sports organisations, government

agencies, media companies, sponsors and community organisations (Parent et al., 2021).

The environment of sports management

Globalisation has given the impetus to drive change in the way sport is created and consumed. The strengthening of the efforts to unify the world's economies opened up channels and enabled communication between all kinds of producers and consumers with much greater speed and variety, and sport was one of the areas that reaped the greatest benefits. Those who want to attend the big and small sports events today enjoy an unprecedented access through the mainstream and social media. In addition to live real-time tracking of events at a sports venue or stadium, those interested can watch the sporting events, either for free or for a fee on cable TV, listen to them and watch them on the radio and on the internet, read related news about game analytics, favourite players and their teams through newspapers and magazines in both print and digital editions, participate by exchanging comments or ideas on mobile phones or social media platforms such as Twitter. They can also sign up for special offers and information through online subscriptions using their email address or their preferred social media platform (Chalip et al., 2017).

To fully understand the issue of sports organisation today and how the majority of organisations that exist are closely interested in sports management, and the way that these organisations can build coalition with each other, how they influence each other's activities and how they conduct, it is helpful to consider that sport includes three well-defined areas: The primary is the state or public section, which incorporates national, state / provincial and regional administrations and specialised services that cultivate sports policy, proffer funding to others and succour specific roles, such as developing an athletic elite to participate in international competitions or controlling drugs. The second area is the non-profit or voluntary sector, which comprise of regional associations, governmental organisations and international associations that give the opportunity for competition and participation, regulate and manage the sports code (such as the arbitration code) and organise important tournaments. The third area is the professional or commercial sector and includes the sports associations that organise professional championships, the teams that participate in them, as well as companies that deal with sports issues, such as manufacturers of sportswear and equipment, the media, the major stadium managers

and event organisers. These three areas do not work individually and in many cases, there are significant overlaps between them (Bamford et al., 2015).

The importance of leadership in sports management

In many countries, both governments and national sports organisations have chosen to invest heavily in developing their sports infrastructure and strengthening their sports presence in various international events. These investments usually focus on supporting the preparation of athletes, the creation of the necessary sports infrastructure and training facilities, the formulation of a comprehensive policy for the promotion of sports in the country and the adoption of a systematic strategy for the development of an elite athlete. Although many of these activities are a matter of political decision it is necessary to have at the same time the appropriate sports management which will prepare each of these activities as it has naturally distinguished the factors that are considered essential for the prosperous development of each of them (Watt, 2004).

The results of a study conducted in 2008 (De Bosscher, 2008) concluded that the factors that lead to international sporting completion can be classified into the following nine "pillars":

- financial provision
- an integrated approach to developing the appropriate policy
- creation of infrastructure and training facilities
- policy of disseminating the principles of sport
- search for talents and creation of the appropriate development system, provision for the creation of support conditions for athletes and veterans
- selection of experienced coaches and agents
- creating conditions for national and international competition; and
- development of scientific research in the field of sports.

Despite the indisputable significance of these "pillars", however, Fletcher & Wagstaff (2009) argued that "these conditions at the level of political strategy alone do not guarantee international success, as well as for achieving and maintaining successful results from these initiatives such initiatives need to be inspired, effectively managed and conscientiously implemented".

Therefore, if countries want to maximise the potential for international sporting events to be established, they must not only design and develop effective sporting policies, but also select the appropriate staff to direct and manage their sporting programs, respond to satisfactory in troubleshooting and to create, optimise and maintain appropriate conditions. In short, it is necessary if a leadership is created suitable to show the required performance. The same goes for the various local sporting events and procedures where of course the requirements are lower. This efficient leadership is positioned on the principle of having a process in which an individual has an effect on a group of individuals to actualise a common objective. What is true at the country level is obviously true at the collective level where the demands may be smaller but sporting events have an enhanced social dimension and the presence of a capable leader is just as, perhaps more, necessary (Parent & Séguin, 2008).

Female characteristics in sports

One way of targeting and marginalising female athletes is when they do not "conform" to the criterions of femininity, that is, which possess "male" characteristics or are "male" female athletes or homosexuals. Sports sociologist Lenskyj in 2013 commented on the issues of homophobia and heterosexism in the sports media, saying that while so many years have passed since the women's sports movement, the media obsession with heterosexuals and homosexuals continues unabated vacation. In sports media, gay athletes and coaches are almost invisible, as opposed to those who hold maternity and social roles such as marriage. When homosexuals are identified by the media, it is most frequently for scandalous purposes, such as in 2011 when golf coach Katie Brenny filed a lawsuit for prejudice against the golf manager who, when he found out she was gay, demoted her. A positive sign of cultural change came in 2013 when the media strongly featured statements and stories of gay NBA players as part of an anti-bullying campaign. Coverage of such issues by the media can significantly contribute to creating a less homophobic environment for all athletes (Kane et al., 2013).

Masculine characteristics

Masculinity is a collection of characteristics, practices and roles that are generally related to boys and men. Despite the fact that masculinity is socially developed, a few studies show that certain practices that are taken into account as

masculine are biologically affected. To what degree masculinity is biologically or socially affected is up for discussion. Masculinity is separated from the description of biological male gender, as both people with female anatomy and people with male anatomy can display masculine character traits and masculine behaviours. Traits that are considered stereotypically masculine include physical strength, courage, independence, leadership and self-confidence (Ferrer-Pérez & Bosch-Fiol, 2014).

Women who take part in sports, and more particular in sports that are male-dominated, are occasionally called masculine. Although most sports highlight stereotypical manly qualities, such as power, competition, and animosity, women in sports are still anticipated to adhere to entirely ladylike gender standards. This is known as the paradox of the female athlete. In spite of the fact that conventional gender standards are steadily changing, female competitors, in particular the ones involved in male-dominated sports such as boxing, weightlifting, American football, ice hockey, and motor sports, are even now frequently considered as a deviation from the margin of femininity, and may have consequences, such as discrimination or mistreatment by managers, harassment by fans, and reduced media attention (Paloian, 2012).

Feminine characteristics

Femininity is a collection of characteristics, practices and roles that are generally related to women and girls. Despite the fact that femininity is socially developed, a few studies show that certain practices that are taken into account as feminine are biologically affected. To what degree femininity is biologically or socially affected is up for discussion. Femininity is separated from the description of biological female gender, as both people with male anatomy and people with female anatomy can display feminine character traits and feminine behaviours. Traits that are considered stereotypically feminine include meekness, compassion, modesty, and tenderness. However, the characteristics associated with femininity differ between societies and people and are influenced by a variety of social and cultural factors (Kark et al., 2012).

Despite the fact that femininity is socially developed, a few studies show that certain practices that are taken into account as feminine are biologically affected. To what degree femininity is biologically or socially affected is up for discussion. Femininity is separated from the description of biological female gender, as both

people with male anatomy and people with female anatomy can display feminine character traits and feminine behaviours. Traits that are considered stereotypically masculine include

Androgynous characteristics

Androgyny is the combination of masculine and feminine characteristics in the same person. Androgyny can be expressed regardless of biological gender, gender identity, gender expression or sexual identity. When androgyny alludes to heterogenous biological characteristics of the sexes, it is frequently related to intersex persons. As a gender identity, androgynous individuals may self-identify as non-binary, genderqueer, or gender neutral. An androgynous person fits neither the gender role of man nor woman as defined in the society in which he was born or lives. Many people who identify as androgynous say that they are psychologically between a man and a woman or that they are completely irrelevant to the issue of gender. An androgynous, combines the gender dipole of man and woman in one body and therefore belongs to both social sexes at the same time. As a form of gender expression, androgyny can be achieved through personal care, fashion or hormone therapy. Androgynous gender expression has been encountered in different cultures and has gained great popularity over the centuries (Zulkifli & Haris, 2021).

To describe those individuals who had both masculine and feminine characteristics in their personalities, Bem (1974) used the word androgyny or "androgynous". Individuals were categorised as male or female in their gender role orientation.

Although the terminology of androgyny differs in the science-based group, it is usually argued that androgyny depicts a mixture of characteristics related to both masculinity and femininity. In a psychological research, various tests were used to measure masculinity, femininity and androgyny, such as the Bem Sex Role Inventory. In general, masculine characteristics are characterised as essential, which have to do with self-confidence and analytical ability. Female characteristics are characterised as common and expressive, which have to do with compassion and subjectivity. Androgynous people display behaviours that extend past is regular related to their gender. Due to the possession of both masculine and feminine characteristics, androgynous people have admission to a broader range of psychological abilities in terms of emotional direction, correspondence modes and adjustability to situations.

Androgynous individuals have also been associated with higher levels of creativity and mental health (Pedhazur & Tetenbaum, 1979).

Sport is considered a men's field

Sport has customarily been a male-dominated field, and advance towards gender equality has been hampered by social perceptions of femininity and masculinity, which regularly relate sport to "masculine" features such as corporal power and endurance, the speed and the extremely antagonistic, sometimes conflicting inner self. Women who do sports can be considered "masculine", while men who are not interested in sports can be considered "feminine". Gender stereotypes affect women's participation not only in the decision-making processes of sports organisations, but also in sports activities themselves (Pfister, 2010).

The female presence in the management of sports organisations

In the daily life of modern sports, female athletes, coaches, judges / referees / salaried female executives and volunteers are now a common image. Women even started participating in sports that until recently were considered exclusive to men not only as athletes, but also in positions that until a few years ago would have been considered at least strange to happen (e.g. football analyst). Nevertheless, research results on women's participation in sports management agree that women at the top of the hierarchy are few (Burton, 2015; Berry & Francs, 2010).

For example, a survey conducted by the European Institute for Gender Equality (EIGE, 2017) in 28 European Olympic sports federations in 2010-2015 found that only 14% of decision-making positions were held by women, while only one woman held the position of president. The under-representation of women in senior sports, management positions, combined with the strong presence of women students in undergraduate and graduate courses in sports management, leads to the question: why while many women are trained to occupy high positions in sports management, ultimately few succeed to be there?

Senne (2016) stated that the under-representation of women in sports may be due to the fact that: a) in this institution gender is an important distinguishing factor (e.g. there are separate championships for men and separately for women), b) by beginning of the history of the institution the procedures that govern it are designed by men and c) many times in the process of staffing the positions women have more criteria to meet than men (e.g., not to have small children, to have high positions

before, to have a high level of education, etc.). Another explanation is that women often underestimate and conceal their achievements.

Recent research (Aman, et al., 2018) shows that women do not feel comfortable with leadership, even if they have the same qualifications as men claiming the same position. That is, they are self-limiting and this has a long-term negative consequence: the fewer women who hold high positions in sports organisations, the less likely they are to motivate other women to try to create a social network of communication, which will be able to change stereotypes at some point. Some studies show that high-achieving women often experience "impostor syndrome", in which they interpret their success as luck and attribute it to the right time that favours them or even as "cheating" others who believe they are capable, while they themselves do not believe they are. It was attributed the fact of under-representation of women in senior management positions in sports to the fact that the majority of sports organisations cultivate and perpetuate values, attitudes and rules that strengthen male hegemony, but also stereotypes that prevent women from rising at senior management levels.

On the other hand, research in sports and other organisations agrees that when the culture of the organisation promotes equal treatment of the two sexes, positive results are produced throughout the organisation, such as, for example, improving the effectiveness of the board, greater commitment and strengthening the intention of the board members to remain in the organisation (Adrianse & Schofield, 2014).

It was emphasised that women in management achieve higher scores in the areas of achievement orientation, transparency, empathy, mentoring others, facilitating change and inspirational leadership, while men perform better in areas such as self-confidence, self-control and self-evaluation (Staurowsky et al., 2020).

CHAPTER III

METHODOLOGY

Sample

The survey participants were 14 from the field of sports and leadership. They were all Greeks and they took part to the survey via internet (Emails, Google Forms and Skype interviews due to the pandemic of Covid-19) and the results of the research concern the 14 individuals of the sample and not the general population. Although the subject of the study was women, the study was comparative and the participants were also men in order to create a more complete view on the subject. While the interviews are 14, the questionnaires are 13 because one refused to complete them. Some also due to lack of time filled in their answers on paper, while others who had said "yes" in the end cancelled for personal reasons (health as they claimed).

Way of selecting data

The mixed method was implemented in the present study. This method is utilised in both quantitative (questionnaire) and qualitative methods (interviews). The mixed-research method is an adaptable technique, in which research conception is decided on what we urge to learn and not to any foreordained epistemological function. In mixed research methods, one of the qualitative or quantitative components may predominate, or both may have equal status (Strijker et al., 2020).

The present research approach attempts to add elements to the mapping of leadership styles studied by the Full-Scale Leadership Model of Bass & Avolio (1995). This approach will map the Greek women's athletic leadership and their positions in the world sport scheme of things.

In an effort to locate, retrieve and record data in a scientifically acceptable, valid and reliable way, the Multi-Factor Leadership Questionnaire (MLQ – 5x) by Avolio and Bass (2004) was selected as a research tool. The reasons for its choice were:

    a) the questionnaire has received many revisions since 1985, when it was developed by Bass, until its latest version, the MLQ – 5x format by Avolio and Bass (2004), responding to reviews by independent

b) has been selected as the object of study for its reliability and validity (Antonakis et al., 2003),

c) is a research tool in many works and researches and

d) has a large number of book references.

Therefore, the present study chose the MLQ – 5x, to consider the complete extent of leadership styles:

a) transformational

b) transactional and

c) passive

The MLQ-5x concentrates on the characteristics and behaviours of leaders, in addition to the leadership outcome in terms of the additional effort of women, their satisfaction with the leadership of the sports unit and the effectiveness of the leader. It includes forty-five (45) questions, of which thirty-six (36) relate to the nine (9) leadership factors, as presented in the Full Leadership Model, and the remaining nine (9) calculate the outcome of leadership. Specifically, the questionnaire measures transformational leadership, which is formed by five factors:

i) idealised influence, based on characteristics (4 questions) and

ii) idealised influence, based on the behaviour of leaders (4 questions),

iii) inspired mobilisation (4 questions) and

iv) spiritual stimulation of the followers (4 questions),

v) personalised interest of the leaders towards the followers (4 questions).

It measures the dimension of transactional leadership, with factors:

i) extraordinary reward (4 questions) and

ii) exceptional management (4 questions).

It also measures passive leadership with factors:

i) exceptional passive management (4 questions) and

ii) avoidance leadership (4 questions).

In addition, the MLQ – 5x evaluates leadership outcomes, with factors:

i) greater teacher effort (3 questions),

ii) leadership effectiveness (4 questions) and

iii) leadership satisfaction (2 questions).

The evaluation is done on a five-point Likert scale, ranging from "not at all" = (0) to "usually often, if not always" = (4).

Providing a more comprehensive evaluation of the legitimacy and dependability of the MLQ – 5x, Antonakis et al., (2003) deduced that the tool could be utilised to depict the underlying "Theory of Full Leadership", measuring the 9 leading factors involved. It is necessary to point out that it is impossible to include and interpret all the dimensions of leadership, an observation that accompanies every research tool.

