MSoc.Sc. in Organisational Innovation and Entrepreneurship

Master thesis:

Heroes and She-roes;

A critical discourse analysis of what autobiographies contribute to leadership discourse and the differences and similarities between female and male authors herein.

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Preface

Leadership has always been a subject of interest of mine and I have had the chance to visit several branches within the discourse in work situations and over my years as student. A second subject which has been close to my heart ever since I was a young girl is the discussion of gender and specifically sexism. It is terrible, but necessary, to reflect upon how many young women today misinterpret the word feminism and what it stands for. The idea of gender and what we attribute to it has gotten so out of hand that we today, despite all our knowledge and research, fail to see that men and women are equal. Throughout this thesis I have tried to discuss my findings and theories with friends and family and I am quite appalled with some reactions and how lonely it has been with my thoughts. To some the idea of gender is what they build their world around and do not want to discuss what a genderless society would mean for both men and women.

I wish to be a business leader one day and I know that I have as much competences as any man and hope that the misleading idea that the female gender does not have the right attributions will soon be vanished. A second wish for the future is for more female business leaders to write their life narrative and use autobiographies as a medium to the same extent as the male business leaders and this will hopefully change the leadership discourse into something where the notion of gender does not matter. We learn in this thesis that discourses are in no way fixed, but ever changeable and merely by composing this thesis I am changing the discourse as I write.

Special thanks to Stefan Meisiek who gave me the idea to study business leaders' autobiographies with a gender perspective. I could not see the depth at times but eventually found my core of interest back. Thank you!

Copenhagen, September, 2013

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Abstract

The back bone of this thesis is the constructivist perspective and it is with this point of view the key words leadership, gender and discourse are analyzed. Having this perspective means that you see the world as a social creation and whatever the event, specific or general, it is caused by outer forces and impressions.

An autobiography is not only to be seen as a book written by someone who wants to share his or hers life story, but rather a medium which together with other written texts and social influence constitutes what shapes discourses. Discourses are not fixed and the future of any discourse is not up to the individual, thus it is a social creation. This leads to the question on why discourses appear the way they do. Autobiographies' contribution to the leadership discourse is that they are used as a medium for the leader to show that he or she is adapting to whatever the followers attribute to what they think is a proper leader, i.e. managing the self in order to affirm that they live up to the norm within the discourse.

The answer to why the leadership discourse is dominated by men, which also gives a new dimension to the first research question, is found in the gender discourse theory where it is said that we attribute things depending on gender. We attribute strength, courage and poise to the male gender and shyness, hysteria and tenderness to the female gender. This means that we ourselves have created an image that leadership is only for men and not something suited for women. The idea that gender and what we attribute to it is something false and has merely been hanging on since the early theories on patriarchy is confirmed with the findings from the three female authors' autobiographies. The women prove that they have accomplished the same status in leadership as the male authors and further, that they do not write in an uninteresting manner as it has for a long time been believed by male researchers on narrative life writing since they continuously keep leaving women's life narratives out from the understanding of historical contexts. The similarities between the male authors and the female authors were vast and the differences came down to that the female authors did not use any stereotypes to improve their image while the male authors did. The female authors contribute to equalization between sexes within the leadership discourse through their autobiographies and the male authors continue to uplift the male stereotypes and therefore not contribute to any change within the male dominated discourse

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1 Introduction

"*Leadership is influence*" (John C. Maxwell, Forbes 100 quotes on Leadership 2010-10-06), who influences whom?

In our lifetime we encounter, in one way or another, people who change our lives and the way we look at the world. It could be a parent, teacher, friend or employer or someone completely unexpected. This person might be someone who inspires and motivate you and teaches you things. Perhaps this someone is someone you would call a leader. We are surrounded by leaders today and we face them at an early stage in school and government and most of us have later in our lives a leader of some sort at our work place and we continue to have one for the rest of our professional lives.

Despite our knowledge of some leaders behaving badly, abusing followers and manipulating in order to gain power, we feel the need for a leading figure. Even though we often feel cynical towards our leaders and scrutinize them we go on with our lives and leave affairs such as governmental decisions to people we call our leaders. Is this what leaders do? Make decisions in our place? Why should we listen to people from outside our family and how are we to know that they are not pursuing their own personal agenda and not listening to ours? We might also want to ask ourselves if our leader is representative of his or hers followers. As an example; how come there are few female leader representatives in comparison to men as they too are needed to represent half of the world's habitants? (Wodak 1997) And the question that comes from realizing this: what is needed to make the representation between sexes more equal?

How do leaders on national level, or leaders who are hard for the "common man" to hear, reach out to their listeners or followers? There are several methods such as press releases, interviews and biographies but these are all written by someone else and the personal voice of the specific leader might go lost. An old and well used method is the autobiography which is a

book narrated and written by the leading character himself. Once again, how are we to trust this type of outreach when we know that autobiographies are a medium for some to "*justifying* (authors..) *their own perception, upholding their reputation, disputing the accounts of others, settling scores, conveying cultural information, and inventing desirable futures, among others*" (Simth & Watson 2010 p.13) Is there any way for the reader/follower to analyze what is written and could it be that the text is part of something larger, an entire context and discourse even?

If one chooses to see the world as something created by the society and discourses as something clashing, colliding and coming together as new discourses continuously through medias such as the spoken and written word how are we to analyze our own part in things which is the crucial point here? Is our criticism and skepticism towards leaders misdirected? Agreeing on that the leader is a social construction, i.e. a mirror image of the followers' social construction; this must mean that the follower attributes things to the leader which he or she finds suitable for a leader. These are a vast variety of attributions such as color of skin, sex and activities. In this case it gets interesting to look into what the typical leader looks like. According to Wodak (1997) the typical leader is white and male. Why the leader is most often a white man, considering having the knowledge that changing a discourse is not a privilege given to a single man (or woman), but something that can be changed, is an enormous conundrum studied everyday across disciplines. What to do in order to stand up to the patriarchy which rules within the leadership discourse remains somewhat of a mystery.

Autobiographies written by women have existed for hundreds of years, but have been neglected as sources of creating historical context continuously throughout the years of research (Smith and Watson, 2010) and today this is still a fact. Even though autobiographies can be used as a medium to create and sculpt a desired image of oneself it is also a powerful medium when trying to get a message through. Maybe this is as good medium as the other when trying to re-sculpt the leadership discourse?

Feminist discourse theory tells us that the idea of gender is something socially constructed (Wodak, 1997). This means that whatever we attribute to gender, such as stereotypes, is changeable and not something fixed to a specific sex. Based on this, how are we to analyze the fact that today's leadership discourse is lead by men? Should there not be a chance to change this idea of what is attributed to genders, as these ideas are something we have made up and ought not be the variable on which we decide who gets to be a part of a discourse such as the leadership discourse? Perhaps autobiographies written by female business leaders will offer this chance to diminish the idea of women's writing being uninteresting contributions to discourses in general and the leadership discourse in particular.

1.1 Problem area

In the scholar of leadership today we tend to focus on what the leader do for us as followers and how he or she influences us. We attribute and misattribute all sorts of feelings and ideas to our leader and reflect little on our own part in social creation. We worship leaders for their abilities and are close to obsession at times and we do this even if we suspect a leader to speak untrue. If changing the epistemological way to see the world and look at the phenomena differently we might find a completely different angle. The new angle might give counter play to the common way to analyze what is going on within the leadership discourse.

The opposite way of seeing things as something created and presented by the individual is to see things as something created by the social, i.e. a social constructivist point of view. If an autobiography is used as a medium to express, reveal, conceal, highlight or hide things about and by an individual then what is it good for if the texts are merely a product inspired by other people, discourses and contexts?

This thesis aims to give an understanding of what contributions autobiographies give to the leadership discourse and what differences there are between female and male authors herein.

1.2 Purpose

To present what contributions autobiographies give to the leadership discourse and what differences and similarities there are between male and female authors herein.

1.3 Research questions

A) What contributions do autobiographies give to the leadership discourse?

B) What differences and similarities are there between male and female authors herein?

2   Theoretical framework

In this chapter the grounded theory which will be used as foundation for the discussion will be presented. What the genre of autobiography is and how to read an autobiography is aimed to function as a background in order to know what to look for in the autobiographies, which are the material from which the findings will be retrieved, are first to be presented. A section with a historical background on women in life narratives will follow including a review of gender discourse theory. The gender critical section is addressing the research question regarding the male and female aspect in autobiographical writing and discourses and will together with theory on social construction constitute the core theory in this thesis since this is where most discussion will be drawn from. Additionally the theory chapter will go through impression management and aesthetic leadership as these theories create an understanding to why and how leaders express themselves the way they do.

2.1   The Genre of Autobiography

Autobiography stems from the Greek language and is translated as "self-life-writing" and is referred as a book that is written by someone who wants to tell his or hers life story. Autobiography is not to be confused with biography where the "self" is not included and the life of a third person is described by someone else (Smith and Watson, 2010).

"1) The autobiography presents a generally factual account of an individual subject's life, 2) the progression of time in an autobiography is usually linear and limited to the subject's lifetime or a significant portion thereof, and 3) the reader of autobiography expects a "story-structure" or narrative framework to give order to the events described by the author."(Tulley 2010)

Story structure and progression of time are something that is often used as a device to characterize fiction, yet autobiographies ought to be based on truth and this is where the previous discussion about conception and construction of truth becomes interesting. In order

for the autobibliographical truth to be confirmed the author simply must create authenticity. It is on the question of what truth is and if it can be changed over time or even establish something as the absolute truth skepticism occurs by people who aim to scrutinize texts within the genre (Smith and Watson, 2010).

We are in our early stages of life trained to anchor a special importance to "one kind of selfhood", that is our extended self. We do this much to the extent that we ultimately consider this extended self as our identity's signature. This extended self is a stew of our memory and anticipation, boiled down and developed over time. It is the extended self the reader studies when reading an autobiography or memoir, thus the author knows nothing but to portray the extended self (Eakin 2004).

Something that always causes debate when it comes to autobiographies is the matter of "authenticity". In order for the reader to sense the level of how believable a story or part of the book is the author must offer "evidence" of authenticity. Examples of evidence are often tangible things, i.e. letters, articles, photos etc. and not merely memories. There often lacks tangible evidence in autobiographies and the material often exists of almost entirely memories, yet autobiographies are trending in our society because of our quest of finding answers to our own concerns in life in the words of the author. Even though authenticity is debated among critics, the reader absorbs the experience of another and tries on the author's jacket in order to see what he or she will look like in the mirror, i.e. the author gives away pieces of the extended self for the reader to try on (Conway 1998). The memoir or autobiography gives a space which can be used as playground for the reader and the opportunities are vast; understanding yourself or your surroundings, escaping your own reality and entering someone else's or simply rummaging the author's experiences, feelings and life events without damaging your own. Reading an autobiography is said to give the same type of satisfaction as watching films, reading about celebrities or playing games, thus it is a loop hole in which you can enter someone else's reality and skip your own (Nicol 2009).

Autobiographies link together a myriad of different disciplines as well as discourses; literature, history, sociology, cultural studies. *"Autobiography makes trouble: it is difficult to define as a distinct genre, on the borderline between fact and fiction, the personal and the social, the popular and the academic, the everyday and the literary"* (Marcus 1994 cited in Cusslett and Summerfield 2000, p. 20)

In the disciplines of medicine and psychotherapy, autobiography is considered a means of confession, accusation, legitimation, authority and shame. We wish to show our self-knowledge and we do this by creating and presenting stories about the self in a form called life writing (Cosslett and Summerfield 2000).

2.2   Interpretation of life narratives

The main difference between biographies and autobiographies, also called life writing, is that in biography someone else writes about him- or her and collects documents and evidence and interpret this someone's life in contrast to life writing where the subject write about their own lives predominantly. Another difference is in what order the book is written. A biography is always retrospective and even though the reader follows the book chronologically forward, they are composed "backward", i.e. the writer starts with present events and go backwards in order to find "answers". A third difference is the one of how many levels a writer can include in terms of the "I". A writer of a biography can merely come in contact with the public and historical person of subject and never reach a second level which includes what the person of subject feels "inside". This second level is what the autobiographer deals with when trying to balance the outer self with the inner self, i.e. how the writer observed himself in a situation versus how the public viewed him. Although, a question remains, can we ever really see ourselves through the eyes of someone else (the public)? (Smith & Watson 2010)

When life writers address a certain event in history or present it might come across as something part of the truth and in a way the writer contributes to history and truth making, but important to keep in mind is that the life writer also includes "*justifying their own perception, upholding their reputation, disputing the accounts of others, settling scores, conveying cultural information, and inventing desirable futures, among others*" (Simth & Watson 2010 p.13) In order to reduce autobiographical narration down to something more "closer to the truth" one has to peel off the rhetorical, literary, ethical and political dimensions.

1.1 How to read an autobiography according to Smith & Watson (2010)

2.2.1 Agency

On the question of gaining agency the matter is on how to change the narratives or "write back" the social stories and context that have formed or scripted them into who and what they are. The writers have a unique opportunity to choose their life writing and even the potential to alter and intervene in the already existing social and political formations. The readers must ask themselves if the writer is aware that he or she is *"reproducing or interrupting cultural scripts"* (Smith & Watson 2010, p. 236). Further, how do the writers negotiate with themselves on what topics to present and what kind of stories to tell? *"How, for instance, do particular women write around cultural strictures about female duty, virtue, and modesty when they are engaged in the act of telling their life stories for publication?"* (Smith & Watson 2010, p. 236). To what extent can a narrator interpret his or hers life and acknowledge the limits of knowing ourselves? Does the writer somewhere give signs of understanding his or hers limits of self-knowing?

2.2.2 Audience and Addressee

The question on who the author might want to address when writing their autobiography can be clear to the writer from the beginning or might be hidden in the back of their subconscious. The writer often chooses to name a specific reader with name and "title", such as spouse, children, wife, friends etc. The reader must have a critical view and not simply trust this

because when reading an autobiography, new audiences might be detected from the language or anecdotes being used. One must question if there might be a reason to why there are specific people being mentioned in the forewords as being the objects to which the autobiography is addressing. Does the text incline somewhere what kind of reader the author wants you to be? Are you supposed to be critical, sympathetic or forgiving? Are you to be learning from the text or are you to be idolizing the author? How does one detect these more or less subtle messages and are they explicit or embedded in the narrative? (Smith & Watson 2010)

2.2.3   Authority and Authenticity

There are common expectations on whose life is worth reading about and notions on who are considered to have led a life worth sharing and ought to be of interest to a broader public. We are also inclined to expect that there are people who hold direct knowledge and experience on events and are therefore suited to give their words on a specific happening or time period. We tend to trust blindly on whose words "count" merely by letting our fascination and curiosity of the event of interest getting the overhand. The reader must therefore question the author's "right" to give his or hers view on a story and search for evidence that shows why the author owns these rights and where he or she proves authenticity, i.e. the right to "own" the subject. If the author does not feel he or she owns the subject, does the author mention other authorizing figures which give the story authenticity? At some point the author must reassert the use of "I" in an autobiography. The reader must make the decision to whether the "I" is reasserted by the owning of the subject or if the life writer finds other ways to make the "I" authentic and assuring (Smith & Watson 2010).