In this research the roles were also examined with the Bem Sex Role Inventory (BSRI). The Bem Sex Role Inventory (BSRI) is a questionnaire designed by Sandra Bem (1974) to conduct empirical research on the psychology of androgyny. It is also used in workshops and boards on gender awareness. The BSRI includes sixty personality traits. These characteristics are divided into three major categories-characteristics that refer to male elements, female elements and neutral racial elements. The questionnaire consists of 60 questions that refer to human characteristics. The sixty questions are divided into 3 categories of 20 features, which are structured to be able to answer 7-plus Likert scales. Twenty of these sixty traits are stereotypical male traits (e.g. ambitious, self-reliant, assertive), the next twenty are stereotypical females (e.g. affectionate, gentle, understanding) while the last twenty are complementary elements of human nature and are considered as neutral characteristics (e.g. true, vain, happy). Bem created this questionnaire to provide a tool for inventory of gender roles, which will not create an inverse relationship between the two sexes. She wanted to emphasise in this way that there are not only male and female elements, but also intermediate androgynous elements. The first thing that was needed to create the BSRI was to identify the particular traits that are accommodated socially sufficient and licit for both men and women. Thus, Bem isolated 200 traits that expressed either femininity or masculinity and 200 traits that had a neutral tone. Forty undergraduate students were requested to evaluate the degree to which each of these 400 characteristics is desirable on a scale of 1 to 7 for American men and women. After scoring them all, Bem compiled the 20 most desirable traits for a woman, the 20 most desirable traits for a man, and the 20 traits that were equally desirable for a woman and a man. With all the above she created the BSRI with 60 features (Bem, 1974).

The questionnaire is the communication link between the researcher and the respondent. This communication is two-way: the researcher communicates with the respondent by asking questions to obtain specific information and the respondent communicates with the researcher giving him the information he wants. The purpose of the questionnaire is to reduce the percentage of "noise" in two-way communication. The questionnaire is considered the best choice when resources are limited (money and time) and when it is necessary to protect the personal data of the respondents, as the questionnaire easily ensures anonymity. Communication in the use of this questionnaire is two-way and for the collection of information, the respondent may ask the researcher: Reward, confidentiality, interest in the topic / presentation of the topic, personal benefits from the comprehensive research, social benefits from the comprehensive research, sympathy and trust. For his part, the researcher asks the respondent: Honesty, to understand the intention of the research, to carefully follow the guidelines for completing the questionnaire, to think carefully before answering (Ragab & Arisha, 2018).

The semi-structured interview was selected for the qualitative research based on one set of predefined questions, which is answered by all participants, increasing the comparability of the answers, as is done in the structured interview, but on the other hand leaves the flexibility as in the order of listing the questions depending on the respondent and the expediency of the researcher. In general, the use of the interview serves to complete and complete quantitative surveys (Bearman, 2019).

Qualitative research sampling with semi-structured interviews of the present study was Purposive Sampling. In this method, the assortment of participators or the selection of units appears intentional. The sample, that is, is selected based on particular characteristics of the population, which allow the detailed exploration and understanding of the phenomenon under study. Characteristics can be socio-demographic, or related to particular practices or behaviours. Expediency sampling is exactly what the name implies. The components of a sample, that is, are selected by a basic criterion or "purpose". That obtains two main purposes. The primary is to guarantee that the most important constituencies of interest are secured, and secondarily is to confirm that, in each of the major criteria, there is a differing quality that affects the affect of this feature and can to be examined. For instance, age is often employed as a selection criterion. This is done firstly, to ensure all relevant age

groups are included and secondly, to ensure that any differences in perspective between age groups can be explored (Serra et al., 2018).

There is a number of diverse approaches designed for intentional sampling to give distinctive sorts of sample composition, being determined by the objectives of the phenomenon under study and its coverage.

These are described as follows (Maxwell, 2012):

I)   Homogeneous samples can give an extensive picture of a specific phenomenon. For instance, people who reside in the same culture or have the similar characteristics. This permits the exploration of social forms in a defined setting.

II)   Heterogeneous samples or maximum sampling variation, in which lies a careful considered strategy to incorporate phenomena that have a diversity. The aim is to identify central issues that fall into an assortment of phenomena or individuals.

III)   Extreme case or divergent sampling, selects cases that are unusual or special and need to be clarified. The logic is that by learning about these cases, we better understand the exceptions or the extreme conditions. For example, ethnological methods use divergent sampling to set out relevant assumptions and norms.

IV)   'Intensity' sampling, which has almost the same logic as divergent sampling, only focuses not on unusual cases but on phenomena that need special attention.

V)   A typical sampling case is selected to provide a detailed profile, with the difference that there must be prior knowledge of the overall response patterns. This makes it "typical", that is, known. By way of example, participators could be chosen from their survey acknowledgments.

VI)   Stratified analog sampling, a hybrid strategy, the goal of which is to choose homogeneous groups, each containing subjects with similar characteristics, so that they can be comparable.

VII)   Critical sampling case is selected when the phenomenon under consideration is deemed "critical" or "key" to a procedure or operation. This method is considered especially beneficial in evaluative research

since it helps attract consideration to particular highlights of the method and can increase the effect of the research.

The process of data collection

The Multi-Factor Leadership Questionnaire (MLQ – 5x) was chosen because it is a reliable model of stability in terms of reproducing results over time and in terms of accurately describing the behaviours it studies, giving researchers the assurance that they have chosen a reliable and valid basis for starting their research in this area.

The reason BSRI was used in this research is to classify the sample of individuals to be examined into 3 groups (in Masculinity, Femininity and Androgynous group). The classification of these individuals into 3 categories aims to create different stimuli.

After the questionnaires were distributed to the participants, the answers were passed to a Microsoft Excel spreadsheet in order to exclude pie charts.

Usually, the primary data that are collected in a survey is cluttered so that it cannot be distinguished the information it contains. The methods of Descriptive Statistics are the scientific tool for their summary, classification and presentation in an intelligible form. This method was used to the present research for the quantitative statistical analysis. Three different techniques can be used for their presentation: frequency tables, graphs and statistical measures. In the present quantitative research using pie charts the participants' answers were interpreted. It is a simple descriptive representation of the data that add up to a given value. The pie chart is probably the most explanatory way of presenting quantities as percentages of a given value. The total area of the pie represents 100% of the quantity we are interested in and the size of each piece is the percentage of the total represented by the category indicated by the piece. Pie charts are used to represent the frequencies of categorical data. The measurement scale can be nominal or layout scale (Stockemer et al., 2019).

In the present research also for the qualitative statistical analysis the thematic analysis was used. According to Guest et al., (2011), thematic analysis is particularly useful in research seeking analytical scope and concern relatively large data sets. It is a qualitative method for identifying, analysing and presenting patterns (issues) arising from data, which it organises, describes and interprets. One of the main features of thematic analysis is that it allows the researcher a detailed and at the same time in-depth description aiming at the interpretation of social perception from the angle from

which it is seen by the subjects. As this method allows the data to be organised into topics / categories, the first phase of analysis was the careful reading of the texts in order to familiarise the researcher with the data. This was followed by the initial coding by identifying the points of the recordings that were considered important, in order to form a first level of data organisation. The codes were grouped according to their conceptual relevance and in order to identify broader issues. Through repeated reading of the excerpts, their correlation with the final topics was checked. The above process of coding and categorising topics was reviewed in order to avoid overlapping topics. The inclusion of a module of analysis in one category precluded its inclusion in another. The category concerns a group with common characteristics or properties which differs from all other groups and is formed by qualitative criteria.

CHAPTER IV

STATISTICAL ANALYSIS

Descriptive statistics of MLQ 5x short

The survey participants were 14 from the field of sports and leadership and the results of the research concern the 14 individuals of the sample and not the general population.

In the 1st question it was observed that the 46,2% frequently provides assistance in return for the efforts of its subordinates.

In the 2nd question it was observed that the 53,8% frequently re-examines critical elements that are taken for granted and wonders if they are appropriate.

In the 3rd question it was observed that the 30,8% sometime does intervene until the issues / problems become serious.

In the 4th question it was observed that the 38,5% frequently focuses on irregularities, errors, exceptions and performance standards / deviations from the standards.

In the 5th question it was observed that the 84,6% never avoids getting involved when important issues / problems arise.

In the 6th question it was observed that the 38,5% frequently refers to its own important values and beliefs.

In the 7th question it was observed that the 100% never is absent when needed.

In the 8th question it was observed that the 69,2% frequently seeks different perspectives when dealing with problems.

In the 9th question it was observed that the 61,5% frequently speaks optimistically about the future.

In the 10th question it was observed that the 69,2% frequently makes its subordinates proud to work with it and feels proud to work with them.

In the 11th question it was observed that the 46,2% frequently clearly states who is responsible for achieving specific goals.

In the 12th question it was observed that the 76,9% never waits for something to go wrong to intervene.

In the 13th question it was observed that the 53,8% frequently speaks enthusiastically about the needs to be achieved.

In the 14th question it was observed that the 69,2% frequently determines the importance having a strong sense of purpose.

In the 15th question it was observed that the 61,5% frequently spends time teaching and guiding.

In the 16th question it was observed that the 53,8% frequently makes clear what result one expects to get when the goals are achieved / what they should expect after the completion of the project.

In the 17th question it was observed that the 38,5% sometimes is / seems to be consistent in the view: "If it is not damaged, do not repair it".

In the 18th question it was observed that the 84,6% frequently puts the good of the team above his/her personal / individual interest.

In the 19th question it was observed that the 38,5% frequently treats each of his/her subordinates as an individual rather than simply as a member of the group.

In the 20th question it was observed that the 100% never follows the tactic that problems must be made years before action is taken.

In the 21st question it was observed that the 53,8% frequently operates in a way that earns the respect of its subordinates.

In the 22nd question it was observed that the 30,8% sometime focuses exclusively on dealing with mistakes, complaints and failures.

In the 23rd question it was observed that the 53,8% frequently thinks about the moral consequences of its decisions.

In the 24th question it was observed that the 38,5% fairly often monitors every mistake made / is the type of leader who monitors the mistakes of subordinates.

In the 25th question it was observed that the 61,5% frequently exudes / displays a sense of strength and self-confidence.

In the 26th question it was observed that 53,8% frequently presents a fascinating vision for the future.

In the 27th question it was observed that the 69,2% fairly often draws attention to his / her subordinate when he / she does not meet the standards / to failures in order to achieve the goals.

In the 28th question it was observed that the 84,6% never avoids of making decisions.

In the 29th question it was observed that the 53,8% frequently treats, compared to others, each subordinate as a person with different needs, abilities and ambitions.

In the 30th question it was observed that the 53,8% frequently encourages subordinates to look at things / problems from many different angles.

In the 31st question it was observed that the 69,2% frequently helps subordinates to develop their abilities / skills.

In the 32nd question it was observed that the 53,8% frequently suggests new approaches to how a project can be completed.

In the 33rd question it was observed that the 84,6% never delays in resolving / answering urgent issues / questions.

In the 34th question it was observed that the 69,2% frequently emphasises how important it is to have a collective sense of mission.

In the 35th question it was observed that the 84,6% frequently expresses satisfaction when existing ones meet expectations.

In the 36th question it was observed that the 46,2% frequently expresses the belief that the goals will be achieved.

In the 37th question it was observed that the 61,5% frequently responds effectively to the needs of existing work-related subordinates.

In the 38th question it was observed that the 61,5% fairly often uses satisfactory leadership methods.

In the 39th question it was observed that the 46,2% fairly often manages the subordinates to do more than they themselves would have expected.

In the 40th question it was observed that the 76,9% frequently effectively represents subordinates at higher scales.

In the 41st question it was observed that the 69,2% frequently cooperates with the subordinates in a satisfactory manner.

In the 42nd question it was observed that the 53,8% frequently increases the desire of subordinates for success.

In the 43rd question it was observed that the 84,6% frequently effectively meets the requirements of its position.

In the 44th question it was observed that the 61,5% sometime increases the willingness of subordinates to strive for more.

In the 45th question it was observed that the 61,5% frequently leads a team that is effective.

Based on the answers of the participants of the MLQ 5x short and after processing them in order to see based on percentages which leadership model stands out, it was concluded that the participants tend to the "Laissez-faire" leadership style with a percentage of 88,45%. Leadership Laissez-faire, additionally established as representative leadership, is a form of leadership style, where leaders are free and permit team associates to make choices. Researchers have come to the conclusion that this particular is in general the leadership style that prompts to the least efficiency amongst team members. Nevertheless, it is crusial to comprehend that this leadership style can have both advantages and potential unforeseen obstacles. The leadership of Laissez-faire is portrayed of: Exceptional small direction from leaders, total lack of restriction to the devotees to create choices, the leaders give the essential apparatuses and resources, the individuals of the group are anticipated to find remedy to the issues themselves, the control is given to the adherents, but leaders continue to take responsibility for group decisions and actions (Antonakis, 2012).

The following percentages were:

- Idealised Influence (Attributed) with 67,28%
- Idealised Influence (Behaviour) with 57,68%
- Inspirational Motivation with 53,83%
- Intellectual Stimulation with 57,65%
- Individualised Consideration with 55,75%
- Contingent Reward with 57,70%
- Management-by-Exception (Active) with 44,25%
- Management-by-Exception (Passive) with 61,55%
- Extra Effort with 53,83%
- Effectiveness with 71,13% and
- Satisfaction with 65,35%

Statistics of BSRI

Based on the answers of the participants of the BSRI and after processing them in order to see based on percentages which characteristic stands out, it was concluded that the averages of masculinity and femininity for both sexes are 51.54 and 40.90 respectively. Also, for the androgyny scale the average is 52.70. This

characteristic seems to prevail, suggesting that women today have more masculine elements, while men retain the characteristics they traditionally had. This research shows that, as today, there is a gradual convergence in the adoption of leadership style between the two sexes, as men have begun to prefer and adopt traditional "feminine" characteristics. Today there is an attempt for authentic leadership by women (action according to their beliefs) and the majority of research on leadership effectiveness now focuses on androgynous style (combination of the best male and female characteristics), as gender is not reliable an indication of leadership style and effectiveness.

The percentages results of the answers about the characteristics of the BSRI questionnaire are very close, which could be said to confirm all 3 hypotheses of the research, but we single out the most prevalent of the androgynous characteristics. Based on the results, it seems that women are as much an integral part of the business and the professional world in general as men. The comparative advantage lies in the skills, professionalism, dedication and perspicacity of each employee, whether male or female, in order to develop and advance in the professional arena. Women are endowed with an appetite for change, intuition, sensitivity, faith, perseverance and patience as nature has endowed them with these special characteristics, which they have sharpened through the multidimensional roles they perform and can contribute dynamically to the turning of the planet and businesses in the green transition, in the fight against inequalities, in the claim of equal and not privileged treatment in the professional pyramid.

Discipline, resilience and intuition are the key characteristics of female leadership as revealed both from the questionnaires and from the interview's responses (by either men and women themselves). Having more women in senior management positions can help create a more productive and innovative environment and improve overall business performance. This is primarily due to a differentiated and collective mentality which incorporates a wider range of perspectives and therefore results in more balanced decisions. If senior positions are opened to women, this should be an incentive for them to enter and remain in the labour market, helping to increase women's employment rates. Businesses need to be able to anticipate change, understand the potential risks, and develop solutions for managing and creating growth. This preparation requires different perspectives. Therefore,

companies should have more women in senior management positions to achieve this and a rapid increase in female leadership is expected in the future.

Thematic analysis of interviews

Thematic analysis is characterised as an easy-to-use method that is broadly utilised in qualitative research. It is contemplated especially vital for the young researcher, because it gives key aptitudes that are also valuable for transmitting more particular qualitative analysis methodologies. In specific, lies as a strategy of distinguishing, depicting, reporting and "thematising" repetitious semiotic patterns, i.e. "topics" that arise from scientific inquiry information, and is a pivotal method for all researchers involved in qualitative research. One of the advantages of this analysis is that it is characterised by "theoretical freedom" or "flexibility", as its selection as a strategy of analysis does not in itself presume the engagement of researchers to particular ontological or epistemological believes, as is the example with other qualitative analyses (e.g. interpretive phenomenological analysis is bound to a phenomenological orientation). However, "theoretical freedom" or "flexibility" does not mean transmitting the analysis in the absence of an epistemological configuration. Specified that the thematic analysis is consistent with a broad extension of epistemological positions (e.g. realism, phenomenology, constructionism), the analyst is need to decide his research epistemologically and theoretically, primarily on the premises of research inquires. In this context he also needs to be clear about what he seeks to learn and what the themes or patterns he has identified during the analysis process represent (e.g. subjective perceptions, social representations, constructions, etc.). There are various approaches to thematic analysis and, as has been observed by many scholars, this specific analysis, though widely used, is not well described. Some researchers point out that the issues identified in the thematic analysis may relate to

a) an obvious level that focuses on the explicit or superficial meaning of the data, or

b) a latent and more interpretive level that focuses on latent meanings and presupposes a fuller understanding. / interpretation of the researcher for the words of the participants.

In addition, a) the topics may emerge from the content and be founded on data (inductive approach), or

b) be established on a priori characteristics of concern to analysts (productive) or even

c) derive from a mixture of inductive and production analysis (Clarke et al., 2015).

The study showed that the area of senior business management is dominated by the male element, something that has established attitudes and views on the way leaders operate. But in recent years the establishment of such standards is gradually changing, based on recent research showing that business leadership needs to change if they want to modernise their businesses and follow new trends in many areas. One way of change is to hire women in leadership positions, as the way their representatives' lead differs significantly from that of men, in many areas. In the field of sports, things are quite late. From the data collected it can be confirmed that the sports field and especially its administration is staffed mainly by men as it was mentioned in the literature review in (Kalaitzi et al., 2019; Taylor et al., 2018).

The change of this scenario is necessary if the organisations want to be modernised and to adapt to the new social data that are constantly emerging. Placing women in senior management positions in sports organisations and engaging them in this field as a whole can give a "fresh look" to sports and help socially and culturally, especially in countries that lag behind in these areas.

In addition, it was confirmed that the established perceptions about gender act as inhibitory factors so that representatives of the female sex acquire the necessary qualifications in relation to their education and contribute in the future as sports executives. In addition, it turned out that regardless of the training and skills of a woman involved in sports, her professional development opportunities in this field and especially in senior management positions are limited as it was mentioned in the literature review in (Paloian, 2012).

In conclusion, and mainly on the basis of the research carried out through the interview of these executives, the view, which had already been formed by the literature review, regarding the great complexity of sports organisations and their leadership, was strengthened.

Concomitantly, according to the interviewees, the fundamental argumentation for the under-representation of women in sports in the current situation are the combination of prejudices that sports management and leadership are perceived as a purely male-dominated occupation combined with sports leadership as it was stated in

the literature review (Senne, 2016). The absence of advertising of female leadership and representation also has a negative effect.

At the same time, however, it was recognised as a significant cause of delegation of women in sports and the lack of sports education combined with the limited existence of sports academies. They also admitted that macho perceptions dominate the sports field and wider sexist discrimination in general, resulting in the misrepresentation and support of the field. It is considered an inescapable precondition to transcend established notions of gender as it was stated in the literature review in (Pfister, 2010).

As female human capital grows, female psychological traits and related behaviours have changed in combination with their entry and functioning into male-dominated roles. It is also concluded that the fact that the leader is a man or a woman does not affect his / her effectiveness. Leadership talent is on both sides and an improved and democratic society is responsible for providing the right ways and structures to bring out these talents. After all, as is often pointed out, the road to equality in educational leadership is part of the road to democracy and social and sporting justice.

Collectivity is also reflected in the ways of motivation. Using team motivation and collective rewards providing opportunities for social recognition, opening up sport to society, enhance cohesion and awareness of team members' interdependence as it was stated in the literature review in (Gandolfi & Stone, 2018) in the Laissez-faire leadership style that was also the style that the participants of the survey tend to apply.

Women leaders, therefore, use themselves as role models, first performing their own tasks in a responsible manner and dedication, avoiding any untested behaviour in order to be the basis for high performance of the people they lead. They lead all efforts and are an example of hard work devoting a lot of time to their work. They also lead the innovations themselves by introducing them with enthusiasm and encouraging athletes to participate in them. They recognise the need for change, which makes individuals and groups adapt to the ever-changing and complex environment that is formed daily and the innovative approach to problem solving has been identified. Believing that innovative programs broaden horizons give action initiatives activate and give another dimension to the sports process. Through the variety of leadership strategies used, caring for the cultivation and development of

personal, social and caring relationships emerged as dominant. Interest in the lives, problems, concerns and successes of colleagues is a common component with one exception of the answers given to us. Feelings of love were expressed on both sides, real friendship between the women who make up the majority of the teachers' association at school, and team and coordinated response to problems faced by colleagues inside and outside the sports arena. Women use power to strengthen or restore relationships, and power through relationships is often the way women deal with change (Bellou et al., 2015).

New leadership behaviours that are considered more functional and effective in the future require complementary forms of leadership, with men and women adopting "complementary elements" in the leadership style they adopt. As can be seen from the interviews, it is a form of administration based on the "androgynous" style, a proposal of postmodern feminism, where both sexes beyond stereotypes can draw evidence from a "common ground". This position therefore suggests that each leader has at his/her disposal two different groups of characteristics and patterns of leadership behaviour, from which he/she selects and uses the appropriate ones for each occasion. Some of the women respondents reported that they experienced stereotypical behaviours to a lesser or even greater degree, but this through work and experience is more manageable. In general, of course, both men and women gladly accepted their cooperation with other women who had or were to have managerial positions in sports leadership.

«Έλεγα λοιπόν ότι οι περισσότεροι συνεργάτες μου είναι έτσι κι αλλιώς γυναίκες και έχω μάθει να συνεργάζομαι μαζί τους πάρα πολύ καλά. Και λέω και στην Διεθνή Ολυμπιακή Επιτροπή σε πολλές θέσεις ευθύνης με τις οποίες εγώ έτσι κι αλλιώς έρχομαι σε επαφή υπάρχουν γυναίκες οι οποίες είναι εξαιρετικά αξιόλογες και αποτελεσματικές».

Female leaders are more likely to instil feelings of respect and pride in their fans or associates, to communicate effectively, to empower and guide their fans, and to deal with problems more flexibly.

«Καταρχάς πρέπει να πω ότι συνεργάζομαι πάρα μα πάρα πολύ καλά με γυναίκες συναδέλφους, με γυναίκες συνεργάτιδες και πάρα πολλές γυναίκες είναι στη Διεθνή Ολυμπιακή Επιτροπή σε θέσεις ευθύνης».

One of the first reasons that hinders the development and realisation of the female sex is undoubtedly its prejudice and unequal treatment. It is not uncommon for

women to be isolated from the rise in the pyramid of labour development, as they are judged by different criteria in relation to the "strong" sex. Women face obstacles in trying to gain leadership positions related to female stereotypes and prejudices such as work-family balance and lack of family and social support as well as psychological harassment. These barriers are related to social structure and social cohesion and are also observed in Greece, where society is characterised to some extent patriarchal and coherent.

«Οπωσδήποτε υπάρχουν αυτοί οι οποίοι σκέφτονται ότι μία γυναίκα δεν είναι διαθέσιμη 24/7. Δηλαδή επειδή μπορεί κάποια στιγμή να θελήσει να γίνει μάνα, επειδή μπορεί να έχει άλλα ζητήματα ότι θα είναι πιο ευάλωτη και ούτω καθεξής. Ειλικρινά δεν ξέρω αν θα είχα καλύτερη τύχη ή αν θα είχα την ίδια τύχη αν ήμουν γυναίκα. Αυτό το οποίο όμως μπορώ να πω είναι ότι στο δικό μας χώρο, στο δικό μας κλάδο, οι γυναίκες είναι λίγες».

«Αντιμετώπισα πολύ προσβλητική συμπεριφορά από γυναίκα. Και μου έκανε τρομερό bullying αυτή η κυρία ……, η οποία με απειλούσε και μου έκανε τρομερό».

In the modern age characterised by complexity, the concept of leadership is studied in a field of interdependent relationships in which leaders are called upon to define general functions, letting systems operate on the basis of their natural order. The connection of leadership with the male sex, due to stereotypes, is an issue that, while important steps have been taken to overcome it is still exists in modern societies.

Leadership and management seem to have changed dramatically in recent years with more emphasis on harmonious management and employee collaboration and the creation of an environment that rewards motivation, knowledge enrichment and personal development of executives, which is largely represented by women and was evident from the answers to the questionnaires as well as the interviews. The leadership has taken a step onwards in this debate thanks to the successful and prominent women in the business world. The present and the future is not whether we will continue to have women in high positions but how a company can support women in leadership positions and grow into more innovative and competitive because of it. It is now important for male leaders in the business world to recognise this reality and to consciously take the lead in promoting a change of mindset. It's time to make the connection between diversity and inclusion and goals visible and

understandable. Gender heterogeneous leadership leads to better, more innovative business performance, which is crucial in an increasingly complex world.

Most of the industry is preparing for the next generation of leaders' people who quickly understand what is happening, who inspire and understand the needs of the time and modern women have the education and all the quality characteristics to conquer these strategic positions in leadership of modern business around the world. It is true that today women play a leading role in family, society, politics, science and business, as mentioned by men in interviews, since despite any conservative prejudices and outdated entanglements, she manages to be a model of leadership. This is obviously due to the leadership skills and effective leadership she displays, since with her sensitivity and perspicacity she manages to transform contradictions into compositions and conflicts into fruitful confrontations.

It was clear from the interviews that the higher the role, the greater the gap. They surpassed men in initiative, personal development, demonstration of integrity and honesty, problem solving and analysis. Women executives work hard and operate with integrity and make their decisions based on their personal values. They are confident and creative. Research shows that companies that promote equality in their board of directors are more profitable, a fact that is confirmed daily. The bottom line is that tackling gender inequality in leadership is becoming increasingly important. A systemic approach aimed at helping women overcome their internal barriers and reach the top, breaking down barriers to gender equality in the workplace, is not only desirable but also an economic necessity.

CHAPTER V

DISCUSSION – CONCLUSIONS

Gender equality in the labour market, although as an issue had theoretically been resolved and legally enshrined by the change of government, but to date the phenomenon of gender inequality at work is visible. From the amount of pay to the type of jobs, women "tasted" injustice with the argument of weaker muscular strength compared to men and were paid little for their hard work, as "not very efficient". In the same approach and due to stereotypes that wanted the woman "too emotional, to be objective and to deal with situations with clarity", but also because of the competitive mood of men, which of course remained unacknowledged, she tackled lower and more unhealthy jobs, which of course side-lined her and prevented her from making important decisions and tasks of high interest. As at home, so in the workplace, she took on roles that required her to simply carry out orders. Of course, the fact that in the beginning women did not have access to education and the majority was not even literate, due to patriarchal coercion and social machinations, acted as a catalyst to avoid the assignment and taking of key jobs. However, the tolerance of low wages and staying in inferior jobs was not the only "reef" in the professional development of women. In order to occupy a job, they had to endure various humiliations. Sexual harassment, teasing, physical, verbal and even psychological violence were just a few of the problems they faced in their workplace. And yet, the violation of their rights was considered "normal" and "self-evident", until it began to gradually decline in Europe, with the dawn of the 21st century, where the influx of women into the workplace is growing rapidly. Today the female workforce reaches about thirty percent (30%) in Europe, and is constantly growing. In modern Greece, the position of working women has been significantly upgraded, although in all European countries offered for women's work, our country is in 25th place, with the first being occupied by Sweden. Therefore, although there have been institutional changes and legislative reforms not only in Greece, but throughout Europe, some stereotypes have not been completely eliminated from the common perception. A typical example is the phenomenon of unemployment, which seems to affect women much more than men, who are preferred, especially in high-ranking jobs.

Leadership in any organisation and athletic leadership directly influence the mood for employee performance, the level of commitment they feel for their work, the cohesion of teams and their orientation towards achieving general and specific goals and the mission of the organisation. Leadership behaviour in sports contexts develops and improves the quality of relationships and therefore indirectly but catalyses the athletic performance of athletes and athletic efficiency and behaviour in general.

All through the 20th century, sport has developed into a global inclination. At the present time, the sports elite symbolise its capacity and excellence and it is accepted that representing teams and nations in major events has resolved into an enormous industry. Nevertheless, efforts are being made in Europe to spread the idea of "Sport for All", a tendency that draws attention to considerable sections of the inhabitants. Despite the fact that traditional sports and games, like modern ones, were invented by men, women as we have seen from the above collection of data related to the most important aspects of sports increased moderate but ceaseless access at all levels and its shapes. Olympic Sports functioned as a means of social emancipation, not only for women, but also for excluded social groups (national, religious, social minorities). However, in many areas from leadership involvement and media coverage the gender gap yet subsists. The causes for the continuing inequality in sport are almost identical to those that prevail in all sectors of society. In recent decades, however, the inclusion of women in sport has become intensified and we entertain a hope that these advancements will pave the way for the promotion of gender fairness in all sections and at all stages of sport.

New leadership behaviours that are considered more functional and effective in the future require complementary forms of leadership, with men and women adopting "complementary elements" in the leadership style they adopt. It is a form of administration based on the "androgynous" style, a proposal of postmodern feminism, where both sexes beyond stereotypes can draw elements from a "common ground". This position therefore suggests that each leader has at his disposal two different groups of characteristics and patterns of leadership behaviour, from which he selects and uses the appropriate ones for each occasion.

According to the results of the dissertation research process the percentage of women in senior positions, in terms of hierarchy and pay, does not correspond in the percentage of their total participation both in the companies and in this case in the

sports leadership. Women have a low presence in the leadership of sports. More specifically, while the quantity of women is constantly increasing in the lower and middle management positions, their efforts to achieve higher levels in the hierarchy are hampered. Prejudices, stereotypes and traditions are a major deterrent and hinder the professional development of women and their rise to the top and highest management of sports despite the fact that they have knowledge and experience are not lacking and are willingly possessed and their abilities and skills are equal or sometimes even superior to some of their male colleagues, who end up at the top of leadership.