2.2.4   The autobiographical "I"

Within the "I"'s of the text there lies many embedded values and assumptions. A task for the reader is to identify what is hidden, or exposed, in this "I". Is the author an outsider, a celebrity? Does race, ethnicity, sexuality, status or class play a significant role? When reading

the autobiography the narrating "I" might not look the same throughout the story. The "I"'s might change shapes and the way the "I" is presented sometimes does not look the same, e.g. the young years of the author might be described with a tone that is self-critical., naïve, romantic or defensive. If the "I"'s differ throughout the life writing, does the author pay special attention or put extra weight on a specific "I" in the text? Is the younger portrayed "I" more glorified than the middle aged "I"? Furthermore, how is the reader and the reading affected by the changing of "I"'s and can you see a life cycle? (Smith & Watson 2010)

2.2.5   Coherence and Closure

In the study of autobiographies it might be of interest to pay extra attention to possible "gaps" in the story. These gaps can be found in places where a lot of information gets swallowed into a hole and never gets dealt with further down the story line. Might these gaps contain information which might give the narrative an entirely different meaning? If the gap was not there and the author gave you an insight on what was hidden, would you see the narrative "I" in a different lighting? The closure of the book gives the author a chance to give closure to many things, e.g. his or hers entire life story. Does the ending give the narrate a tidy and clean closure and what does it look like? Does the closure wraps everything up and gives no space for further discussion or wondering? (Smith & Eatson 2010)

2.2.6   Ethics

An autobiography leaves the opportunity for the author to "tell the truth" about someone or something and the possibility to hang someone out to dry might be tempting. The consequences of doing so speak to ethics and what is and what is not a decent thing to write. Can the reader detect trails in the narrative that leads us to feel and think certain things about a person in the story? If so, does the narrator justify his or hers intentions of compromising the memory or reputation of someone? To what extent does the "I" serve the right to violate someone, through the eyes of the reader? And further, is it easy for the reader to follow the

feel of the narrator towards this specific person or persons and does the reader feel the need to think of the subject with the same type of violent norms? (Smith & Watson 2010)

2.2.7 Evidence

In order for the author to claim certain things the reader needs to feel that the statements or information are being validated by some sort of evidence. Evidence can be as tangible as photos and documents, but can also be described from a dream or memory. How does the narrator show that the information is valid and trustworthy? Not only for the reader, but to the narrator himself too. Is the author himself aware that some memories might be questioned and how does he go about that? The reader must also ask himself: are you trusting the story to be entirely true because you want it to be true or the author is someone you perhaps admire? Furthermore, are there truths colliding and conflicting somewhere in the story? Causing the reader to question whether the story is completely true? Might the author twist truth in order for him or her to gain benefits? (Smith & Watson 2010)

2.2.8 Experience

It is not a guarantee that the author question himself at times as to whether he has authority in a matter, i.e. enough experience to speak about a certain person or happening. The reader can look to identify passages where the author pauses from the story and reflects on his or hers authority. Further, if the narrator stops and "read" his own past himself and debate about his authority. Does he critically view his ability to understand his past or does this not fit the flow of the story? (Smith & Watson 2010)

2.2.9 Identity

"Autobiography is not merely something we read in a book; rather, as a discourse of identity, delivered bit by bit in the stories we tell about ourselves day in and day out, autobiography structures our living" (Eakins 2004, p. 2)

Eakins (2004) aims to point out how we write our own autobiography everyday a little bit at a time through the stories we tell and this has become such a routine that we tend to forget to pay attention to how our identity story plays a central role in the creating of our social world, i.e. our lack of awareness.

The question of identity needs a look back on the distinction between the person writing, the narrator, and the narrated "I". The writer can choose from different identities (many tied to the particular time and age) and it is up to the reader to pick up on what type of identity the writer has chosen to convey. What features and characteristics does the writer have in his self-representation and are there any "gaps"? Gaps where some qualities and experiences might have been hidden thus they would not fit the presented identity? Does the story include several identities that change over time or in the course of events? (Eakins, 2004)

How much identity lies in the writer's gender, ethnic or race? How deep does the identity go? Is the identity bound to gender or to social status and does the writer choose to describe to the reader how his or hers identity sculpting take form? In this case it is also possible to find conflicting models of identity and the reader ought to figure out why these conflict and what the evidences are. If the narrator is aware of conflicting identities there will often be built a story around this and is therefore also a planned event to scrutinize. While identifying identities the reader might come across jig saw puzzle pieces of what in the end could be the uncovered and unconscious truth about a person (Smith & Watson 2010).

2.2.10 Narrative plotting and modes

An autobiography consists of narrative plotting or patterns and they are used to structure the self-narrative. The reader has to ask himself what the narrative plotting looks like. Is it a confessional self-examination? A call to action? Is there a rise and fall of the plot? Are there several patterns throughout the story and do they shift? How does the narrative begin and how does it conclude? (Smith & Watson 2010)

Where do the plots stem from? Might the patterns follow a predestined culture and does the narrative follow a dominant culture? A culture as such could be found in the social locations of the stories – *"schools, religion, political beliefs, family history, work or apprenticeship, cultural stereotypes"* (Smith and Watson 2010, p.246). *"Narrative of the self-made man requires a plotting that takes the narrative subject first through and apprenticeship and then through successive stages of public accomplishment and validation"* (Smith and Watson 2010, p. 246).

2.3 Life writing women

In a social construction perspective both gender and sex is seen as a socially developed status (Lorber and Farrell, 1991, cited in Wodak, 1997) and *"a continuum constructed of chromosomal sex and hormonal sex – all of which "work in the presence and under the influence of a set of environments"* (Fausto-Sterling, 1985:71 cited in Wodak, 1997), i.e. *"it makes no sense therefore to assume that there is merely one set of traits that generally characterizes men and thus defines masculinity; or likewise, that there is own set of traits for women which defines femininity"* (Wodak, 1997). As everything is socially constructed there is no need to define anything as "typical female" or "typical male". By associating the words sex (which is in fact something physical and tangible) with gender (which is socially constructed) will only serve to increase the inequality between men and women in society as this shows that there is no understanding of gender being a product of self- and other assessment and a word based on and built by stereotypes (Wodak, 1997). Research on gender

and sex in discourse analysis is difficult though, according to Wodak (1997), because the outcome of research is often affected by the researchers' own assumptions about sex and gender, and further, research methodology.

2.3.1   Stereotypes

Racism and sexism are two words which have the nature of dividing human beings into different groups in common. The word sexism was developed in the 60's and is a word which is used to describe the dividing of sexes, i.e. making male and female the binary opposition of each other (Minchin, 2007). The word sexism quickly turned into a word used by women with the aim to mark their inferiority to men and how women are being treated as the lesser sex in various situations (Wodak 1997).

Women are most often characterized as *"nagging, strident and gossiping chatterboxes and kept in check by strong and silent men"* (Wodak, 1997, introduction). According to Wodak the key element here is the question on power and who has it. Stereotypes are most often directed to groups which are subordinate, such as ethnic minorities and women and it is here a so called hegemonic struggle takes form. What is "normal" is measured according the "ruling groups", i.e. everyone struggles to be a part of the ruling group which is also considered the "normal" group. The superior, normal, group is a discourse of its own and an example is the group of male white individuals. The rules of habit, world view, value system, ideology are the norms there to be followed by "the rest" because we strive to be "normal" (Wodak, 1997) and according to Holmes and Meyerhoff (2004, p.22) *"There is no reason why girls and women should be generally characterized as emotional, sentimental, dependent, vulnerable, passive, alluring, mysterious, fickle, weak, inferior, neurotic, gentle, muddled, vain, intuitive … Nor is there any reason why boys and men should be assumed to be dominant, strong, aggressive, sensible, superior, randy, decisive, courageous, ambitious, unemotional, logical, independent, ruthless ".* The two views stem from different contexts where Wodak is discussing the hegemonic order of the world and Holmes and Meyerhoff are referring to what we attribute to genders. The two of them together would mean that whatever the attributions or characteristics men might have, women would try to follow suit; all in the pursuit of

belonging to the sovereign group. Wodak (1997) means that gender *"constitute a performative act and not a fact"* (Wodak, 1997, p. introduction) and this means that if you want to "claim membership" to a gender you merely perform the attributes tied to the gender.

Power is a core variable which separates women and men throughout societies and in so called power roles, such as political and public-speaking, women are rarely or not at all represented. Men have in short the upper hand on discourses of power over women and therefore set the tone of voice in both language and written contexts (Holmes and Meyerhoff (2004) (Wodak, 1997).

2.3.2   Women in autobiography

Is [autobiography] the model for imperializing the consciousness of colonized people, replacing their collective potential for resistance with a cult of individuality and even loneliness? Or is it a medium of resistance and counterdiscourse, the legitimate space for producing that excess which throws doubt on the coherence and power of an exclusive historiography? – Doris Sommer "Not Just a Personal Story" (from Smith and Watson 1992, p. xiii)

Smith and Watson (2006) points out that women's autobiographical writing has received little attention from critics and cultural historians despite the vast range of written autobiographical texts and this goes especially for writings that stems from the nineteenth and twentieth century. The texts are often categorized as novels or poems and the true value and history capture is lost or merely not recognized. The few texts that are considered a contribution to scholar are seen as a description of a nineteenth century life of a woman and *"the gendered discourses through which everyday life was organized"* (Smith and Watson 2010, p. 3).Scholars read women autobiographies only as evidence and not as historical treasures according to Smith and Watson (2006) and they claim further that assigning women's autobiographical writing as simply *"personal writing or reading it solely for its informational value skews our understanding of how widely women both wrote and read and how many*

imagined themselves as active agents within the context of public life" (Smith and Watson 2010, pp.3-4)

"The subject…- female autobiographies, memoirs, letters and diaries – represents one of those cases of maddening neglect that have motivated feminist scholarship since 1970- This body of writing about the self has remained invisible, systematically ignored in the studies on autobiography that have proliferate in the past fifteen years" – Donna C. Stanton, The Female Autograph (vii) (Smith and Watson 1998, p. 3)

Women have used the possibility of writing themselves into history with autobiographies as a medium as they have been formerly invisible subjects in literary and cultural theory. Women's self writing has always been incused by the questioning of the solitary self in a world of emphasis being on the women's coming to voice, sexuality and textuality. The contribution to changing our concepts on what women's life issues are have been viewed only as this and not as a new take on e.g. an historic event (Smith and Watson 1998). Even though the past shows that autobiographies written by women have not been given much attention, the future shows something different. Smith and Watson (1998) raise the fact that there has been an increasing interest in women's autobiography and this may be a result of political and economical pressure. Although, the increasing attention does not necessarily mean that more female life writing is included when studying e..g history, but as a something publishers have come to realize is a profitable enterprise. It was proven centuries ago that women read and write far more than might be obvious, due to scholars not elevating the material, and women tend to want to read other women's autobiographical writing thus it *"mirrors their own unvoiced aspirations"* (Smith and Watson 1998 p.5).

It has not always been something obvious that both men and women have the privilege of self-possession. It is commonly known that women have suffered inferior to men through centuries and it is therefore of interest to understand how life writing is a way of claiming this self-possession. Further, women's contribution to the canon has been widely debated, discussed and even frowned upon as fiction and not something to be considered as

"knowledge". Although, there must be a realization that *"knowledge is not "objective", but has often been produced from a privileged white male-centered perspective that has pretended to universality and objectivity* (Cosslett and Summerfield 2000, p.21). Knowledge is not something which simply appears in front of you, but rather something that is co-created in the spaces between relations and historical discourses (Harding 1986; Skeggs 1995; D. Smith 1987 cited in Cosslett and Summerfield 2000), i.e. why left out an entire discourse from the scope from which we create knowledge?

Wodak (1997) wants the reader to keep Foucault's words in mind when discussing discourse and power: "*discourse is the power which is to be seized*" (Wodak, 1997, p. introduction) and by this he means that even though there will always be superiors and a inferiors within discourses, as this is within our competitive nature, the very essence and key with discourses is that they are in continuous change and power is not given to the individual's hand, but something exercised and consists of a network of relations and contexts in constant tension and collision with each other.

2.4   The romance of Leadership (RoL)

"It appears that as observers of and participants in organizations, we may have developed highly romanticized, heroic views of leadership – what leaders do, what they are able to accomplish, and the general effects they have on our lives. One of the principal elements in this romanticized conception is the view that leadership is a central organizational process and the premier force in the scheme of organizational events and activities. It amounts to what might be considered a faith in the potential if not actual efficacy of those individuals who occupy elite positions of formal organizational authority" (Meindl et al., 1985, p 79)

It is important to mention at an early stage when discussing RoL (Romantization of Leadership) that the approach does not aim to abandon the study of leadership or try to propagate anti-leadership. Further, it is often, mistakenly, used as a means when attributing failure or blame to leaders. Meindl (1995) highlights the actual importance of the study of

RoL which is considering it as the "*notion embraces the phenomenological significance of leadership to people's organizational experiences*" (Meind, 1995, p.330). Furthermore, it ought to be considered an alternative to the research that places great emphasis on "leaders" and on the significance of their personal actions and activities. RoL puts emphasis on the followers' role in the leadership-follower phenomena and how they define leadership and understanding its significance, i.e. RoL is an additional dimension to the existing research on the leadership discourse.

The Romanization of Leadership is divided into three main topics and the topics are: bias in (mis)attribution of leaders, follower-centric theories and social constructions of leadership (Bligh, Kolhes and Pillai, 2011). These three approaches emerged from Bligh et.al. (2011) reviewing research in management and organizational psychology journals, book chapters and special issues from the most recent decades. Both Meindl (1990) and Bligh et al. (2011) are interested in generating a theory of leadership which does not evolve around romanticizing and highlighting the leaders as the number one object of study. They claim that there indeed is an importance of emphasizing leadership, but we are lacking scientific proof of its efficacy. Meindl (1990) makes a point of RoL being a complex psychological puzzle where we tend to be attracted to leadership in a biased way, where we account leaders all successes and failures in an organization. "*The romanticized conception of leadership denotes a strong belief – a faith – in the importance of leadership factors to the functioning and dysfunctioning of organized systems. It implies that leadership is the premier force in the scheme of organizational events and occurrences*" (Meindl and Ehrlich 1987, p.3). We tend to have a heroic view of the leader and we are today close to a manic state of mind when it comes to attributing emotions and beliefs onto leaders. We use our leaders as a way of understanding organizational, political, military, religious, economic and social outcomes.

As things get more complex in the world, Bligh et al.. (2011) claims we will focus even more on the leaders and their role in the context we are trying to grasp and get an understanding of. We praise (and blame) the leaders for their "*strength and their shortcomings, what they did and what they did not do, should or should not have done, who they are, and perhaps most importantly, who we need them to be*" (Bligh et al. 2011, p.,2). Meindl (2004) develops

further by saying that the human being needs the leader in order to cope with and understand our complex world today. Because of our psychological need to fame and blame leaders, RoL speaks to our fundamental desire to make the discussion about leadership less complex and Bligh et al. and Meindl aim to unfold the discussion as well as making it more understandable to the community.

Meindl et al. (1985) makes an essential notion of shifting focus. Instead of viewing people as followers, they ought to be viewed as observers. The reason behind this is that there is an image of the leaders shaping his followers and that the attributions are credited the leader when it most likely could be the other way around. In other words, the audience or the observers are perhaps not at all followers, but the ones that shape the leader and are the ones that hold the specific attributions the leader is being credited for. The follower-logic is, according to Meindl et al. (1985), something that duly stems from the RoL, i.e. how to understand the phenomenon of leaders and what we attribute to them might be to start by understanding and scrutinizing ourselves as observers. The question is not how the leader affects a follower, but how the observer project social constructions on the leader and our attributions say more about us as observers than it does about the leader.