Female representation in executive positions is not in perfect proportion to the majority of female leaders, on the contrary, the number of those who occupy high-ranking administrative positions in the sports hierarchy is small. The weakened presence of women remains a certain reality and partially substantiates the view that they are excluded from high-ranking positions. While women leaders have the formal and substantive qualifications to participate in management and outperform their male counterparts in measurable evaluation criteria, they seem to be under-represented in high-ranking positions in the hierarchy. The continuing differences between the sexes confirm the need to remove barriers to the full involvement of women in decision-making centres. It is a necessity to fight the rooted gender stereotypes, which shape the roles of women in society and affect the imbalance in paid work. Therefore, for the purpose of insuring that the most adequate involvement of women in administrative positions, further binding measures should be introduced at national level.

The women in this study cited as the most important characteristics the leader's ability to inspire, to have vision and passion. They emphasise the recognition of their abilities, the desire to shape the corporate strategy and bring about change and the fact that development would be the next logical step for their career.

Both sexes in the research, however, argue that the fair management of their human resources and not the unbalanced management based on gender, push them to more and more best practices, constantly exploring new ways of working together and balancing professional and personal life, so that are able to provide appropriate structures and support for the career development of all their staff, but also women in senior management positions. Interviewees argue that a woman can do it by

combining career and family. Balancing the two big chapters in a woman's life mainly requires the support of her family.

The connection of male executives with talented, up-and-coming female executives, helps to realise, on the part of men, the potential of women. It also provides a safe environment where women can challenge stereotypes and tacit prejudices, and where male leaders can allow themselves to explore how they unconsciously contribute to maintaining gender inequality. The more male leaders become more aware of this issue and change their mindset, the easier it is to address systemic barriers in an organisation.

Men and women are inclined to contrast not as it were in their genuine social conduct, but moreover within the way they are anticipated to act in society. Capacity, initiative and aggressive strategies are considered as characteristics of men while on the contrary emotion, tolerance and socialisation describe the female forms of leadership. However, both the questionnaires and the interviews showed that although the above may be researched, the answers showed that men who had female associates in leadership did not separate them from themselves and that they had the same passion and skills for the development and the improvement of the sports sector – management and the leadership of its.

From the completion of the leadership questionnaire, it seemed that the Laissez-faire model prevailed. The acceptance of a more participative, non-hierarchical, adaptable and team-oriented way of governing and leading includes female characteristics, which now allows women to have more demands in the field. Based on this, women seem to perform better than men in leadership positions that require interpersonal communication and collaboration skills.

In addition, based on questionnaires and interviews, the presence of women in senior management increases diversity in terms of information, enriches management behaviours and motivates women in the middle strata of the hierarchy. In addition, women with different experiences enrich the view of important strategic issues. Women seem to be encouraged to participate more broadly in decision-making, are more receptive to sharing power and information, and keep open channels of communication both inside and outside the space.

It was also reported that women are to a smaller degree hierarchical and to a greater degree synergic than men, while at the same time emphasising that women

like to distribute power, with few exceptions, as stated by somebody who was bullied by another woman who was afraid of forfeit her position.

Although it appeared based on the answers to the questionnaire about their characteristics that women have more androgynous characteristics, the family and friendly environment of the sample is the most important source of support. Moreover, and in order not to create conflicts based on these characteristics, mentoring is beneficial. When mentoring is designed to meet women at critical junctures in their careers, it boosts their confidence in their abilities and potential. Mentoring deals with how leadership styles evolve effective mentoring allows women to be themselves and develop their own, authentic leadership style, instead of adopting more 'masculine' styles that they observe at higher, hierarchical, levels.

According to a common confession from the present research, the woman in a predominantly male-dominated context "fights" vigorously for the acquisition of a position with an identity but also its usefulness in it. Given the conditions and the already formed social and sports attitudes, the "struggle" of the female sex continues with the ultimate goal of stabilising its position and using it for an improved and more quality life, especially of athletes within the teams and in general.

Future research and thoughts

More research is required to grow our perspective in ways where subordinates may carry on contrarily when driven by a female versus a male supervisor, equally in conditions of negative work-related behaviours which will specifically affect the group's bottom line (e.g., expanded work withdrawal and absenteeism), in addition to the terms of negative behaviours against leaders who may weaken her authority (e.g., expanded intrusions during staff meetings; challenging leader decisions, etc.).

The query of whether female leaders inspire these sorts of behaviours to the same extent or less than male leaders. The reason given to investigate this possibility remains unexplored, probably because there is no strong theory.

Powerful women at the same time make a difference in power without losing their position to justify their role. Further research is needed to identify ways that can be effectively disregarded.

Addition research will investigate the ways in which making less severe dominance is efficacious and others in which it may bring unwanted results.

In what manner the attribute of women's connections and notorieties direct the assessment and viability of their self-advocacy. It is additionally conceivable that there are critical subtleties of the linguistic or non-verbal methodologies that these women utilised to self-defence.

Did the in-depth understanding of the institutionalised standards of career promotion revealed in the navigation report a high degree self-control? Does a high self-control tendency make it less demanding for women to make statements of authority claims that would request to authoritative appeal to values and standards of authenticity?

Whether self-depiction as an advocate of key commerce business thoughts frees women from self-advocacy gender ties by permitting them to assert authority for their own purposes rather than for their career advancement?

Future inquire may also consider the sanctioning account implementation and story-telling. From a social–psychological point of view, researchers consider how evaluators react to pioneering and navigated explanations of women's career development, and women's assertions of leadership in the form of ideas. Sometimes women sense greater psychological relief from the burden of self-promotion to personal progress.

It is moreover crucial to give consideration to the issue of female leaders (increasing numbers) in connection to the broader issues of quality of life (QWL) and democracy in the workplace.

Inquiry is needed to further investigate the effectiveness of other forms of leadership, containing objective measurements of performance.

Researchers need to proceed to endeavour to comprehend the processes the underlying processes of discrimination and their adverse effects and to recognise the conditions under which it can thrive.

Limitations of the study

Three of the interviewees did not have time for an interview and asked me to send them questions, which they answered in writing (the President of IOA and HOA (EΘNOA) Mr. Isidoros Kouvelos, the President of HOC (EOE) and member of IOC Mr. Spyridon Kapralos and the President of the Hellenic Badminton Federation, Victoria Hatzina). Mr. Katsiadakis Emmanuel also did not answer the questionnaires

(refused) except in the interview for this and the initial questions are formulated. Mrs. Vlachoutsikos has returned to Greece and is active in the Hellenic Fencing Federation and the HOC. Elections were held in the Federations and changes were made in the administrations. As a result, Ms. Hatzina is no longer president. The same happened to Mr. Synadinos and Mr. Vasileiadis. On the other hand, however, Mrs. Palli became the new President of UIMP (EOMOP) and Mrs. Vlachoutsikos took a position in the FHE. Likewise, Mr Filis became the representative of the Hellenic Wrestling Federation in the Hellenic Olympic Committee. Eventually there were others who had agreed to take part but at the last minute did not participate.

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APPENDICES

Appendix I – Answers of MLQ5x short

List of charts

Chart 1

I provide others with assistance in exchange for their efforts.

Παρέχω βοήθεια ως αντάλλαγμα των προσπαθειών των υφισταμένων μου
13 απαντήσεις
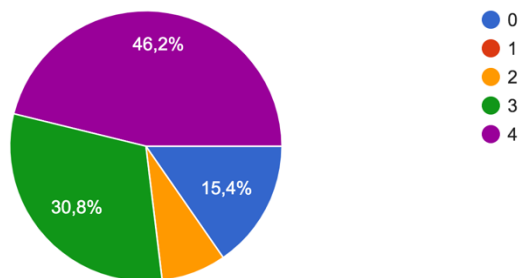
Chart 2

I re-examine critical assumptions to question whether they are appropriate.

Επανεξετάζω κρίσιμα στοιχεία που θεωρούνται δεδομένα και αναρωτιέμαι αν αυτά είναι κατάλληλα
13 απαντήσεις
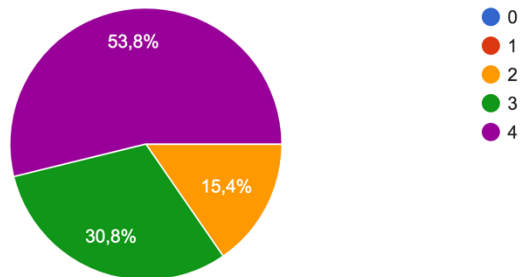
Chart 3

I fail to interfere until problems become serious.

Δεν παρεμβαίνω μέχρι τα θέματα/ προβλήματα να γίνουν σοβαρά
13 απαντήσεις
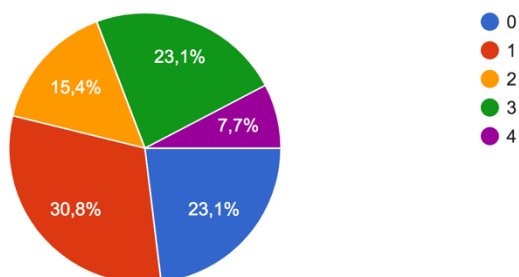
Chart 4

I focus attention on irregularities, mistakes, exceptions, and deviations from standards.

Εστιάζω την προσοχή μου σε αντικανονικότητες, λάθη, εξαιρέσεις και πρότυπα απόδοσης/αποκλίσεις από τα standards
13 απαντήσεις
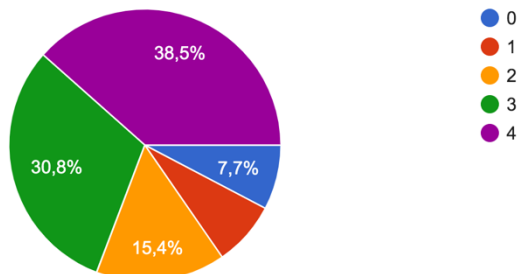
Chart 5

I avoid getting involved when important issues arise.

Αποφεύγω να αναμειχθώ/εμπλακώ όταν ανακύπτουν σημαντικά ζητήματα/προβλήματα
13 απαντήσεις
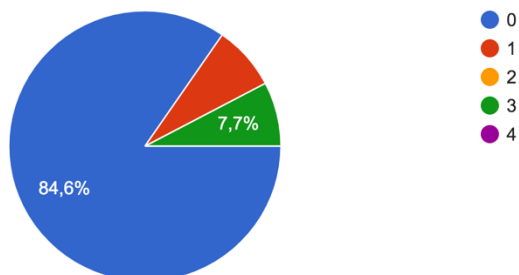
Chart 6

I talk about my most important values and beliefs.

Αναφέρομαι στις δικές μου σημαντικές αξίες και πεποιθήσεις
13 απαντήσεις
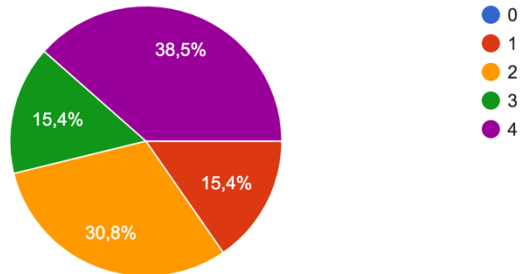
Chart 7

I am absent when needed.

Είμαι απών/απούσα όταν με χρειάζονται/ έχουν ανάγκη
13 απαντήσεις
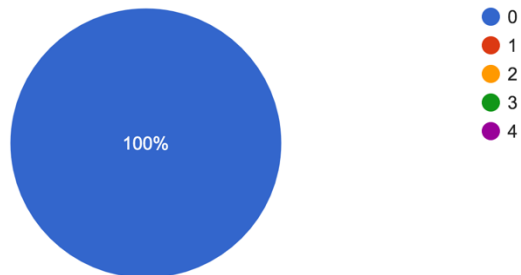
Chart 8

I seek differing perspectives when solving problems.

Αναζητώ διαφορετικές οπτικές γωνίες κατά την αντιμετώπιση των προβλημάτων
13 απαντήσεις
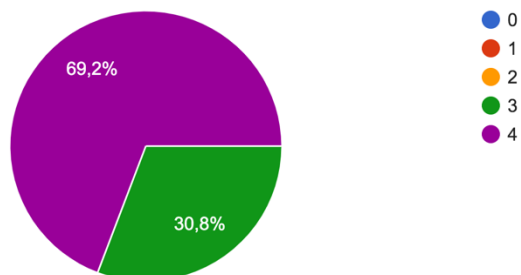
Chart 9

I talk optimistically about the future.

Μιλάω με αισιοδοξία για το μέλλον
13 απαντήσεις
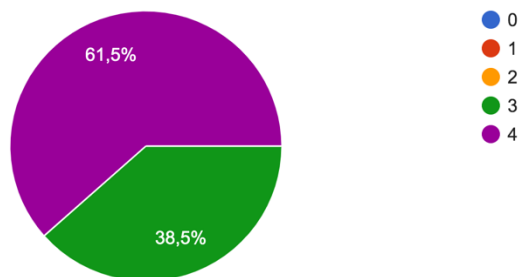
Chart 10

I instill pride in others for being associated with me.

Κάνω τους υφιστάμενούς μου να νιώθουν υπερήφανοι που συνεργάζονται μαζί μου/Νιώθω
υπερήφανος-η που δουλεύω μαζί τους
13 απαντήσεις
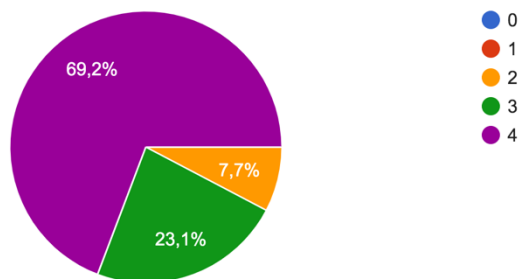
Chart 11

I discuss in specific terms who is responsible for achieving performance targets.

Δηλώνω με σαφήνεια ποιος είναι ο υπεύθυνος για την επίτευξη συγκεκριμένων στόχων
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

46,2%
7,7%
46,2%
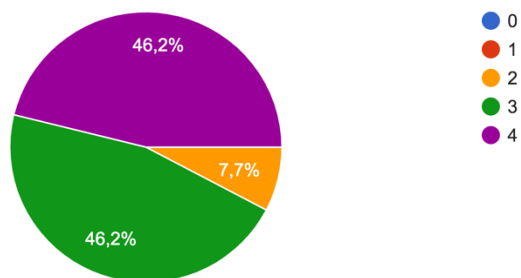
Chart 12

I wait for things to go wrong before taking action.

Περιμένω να πάει κάτι στραβά για να επέμβω
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

15,4%
76,9%
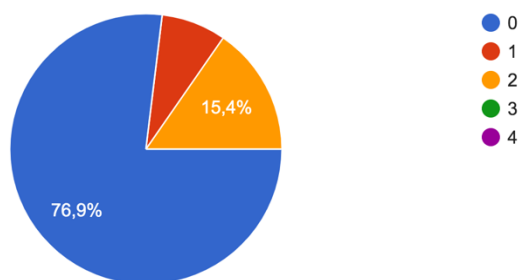
Chart 13

I talk enthusiastically about what needs to be accomplished.

Μιλάω με ενθουσιασμό για τις ανάγκες που πρέπει να επιτευχθούν
13 απαντήσεις
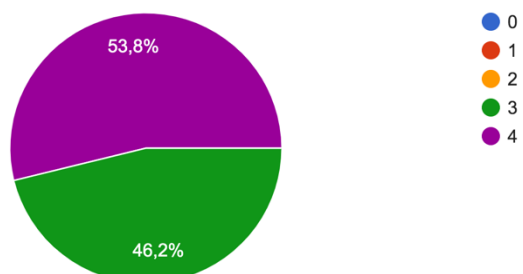
Chart 14

I specify the importance of having a strong sense of purpose.