2.4.1   Biases in (mis)attribution of leadership

Due to our psychological need to understand complex situations and, in this case organizational phenomena, people tend to use leadership as a security blanket. We glorify leadership and overuse it *"as a causal category"* (Bligh et al., 2011, p 5). The public believes that the leader has the ability to with a turn of his hand change the course of things and the fate of an organization is in their charge, all external forces set aside. This is the romanticized conception which is widespread. Although we put all faith in our leader and have the strong belief that they can without divine intervention turn negative results around and that "the right" leader can sail any organization through a storm, we tend to be biased in our "love" for our leader. In the same way we have faith in the leader we also blame them for things we simply need to find someone to blame for, perhaps things that are beyond our understanding yet is something that affects us and we need an understanding of (Bligh et al., 2011).

Throughout history it is shown that in case of organizational failure the reason is often something due to external factors, or at least factors so strong that no matter the effort the failure was the only outcome. Despite this understanding attribution patterns are found and that *"leaders use self-enhancing and ego-defensive statements, in which leaders internalized and took credit for successes and externalized failures. In other words, these studies* (Bettman and Weitz 1983 and Staw et al., 1983, cited in Bligh et al.. 2011) *highlight that poor company performance is often blamed on uncontrollable external events, while good performance is credited to the foresight and quality of leadership"* (Bligh et al., 2011, p.5) The leader is attributed with a greater charisma and expertise than others and is close to being pointed out as somewhat of a saint. Puffer (1990), cited in Bligh et al.. 2011, concludes that even though some leaders might not deserve it, they are given the opportunity to use this glorification and make sure that they are accounted for being the only ones in control over uncontrollable events, set aside the contradiction of having control over something uncontrollable.

The discussion of RoL would not exist without the fact that the managerial pride and capitalization of positive attributions were shared as stories to others. The leaders must spread the word of how they succeed and this can be done by publishing of different kinds, such as interviews, writing books or simply through forewords in the annual report (Bligh et al., 2011).

Meindl and Ehrlich (1987), cited in Bligh et al., (2011), are interested in the relationship between the follower/observer and questions the way we tend to oversee obvious biased actions done by a leader. A leader often do symbolic acts and say things that are, even to the naïve observer, something that is merely done for the sake of appearances and without depth or sincerity, yet we accept this and our faith in our leader lets us keep up with the charade. What is easy to forget is that the leader too, takes part of this charade and finds it natural to be biased, thus it fits into the image painted by the observers attributions towards the leader. Further, the observer *wants* to believe that the biased actions have no hidden agenda and are acted out with only good intentions (Bligh et al., 2011). It is shown that when asked to

evaluate a leader we tend to focus on abstract things such as charisma or "presence" and when asked to rate leaders by their performance we have a hard time remembering or even having any awareness of actual tangible performance. The amount of charisma also determines whether or not you get blamed or accredited for something. The more charisma you have, regardless of your leadership position, the less likely it is for you to be blamed when something goes wrong. A leader, with high authority and charisma, is given the chance to blame others when something goes wrong and his or hers observers/followers will follow suit. This is connected to the biased attitude we have to leaders when it comes to them not being able to do anything wrong and that they "get away" with doing and saying biased things (Bligh et al., 2011).

2.4.2   The social construction of leadership

This thesis follows an ontological constructionist perspective and so does the theory of RoL. The social construction of leadership is the third and last heading under RoL and stems from how leadership is a social construction and Meindl (1991), cited in Bligh et al., (2011), critiques our fascination with leadership. This fascination hinders how to scientifically study organizations and it is the leaders who "*represent one of the most prominent features of our socially constructed realities*" (Bligh et al., 2011 p.11).

RoL is based on emphasizing leadership as a social construction where "*attention is focused on the development of theory and hypothesis regarding the features, outcomes, and implications of the social construction process, as it occurs among followers and as it is affected by the contexts in which they are embedded*" (Meindl, 1995, p.2).

There are several theories evolving around leaders' thoughts and little on what the followers think. RoL is aimed to highlight the thoughts of the followers on *"how leaders are constructed and represented in their thought systems"* (Meindl, 1995 p.2). Instead of viewing the relationship between the leader and his followers as something linked in a causal way, RoL opens up to the opportunity to see as something not easily controlled and that the
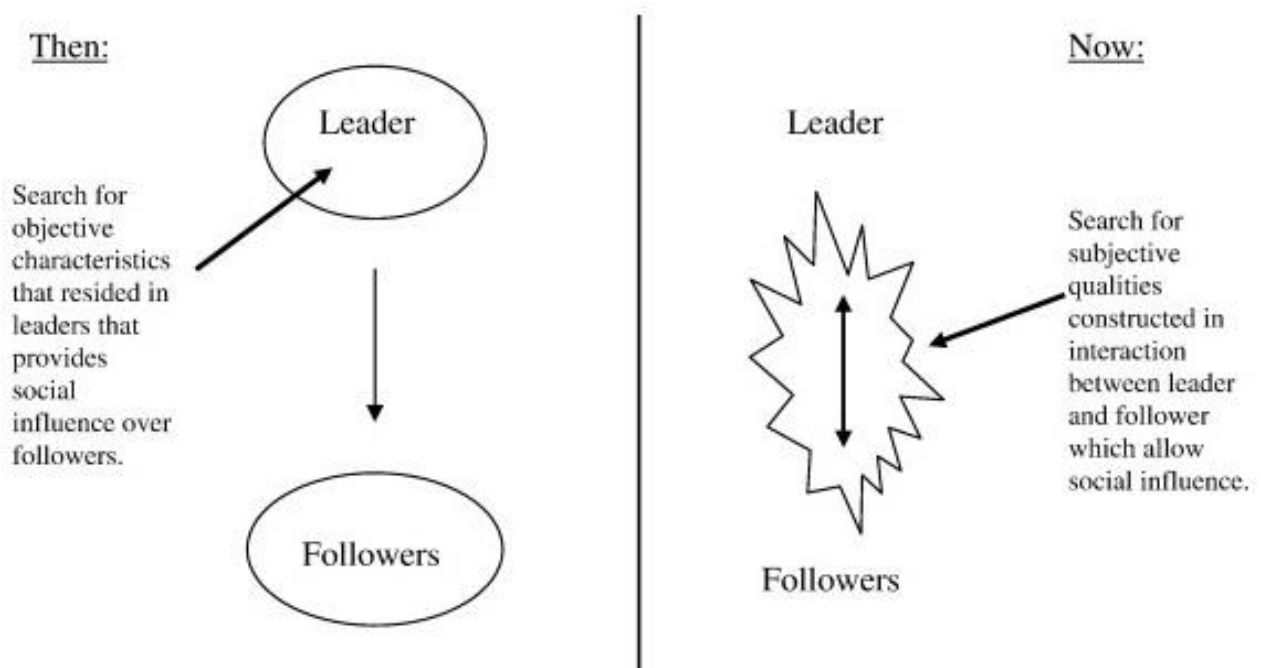
relationship is something constructed by the followers. The behavior of the followers is not solemnly, if at all, constructed by the leader and is rather not under "*influence of the leader, and more under the control and influence of forces that govern the social construction process itself*" (Meindl 1995, p.2).

The opposite of RoL in the leadership scholar is the leader-centric perspective and this perspective tends to focus on the persona of the leader and how this persona influence and has hands on force on the thoughts and actions of the follower. RoL steps away from this and focus instead on how the followers construct the image of the leader. Further, the followers are more influenced by their own constructions than of the leader's actual personality (Meindl 1995). It is therefore important to make a clear distinction between the followers' imagined image of the leader's personality and the leader's personality per se, in other words, the two things are not the same and bear different meaning.

As stated, this thesis, and the RoL are built upon a social constructionist approach and according to Meindl (1995) one cannot expect to be able to measure or point out exactly how followers influence their leader and vice versa, thus social constructivism underlines how we are a influenced by several things and discourses are collaborating and clashing continuously. In other words, direct influence cannot be immediately addressed as the actions and activities are constantly moderated and mediated by social construction processes. What we can do is to study this social construction process and ground an understanding from there.

Leadership styles and approaches are a product of what is going on around them. A so called "toxic leader" (Bligh et al., 2011 p.12) takes advantage of an uncertain environment where things are unstable for the follower and where the follower seeks support and shelter. The toxic leader will therefore offer a vision, or a future, where life is certain and stable for the follower, i.e. the leader is constructed by an outer force, by its surroundings and is a social construction. The leader's personal virtues or qualities might actually be a mixture of what the followers want and not necessarily what they need. As the leader is a social construction, i.e. a mirror image of the followers, they continue to attribute positive things to the leaders, yet they

might also turn the leader their backs if the followers have a change in opinion and the leader does not adapt fast enough (Bligh et al., 2011). Although, Antonakis & Atwater 2002 (cited in Bligh et al., 2011) points out that the possibility of creating "illusion" personas and manipulating followers is only possible if the leader has some distance to the followers. That is, if the leader is too close to its followers, the more realistic the attributions gets and the leader has a harder time controlling and influencing these attributions.

Then:

Leader

Search for objective characteristics that resided in leaders that provides social influence over followers.

Followers

Now:

Leader

Search for subjective qualities constructed in interaction between leader and follower which allow social influence.

Followers

Picture: Hansen et al. 2007 pp. 544-560)

Media plays a big part in portraying leaders and does not only help (or knock over) a leader in his or hers quest in generating popularity and creating a persona, but it also enhances whatever "leadership trend" we have during that specific time period. In other words, media helps create the way we view our leaders and also shapes the way the leaders act and portray themselves. Leaders manipulate language and symbolism as to fit the frame set out for them and the media mirrors the leader's ambition. It is not uncommon that media scrutinizes the leader's agenda but this only gives the leader the possibility to change accordingly and also

for the leader's followers to create even more faithful bonds to their leader (Bligh et al., 2002).

An example of media and its power and the leader and its symbolic value to the public is when a leader of an organization is suffering from illness and might allegedly not perform as one usually does. When late Steve Jobs' tragic announcement of suffering from aggressive cancer hit the media the Apple stock sunk instantly and the public is more or less saying that the value of the company is coherent with its leader (Bligh et al., 2011).

2.5   Aesthetic leadership

Hansen et al., (2007) follows other researchers within the leader discourse's lead and makes the complaint that there is not enough nuanced research done within the field of discourse. Hansen et al., (2007) picks up the thread from Meindl and elaborates on that leadership is something socially constructed and that a leader is a product of his follower and is represented in their thought system.   Further, they claim that their approach will contribute to the reflection on where leadership is heading, that is, aesthetic leadership according to Hansen et al.

By aesthetics Hansen et al. (2007) talks about "*sensory knowledge and felt meaning of objects and experiences*" (Hansen et al., 2007 p.1). Aesthetics is something which involves meaning that is constructed based on our feelings and what we experience with our senses rather than the meanings we get from mathematics or other realist ways of knowing.

Dobson (1999), cited in Hansen et al. 2007, calls managers of organizations "managers of aesthetics" and by this he means that it is commonly known within the organizational discourse that one has to mind the aesthetics of the business and the organization. This means that managers need to manage the craft of the organization instead of merely focusing on the pursuit of profit. Hansen et al. (2007) is pointing at a white spot where everything is evolving

around the aesthetics of the organization and not shedding any light on how managers are managing their own aesthetics, posing as leaders. This phenomenon has its roots in the social constructivist streak in leadership discourse and is according to Hansen et al. (2007) important to keep in mind while investigating leadership, thus in the RoL we tend to focus mainly on symbolic approaches to leadership rather than tangible evidence of action (Bligh et al 2011).

There are no leaders without followers and according to the social constructivist perspective a leader does not possess charismatic or authentic leadership until his followers say so, i.e. the leader is no leader until he is recognized and attributed by followers (Hansen et al. 2007). This answers to the previous mentioned part about how a leader must address the media and make sure he fits the frame the followers and media set out for him.

Hansen et al. (2007) questions the follower perspective and its future as a theory due to the fact that people are developing a more rational and intellectual approach to analyzing input by each day and if every decision that was to be taken would be a rational one, we would not need leaders at all. This is why leaders are rapidly embracing the understanding of the follower's perspective and refining their leadership into something harder to grasp, i.e. the subjective qualities such as developing an aesthetic approach.

2.6 Impression management

Impression management, also called self-presentation, refers to "*the process by which individuals attempt to control the impressions others form of them*" (Leary and Kowalski 1990, p.34) and according to Schlenker (1980) (cited in Leary and Kowalski 1990, p.34) "t*he attempt to control images that are projected in real or imagined social interactions*". We try to manage our self-presentation everyday and have been brought up with our parents guiding us in how to present ourselves in order to give a certain wanted impression. We do not only manage our own impression, but manage other people, cities, businesses and other contexts sensitive to impression. Although, according to Leary and Kowalski (1990), self-impression gives the impression of something that can only be managed by the individual, when it as a

matter of fact can be managed and altered with by a third person. Therefore the expression impression management invites the possibility of all actors playing a part in managing the impression of a subject.

There is a psychological obstacle when it comes to managing the self, that is the individual self-managing her impression to the public, and that is that there is an unavoidable cognitive process. This means that when trying to uphold, gain or even diminish a certain personal impression, there will be a cognitive process involved, i.e. the impression we sought out to present might only end up being a "*self-presentation to the self*", thus "*public self-presentation is, of course, always overtly behavioral*" (Leary and Kowalski 1990, p.35). Taking the argument further, one might need a second or a third party in order to develop a self-impression that has the desired impression on the public (Leary and Kowalski 1990).

If we simply relied to the basic social factors that are attributed to us, without any interference of public impression management or private self-image maintenance, we would have to settle with whatever we got, or more importantly, will not get. Tedeschi (1986), cited in Leary and Kowalski 1990, p.35), points out what the impression manager claims: "*secret agendas, a desire to manipulate or deceive others, the goal of getting others to mediate reinforcements that otherwise would not be attainable, as well as possession of different perspectives, information, and values contribute to important differences between the observations and evaluations of one's own behavior and the attributions made by others*". What we try to when monitoring our self-presentation is to maximize the expected rewards and minimize the punishments (Leary and Kowalski 1990).

Schlenker (1980) says that the advantages of conveying the right impression are great. Once you have created the "appropriate" self-impression one might find it easier to gain both tangible and intangible advantages. The "reward" could be anything from a raised salary to friendship, power or assistance. Self-esteem is closely tied to the subject of self-presentation and self-presentation and it is affected by how we imagine others' reaction to our performances. The type of evaluation we get from others is coherent with how high or low our

self-esteem is and learning that our image of our selves differs from the public can be devastating (Schneider, 1969, cited in Leary and Kowalski 1990).

3   Method

For the study to be as exhaustive as possible, earlier research will be studied continuously and questioned as well as comparisons between theories and findings will be interspersed throughout. This makes the research approach abductive and the theoretical selection is made with grounded theory as a guideline. The findings are analyzed with critical discourse analysis and follows Fairclough's pointers. Critical discourse analysis is key in this thesis as method as it will help as a framework aimed to describe the relationship between text, discursive practice and social practice.

3.1   The study

In this thesis the phenomenon of how company leaders contribute to the leadership discourse through autobiographies is studied with a special aim to make comparisons between female leaders and male leaders. The findings consist of autobiographies by American leaders born in the early 20th century and theory will be collected before, during and after the findings are being studied. Critical discourse analysis will be used as a tool to understand discourses and what to look for in the subjects of research in order to pick up on the discourses they are in. Feminist discourse theory will be presented under theory.