Καθορίζω τη σπουδαιότητα έχοντας ισχυρή αίσθηση του σκοπού
13 απαντήσεις
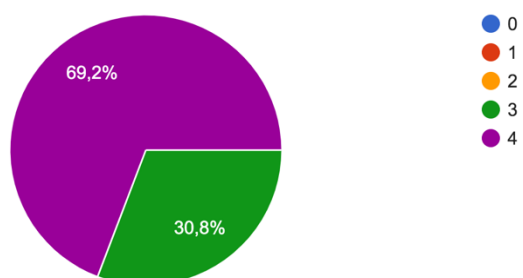
Chart 15

I spend time teaching and coaching.

Αφιερώνω χρόνο στο να διδάσκω και να καθοδηγώ
13 απαντήσεις
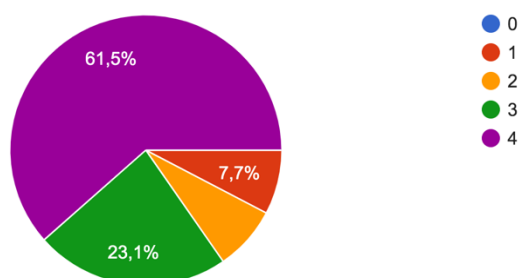
Chart 16

I make clear what one can expect to receive when performance goals are achieved.

Κάνω ξεκάθαρο τι αποτέλεσμα περιμένει να πάρει κάποιος όταν επιτευχθούν οι στόχοι/τι οφείλουν να περιμένουν μετά την ολοκλήρωση του σχεδίου
13 απαντήσεις
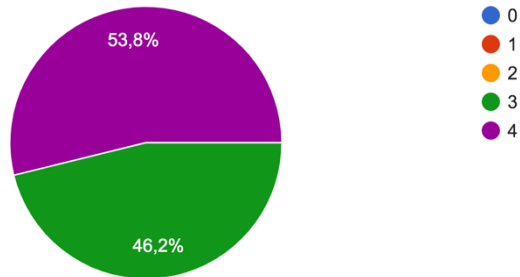
Chart 17

I make clear that I am a firm believer in "if it ain't broke, don't fix it".

Είμαι/Φαίνεται να είμαι σταθερός-ή στην άποψη: «Εάν δεν είναι χαλασμένο, μην το φτιάξεις»
13 απαντήσεις
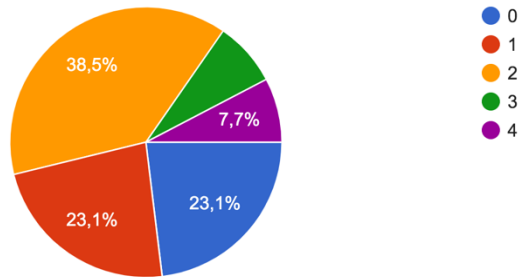
Chart 18

I go beyond self-interest for the good of the group.

Βάζω το καλό της ομάδας πιο πάνω από το προσωπικό/ατομικό μου συμφέρον
13 απαντήσεις
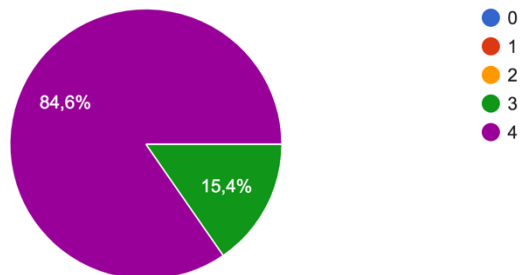
Chart 19

I treat others as individuals rather than just as a member of a group.

Αντιμετωπίζω τον κάθε υφιστάμενό μου ως ξεχωριστό άτομο παρά απλώς ως μέλος της ομάδας
13 απαντήσεις
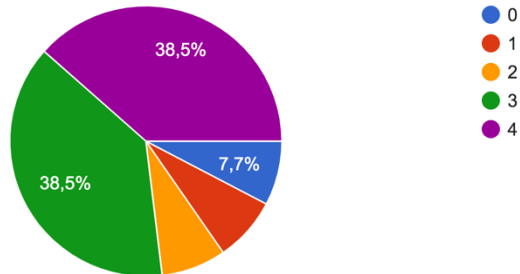
Chart 20

I demonstrate that problems must become chronic before I take action.

Ακολουθώ την τακτική ότι τα προβλήματα πρέπει να γίνουν χρόνια πριν αναλάβω δράση
13 απαντήσεις
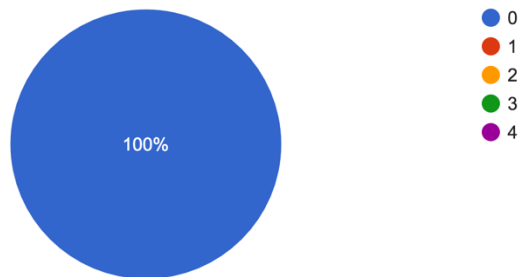
Chart 21

I act in ways that build others' respect for me.

Λειτουργώ κατά τρόπο που κερδίζω τον σεβασμό των υφιστάμενών μου
13 απαντήσεις
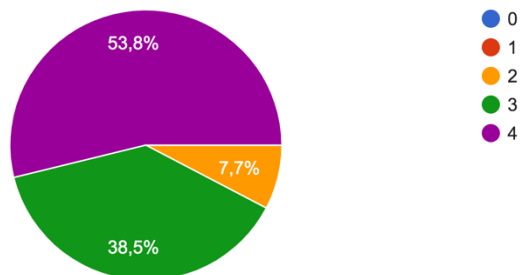
Chart 22

I concentrate my full attention on dealing with mistakes, complains, and failures.

Επικεντρώνω την προσοχή μου αποκλειστικά στη αντιμετώπιση λαθών, παραπόνων και αποτυχιών
13 απαντήσεις
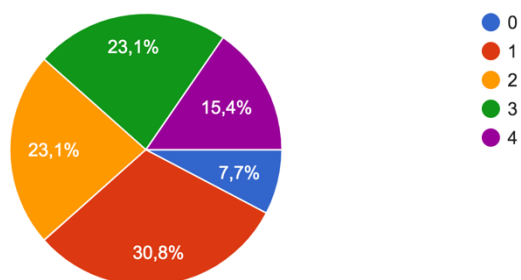
Chart 23

I consider the moral and ethical consequences of decisions.

Σκέφτομαι τις ηθικές συνέπειες των αποφάσεών μου
13 απαντήσεις
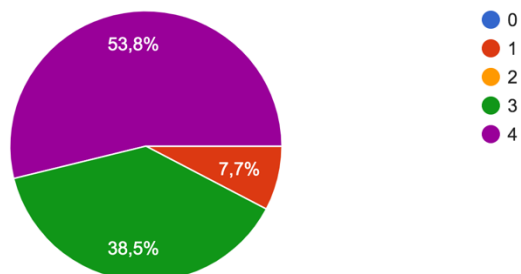
Chart 24

I keep track of all mistakes.

Παρακολουθώ κάθε λάθος που γίνεται/Είμαι ο τύπος του ηγέτη/της ηγέτιδας που παρακολουθεί τα λάθη των υφισταμένων
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4
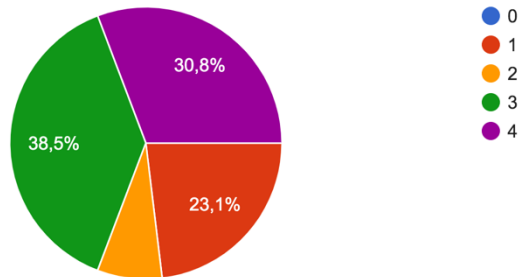
Chart 25

I display a sense of power and confidence.

Αποπνέω/Επιδεικνύω αίσθημα δύναμης και αυτοπεποίθησης/εμπιστοσύνης
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4
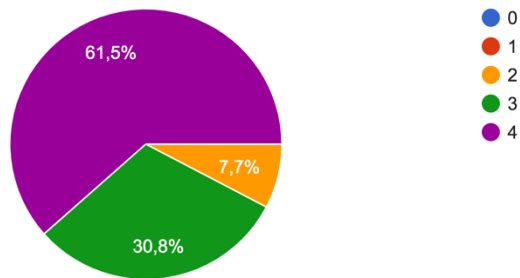
Chart 26

I articulate a compelling vision of the future.

Προβάλλω ένα συναρπαστικό όραμα για το μέλλον
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4
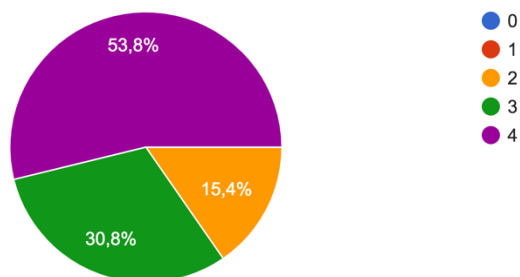
Chart 27

I direct my attention towards failures to meet standards.

Εφιστώ/Στρέφω την προσοχή στον υφιστάμενό μου όταν δεν ανταποκρίνεται στα standards/προς τις αποτυχίες προκειμένου να επιτευχθούν οι στόχοι

13 απαντήσεις
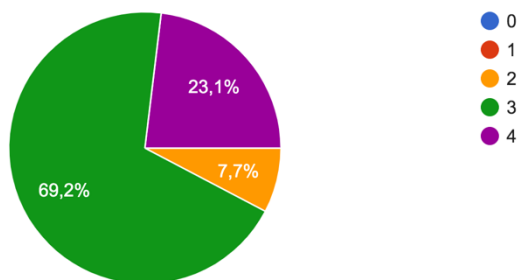
Chart 28

I avoid making decisions.

Αποφεύγω να παίρνω αποφάσεις

13 απαντήσεις
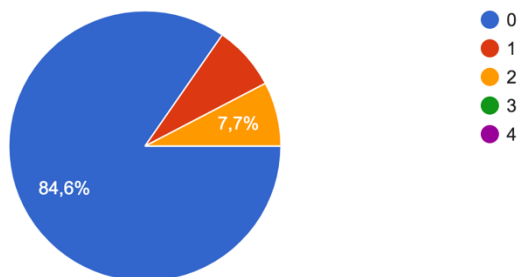
Chart 29

I consider an individual as having different needs, abilities, and aspirations from others.

Αντιμετωπίζω, σε σύγκριση με τους άλλους, τον κάθε υφιστάμενό μου ως άτομο με διαφορετικές ανάγκες, ικανότητες και φιλοδοξίες
13 απαντήσεις
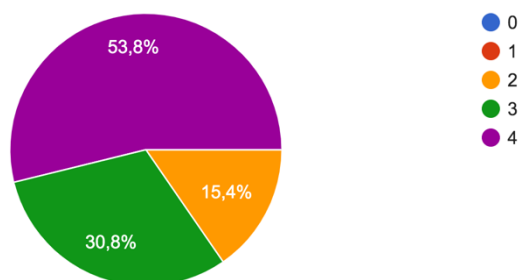
Chart 30

I get others to look at problems from many different angles.

Παροτρύνω τους υφιστάμενούς μου να βλέπουν τα πράγματα/ προβλήματα από πολλές διαφορετικές οπτικές γωνίες
13 απαντήσεις
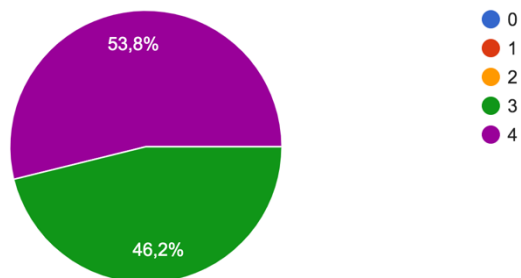
Chart 31

I help others to develop their strengths.

Βοηθώ τους υφιστάμενούς μου να αναπτύσσουν τις δυνατότητές/ικανότητές τους
13 απαντήσεις
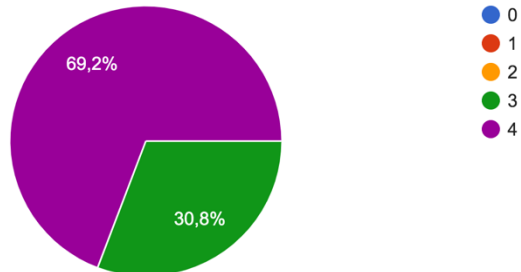
Chart 32

I suggest new ways of looking at how to complete assignments.

Προτείνω νέους τρόπους προσέγγισης με τους οποίους μπορούμε να επιδιώξουμε την ολοκλήρωση ενός έργου
13 απαντήσεις
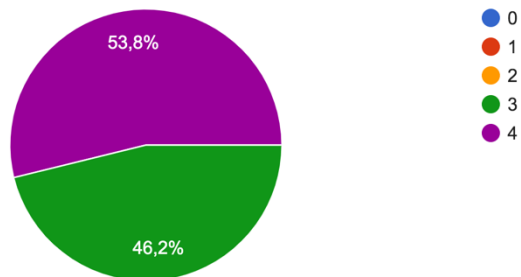
Chart 33

I delay responding to urgent questions.

Καθυστερώ να δώσω λύση/απαντήσω σε επείγοντα ζητήματα/ερωτήματα
13 απαντήσεις
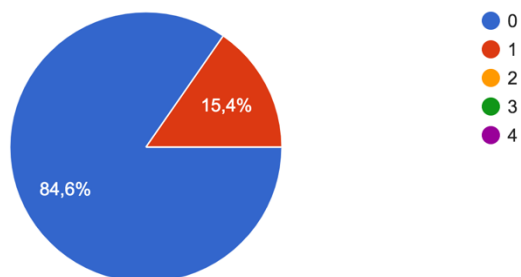
Chart 34

I emphasize the importance of having a collective sense of mission.

Δίνω έμφαση στο πόσο σημαντικό είναι να υπάρχει μια συλλογική αίσθηση της αποστολής
13 απαντήσεις
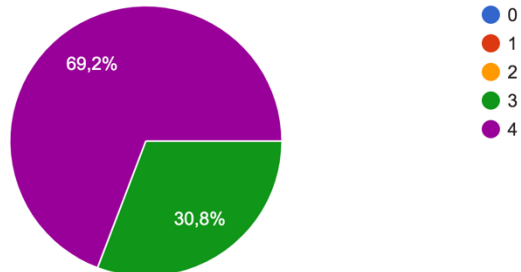
Chart 35

I express satisfaction when others meet expectations.

Εκφράζω ικανοποίηση όταν οι υφιστάμενοί μου ανταποκρίνονται στις προσδοκίες μου
13 απαντήσεις
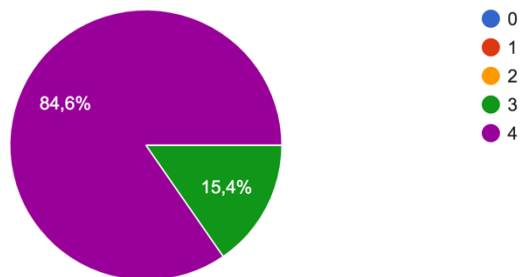
Chart 36

I express confidence that goals will be achieved.

Εκφράζω την πεποίθηση ότι οι στόχοι θα επιτευχθούν
13 απαντήσεις
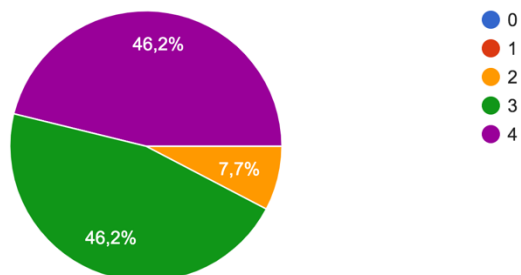
Chart 37

I am effective in meeting others' job-related needs.

Ανταποκρίνομαι αποτελεσματικά στις ανάγκες των υφιστάμενών μου που σχετίζονται με τη δουλειά
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

61,5%
38,5%
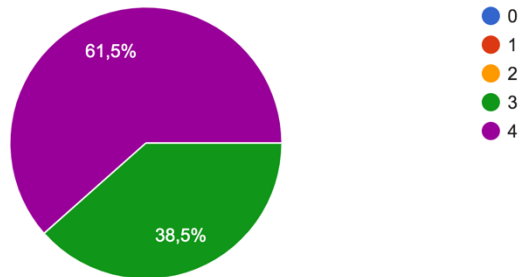
Chart 38

I use methods of leadership that are satisfying.

Χρησιμοποιώ ικανοποιητικές μεθόδους ηγεσίας
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

38,5%
61,5%
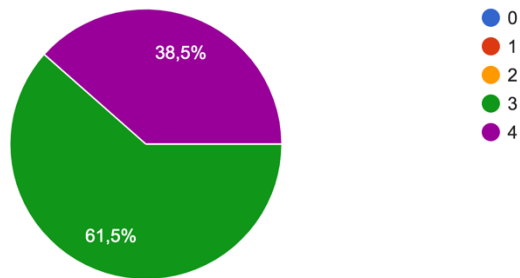
Chart 39

I get others to do more than they expected to do.

Καταφέρνω να κάνουν οι υφιστάμενοί μου περισσότερα και από ότι θα περίμεναν οι ίδιοι
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

30,8%
46,2%
23,1%
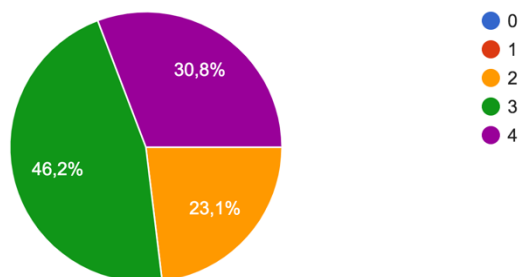
Chart 40

I am effective in representing others to higher authority.

Αντιπροσωπεύω αποτελεσματικά τους υφιστάμενούς μου σε υψηλότερα κλιμάκια
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

76,9%

7,7%

15,4%
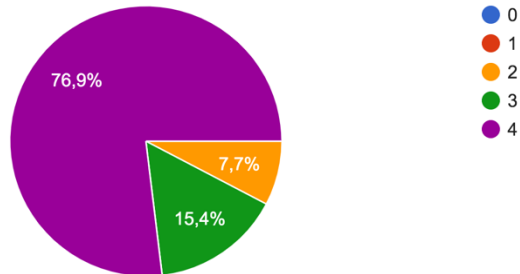
Chart 41

I work with others in a satisfactory way.

Συνεργάζομαι με τους υφιστάμενούς μου με ικανοποιητικό τρόπο
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

69,2%

30,8%
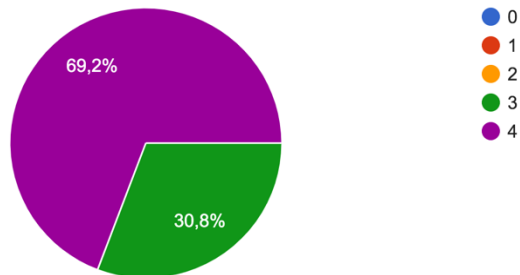
Chart 42

I heighten others' desire to succeed.

Αυξάνω την επιθυμία των υφισταμένων μου για επιτυχία
13 απαντήσεις

- 0
- 1
- 2
- 3
- 4

53,8%

46,2%
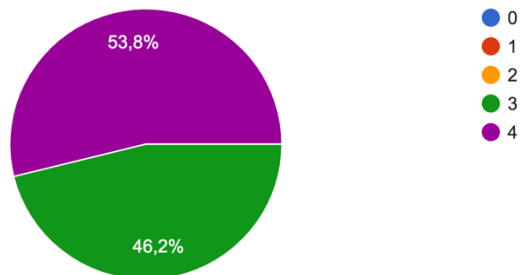
Chart 43

I am effective in meeting organizational requirements.

Ανταποκρίνομαι αποτελεσματικά στις απαιτήσεις της θέσης μου
13 απαντήσεις
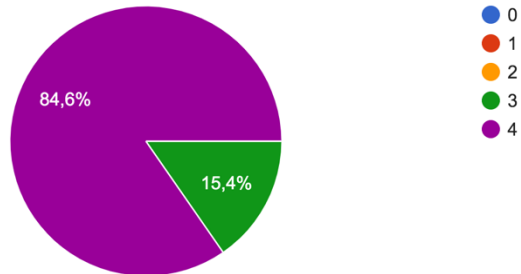
Chart 44

I increase others' willingness to try harder.

Αυξάνω την προθυμία των υφισταμένων μου να προσπαθούν για περισσότερα
13 απαντήσεις
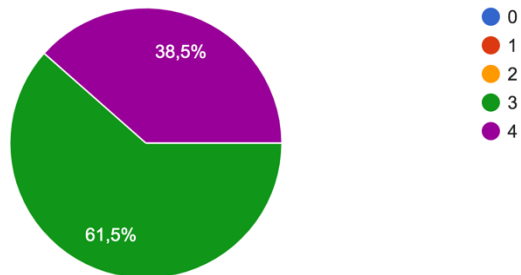
Chart 45

I lead a group that is effective.

Ηγούμαι μιας ομάδας που είναι αποτελεσματική
13 απαντήσεις
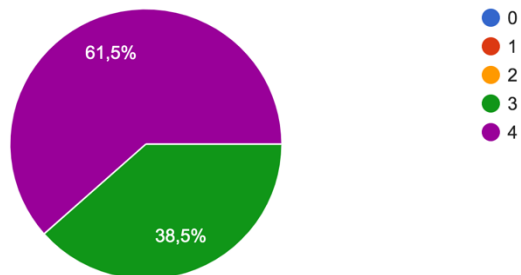
Appendix II – Answers of BSRI

List of charts

Chart 1

Αυτάρκης/ Αυτοδύναμος-η (self-reliant)
13 απαντήσεις
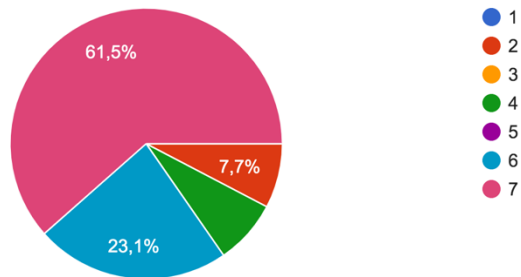
Chart 2

Υποχωρητικός-ή/Συμβιβαστικός-ή (yielding)
13 απαντήσεις
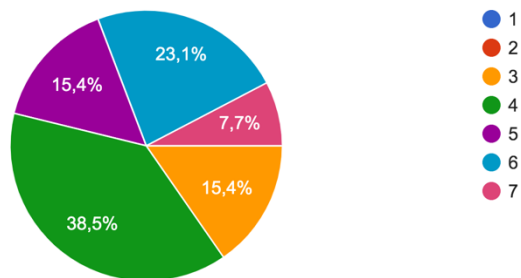
Chart 3

Εξυπηρετικός-ή/ Χρήσιμος-η (helpful)
13 απαντήσεις
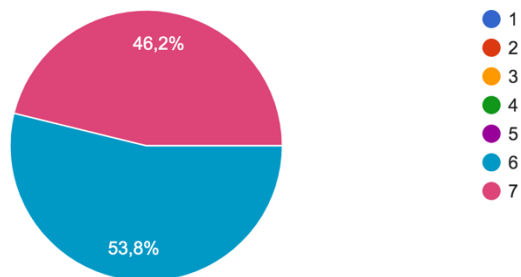
Chart 4

Υπερασπίζεται τις απόψεις του/της (defends own beliefs)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7

46,2%

53,8%
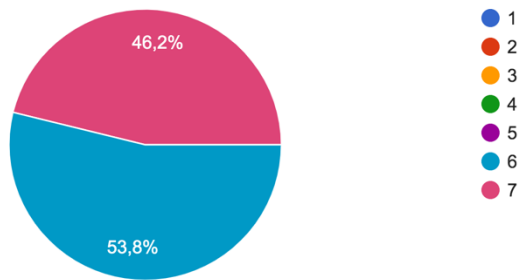
Chart 5

Χαρούμενος-η/Ευδιάθετος-η (cheerful)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7

46,2%

7,7%

30,8%

15,4%
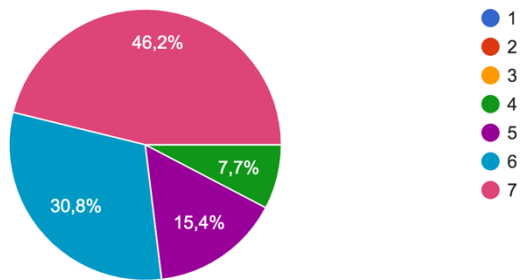
Chart 6

Κυκλοθυμικός-η/ Ευέξαπτος-η (moody)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7

23,1%

7,7%

61,5%
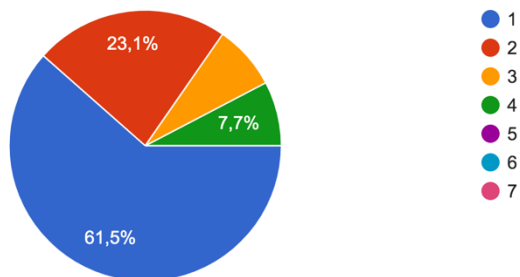
Chart 7

Ανεξάρτητος-η/Αυτοτελής (independent)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
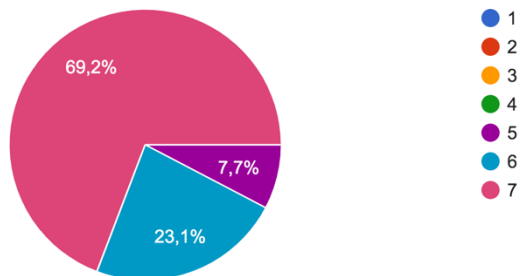
Chart 8

Συνεσταλμένος-η/ Διστακτικός-ή (shy)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
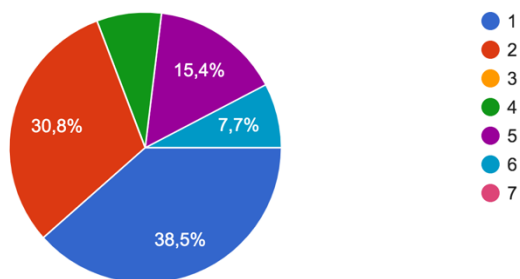
Chart 9

Επιμελής/ Ευσυνείδητος-η (conscientious)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
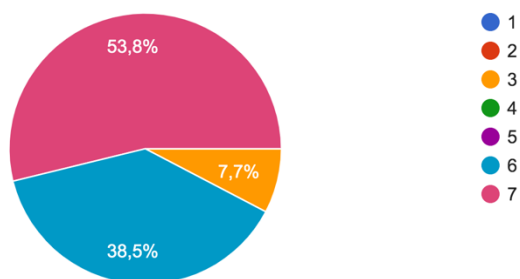
Chart 10

Αθλητικός-ή/ Γυμνασμένος -η (athletic)
13 απαντήσεις
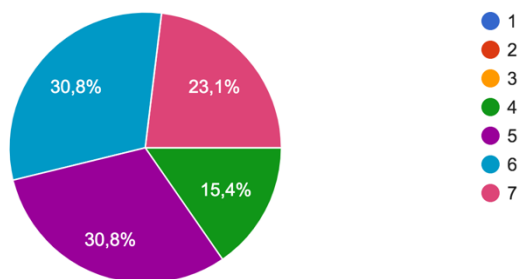
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Στοργικός-ή/ Τρυφερός-ή (affectionate)
13 απαντήσεις
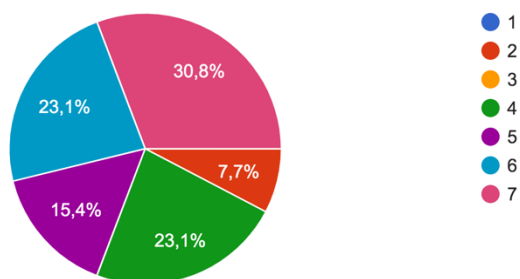
Chart 12

Παραστατικός-ή/ Θεατρινίστικος-η (theatrical)
13 απαντήσεις
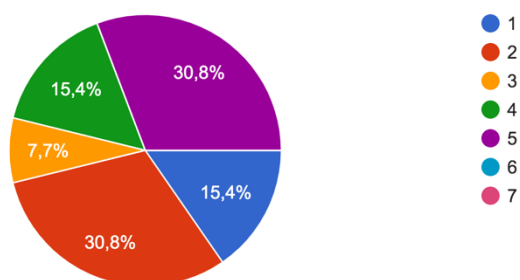
Chart 13

Αποφασιστικός-ή/ Δυναμικός-ή (assertive)

13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

76,9%

23,1%
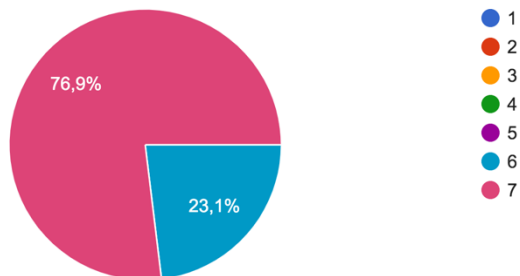
Chart 14

Ανοιχτός-ή στην κολακεία (flatterable)

13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

15,4%

7,7%

30,8%

30,8%
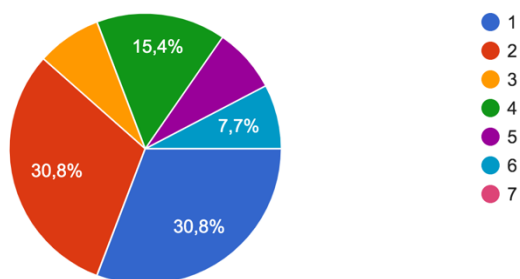
Chart 15

Ευτυχισμένος-η/ Χαρούμενος-η (happy)