3.1.1   Selection of research approach

Studies that have a qualitative research approach involve a focus on collecting and analyzing data in the form of "words" rather than quantitative data. In qualitative research, the approach is often interpretive and constructionist and where theory is generated by the practice. The interest in knowledge is usually empirically grounded and researcher collects inspiration and impression from "reality" (Bryman & Bell, 2005). One of the factors which, according to

Bryman & Bell (2005), affect the research focus is the value that the researcher carries with him from before the research. In a way, this means that a qualitative research process rarely is completely free of tendency and is seldom completely objective (Bryman & Bell 2005).

The study of autobiographies and leadership discourse will hopefully provide inspiration or contribution in relation to empirical findings to other studies (Bryman & Bell 2005).

Since there are already are concepts and interpretations of the phenomenon that this study aims to address, the constant theory coverage is of major importance. The approach that is best suited is the abductive approach which means that theory and empirical are interspersed and become a sort of cross between deductive and inductive research approach. (Eriksson & Weidersheim-Paul, 1991) This will mean that during the course of the study previous research in this area will be addressed at the same time as the empirical study will be performed.

3.1.2 Epistemological and ontological standpoints

An ontological position is, according to Bryman & Bell (2005), something that describes what a person believes to be existing in his surrounding and how the social world is constructed. The statement also describes whether we perceive the world as objects in an external reality or as a design based on the actions and beliefs of other players. The ontological approach can be seen as e.g. constructionism and objectivism. Constructionism´s purpose short-defined: it questions the categorization of organizations and culture as given entities. Objectivism means that we consider the social phenomena as external facts, which means that they are beyond our reasoning and thus ours to influence.

Epistemology deals with epistemological issues and what knowledge is and what can be regarded as knowledge and what is accepted as knowledge in a subject area. The two epistemological approaches are positivism and interpretative perspective. Positivism is a philosophical position where the emphasis is on having a scientific approach to the analysis of social reality. The interpretation perspective and it's approach is based on understanding and

interpretation. This means that the notion of knowledge is different in comparison with positivism since the interpreting perspective advocates that knowledge is something that is also a result of "sensory" experiences (Bryman & Bell 2005).

This study will be based on a constructionist ontological position because it is along the lines with a qualitative study. Furthermore, the phenomenon of the study does not necessarily have any given entities, but something that can be affected. The chosen epistemological approach is an interpretation perspective thus the research question needs to separate man as a social being from nature. This thesis will be built upon a social constructivist approach and defines leadership as constructed by discourse.

3.2 Grounded theory according to Glaser and Strauss

3.2.1 The qualitative data analysis

Glaser & Strauss (1967) advocates grounded theory in the context of qualitative data analysis. Grounded theory implies, according to Bryman & Bell (2005) that the researcher continues to collect data through collection of written sources (etc) until the researcher has reached theoretical saturation. The researcher can continue to generate hypotheses and collect data related to them. All kinds of data may be relevant to the researcher's study when it comes to grounded theory. For the researcher who uses grounded theory, the case most often is that the knowledge is first obtained from the empirical data, from the outside world that is, and in a later stage, data is collected from previous theoretical research. The goal is to generate so-called probabilistic theories derived from human behavior through the analysis of qualitative data. Grounded theory can be deductive, but is for this study qualitative. It is an inductive approach that is hypothesis-generating that is of interest for this study.

Glaser & Strauss (1967) argues that literature comes last when researchers usually do not know what is required before the analysis. Despite this, it is possible during this study to

examine theoretical issues because the concept under study is already identified. In the gathering and writing of the empirical impressions grows memos and notes together with earlier research and a clear image of what research is relevant discerns. Flashbacks are continuous and all data is compared during the study in order to finally be able to reach a solution to the problem, or in this study's case, a summary of the context and insights based on the empirical findings and theory.

3.3   Operationalization

Under this heading, the theoretical framework is to be done measurable. In order to do a study in which grounded theory is used it is required that it is possible to use the found research on whatever transpires during the reading of the autobiographies. The headings below will show how the autobiographies will be analyzed and what discourse analysis is.

3.4   Discourse analysis

This thesis will focus on Norman Fairclough's Critical Discourse Analysis (I will forwardly use the abbreviation CDA) because of its main focus on language and not because it has a specific method, but rather a suitable way of performing analyses. Furthermore, I choose to see his method as something open for molding and redesigning in order for it to fit my specific purpose, i.e. I will use it as a tool rather than seeing it as a framework of limitations. As Foucault puts it: *"Discourse in general, and scientific discourse in particular, is so complex a reality that we not only can, but should, approach it at different levels and with different methods"* (Foucault 1973, p. XV, cited in Fairclough 1995). I will read Fairclough's theoretical and methodological frameworks with my research questions in mind and choose parts of CDA which I think will suit my purpose and function as a tool when I pursuit my research, and rather, analyze material.

CDA might at first hand be associated with solemnly linguistics and politics, which is correct, but Fairclough includes discourses and social context under linguistics. This thesis aims to, among other objectives, analyze discourses, and as previously mentioned, some assumptions

are included, such as that the truth is socially constructed. The material I will study will be autobiographies, but my object of interest is discourse and CDA will therefore be used as a tool in order for me to analyze my material.

3.4.1   What is discourse analysis?

Discourse is: "*language above the sentence or above the clause*" (Stubbs 1983:1 cited in Jaworski and Coupland 1999) and "*the study of discourse is the study of any aspect of language use*" (Fasold 1990:65 cited in Jaworski & Coupland 1999) and "*Discourse is for me more than just language use: it is language use, whether speech or writing, seen as a type of social practice*" (Fairclough 1992:28 cited in Jaworski & Coupland 1999).

Phillips and Hardy (2002) describe discourse analysis as something other than just a method and rather "*an epistemology that explains how we know the social world, as well as a set of methods for studying it.*" (Phillips and Hardy 2002 pp. 4) Due to this, Phillips and Hardy (2002) prefer to differentiate discourse analysis from other qualitative research methods such as ethnography or narrative analysis.

In broad terms, discourse refers to practices of talking and writing (Woodilla 1998 cited in Phillips and Hardy 2002), but Phillips and Hardy (2002) uses the term in a more specific way: "*We define a discourse as an interrelated set of texts, and the practices of their production, dissemination, and reception, that brings an object into being*" (Parker 1992 cited in Phillips and Hardy 2002 p.4). Phillips and Hardy (2002) proclaim that social reality is made real and constructed through discourses. Furthermore, social interactions will not be fully understood unless we make the references to the discourses that give them their meaning.

Discourses can take a vast variety of forms such as written texts, spoken words, symbols, pictures and so forth (Grant, Keenoy & Ostwick 1998 cited in Phillips and Hardy 2002). Discourses are not embodied in the single written or spoken word, but exist beyond the

individual composer. Individual material should therefore be considered "*a discursive unite and a material manifestation of discourse*" (Chalaby 1996 cited in Phillips and Hardy 2002 pp.4), i.e. a text is not meaningful if it is read separately, but must be interconnected with other texts in order to understand the different discourses to which it is drawn. When being able to make these connections between texts the individual text gains its meaning. Furthermore, discourse analysis explores to how the texts made meaningful contribute to the constitution of social reality (Phillips & Brown 1993 cited in Phillips & Hardy 2002). Discourse is language which reflects a social matter or order and which also shaped individuals' interaction with society (Jaworski & Coupland 1999).

Discursive activity is not something which possesses meaning itself, but needs to be shared and bounce back and forth between interactions between social groups. These social groups are a result of complex societal structures, in which discourses are found. Therefore, "*if we are to understand discourses and their effects, we must also understand the context in which they arise*" (Sherzer 1987; van Dijk 1997a cited in Phillips and Hardy 2002 pp.5) Discourse is a result of a context and cannot be understood if context is not being taken into consideration. "*Discourses are always connected to other discourses which were produced earlier*" (Fairclough and Wodak 1997 p.277 cited in Phillips and Hardy 2002 p.5)

The three-dimensional approach to the study of discourse is processed by Fairclough (1992). The approach "*connects texts to discourses, locating them in a historical and social context, by which we refer to the particular actors, relationships, and practices that characterize the situation under study*" (Phillips and Hardy 2002 p.4). Since you cannot find discourses in their entirety, one must examine selections of texts, thus it is the interrelations between texts, changes in texts, new textual forms, and new systems of distributing text that constitute a discourse over time. Discourse analysis becomes a powerful method for studying a social phenomenon due to the connection between discourses and the social reality and what they constitute.

The difference between traditional qualitative approaches and the discourse analysis approach is found in the assumptions made on how to approach the social world. The traditional qualitative approach often "*assume a social world and then seek to understand the meaning of this world for participants*" (Phillips and Hardy 2002 p.6) and discourse analysis on the other hand "*tries to explore how the socially produced ideas and objects that populate the world were created in the first place and how they are maintained and held in place over time*" (Phillips and Hardy 2002 p.6). Discourse analysis is aimed to uncover the way in which social reality is produced and other qualitative methodologies' main objective is to understand or interpret social reality as it exists.

"*Thus the task of discourse analysis is not to apply categories to participants talk, but rather to identify the ways in which participants themselves actively construct and employ categories in their talks*" (Wood and Kroger, 2000, pp. 29-30 cited in Phillips and Hardy 2002). Grounded theory seeks to thoroughly go through empirical findings and seeks to generate categories from them, yet merely presents the researcher's plain "reading" of the data which has been generated. Discourse analysis is on the other hand expected to understand that there are several levels to be taken into consideration, such as researcher, research subject and society. The aim is to present research findings in a way that acknowledge complex relationships (Alvesson & Sköldberg, 2000; Clegg & Hardy, 1996a; Hardy, Phillips, & Clegg, 2001 cited in Phillips and Hardy 2002). Furthermore, the discourse analysis is not aimed to categorize the object of analysis' actual words, but foremost identify "*the ways in which participants themselves actively construct and employ categories in their talks. Further, all categorization is provisional; analysis requires constant reflexive attention to the process of categorization of both the participant and the analyst*" (Wood & Kroger, 2000, pp. 29-30 cited in Phillips andHardy 2002).

When carrying out a discursive study the focus will generally be on texts (written documents, speeches, interviews etc) and will reflect on meaning-making and meaning-understanding in the specific situation (Jaworski & Coupland 1999). A discursive research technique is not considered discursive because of the method itself, but rather how the method carries out an interpretative analysis of some form of text. The analysis of the text will have the angle of an

understanding of discourse and further, the interest of constituting social reality, i.e., without discourse there is no social reality and it is therefore relevant to dig into the discourse of the author (Phillips and Hardy 2002). The task at hand is to create an understanding of how which frames of references the authors have and how they construct these. This leads to a discussion of identity and how we do not choose this, but is rather a product of the various discourses we are a part of (Phillips and Hardy 2002).

One reason as to why language has a need for scrutinizing comes with a historical aspect. As communication rapidly grows through media where voices are desperate to be heard and attention called out for, "*language becomes marketable and a sort of commodity, and its purveyors can market themselves through their skills of linguistic and textual manipulation*" (Bourdieu cited in Jaworski and Coupland 1999).

3.5   Critical discourse analysis

CDA stems from the view of discourse as "*an element of social practices, which constitutes other elements as well as being shaped by them*" (Chouliaraki and Fairclough 1999, preface) According to Chouliaraki and Fairclough (1999) the increasing importance of critical consciousness of language comes from the fact that language has become more important economically. In a "knowledge-based" economy "*many of the goods that are produced have a linguistic or partly linguistic character- the language used by service workers is part of the service they provide "…" Moreover, key areas of social life have become increasingly centered upon the mass media, and those involved in these areas have consequently become increasingly self-conscious about the language they use*" (Chourliaraki and Fairclough 1999, preface), i.e. as a result of this the changes has lead to an increase of conscious altering of language and shaping of linguistics in order to achieve something related to economical, organizational or political objectives (Chourliaraki and Fairclough 1999). Thus, a critical consciousness must take form in order to meet the fact that language has become subject of material to which "*social technologies can be applied in the search for greater profit or better performance*" (Chourliaraki and Fairclough 1999, preface).

Discourse analysis handles the idea that our social life is affected by how language is structured in different ways (Winther Jørgensen and Phillips, 2002, p.1). Discourses can be global, regional, local or institutional, but this thesis will deal with the leading discourse (or discourses) of the subject and can be seen as a frame as to how the subject uses language.

In discourse analysis the theoretical and methodological part is intertwined, and this is something which differentiates the research method from other research methods. The approach discourse analysis is built upon assumptions which are considered theoretical, such as the assumption that the world is socially constructed. What is considered to be the truth is something that can be debated, according to Fairclough (2001) because he claims that language is a product of politics and not something externally constructed, i.e. there is a struggle knowing what "the truth shall be" (Fairclough, 2001, pp. 19-20). Furthermore, Winther et.al. (2002, p. 5) adds history and culture to the list of how the assumption that the truth and world is socially constructed. Seeing the world as socially constructed and acknowledging the possibility that there are several discourses conflicting and affecting the language will act as framework in the methodological part of this thesis, the latter part will be especially interesting when considering the angle of studying autobiographies written by both male and female leaders, i.e. adding gender as a possible discourse.

3.6 Theory and concepts

How to view discourses varies in many ways and CDA is a discourse analysis simply because emphasis lies on the role of discourses. In comparison to other discourse analysts Fairclough's view differs particularly on the point on what he calls discursive and non-discursive and the social world (Winther Jørgensen and Philips 2002). Fairclough sums things up by saying that discourses affect the social world just as the social world affect discourses, i.e. there is a world outside the discourse (Winther Jørgensen and Philips 2002). Furthermore, Fairclough believes that the social world and the language have a special relationship which is dynamic. It is the leading norm that determines what is written and what is said, yet the actors in the social world do have a power which does not have to be subordinated by social structures

(Fairclough 2003). Further ahead, a framework modeled by Fairclough will be presented and this model describes how a text is part of the social world, as described above.

CDA is not considered politically neutral and inspiration can be found by thinkers such as Marx. CDA is foremost used by those who are trying to highlight unequal power relations and take the exploited social groups side. This thesis is not aimed to state any opinions, but instead to be used as a tool to make a contribution to the leadership discourse on behalf of academics. Moreover, Fairclough discusses power as a significant concept and an angle which is interesting to have in mind while studying the findings. I will in general discuss my findings on what the autobiographies contribute to the leadership discourse, but in the aspect of power and the ability to form and influence discourse, a gender perspective might be interesting to emphasize. Especially considering Fairclough's theory that "*equal status means equal shaping of the concept's meaning*" (1995, p. 47), i.e. the power to form and make an influence on the leadership discourse and, further, "*the discourse type that controls the order of discourse has power because the leading discourse type decides what seems natural*" (2001, p. 25) . These pointers will be the background to why I have chosen to include a chapter dedicated to a historical view on women's take on autobiographies.

Fairclough mentions interdiscursivity and this is something which occurs when different discourses are mentioned in the same context or situation (Winther Jørgensen and Philips 2002, p. 73). For instance, mentioning feminism and leadership in the same setting. If we were to make use of interdiscursivity, one could make changes in one or several discourses. This is done by changing the leading norm in the existing discourse by using ideas and concepts from other existing discourses. By achieving a shift in a discourse one will also see an a change or a shift in what is considered "natural" or rather, what one considers being the "truth", i.e. effects on all instances is achieved and decision making as well as what we consider reality within the particular discourse is changed.