13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

46,2%

30,8%

23,1%
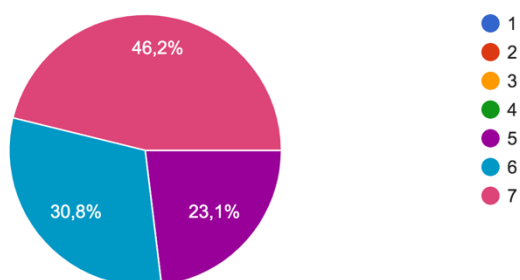
Chart 16

Δυνατή/ισχυρή/έντονη προσωπικότητα (strong personality)
13 απαντήσεις
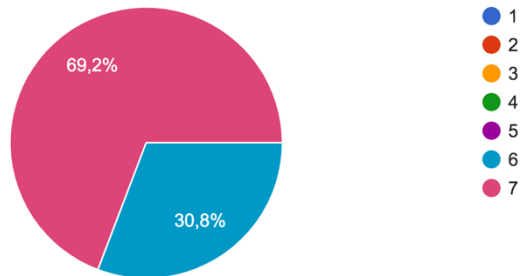
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Πιστός-ή (loyal)
13 απαντήσεις
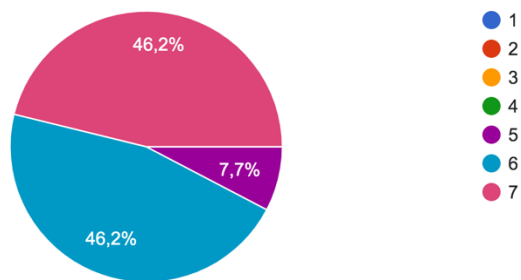
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Απρόβλεπτος-η/ Ασταθής (unpredictable)
13 απαντήσεις
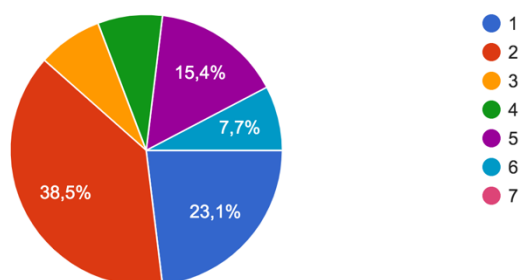
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Δυνατός-ή/ Δυναμικός-ή (forceful)
13 απαντήσεις
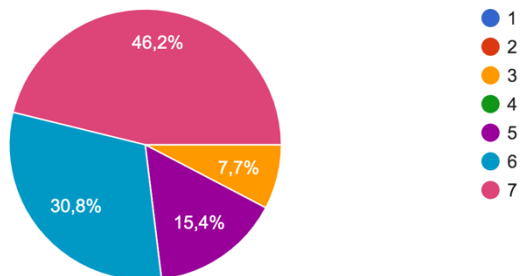
Chart 20

Θηλυκός-ή/ Γυναικείος-α (feminine)
13 απαντήσεις
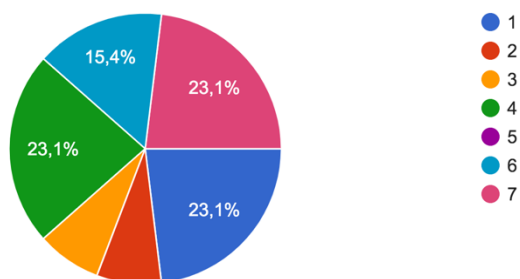
Chart 21

Αξιόπιστος-η/ Φερέγγυος-α (reliable)
13 απαντήσεις
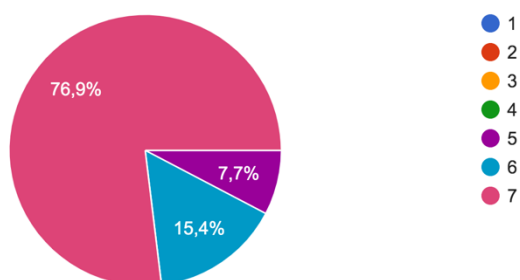
Chart 22

Αναλυτικός-ή (analytical)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

46,2%
23,1%
7,7%
23,1%
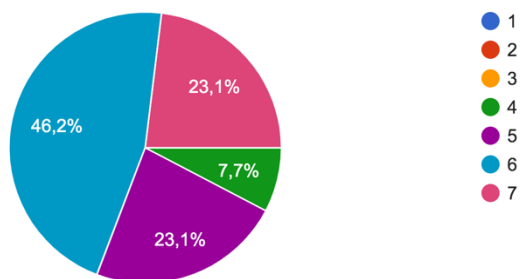
Chart 23

Συμπονετικός-ή/ Δείχνει κατανόηση (sympathetic)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

46,2%
23,1%
30,8%
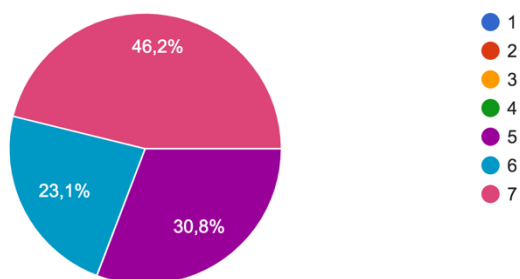
Chart 24

Ζηλιάρης-α/ Ζηλότυπος-η (jealous)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7

15,4%
7,7%
69,2%
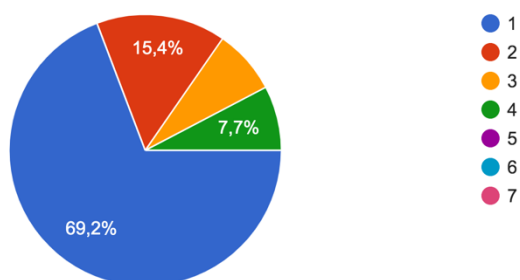
Chart 25

Έχει ηγετικές δυνατότητες/ικανότητες (has leadership abilities)
13 απαντήσεις

Legend:
- 1
- 2
- 3
- 4
- 5
- 6
- 7

61,5%
7,7%
30,8%
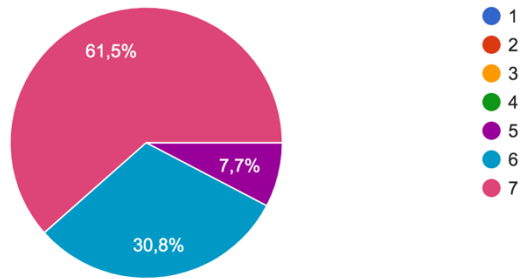
Chart 26

Ευαίσθητος-η στις ανάγκες των άλλων (sensitive to the needs of others)
13 απαντήσεις

Legend:
- 1
- 2
- 3
- 4
- 5
- 6
- 7

30,8%
7,7%
38,5%
23,1%
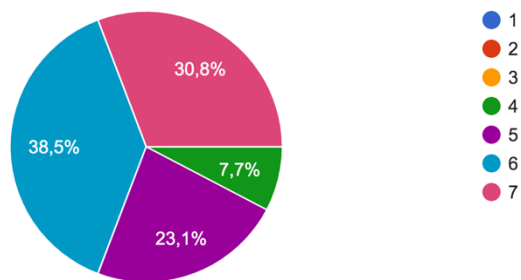
Chart 27

Ειλικρινής (truthful)
13 απαντήσεις

Legend:
- 1
- 2
- 3
- 4
- 5
- 6
- 7

61,5%
38,5%
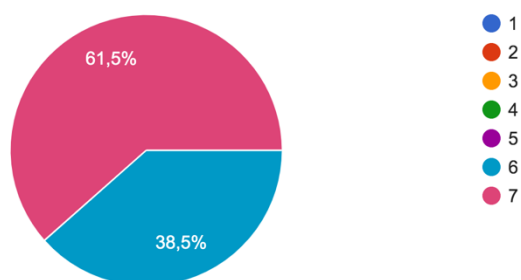
Chart 28

Πρόθυμος-η να διακινδυνεύσει/να πάρει ρίσκα (willing to take risks)
13 απαντήσεις
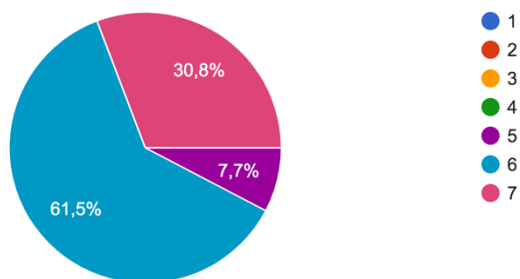
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Δείχνει κατανόηση/ Έχει αντίληψη (understanding)
13 απαντήσεις
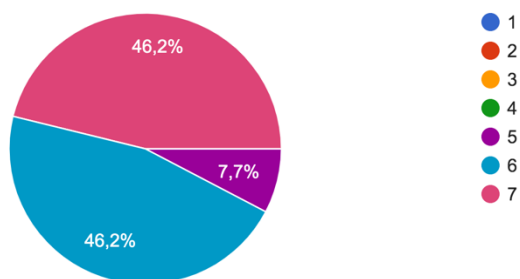
Chart 30

Κρυψίνους/ Μυστικοπαθής (secretive)
13 απαντήσεις
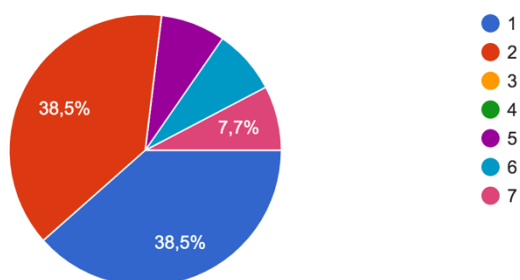
Chart 31

Παίρνει αποφάσεις εύκολα (makes decisions easily)
13 απαντήσεις
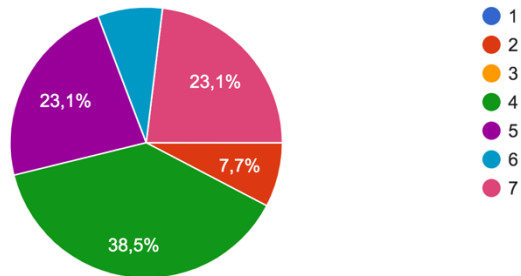
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Συμπονετικός-ή (compassionate)
13 απαντήσεις
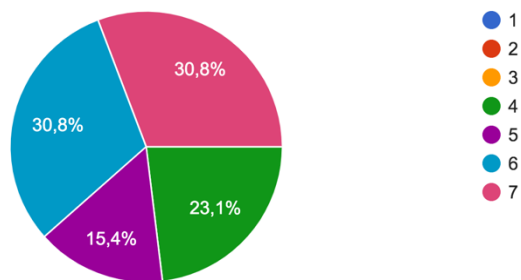
Chart 33

Ειλικρινής (sincere)
13 απαντήσεις
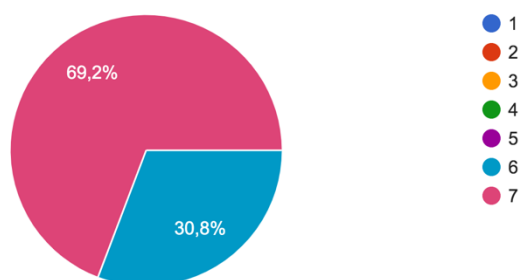
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Ανεξάρτητος-ή/ Αυτόνομος-η (self-sufficient)
13 απαντήσεις
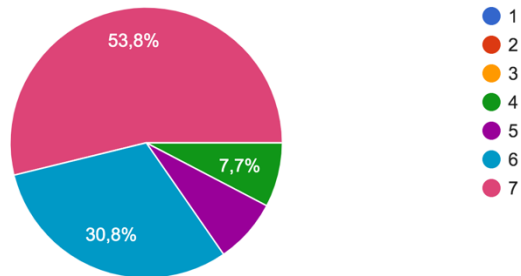
Chart 35

Πρόθυμος-η να κατευνάσει τα αρνητικά του/της συναισθήματα (eager to soothe hurt feelings)
13 απαντήσεις
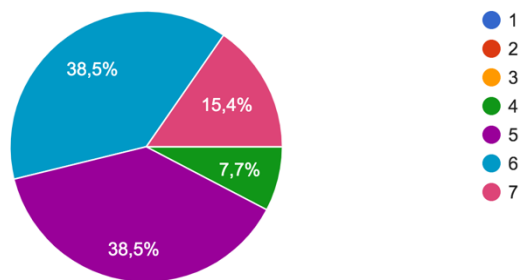
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Αλαζόνας/ Υπερόπτης (conceited)
13 απαντήσεις
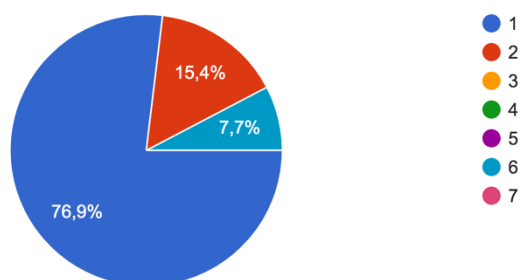
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Κυρίαρχος-η (dominant)
13 απαντήσεις
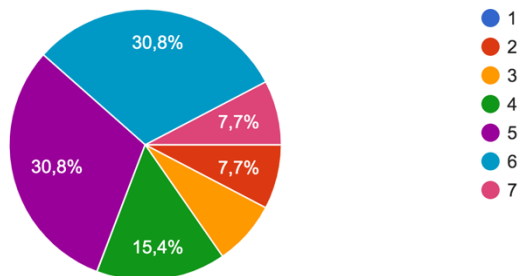
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Γλυκομίλητος-η/ Ομιλεί χαμηλόφωνα (soft-spoken)
13 απαντήσεις
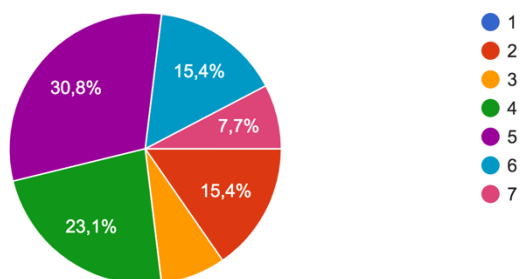
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Συμπαθής/ Αξιαγάπητος-η (likeble)
13 απαντήσεις
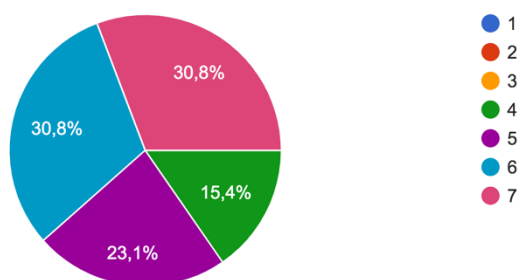
Chart 40

Αρρενωπός-ή/ Αρσενικός-ή (masculine)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
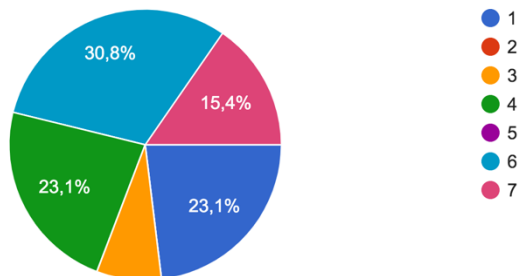
Chart 41

Θερμός-ή/ Με τρυφερότητα (warm)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
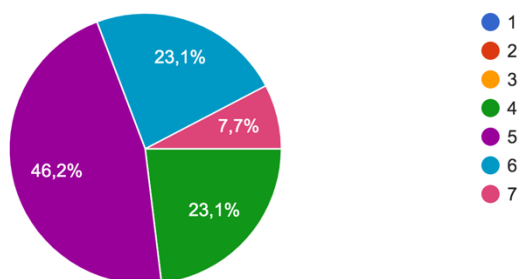
Chart 42