Below is a framework model aimed to describe the relationship between text, discursive practice and social practice (Fairclough, 2001, p. 21):

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┌─────────────────────────────────────────────────────┐
│            Process of interpretation                │
│   ┌─────────────────────────────────────────────┐   │
│   │          Process of production              │   │
│   │      ┌───────────────────────────┐          │   │
│   │      │           Text            │          │   │
│   │      └───────────────────────────┘          │   │
│   │  Interaction   Social conditions of production │   │
│   └─────────────────────────────────────────────┘   │
│              Social conditions of                   │
└─────────────────────────────────────────────────────┘
```
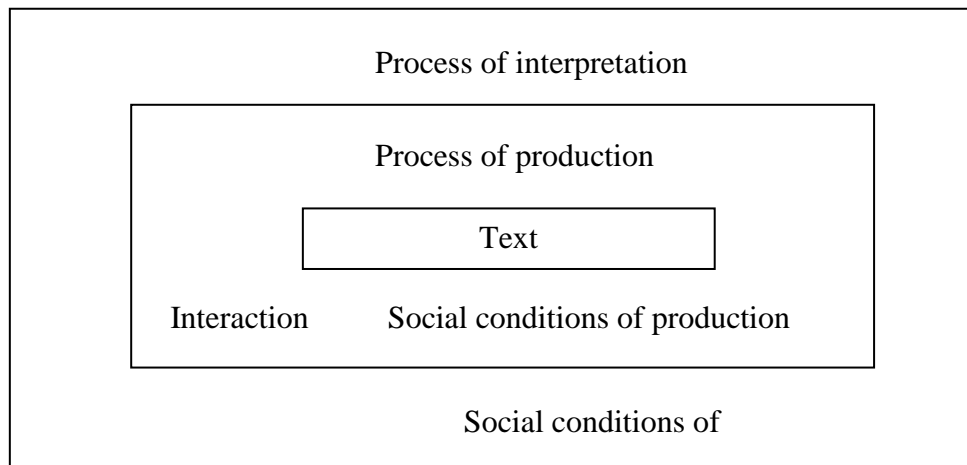
(Fairclough 2001, p. 21)

3.7   Analyzing the text

The three critical parts of CDA are: The text, the discursive practice of production of text and interpretation and sociocultural practices. As previously mentioned, the main objective in CDA is to locate and criticize power relations that take form in text, i.e. locate the connection between how social processes and relations takes form in written text (Fairclough, 1995b).

3.7.1   Narrative analysis

The narrative analysis is meant to find interesting variables on how authors frame their identity. The author wants to establish a certain relationship with the reader and the narrative analysis aims to locate and identify the expected outcome the author wants when influencing its readers (Pedersen, 2009). DeVault (1994) raises the importance of narrative studies in interdisciplinary studies of sociology. By using narrative studies one includes the social and cultural aspects and how they affect opinions and identity. These aspects make texts indicators of sociocultural developments, interactions and change (Fairclough, 1995a).

The three-dimensional approach by Fairclough is primarily used by researchers within language studies, but the approach involves both a linguistic and an inter-textual aspect which helps the researcher, who is not a researcher in language, to discover how genres and discourses are combined and used in texts (Fairclough, 1995a).

The inter-textual part of the CDA analysis is meant to explore how the studied text reveals how it is part of one or several discourses (Fairclough, 1995c). Further, the inter-textual part is supposed to help mediate the relationship between the text and society (Fairclough, 1995c). Texts are often used as mediums to control, manipulate and dominate society and are sources where you can find evidence of historical change in terms of identities, ideologies and knowledge, therefore the narrative analysis is something to include in a discourse analysis. Texts can change identities, social structures and relations and vice versa (Fairclough, 1995c).

The discursive practice's main objective is how the studied text is produced and how it is consumed. The part that is interpretative ought to focus on the relationship between the interactions and the text, i.e. a production of a text and its consumption does not come out of the blue, but is made through interpretation (Fairlough, 2001, p.21) The task for the analyst is to see beyond the text and see how, why and where the text is created. How does the text draw upon other written texts and ideas is calls intertextuality and is important in the analysis of the discursive practice (Fairclough, 2001). Understanding a text's intertextuality means that we understand why a text is formed and written the way it is. This thesis will not go very deep into the three pointers of discourse of the text, but use them as a way to categorize while analyzing the texts.

Intertextuality – Intertextuality is meant to surface where the text stems from and find out what other texts this particular one might draw upon or get inspiration from. It also raises the question on how precise the meaning of the text is and this will have immediate effect on how other texts will interpret what is written (Fairclough, 1995).

Interdiscursivity – Interdiscursivity is related to previous pointer and is meant to describe what discourses there are to be found in the text and which ones that are valid and play a vital role in the interpretation of the text and will help while doing a narrative analysis (Fairclough, 1995).

Order of discourse – After identifying what discourses there are and which ones that are interesting for the particular case it is of value to level the discourses in order to decide their importance in the context (Fairclough, 1995). In this thesis I have made the variables as similar as possible when it comes to country, day of age and all of the authors being recognized as leaders, but not when it comes to gender. After locating discourses I will look for tendencies that indicate in what order the different discourses are emphasized.

A text is depending on its context and this is important to understand when trying to find explanations as to why a discourse is formed the way it is and might there be explanations outside the immediate discourse?

3.8 Data

A description of what an autobiography is and what to expect in them will be presented under theory along with a review of why the specific autobiographies have been chosen for the study.

4   Findings

The findings will be presented by answers to headlines which come from the theory collection. The answers come from the autobiographies which are the objects of study in this thesis. When all headings have been answered, the idea is for the answers to be analyzed in the discussion chapter with help from the grounded theory. The answers from the headings and the theory will help me build a discussion that comes with answers to my research questions.

Throughout the reading of the books I searched theoretical material in order to see if there were threads which might have to be picked up in order to address potential findings. Intertextuality, interdiscursivity and order of discourse described by Fairclough will help me to better understand what discourses are and the importance of understanding them in the studied autobiographies. Further, it might reveal something about female and male leaders and how they manage and present the discourses they are a part of. The rest of the headings will give me material for analysis when searching for differences and similarities between male and female leaders. The headings will give me ingredients for analysis when answering to why autobiographies written by white American 2000th century leaders compose their autobiography the way they do. The last heading deals with stereotypes and if there are any stereotypes which speak to the image of the feminine or the masculine gender.

4.1   Data collection

The autobiographies that were chosen for this research were made with the limitation of maximum 4 or minimum 3 male authors and maximum 4 or minimum 3 female authors. The second limitation was that the authors are or have been business leaders and not entrepreneurs, i.e. not being the individuals who started the company. A third limitation was to make sure that the leaders came from the same country and were active leaders under the

20th century. This limitation was made in order for the findings not to be disturbed by affecting variables such as age and culture. The starting points for the objects of research were to be as similar for the authors as possible. To find female authors who are business leaders and not entrepreneurs was proven to be harder than imagined and the maximum amounts of suitable autobiographies found were 3 books. Male business leaders who have written their autobiographies were on the other hand many to choose from and were therefore chosen with the inspiration of what was recommended by others.

4.2 The headings that will be answered and shortly what they refer to

Intertextuality: What texts might the autobiography stem from?

Interdiscursivity: What discourses are there to be found?

Order of discourse: What discourses and at what level are they?

Agency: Does the writer somewhere give signs of understanding his or hers limits of self-knowing?

Audience: Are you supposed to be critical, sympathetic or forgiving? Are you learning from the text or are you idolizing the author?

Authority & Authenticity: Do they have authenticity enough to write an autobiography?

The autobiographical "I": is it changing?

Coherence and closure: Gaps in the texts?

Ethics: Is anyone exposed? Are private things discussed?

Evidence: Are there any evidence of that the story is true?

Experience: Does the author critically view his ability to understand his part or does this not fit the story?

Identity: How deep does it go? Is the identity described?

Narrative plotting: Is it a confessional self-examination, a call to action?

Stereotypes: Are there any obvious stereotypes to be found? Language, words, hobbies, characteristics?

Headings	Female authors	Male authors
Intertextuality	Since there are very few autobiographies written by female leaders the texts cannot stem from other female business leaders. The autobiographies are composed in the same way as the autobiographies written by men and might therefore stem from male business leader's autobiographies - as there are almost no other female business leaders writing their autobiographies out there.	There are several autobiographies written by male business leaders and they go back as far as to the 1900th century. The studied autobiographies are built in the same way with the book starting with the author's childhood, plot reaching its climax discussing the author's success and setbacks in business and coming to an end as the author is getting closer to retirement and giving their chair up to someone else.
Interdiscursivity	The female authors all start out their lives as wives and Boyle and Graham are long before their entry in the business world foremost mothers. The family and woman discourse is very obvious and their entire world. Both Boyle and Graham inherit their late husband's businesses and are forced to swap the family discourse in favour of the leadership and business discourse which soon take up their entire (new) lives. Fiorina is the only one who work and educate herself in order to reach her position and her time in the wife/woman discourse does not last long because she divorce and re-marries a man which lets her commit to the leadership and business discourse.	The male authors describe discourses which are in a way merely sub discourses to the discourse of the white male. They present how they appreciate their families and their hard working wives and how they enjoy being in sports or academic contexts, but these social context are ways to build up to the most central discourse which is leadership and business. The reader understands that the author has other interests than business but it is business and them facing difficulties as leaders the book is built around.

Order of discourse	Boyle and Graham are letting the readers in on how their lives were before they entered the world in business and also how their lives as women and mothers have helped them becoming the successful leaders they are in the present. Their mission in life was for a long time to take care of husband and children but changed dramatically when their husbands died. At the same time the order of discourse changed and they prioritize the business. Fiorina was for a long time very loyal to her parents and wanted to become an academic with the typical family but changed her course and soon prioritized the world of business. For her the leadership discourse was the number 1 almost from the very beginning.	Eisner and Welch are displaying a somewhat disoriented youth where they are not sure where they fit in. This description does not last long before they enter the world of business and become goal oriented almost at once. Along the story of how they reach top chair they create their families, but the main story and importance lies on being within the world of business and what comes with it. Watson describes a somewhat more confused life growing up as he admits to being a privileged child with too many (and too few) options. He does not want to be forced into his father's given discourse of business and would rather be a part of the air force. Despite his previous ambitions he goes into the world of business which turns into his most prioritized discourse.
Agency	Fiorina is the only female who feels that she is fully entitled to her success from the very beginning as she has educated and worked her way to where she is. Boyle and Graham struggle for a long time to feel that they have agency enough to make decisions on their own since they are not educated or schooled in the world of business when they take over. They are conscious about their short comings and wish they had an academic ground to stand on and more experience.	When Watson JR enters IBM he goes to the intern school of IBM which means that he starts at the very bottom by learning how to sell the products produced by the company. Watson was at first very self conscious about him being the son of the owner of the company and does not want to get any special treatment. He later, just as the other others, feels he has agency enough to claim the "throne" after several years within the company mostly because of education and experience.

Audience	Even though Boyle and Graham lose their husbands tragically and left with a business and family the reader does not feel sympathetic but rather happy to see women in their mid 40-ies coming to life and learning new things about themselves. All three authors are struggling with an atmosphere which is not female friendly but this is mostly mentioned as "a matter of fact" rather than for the reader to feel sorry for them. The reader is invited to feel impressed by the women's accomplishments and even inspired.	Watson JR often describes his relationship with his father and how he feels that he has often felt neglected and mistreated. This makes the reader feel sympathetic but this is later turned to a feeling of relief when the author turns everything around when he reaches top management and writes that all of the tests his father put him through was only a way for him to prepare Watson JR for "the real life". Welch and Eisner describes the hardmanship of being multi business leaders and give examples of how their actions have lead to great results and this makes the leader feel idolizing towards them.
Authority & authenticity	As mentioned both Boyle and Graham felt for a long time that they could not take credit for the accomplishments of their husbands. Later in life when they had run the companies for a long time and reached goals and accomplishments of their own they felt authority enough to claim their belonging to the top chair and they even feel that without their efforts the businesses might never have reached the success they have today. Fiorina claim authority from the very beginning as she says she has climbed her way to the top on her own without any help from others.	All three male authors claim to have been somewhat uncertain about their line of profession when they were younger. The uncertainty did not last long when they entered the world of business and noticed that they had a flair for it. Their authority is not permitted to be questioned anywhere in their books and they all present situations where they have been questioned by other but they take the opportunity to answer to the questions and give reasons as to why they have full authority to write an autobiography on themselves and their lives in business.

The autobiographical "I"	Fiorina is early on in her autobiography describing herself as a careful and shy girl without any ambitions beyond her parents' ambitions. The "I" is timid in the beginning but gains confidence and depth as she chooses to step into the world of business. Both Boyle and Graham are also facing a changing "I" but the difference is that they are confident in their "I"'s from the very beginning as they are proud wives and mothers. The "I"'s change in the way that they go from being a bit careful about what they say, not wanting to be over confident, to being sure about themselves. The "I"'s change over time along them getting older and therefore more sure about themselves and their accomplishments.	The "I" is somewhat weaker in the beginning of the male author's lives and they describe to the author how they felt somewhat lost as children and this is due to their "weak" "I"'s. This changes though as soon as they enter the world of business and the tone of voice stays the same throughout the rest of the book. The tone of voice is steady and certain about them being the right man in the right place.
Coherence & closure	The female authors keep a steady chronological theme throughout their autobiography where they start their life story by presenting themselves as children, peak in their mid life as business leaders and end their life narrating by re-caping their lives as business leaders handing over their work to the younger generation. The closure is therefore quite the same between the women. In terms of coherence all women give away quite a lot about themselves, their lives and the people around them. They share their inner thoughts on situations and are very frank when answering to certain episodes in their lives.	The male authors go about closure the same way as the women and give descriptions of their childhood, more vivid descriptions of their life in business and sum things up at the end when they are facing retirement. When it comes to closure the men tend to describe some situations very carefully and then choose to cut things off quickly regarding other episodes. An example of this is when Jack Welch is very keen on explaining how he values his wife and family and how he could not have managed without them throughout the first part of his book, only to later spend a single setting to quickly inform the reader that he divorced his wife and found a new younger one.

Ethics	Fiorina and Boyle both have the tendency to speak freely, and a bit harsh, about other people, but for Boyle it is more of a identity streak which fits her portrait from her business' commercial ads. Fiorina gives away details on people she has worked with in her business life. The people and their actions which she is addressing would not be difficult to identify if you were the person in question or other people who were involved. She more or less "outs" them in public revealing embarrassing things such as who likes to go to strip clubs and who uses blackmail in order to get their way. Graham on the other hand shares plenty of information on the course of her late husband and sheds light to delicate information about her personal life. She shares information which has been speculated in and discussed in media, i.e. there is no new news to the reader but a more vivid description on what happened.	Watson JR gives away much information on his life as a privileged child and how he feels that his father has not been a very good one. Although he shares this, he later in the end erases any questions on him having poor ethics while revealing unflattering facts about his father due to him understanding that he is himself very much alike his father and that he understands that the way he was brought up made way for his coming success as a business leader.
Evidence	All three authors use pictures as evidence of their lives and success but Graham shares plenty of notes and letters too which adds depth to her plot. All three are very public figures as Boyle is the face of her company through commercial campaigns, Fiorina being announced world's most powerful woman by Forbes and Graham being in the media business. This means that the authors' evidence of being both business leaders and the success they claim to be has been scrutinized by the public.	The three male authors are all very public figures and as they are business leaders of international companies they are constantly being scrutinized internally and externally. The most obvious evidence they present is referring to media releases and articles and showing pictures of their personal lives and families. Watson goes a bit further by referring to notes being sent between him and his father.

Experience	Boyle and Graham are questioning their part in the business in their beginning of their takeover and do not feel particularly at home as they are used to being nothing else but mothers and wives. They are struggling with being new in the forum and feel that they are lacking experience. This changes as they gain authority and experience after the years go by. Fiorina quickly gains experience by getting several educations and starts to work within the business arena early in life.	All male authors are educated within business and start their life early with role models with strong work ethics and understanding of the business world. They are free to choose their course of life but quickly understand that they ought to pursuit a career within business because that is where they feel at home and have great chances to succeed in.
Identity	Gert Boyle starts off by describing her life as a refugee from Nazi Germany coming to America and seeing her father use his entrepreneurial skills to create a sportswear emporium. When she takes over the business after her late husband her identity does not change, but her emphasis on it does. She does not particularly describe her personality or identity before becoming a business leader but as she develops the character Mother Boyle in favour of a commercial plot she starts writing her life story differently and blend in passages where she gives life coaching from "Mother Boyle". Graham closely explains how her identity changes from being a timid wife of a business man into a strong woman when it is found out that her depressed husband is cheating on her and wants a divorce. The tone of voice in her narrating changes along with her describing that she became more confident. Fiorina explains that her identity changed from being withdrawn into confident when she decided against her parents will for her to become a lawyer.	Watson JR describes himself and his identity as somewhat clueless when growing up and a misfit because of him being the black sheep of the privileged family. Watson describes himself that he struggles with his identity almost all of his life because he does not feel appreciated by his father. When his father finally show is respect to his son Watson JR describes to the readers that he knows his true identity. The other two male authors keep their way of describing their lives and do not get caught up in life events that changed their identity. Eisner starts his autobiography by sharing information on a recent heart attack, but does not say that he wishes to change or have done anything in life differently.

Narrative plotting	Graham's autobiography shares the most detail about her life. The book is long and therefore contains much more details and she has made sure to give explanations to passages which probably have been speculated by others. The reader is invited to get an understanding of how things were for Katherine during the hard times of her husband being ill with depression and why she handled the things she did. Graham even writes in her autobiography that she writes in order to let go of things. She also writes that she is proud of what she has accomplished, despite having bad odds. Fiorina starts her autobiography by trying to understand why she is being taken down from the CEO chair of HP. The reader keeps in mind how she, according to her, is unfairly treated by the HP board and the rest of the book builds up a foundation to why she "deserves" her chair as CEO. Boyle's autobiography is not very long but contains the peaks and lows of her life although most part of her book is describing her most key mark in her business success which is her advertising and her character Mother Boyle. The autobiography is in some ways dedicated to Gert Boyle, but only in the beginning, and the rest is dedicated to the character Mother Boyle and her voice.	Watson JR is primarily dealing with his relationship to his father. The reader follows Watson JR's life as a business man but is primarily learning how hard life has been according to Watson JR and not as easy as one would have expected. Eisner looks back on his life from the point of view of having a close to death experience from an heart attack and he wants the reader to understand the pressures of being a business leader. He most often uses his autobiography as a medium to explain why he acted the way he did in specific situations. Welch uses most of his autobiography to explain how he goes about business and the history of GE.
Stereotypes	Gert Boyle plays with the female gender stereotype quite extensively. The character Mother Boyle is entirely the prototype of the stereotype. She is a firm mother, caring and likes to bake pies. Fiorina and Graham do not at all write in a stereotypical way and they do not use words or language that would make the reader to make association to the feminine gender image.	All three authors are keen to enhance their interest in sports, planes and cars. They are letting the reader know that they are daring, hard headed, rough, calm, steady, calculating and rational. All of the above fit the stereotype of the masculine gender image we have.

5 Discussion

5.1 A social construction

This thesis is following the CDA method developed by Fairclough and has an ontological constructionist perspective. As Meindl (1995) describes it, the common focus and perspective on leadership research stems from a different perspective. The constructionist perspective goes hand in hand in with the third branch of the theory of Romanization of Leadership which is the social construction of leadership, but usually research describes leadership phenomena from the leader's point of view, i.e. the leader being the constructor of social processes. If this thesis did not have the constructionist approach the angle of the analysis and the outcome of the conclusion might be different.

The CDA and the constructionist perspective speaks to RoL and Meidl (1995) turns things up side down in the leadership discourse because he questions if a leader is a spontaneous event and instead makes us wonder if the leader rather is a product of the follower's social construction. Adding the perspective of studying autobiographies which are said to be *"..not merely something we read in a book; rather, as a discourse of identity, delivered bit by bit in the stories we tell about ourselves day in and day out, autobiography structures our living"* (Eakins 2004, p. 2), but also: "*justifying* (…the authors) *their own perception, upholding their reputation, disputing the accounts of others, settling scores, conveying cultural information, and inventing desirable futures, among others*" (Simth & Watson 2010 p.13), makes the concept of autobiographies written by leaders somewhat distorted. If we consider a leader to be a product of its followers i.e. the leader's attributions are socially created then one could ask how the reader ought to view and consume an autobiography written by someone who is writing an autobiography with the narrative authority as a leader.

Smith and Watson (2010) let the reader know what to pay attention to and how to read an autobiography and Fairclough (1995) wants the reader to observe how discourses play a certain role in what is written. The headings are agency, audience and addressee, authority

and authenticity, the autobiographical "I", coherence and closure, ethics, evidence, experience, identity, narrative plotting and the headings intertextuality, interdiscursivity and order of discourse are developed by Faiclough (1995). An addition to the guiding headings will be the stereotypes which are widely discussed in the feminist discourse analysis and addresses whether or not the autobiographies contain any gender stereotypes.

The autobiographies that were studied and presented under the findings deal with the pointers given by Fairclough and Smith and Watson and inspiration from the feminist discourse analysis and the findings were at times very similar and sometimes irregular between the authors. The similarities and differences between the autobiographies divided by sex will be presented below what might be the general contribution autobiographies give to the leadership discourse.

The dividing between sexes is aimed to address the second research question regarding if there are any potential differences or similarities to find while studying what autobiographies contribute to the leadership discourse. Hopefully the findings of the differences and similarities between sexes and their narrative writing will add a second dimension to the research on autobiographies' contribution to discourses.

5.2   Framing identities and expected outcome

As the autobiographies aim to portray a life story written by the main character herself, as opposite of biography which is a life portrait written by someone else than the main character, the chance of the reader to scrutinize and read with a critical eye reduces because we are more prone not to question if the life story is written by the main character. Without the approach of Fairclough (1995), Smith and Watson (2010) and Leary and Kowalski (1990) who research with the angles of CDA, social constructionist and self impression the reader might not analyze her own part in why the author writes the way she does and might not question what is valid and what is not.

As Leary and Kowalski (1990) puts it, the two reasons to why we shape our self-presentation are that we want to sculpture an image which is purely social and the other reason is because they wish to construct a public identity. Writing an autobiography is an act towards wanting to be public (Smith and Watson 2010) and therefore, according to Leary and Kowalski, the chances of the author being cautious while managing his or hers impression increases. Yet, considering what Fairclough (1995) and Smith and Watson (2010) teach us, the question whether it is the author who chooses his or hers identity or if it is the followers, i.e. readers, remains. Do the impression management and aesthetic leadership tell us more about ourselves than it does about the author?

If the reader has Fairclough's CDA approach at the back of her mind and understands that what is written in an autobiography might be a result of her own social creation and expectation as well as a discourse described in print, what is the expected, or wanted, outcome when writing an autobiography? What are the authors trying to achieve? Some answers are found in the findings of this thesis, such as giving their life story, their side of certain events and sharing information on their personal as well as professional lives, all of this posing as contributions to the leadership discourse. The not so obvious answers are not to be answered unless you have a critical mindset, such as CDA. Using the collected data which tells us that things are socially constructed and that how we act is merely a product of social impact and discourses affecting each other could it be possible that the expected outcome has something to do with that the author of the autobiography, and in this case the business leader, is trying to fit into a mold which has already been cut out for them, rather than trying to change the way people see them? In other words, might the expected outcome be that the business leader is trying to put down in print that he or she answers to the image his or her followers have created, i.e. fit into the mold, and this in contrast to believing that the business leader creates the mold herself?

5.3 Similarities and differences between the authors divided by sex

Discussion of feminist discourse theory and what the findings from dividing authors by sex will mean for the research on autobiographies' contribution to discourses will be addressed after the table of findings summary.

Headings	Similarities	Differences
Intertextuality	Autobiographies stem from the same texts which are other autobiographies written by white male business leaders. Some of what is written stem from articles and what media has written and said about the author.	None
Interdiscursivity	Both the men and women have the business and leadership discourse in common.	The women have the discourse of being mothers and wives as their leading discourse for a large part of their lives, i.e. an additional discourse beyond the business leadership discourse.
Order of discourse	For the most part of the authors lives the discourse of business leadership is the most important one.	Two of the female authors live in the discourse of being mother and wife during a long period of their lives but come to prioritize the leadership discourse as they enter it.
Agency	When they are all business leaders they feel they have agency enough to write their autobiography.	The male authors feel that they have authority for the most part of their lives and two of the female authors feel that they did not gain agency until they proved to be competent enough to lead the business.
Audience	The audience of the authors all idolize the authors as they go through rough times but still manage to come through with good results.	None
Authority & authenticity	Since the authors all became successful business leaders and are acknowledged they all feel authority enough to write their autobiography and their take on the business that they lead.	Graham and Boyle felt that they did not have authority enough to comment on business until they were the business leaders themselves.

The autobiographical "I"	All authors tells the story of how they changed from being an uncertain child into a confident leader. Their autobiographical "I" follows this transformation in text.	None
Coherence & closure	The authors all followed a chronically lead when describing their life stories.	The female authors shared many details and followed through with explanations for the reader. The men on the other hand were at times saying one thing but later contradicting themselves. As an example Welch says he values family more than anything and says so often in his autobiography but spends only a few words to the event of him divorcing his wife and marrying a much younger woman,
Ethics	All authors "out" a few people who are close to them, which can be questioned how this addresses a question on ethics.	None
Evidence	All authors use pictures and in some cases notes to give background to their descriptions and stories.	None
Experience	The authors gained experience within their line of business by working with it for a long time.	The male authors grew up with choices on what to study and to work with and early got both education and a job. Fiorina was the only woman who had the similar experiences. Graham and Boyle educational backgrounds but nothing similar to a business education.
Identity	The authors identity changes as they grow older and eventually become confident business leaders.	None

Narrative plotting	All authors take the advantage of "setting record straight" and to show how they have gotten to where they are despite their setbacks. A narrative plotting different from this is that both Boyle and Welch are often boosting their companies and why they are great.	None
Stereotypes	None (/some = Boyle give away tons of stereotypes such as giving the reader a recipe for apple pie but it is unclear if it is Gert Boyle who is doing this or if it is the character Mother Boyle.)	The men are portraying themselves as strong, confident, rough and sports interested men which are all stereotypes. Example: Eisner mentions all types of fishing techniques he learnt at scout camp. Graham and Fiorina on the other hand do not show any signs of typical stereotypes attributed to the female gender.

5.4 Similarities

There are no situations to be found in the table where there are no similarities at all. In fact, the similarities are shown to outweigh the differences in terms of countable differences. The narrative tone and plot are all the same and if some anecdotes were to be removed, it would have been hard to tell the sex of the author, specifically when comparing Fiorina and Graham to Welch and Eisner. The way of composing their autobiographies all start with childhood, peaks when they become business leaders and is summed up by retirement.

According to Wodak (1997) and Smith and Watson (2006) sexism within discourse studies has been a problem for a long time. They claim that autobiographies as a means to study discourses and their changes over time has been focused on the works of male authors. Smith and Watson (2006) raises the question on how accurate the history writing really is when ignoring female authors when studying discourses over time and Wodak (1997) wants people to acknowledge the role social creation has in our every day image on our general surroundings, and the concept of gender specifically. Wodak (1997) and feminist discourse analysis want people to have in their back of their minds that gender is something we have

created ourselves and what we attribute to a particular gender is entirely up to us and not something fixed to a sex. What this tells us in combination with the findings is that we should not to be surprised that there are few differences and several similarities. Without the mind set on that gender is socially constructed, many would be surprised to find such many similarities, as we are taught to see men and women as each other's opposites (Wodak 1997).

In extent to the gender discussion and how we ought not to be surprised to find as many similarities there is the discussion of hegemony and how we struggle to be part of the "normal" group. Wodak (1997) explains how discourses are continuously changing and it is up to us to form the context we want to be a part of. The strongest forces are the ones who create the norm and these forces are white men. Considering gender and sex being something we can change with tangible and intangible methods there is a possibility that women who want to be a part of a discourse dominated by white men have the option to "change into the role", i.e. do, say and write things that fit the ruling norm within the discourse and by doing so "becoming man-like".

When comparing the idea that what we attribute to gender are stereotypes and not fact with the idea that we have a tendency to want to be a part of the "ruling group" the question on what these findings add to the knowledge of what autobiographies contribute to the leadership discourse gets two folded. On one hand the analysis could be that if more autobiographies written by female business leaders would reach the public the social construction that women's writing is not interesting because they can only write in a "female way" (i.e. a negative attribution) would be diminished and equality between sexes in not only the leadership discourse could be a fact. On the other hand the theory tells us that we are capable to change the way we speak and act and, in several cases in a destructive way, we change according to the ruling forces within a discourse. This might mean that female business leaders are adapting to the way autobiographical writing has been written for decades by men as they are the leading forces within the discourse. In other words, are Graham, Fiorina and Boyle contributing to equality between sexes by not presenting any stereotypes or are they in fact decreasing equality by following the norm set by white men who dominate the leadership

discourse? The answer to this will hopefully be answered with help from the findings of differences.

5.5 Differences

In contrast to the findings of similarities the differences were not as many. We learn that the most obvious differences were mainly found in the author's backgrounds. Two of the female authors had little experience before they became business leaders and no business education. All female authors thought for a long time that they would be successful mothers and wives and saw education as an interest rather than a must to succeed.

One concrete, but shadowed, difference is found under the heading "Stereotypes". Before studying feminist discourse theory and getting the perspective that everything is socially constructed by us the idea of stereotypes would probably not have crossed many minds. This is because we are so familiar with the attributions connected to gender that we tend to forget that it is something that can be used as a shield in order to look and act "normal" (Wodak 1997). This means that there are some additions to autobiographies that are merely there to manage the author's impression (Leary and Kowalski 1995) and are written not to bring the story forward, but to make the aesthetics of himself more appealing and fitting according to the norms of the discourse (Hansen et. al. 2007). An example of this is Eisner who mentions several times his love for a scout group he was involve with as a child and got his children involved in too. The scout group was only for boys and they did "what boys do" (i.e. fishing, camping and hiking and these are things boys do according to Eisner). Further all men mentions, here and there in their autobiographies, how they love golf and watch sports with their sons. These are types of stereotypes which are affirmed by the male authors throughout and interestingly enough the female authors (except Boyle who is getting into the commercial character Mother Boyle in the last section of her book and gives out recipes of apple pies) are not answering to the stereotypes attributed to the female gender. The women do not go into depth with any "lady hobbies" such as shopping, going to the hair dresser or gossiping with girlfriends.

Looking back on what was discussed under the heading similarities, where the question on whether the female business leaders were contributing to letting the patriarchy rule or if they were making the contribution to the leadership discourse that it is untrue that women's writing and leadership is uninteresting to study and that anyone who thinks different makes judgments based on sexism, the answer might be found under "Stereotypes". If making comparisons to what Wodak (1997) says about how we struggle to be considered "normal" and that we do this by adapting to whatever is considered norm within the discourse with the fact that the female authors (Fiorina and Graham) showed very little examples of stereotypes whatsoever, we have an opening. This means that if Fiorina and Graham were trying to compete for space within the leadership discourse where the ruling individuals are primarily men then they should according to Wodak (1997) also be adapting the things which are being widely mentioned in the men's autobiographies, e.g. sports, father figures, cars and being tough. Instead, the women write very little about attributions which we commonly divide to either the male gender or female gender.