Σοβαρός-η/ Αγέλαστος-η (solemn)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
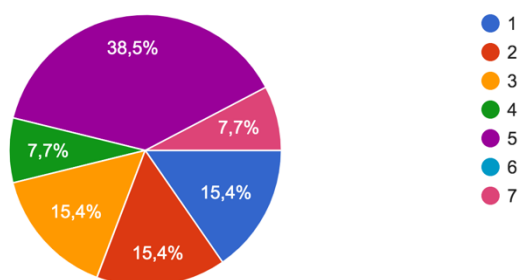
Chart 43

Πρόθυμος-η να εκφράσει την άποψή του/της (willing to take a stand)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7
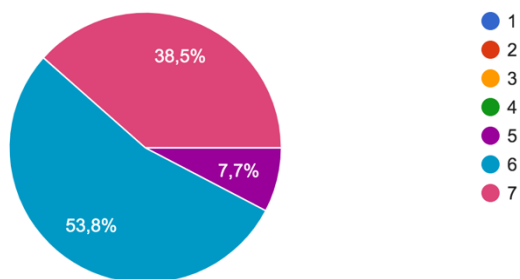
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Τρυφερός-ή/ευαίθητος-η/στοργικός-ή (tender)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7
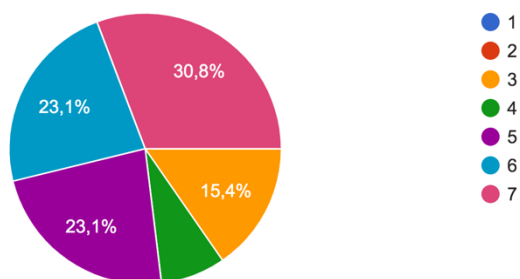
Chart 45

Φιλικός-η (friendly)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7
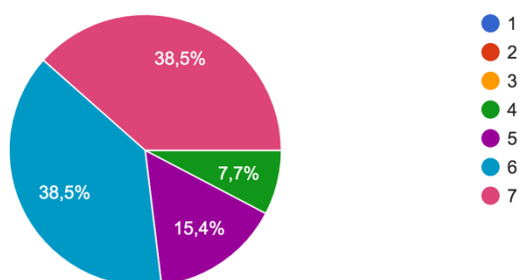
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Επιθετικός-ή/ευέξαπτος-η/ευερέθιστος-η (aggressive)
13 απαντήσεις
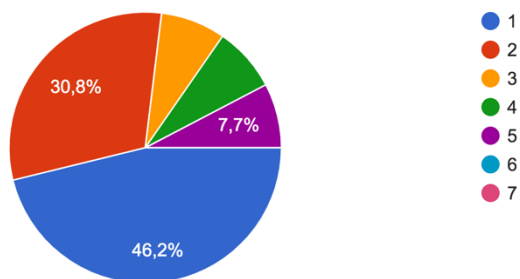
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Εύπιστος-η/ευκολόπιστος-η/αφελής (gullible)
13 απαντήσεις
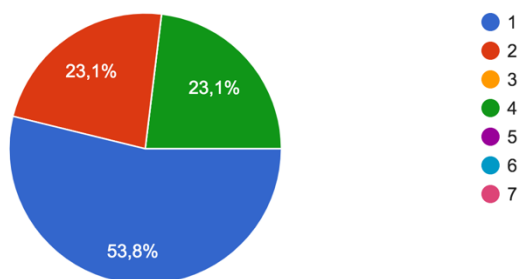
Chart 48

Αναποτελεσματικός-ή/αντιπαραγωγικός-ή (inefficient)
13 απαντήσεις
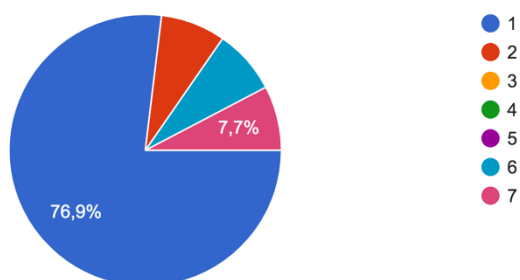
Chart 49

Ενεργεί σαν αρχηγός/ηγέτης/επικεφαλής (acts as a leader)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
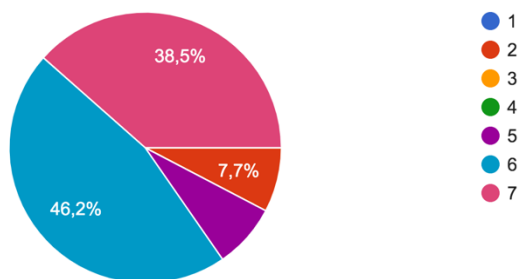
Chart 50

Παιδικός-ή/παιδιάστικος-η (childlike)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
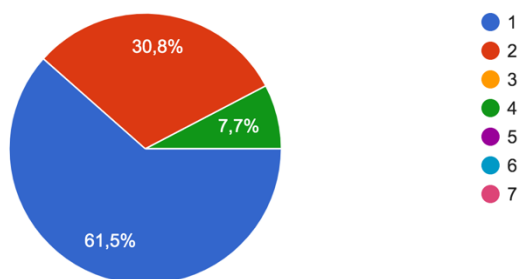
Chart 51

Ευπροσάρμοστος-η/ Ευέλικτος-η (adaptable)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
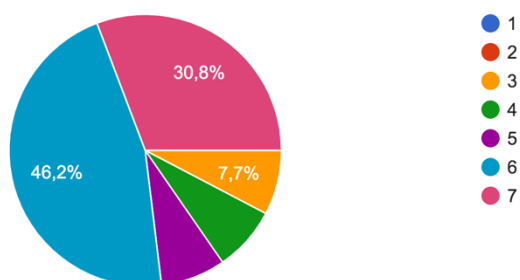
Chart 52

Ανεξάρτητος-η/μοναδικός-ή/ιδιαίτερος-η (individualistic)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
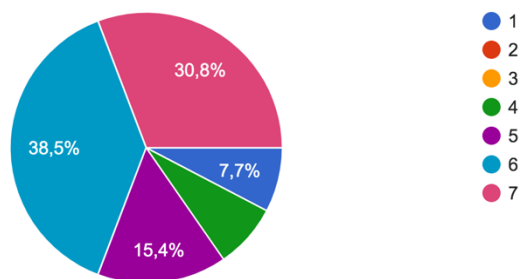
Chart 53

Δεν χρησιμοποιεί σκληρή γλώσσα (does not use harsh language)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
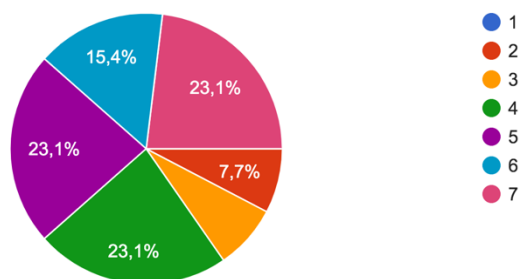
Chart 54

Ανοργάνωτος-η/ Ασυστηματοποίητος-η (unsystematic)
13 απαντήσεις

●	1
●	2
●	3
●	4
●	5
●	6
●	7
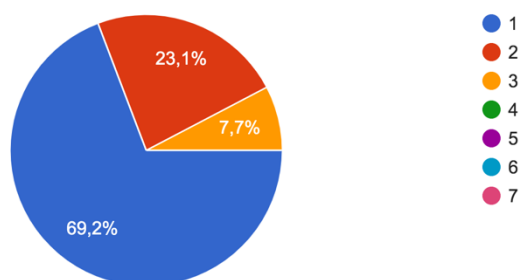
Chart 55

Ανταγωνιστικός-ή (competitive)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7
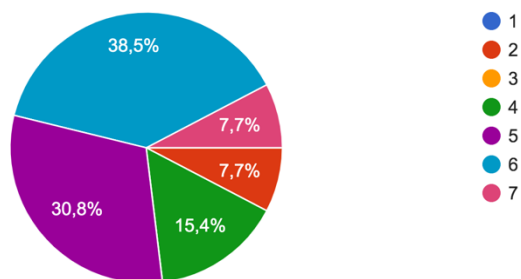
Chart 56

Αγαπά τα παιδιά (loves children)
13 απαντήσεις

- 1
- 2
- 3
- 4
- 5
- 6
- 7
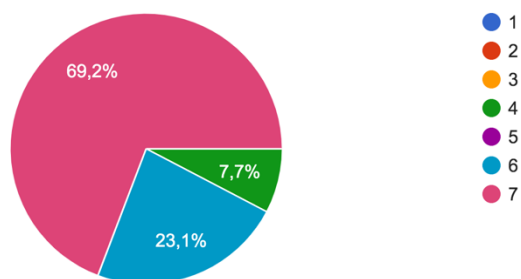
Chart 57

Διακριτικός-ή/ Με τάκτ (tactful)
13 απαντήσεις
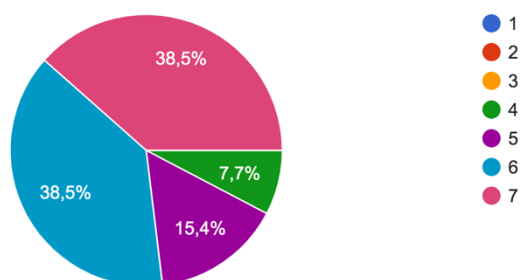

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Chart 58

Φιλόδοξος-η (ambitious)
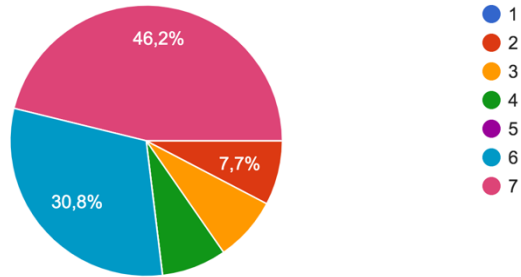13 απαντήσεις

Chart 59

Πράος-α/ήπιος-α/ευγενικός-ή (gentle)
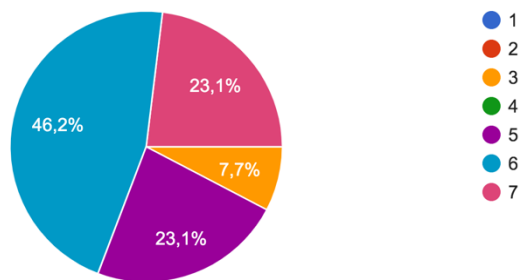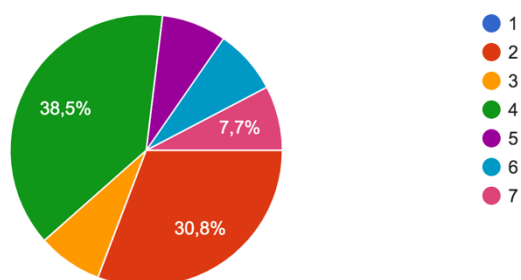13 απαντήσεις

Chart 60

Συμβατικός-ή/ Κοινότυπος-η (conventional)
13 απαντήσεις

Appendix III – Declaration of Consent

Δήλωση Συγκατάθεσης για Συμμετοχή σε Επιστημονική Έρευνα

Αγαπητή Κυρία / Αγαπητέ Κύριε,

Καλείστε να συμμετάσχετε σε μια επιστημονική έρευνα του Διεθνούς Μεταπτυχιακού Προγράμματος "Olympic Studies, Olympic Education, Organization and Management of Olympic Events" του Πανεπιστημίου Πελοποννήσου και της Διεθνούς Ολυμπιακής Επιτροπής.

Ο τίτλος της έρευνάς μου είναι: "Greek Women as Sports Leaders-masculine, feminine or androgynous characteristics?". Θα διεξάγω μια συγκριτική μελέτη που θα εξετάζει τα χαρακτηριστικά ενός/μία ηγέτη/ηγέτιδας στο παγκόσμιο αθλητικό στερέωμα.

Η επιλογή των συνεντευξιαζόμενων δεν είναι διόλου τυχαία. Επιλέχθηκαν με συγκεκριμένα κριτήρια και με σκοπό να διερευνηθούν τα χαρακτηριστικά των πετυχημένων ηγετών.

Ως εκ τούτου καλείστε να δηλώσετε τα προσωπικά σας στοιχεία , να απαντήσετε σε ερωτηματολόγια που αφορούν στο φύλο και την ηγεσία και να συμμετέχετε στην επακόλουθη συνέντευξη.

Όπως προανέφερα, η επιλογή δεν ήταν τυχαία. Αντιλαμβάνεστε πως δεν θα είναι μια ανώνυμη έρευνα αλλά συγκεκριμένη και θα αφορά εσάς αποκλειστικά και τα χαρακτηριστικά σας στις ηγετικές θέσεις που κατέχετε. Θα ήθελα λοιπόν τη συγκατάθεσή σας για να χρησιμοποιήσω το όνομά σας και τα αποτελέσματα της έρευνάς μου στην εργασία μου.
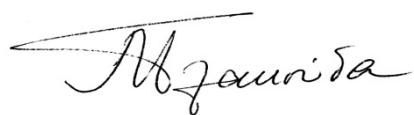
Σας διαβεβαιώ πως μόνο εκπαιδευτικό και ερευνητικό χαρακτήρα θα έχουν. Επιπλέον σας υπενθυμίζω πως η συμμετοχή σας στην εν λόγω επιστημονική έρευνα είναι εθελοντική και μπορείτε να αποχωρήσετε από την έρευνα ανά πάσα στιγμή χωρίς καμία συνέπεια/κύρωση, ανακαλώντας τη συγκατάθεσή σας στα email plakouda_k2004@yahoo.gr, kplakouda@gmail.com ή καλώντας / στέλνοντας μήνυμα στο +30 6972021732.

Υπογράφοντας στο τέλος του εγγράφου δηλώνετε πως συναινείτε να συμμετάσχετε στην έρευνα και να δημοσιευτεί το όνομά σας και τα αποτελέσματα των χαρακτηριστικών που διερευνώ.

Σας ευχαριστώ εκ των προτέρων,

Με εκτίμηση,
Κατερίνα Πλακούδα.

Δήλωση Συγκατάθεσης: Έχω διαβάσει τις ανωτέρω αναφερόμενες πληροφορίες και συμφωνώ να συμμετέχω στη συγκεκριμένη επιστημονική έρευνα

Ονοματεπώνυμο:............................

Ημερομηνία: ....

Υπογραφή: ....

Appendix IV – BSRI Permission

For use by Aikaterini Plakouda only. Received from Mind Garden, Inc. on March 17, 2021

Permission for Aikaterini Plakouda to reproduce 50 copies within three years of March 17, 2021

Bem Sex Role Inventory Original Form, Short Form, and Scoring Guide by Sandra Lipsitz Bem

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Appendix V – MLQ 5x-short Permission

For use by Aikaterini Plakouda only. Received from Mind Garden, Inc. on March 17, 2021

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Multifactor Leadership Questionnaire Instrument (Leader and Rater Form) and Scoring Guide (Form 5X-Short) English and Greek versions by Bruce Avolio and Bernard Bass

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