With these findings and theory in addition there is a chance that the autobiographies written by the women are contributing to a more accurate and fair view of women in general and women within the business discourse in particular. The male authors on the other hand are rather enhancing the attributions to the male gender and encourage the "typical" way of writing and acting as a business leader, i.e. being whatever we attribute to the male gender.

6   Conclusion

6.1   RQ:

A) What contributions do autobiographies give to the leadership discourse?

B) What differences are there between male and female authors herein?

When keeping a social constructionist view and following Fairclough's critical discourse analysis the natural line of theory develops into something along the lines with RoL, impression management and aesthetic leadership. The theories claim that aesthetic leadership is something staged and necessary in order for a leader to keep his or hers followers although the question is if it is the leader who comes up with his or hers specific identity or if it is external and socially created factors. According to Fairclough, Smith and Watson leadership is something which is socially created and it is the followers that shape the leader rather than the opposite. This means that autobiographies in general can be used as a medium for a leader to show that he or she has been and is carrying out whatever the followers are expecting and this is the primary relationship between the two. In other words, the leadership discourse is shaped, changed and influenced by followers and social processes and the leaders' projections and autobiographies are used to show that the discourse is adapting to the social context - which is continuously developing and changing it. Autobiographies contribute therefore to the knowing if the leader is adapting to what the followers attribute to him or her and it is this affirmation that determines whether or not the leader will be followed. Further, autobiographies contribute to the changing and sculpting of discourses.

A second dimension to what autobiographies can contribute to the leadership discourse is found when having a gender perspective while studying the autobiographies. When dividing the two sexes from each other and applying feminist discourse theory as well as women's narrative history it is found that the studied female autobiographies contribute to a diminishing of the false attribution of that women's writing is not worthy to be studied as it is claimed not to be written in the same manner as the yardstick set by the patriarchy. The women not only have the same plots and tone; they exclude both male and female stereotypes and leave nothing short but the story of their lives as business leaders for the reader to study.

The differences between genders in autobiographical writing business leaders are foremost; the amount of female business leaders writing their life narrative is very small compared to the male authors. Second, the family discourse has played a larger part for the women compared to the men, but this is more or less down prioritized as the women become business leaders and reach the peak in their narrative plot. The difference when it comes to stereotypes is used as background during the discussion of what the female authors contribute to the leadership discourse and evolve around how the women include little if no stereotypes attributing either the female nor the male gender while the male authors on the other hand include several stereotypes attributions to the male gender. Other than that, the similarities of female narrative writers to male narrative writers are immediately noticeable, from the narrative plot to the autobiographical "I".

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8 Appendix

8.1 "One Though Mother" by Gert Boyle (with Jerry Tymchuk)

Gert Boyle is a Second World War refugee who came to America as a teenager. Her father and husband became business partners and her husband later made the company Coumbia Sportswear Company into a promising success. When Gert Boyle's husband later died of an heart attack and the business was handed to the inexperienced housewife Gert Boyle and this is where the plot starts.

Intertextuality:

There are no immediate evidence of that the book stems from other autobiographies, but publications about Gert and about the company and how she responded to them are woven into the text. The red thread, which is "nothing is possible" and "I will show them all" stems from publishing and what other people say and the story is constantly pushed forward with examples of what someone is saying about her verbally or through text.

Interdiscursivity:

The discourses to be found in throughout the text is in the beginning her feeling boxed into the life of an immigrant which I choose to call the discourse of a refugee. She quickly leaves this box and enters the life of motherhood and being the head of the family. In terms of time she exists in what I call mother discourse for a long time. From being a young adult to being somewhere in her forties her life evolves around motherhood but in terms of pages in her autobiography the discourse is allowed not much space, yet her public image and marketing campaigns stems from her being "Mother Boyle".

Throughout the book the subject of being female occurs. In the beginning when the discourse of motherhood is dealt with the fact that she is female is never discussed and a gender perspective does not exist. It is not until later, when she enters the discourse of leadership, she begins to address her gender and discuss observations.

Gert Boyle becomes the sudden leader of a company and faces many difficulties and the autobiography consists of many affirmations and coaching words to others facing something that might seem impossible. The book is primarily about her life within the leadership

discourse and her take on it, but is at times cracked with small interruptions dealing with her parallel discourses such as being mother and woman.

Order of discourse:

Gert starts off with being an immigrant as a child and later enters the discourse of motherhood. The abrupt event of becoming a business leader made her not leave her past discourses, but rather make them parallel and she was also forced to make them smaller. The order of the discourses changes in the course of life events and her if making the autobiography the day's date then the order of autobiographies is leadership (being the discourse which she feels most connected to), female, motherhood and refugee (which she feels less connected to). This ranking is based on how she chooses to address the discourses and to what extent.

Agency:

Gert Boyle gives answers in her autobiography to all doubts in terms of her agency as a leader. In terms of being a mother she discusses the subject rather hastily and claims to agency in an anecdote where she turns the car around in the middle of the street and heads back to the school principle at her daughter's school in order to dramatically set some things right that she feels are being handled wrong.

Gert let the facts and figures show how she has succeeded as a leader and gives numbers on how her choices of action have proved to be successful. In terms of criticizing herself she rather gives "against all odds"-examples such as her husband's death and her lack of experience and attribute any critique to the examples as to why she actually ought to be doing worse or not succeeding at all. These are explanations given by her when understanding her own shortcomings or unflattering actions such as firing someone.

Audience:

Gert Boyle takes the reader on a tour that starts in sympathy, peaks in idolizing and has some forgiving strokes. Gert first presents herself as a girl from Germany who is forced to leave her home because of the hovering threats from the Nazis and quite early we introduced to the horror of losing your spouse and bread winner. Even though the stories are horrid, the story is presented in a very "matter of fact" way. This tone of writing does not change throughout the book, but is following the tone of voice the marketing figure "Mother Boye" uses in her campaignes. The sympathetic parts are easily to be confused by the dominant parts of idolizing because she creates an aura of us thinking that she is strong rather that she has been damned with plenty of misfortune. Further, she uses this misfortune as a means to explain why family and friends sometimes are neglected and how she has not chosen this line of life but was actually forced to continue in order to support her family and that she, in fact, has put her own interests last.

Authority & Authenticity:

Gert Boyle makes sure she owns the subject of authenticity of being a leader in her autobiography. She does this by being detailed when describing how she took over the company from her late husband and further how there were critical situations where she could have decided to sell the company and putting things to an end. The evidences show the reader that she is the agent of all outcomes. Further, Gert develops deeply into the marketing campaigns of her being the mother of Columbia Sportswear, also showing pictures of the campaigns which enhance the authenticity of her stories being true.

Is the "I" changing?:

Throughout the book the discourses and agency changes, as previously mentioned. Along with these changes the "I" changes too. Gert starts off by describing the "I" as a sturdy German girl finding ways to adapt in America and succeeding with adapting when settling down and marrying a man who partner up with her entrepreneurial father. In the short beginning Gert Boyle is simply Gert Boyle, but quickly becomes the character Mother Boyle – in life as well as in the autobiography. The "I" changes from being the woman and person Gert Boyle into being the character and company leader Mother Boyle.

Coherence and closure:

The autobiography starts off by describing Gert Boyle's life and closes off describing the life of Mother Boyle the figure. The closure is not aimed to be describing Mother Boyle the character per se, but is written in the tone of language and affirmation which does not fully appear until the marketing figure Mother Boyle is created. The time perspective is speeded up between her years as a child and her being Mother Boyle. During her prime time as Mother Boyle time events are more detailed and slowed down and closure comes naturally with her increasing age. The reader gets the impression that she is, and always will be, Mother Boyle and there shall be no other than her, in fact, the years before her entry are not acknowledged in the closure and the impression is rather that the time of age started when she took over.

In terms of coherence there are gaps such as her being a teenage immigrant from Germany and in her autobiography modeling as the all American Mother Boyle. Conflicts like these are not addressed and the collision between her being Mother Boyle officially and all the while excusing herself in the text for being consumed by her work and neglecting family is not explained either.

Ethics:

The autobiography does not go in depth of any relationships and merely touch upon others and how Gert views them. There are never any sequences where ethics can be questioned either by her or by others. The only area where the topic of ethics takes part is where she faces the rhetorical questions of her own actions. There does not seem to be any questioning, but she answers to why she has fired some people and gives only a few examples. The examples lead to her describing why she acted the way she did and that she never had any other choice and that the ultimatums where a product of outer forces.

Evidence:

In order to enhance the picture of Mother Boyle, Gert shares many pictures of herself and commercial campaigns from Columbia Sportswear. Since the largest part of the autobiography deals with the public commercial figure Mother Boyle the examples of the campaigns come natural as a photo spread in the middle of the book.

Experience:

Throughout the book Gert reminds the reader of how she has gotten as far as she has with the company despite her lack of academic experience and her only wisdom comes from what she learnt from her years as being a mother and wife and daughter to business men. Her initial limited knowledge was improved by trial and error and as Mother Boyle puts it "by common sense".

Identity:

As described before, Gert Boyle does not live long in the autobiography and is only on third into the book replaced by the public figure Mother Boyle. The words, language and way of describing things are changed from non-personal descriptions and narrating to personal, individual storytelling and a tone of voice you would expect finding in a novel. The shift in identity takes place when Gert has past the trials of leadership and makes the decision not to sell the business at a stand point where she is almost forced to.

Narrative plotting:

The narrative about Gert Boyles life starts off with describing quite an eventful life as a young immigrant and takes to a halt when the focus quickly becomes the description of the most central and important part of Gert's life: leading and managing Columbia Sportswear. The book includes anecdotes from Gert's life when she meets important celebrities and her thoughts around that, but the plot is mainly an extended version of the commercial figure Mother Boyle where she gives life lessons.

8.2 "Tough Choices" by Carly Fiorina

Tough Choices is a memoir written by the former chief executive officer of Hewlett-Packard Carly Fiorina. The memoir covers Carly's life from when she was young up until her days when being handed her notice by the HP board.

Intertextuality:

The memoir by Carly Fiorina is very much similar to the other autobiographies studied in this text. The plots, the speed and depth of particular things are much identical to the other business autobiographies, i.e. this specific autobiography must stem from, or have been inspired by, other autobiographies written by business leaders.

Interdiscursivity:

Carly describes her life as a constant battle between three discourses: business, leadership and academic. Carly was brought up by true academics and she thought for a long time that she was too meant for the life of a scholar, but found her thrill in business life. Carly lifts up a fourth discourse along the book, but pays it little attention in comparison. The fourth discourse is family and there is a small sequence where she explains that her husband already has children and does not feel the need for children of her own.

Order of discourse:

Carly tries often to mix her sense of belonging to the academic discourse with her current context of business, and her increasing role as a leader. She feels there should be no need to choose to stick to only one discourse, but sees parallels to why she got fired from her post as CEO of HP and mixing discourses. "She's just marketing fluff" (Fiorina, 2007, Tough Choices, p.prologue) is what Carly thinks some think of her because of her "discourse hopping".

The levels of discourses changes as her life and responsibilities changes. At the start she identified herself the most to family and its importance to her but grow to relate to the world of business. When she excels as leader this is the discourse which captures her full attention and does so throughout the largest part of the autobiography. As she gets older her sentimentality makes her return to the scholar discourse, but she is forced to stick to the leadership discourse and focus on it in order to stay CEO. The family discourse is constantly floating in the background but does not make a proper appearance until she is handed her notice, which is where she returns to where she started: the family discourse.

Agency:

As mentioned before Carly struggles with several senses of belonging to different discourses. She argues back and forth with this at times of self doubt. Whenever self doubt occurs it has its roots in what other colleagues or business partners say to her and at times she blames the fact that she has a different background than them and that she has been, and is often going back to, other discourses. At those times she tells the readers that she can only do as much as she can and if that is not enough then that is fine, she does things the way she has been taught and what feels morally right to her. She explains that she does not see her achievements as something she takes, but rather as something she earns.

Audience:

Carly Fiorina is taking the opportunity of "outing" people from her surroundings and business contexts. This opportunity give the readers an insight in Carly's world and adds drama to the plots. Instead of feeling pity and sorry for Carly for being surrounded by biased male sexists and cheaters, the reader feel that she values moral and she makes the most of her situation even though the odds are against her. The reader will see her as an old school hero waving the moral flag rather than a street smart Wall Street shark.

Authority & Authenticity:

In the very beginning of the autobiography Carly chooses to address the event of her being laid off by the board of HP. She gives examples of why she thinks people have something against her and why she is misunderstood. Further into the book she give details to why and

when people misunderstand her and she gives examples to why she chooses to act the way she does. It is easy to be given the impression that Carly is trying to answer to what she believes are the reasons to why she is not understood and why she is not trusted to be at the position as CEO. She more or less tells her audience that wants to get her say in matters down on print and reach out to all those who disbelief her. Carly has had a long history as a leader within business and makes sure that her authority is not being shot down because of her having to step down from the CEO throne of HP. She states this in the very beginning of her memoirs. Just because she is different does not mean she does not have the right to take part in the discourse.

The autobiographical "I":

Throughout the autobiography Carly Fiorina follows her character from beginning to start. She makes a notion of explaining to her audience that she has been the same person all along and that it is circumstances, trends and other people's personal agendas that have put her in the limelight of criticism and ultimately being dismissed from her duties. The "I" does not change more than her learning how to adapt to the new contexts and discourses in terms of survival, but she cares for the reader to feel as though she is the same disciplined Carly Fiorina as she was when she was a young straight A-student with over achievement-issues.

Coherence and closure:

As mentioned in the previous headings Carly involves the reader from the very beginning with her personal experience of how she got handed her notice. The plot starts from here and the story about her life is a way of building up an understanding of what lies behind the first chapter, the closure is therefore tied to the beginning and the autobiography is made into a complete circle.

In terms of coherence the red thread is that she always sticks to moral grounds and that she is surprised how few of her colleagues are not choosing the same path as her. Where the lines of coherence are blurry seem to be evolving around privacy and family. Carly states how important family is to her but chooses only to devote a few pages to a divorce she went through and her lack of children. A second gap in the coherence of her texts is how she is very keen on portraying herself and her actions as honorable and just, yet she is very outward spoken about her colleagues and their debatable ways of doing business.

Ethics:

Carly Fiorina is very concerned about moral and ethics and lets her audience know this in her autobiography. She gives many examples on when she has been offered the chance to gain authority with questionable methods, but she always chooses the undisputable way and finds a way to proceed with her hands clean. Even though Carly prizes the honest way to success, she reveals many anecdotes from her life as a struggling woman in business. With acronyms she hangs out her colleagues through the years and tells her readers how business meetings are held in strip clubs and how she is back stabbed by people who she thought were friends. For people involved, it ought not be very difficult to understand whom she is referring to from time to time.

Evidence:

Carly Fiorina is in the middle of her autobiography sharing some pictures of her family and herself which is evidence of her happy life as step mother and married woman. Besides from this Carly shares anecdotes and situations which are entirely based on how she experienced things and what she thinks might be going on. In other words, the reader gets only her view on a situation and this is described as though Carly does not merely speculate, but is rather stating a fact. This occurs often because a lot of space is given to what she thinks is going on behind closed doors and less about her own activities, or at least these are the strongest impressions for the reader.

Experience:

Carly always make sure to emphasize her ability to in any case see things in a mature way and with a morally viable defense behind her. She uses this in order to explain to the reader that in the particular situation she is addressing, any eventual bad outcome is not due to her lack of judgment or poor character. Carly never view her part of the events that led up to her being fired from the position as CEO as something having to do with her experience or authority.

Identity:

Carly Fiorina chooses to display her identity as deep as what her moral standpoints are and with a full explanation behind it. The moral standpoints are explained early and repeated along her described career in business. Her identity is early on described as an eager student

and scholar who strives to be perfect and reach high goals and this identity is kept more or less the same throughout the book. At first Carly knows her identity but is struggling to find the right context, or discourse, for her and feels satisfaction when she enters the world of business.

Carly does not fear to offend any readers when she chooses to give her thoughts on how business is often based on conniving schemes and tricks and that business men and women have much to learn from the philosophy, which is a reappearing theme throughout, in order to become better persons.

Carly feels that her identity is misunderstood because it differs much from her partner's and colleague's, and lets the reader know that she through her autobiography hopes to make more people understand where she comes from and that her intentions are good, even though her ways to get to the top differs from others.

Narrative plotting:

The largest and most obvious plot is the one of Carly being told to leave the CEO chair of HP. Since it is mentioned at the very first pages the readers keep this in the back of their minds while reading. Towards the end the reader cannot help but to sense the injustice Carly feels she has been a victim of. Carly mentions in the text that she is well aware of that the reason to why she writes the autobiography might be because she feels the need to explain her sudden leave from HP and set things straight to the public: she has been misunderstood all along and her alternative ways of pursuing business were not approved by the board.

8.3
"Personal History" by Katherine Graham

"Personal History" is a pulizer prize winning autobiography by Katherine Graham who inherited The Washington Post after her late husband and father.

Intertextuality:

Katherine Graham has built her autobiography the same way as the majority of the other autobiographies studied in this thesis, i.e. "Personal History" stems from other autobiographies. Besides from being inspired by other autobiographical writings, Katherine has been motivated by other written texts and comments about her and her life and wishes to

comment on these. Therefore, her text stems from other writings such as articles from newspapers.

Interdiscursivity:

Throughout the autobiography Katherine discusses the difficulties she has been faced with when having a large family and especially the hard times of having a family business. One discourse for Katherine is one built around being a mother and daughter and how to behave in this very unique discourse. A second discourse which Katherine is constantly a part of, but does not fully engaged in until later, is the world of business, and more specifically, the world of newspaper business. When Katherine's husband committed suicide she later became publisher of The Washington Post and the immediate leader over everyone working at "The Post", this is the third discourse. Because of Katherine's age and time she was growing up she had a fourth discourse to address and maintain and that was to act like a lady, i.e. a sophisticated woman.

Order of discourse:

Katherine Graham grew up in a privileged family and she was struggling to live up to the standards of a proper lady. Being a lady first and later taking care of her role in the family discourse were her prime tasks most of her life but these were challenged by her wanting to succeed with piloting The Washington Post. Since she was the first woman ever in such a position in the world of publishing she had to rely on her colleagues and old friends to help and support her and this gave her the chance to maintain her position as a lady and as a family figure. If she did not live up to the standards as a lady and mother she would have not been respected by the public and the paper would not have been sold.

The order of discourses for Katherine was foremost being a lady and second being a mother and the one who held the family together through crisis such as her husband Philip Graham committing adultery and at that time wanting a divorce. After these two discourses Katherine was a person in the publishing business and last she was a leader of The Post.

Agency:

Katherine Graham is making sure that the reader does not think she has immediate agency on giving her say on publishing, news or leadership. She is throughout the book doing the exact

opposite and constantly downsizing her role, knowledge and ability. Katherine lets the reader know that she is very uncertain of herself and that she actually has very little say in any matter and she has needed all the help she could get. The only thing she comes around to fully take credit for is her handling her husband's infidelity and death.

Audience:

Katherine Graham is making sure that the readers make up their own minds on what they should feel towards Katherine and her actions. Katherine describes specific anecdotes and shares letters from people and this is done in a "matter of fact" way instead of blending it with her feelings towards the specific event she is describing. Her view and her feelings are rarely described and if they are it is also written more in terms of logic rather than in an emotional way. The readers will towards the end see Katherine Graham as a professional lady and they will admire her for her calmness and cool despite the uncontrolled people and events around her trying to make her lose her cool. Further, the audience will raise their gaze higher and beyond Katherine and understand that she was merely a public figure in a much wider context.

Authority and authenticity:

As mentioned in the heading "agency" Katherine is rather diminishing her role than raising it. It is not until in the very end when Katherine has become the age close to retirement she claims to agency when she is head of revealing the Watergate Scandal which was an enormous news scoop by the Washington Post which later lead to the resignation of President Nixon. Before this Katherine is very keen on making sure that her father and her husband held authority in terms of leading the newspaper and that it took her years to understand how to successfully run a newspaper. In terms of Katherine Graham having authority and authenticity to write about her own life and life achievements she makes sure that the reader understands that she has worked hard as a mother, daughter, wife and that she at last deserved being called a successful publisher.

The autobiographical "I":

Katherine Graham starts her life writing with a long beginning of stating how awkward she felt as a child and how hard it was being a lady. The "I" in the beginning is weak and wary and does not lead the reader to believe that she one day would be one of the most powerful

women in the world. Katherine's confusion about life and her "I" peaks when her father hands down the paper to Katherine's husband instead of signing it over to her. After this the "I" is weakened by a drunken cheating husband and terrorizing mother. It is not until when Katherine has run the paper for a while and reaches her 60:ies and her children are grown up and her parents and husband has passed away the "I" gains strength and the awkward child is no more.

Coherence and closure:

Katherine Graham is very revealing in her autobiography and lets the reader in on her husband's infidelity, her mother being unsupportive and how her colleagues reactions on a woman being their boss. Katherine leaves no gaps in the text making the readers wondering what happened to a certain thread and the readers do not have to wonder about how everything turned out after several scandals in Katherine's life. The story starts with an uncertain young girl and closes with a powerful, but rather lonely, woman on top.

Ethics:

Katherine gives away many details from her life to the readers and lets them in on what her life was as a child and the details about her husband and him being ill with depression. Further Katherine exposes her mother and shares letters in which the reader can sense the lack of support and understanding a mother is supposed to have. In many episodes Katherine describes how her surrounding colleagues and friends behaved with deprecation when she became the publisher of The Post and how they disappointed her when they chose her husband's side when he wanted a divorce and marry the woman he was betraying Katherine with. In other words, many people have been "outed" in Katherine's autobiography and little is left to imagination.

Evidence:

Katherine has collected a lot of evidence for her autobiography and shares many pictures as well as letters from family and friends. She builds many stories around them and refers to them in anecdotes. The evidence becomes in many situations the subject of pushing the story forward or explaining what really happened in specific events.

Experience:

Katherine does not claim her knowledge and experience from the business scene until she has reached retirement, which is also chronically the end of her autobiography. The book evolves a lot around her not being experienced or trained to be a business leader and how she deals with this, i.e. Katherine shows her readers that she has the ability to step away from the story and understand that the paper was not built around her, but she had the ability to keep the future of the paper bright.

Identity:

In "Personal History" Katherine is very scarce with how much she lets the audience in on her feelings, instead she carefully describes events with many details and this lets the readers create their own thoughts on how Katherine might have felt towards different events. Through the description of events the reader gets an idea of who Katherine was and who she is today. The reader gets a very vivid description of how Katherine was as a child and teenager but her personality and personal thoughts get rarer in the book as she gets older. Her personal thoughts and views on things come back towards the end when she makes a recap of her past life events. The identity shifts chronically over time, but she does not present identities that are conflicting during the same time frames. She presents how she changes with age and under influence of external circumstances.

Narrative plotting:

The reader is taken on a descriptive journey through Katherine's life. She has led an eventful life but there are certain events that are described with extra detail. The different events involving Katherine's mother, father and husband are described with detail and they are supported with evidences such as letters, articles and pictures. Katherine states herself in the very end of the book that she "*wants to get the past out of her system*" (Graham, 1997, Personal History, p.625). The reason Katherine gives to her readers for writing the book is therefore because she wants to come to terms with the past and every dramatic thing that has happened in her life.

8.4   "Work in Progress" by Michael Eisner (with Tony Schwartz)

Michael Eisner became the CEO of Disney after several years as a business man in the entertainment business.

Intertextuality:

Michael Eisner builds his autobiography with the same type of headings as other life writers from the business world do; he starts with a summary of his life growing up, extend his detailed writing when he reaches his mid life and business achievements and then phase out his writing when he reaches today's age and retirement from the business world.

Interdiscursivity:

Michael Eisner touches upon the fact that he is Jewish and that he at a young age was teased for it. Although, Michael makes a notion of saying that he has never felt that he took part in the Jewish association and never felt a special connection the way he has felt toward the world of business. Michael discusses his family and describes them, but never in a way that makes the reader think that has he considered it his forum. The only area Michael goes into depth with is the world of business and his role there. In extent, he discusses the difficulties of being a leader. A second discourse or forum Michael refers back to often is his involvement in a community similar to boy scouts which he attended to as a child and is still active in.

Order of discourse:

Even though there are three discourses/social groups: family, boy scouts, business/leadership there is only one which is widely discussed and described and that is the business world discourse and the leadership discourse. The priority in Michael's autobiography show that leadership in the business world comes first, second comes family and lastly the social group of outdoor activities comes last, but is still important to him.

Agency:

Michael Eisner describes himself as an amateur and happily unknowing child who had little idea of what would become of him. The only ambition he had was that he wanted to get into the business of producing entertainment. Michael is in the beginning humble towards the business and his superiors and knows his own limitations.

Audience:

The readers of this autobiography are invited to feel, to some extent, sympathetic towards Michael and the readers will also be prone to idolize the author for what he goes through during his time as leader and as a striving business man. Examples of situations like these are when Michael gets deceived by colleagues who want the same things as he and therefore lie to him in order to get their way. Other situations are when Michael's co-worker and partner die in a plane crash and he is left on his own on the top and with unfamiliar decisions to take. The reader will feel sympathetic for Michael who considers himself the only honest man in the business.

Authority and authenticity:

Michael describes how he climbs the leadership and business ladder and very carefully how he became CEO of Disney and how he earned his seat. Michael makes sure that the reader understands how he got to where he is and that he got there through networks and hard work. The autobiography makes no mistake on giving the reader the story of Michael Eisner's life and his way to where he is today.

The autobiographical "I":

In Michael's autobiography there beginning where he describes his childhood is written in the spirit of who he is today. That is, Michael views his childhood with today's eyes and does not describe the childhood based on how he felt then. This way of telling the story about his life means that the "I" never really changes and the reader does not get an input on how he has changed over the years.

Coherence and closure:

In terms of gaps, "Work in Progress" is quite scattered by them. Michael has the tendency to please all types of readers when describing himself in different situations throughout the book. Instead of the "I" changing from time to time, based on him changing as a person, Michael write things about himself which contradict in the same chapter. An example is that Michael buys new cars and drinks champagne with celebrities on yachts and goes on around the world holidays, yet he sums things up with that when other drink alcohol he prefers coca cola and that he did not mind driving the same old car for several years and he would choose

going camping over luxury holidays. The gaps make the coherence of the autobiography difficult and the way to find coherence is that the book is written chronologically starting with Michael as a child, growing up to be a young man, peaking as middle aged and later retiring and writing the book, seeing and describing his life in retrospect.

Ethics:

In several episodes of Michael's writing the reader gets drawn into situations where Michael has fired someone or he has been in quarrels with colleagues or friends. These episodes are described from Michael's point of view how and why he had to fire this person or why they could not get along. For the people involved it ought not be difficult to make out who Michael is referring to. Considering the ethic perspective, a lot of people are exposed by Michael and their not so flattering behavior and actions.

Evidence:

Michael uses his own memory when describing situations and giving anecdotes. The sources of evidence showing if things are viable are pictures and him referring to newspaper articles and messages sent between him and colleagues, which are confidential.

Experience:

Michael lets the reader know that he only had the ambition to enter the business world of entertainment and that he as a young boy did not fully make use of his chances on getting good grades or studying the right courses. Because of his lack of early interest he later started filling up the gaps by studying at the same time as he was working. The reader is somewhere in the middle of the book fully aware of Michaels hard work towards having full knowledge and therefore claiming his right to be regarded as fully experienced and qualified.

Identity:

As mentioned under the heading "coherence and closure" Michael presents some conflicting identities. Michael's identity shifts from being humble and timid to being bold and extravagant in his lifestyle and attitude towards others. The conflicting identities do not occur until Michael reaches the description of his mid life and senior years in business. At first Michael describes a wondering young man who finds his call in life in the world of business

and gains inspiration. After this Michael tries to combine a man with habits of luxury with the young man with his sole interest in outdoor camping that was presented in the beginning.

Narrative plotting:

Michael writes about his life in a nature which could be described as a story with a chronological flow, starting at him being young and him getting older and looking back on his life. In the very beginning and in the present the details are few and the reader is only presented to a overall picture with few descriptions, but in the middle Michael tend to go deeper into detail. The middle of the autobiography exists of anecdotes and stories about how Michael proceeded in the business world and the stories evolve around or are built upon the plot of him facing a tough and morally difficult situation, such as having to fire someone or dealing with a person who has treated him with disrespect. The plots are based on Michael's explanation on how the specific event occurred and how and why he solved it the way he did. Also, the plots often start with some kind of answer from Michael on what he thinks might be the audiences ideas on a specific matter. The narrative plotting is therefore very much based on what Michael thinks his audience think of him and his actions and how addresses these thoughts and opinions.

8.5 "Father, Son & CO." by Thomas J. Watson JR. (and Peter Petre)

Thomas Watson JR. worked closely with his father who ran IBM most of his life after a career in the military. Thomas Watson JR. struggled with his father several years on how to take IBM into the internet age but eventually gained his father's approval which led IBM to being one of the most competitive companies within hardware and software.

Intertextuality:

Thomas Watson builds his autobiography the same way most of the other studied autobiographies are. Thomas starts with sharing his childhood and younger years with the readers by writing it as a story. When Thomas reaches his years as a man in business he gives more details and the time gaps are fewer. The way of writing his autobiography also answers

to other publications about him and his family, i.e. Thomas' autobiography origins from business autobiographies and publications from others.

Interdiscursivity:

Thomas is going back and forth between two different worlds during his writing. These "worlds" are discourses, or contexts, which make him act differently depending on what situation he is facing. These discourses are his family and him being a business leader.

Order of discourse:

The two discourses, family and leadership, Michael is juggling are often conflicting according to him. Michael often discusses how he feels that his father has had the same discourses in his life to address, but has most often chosen the leadership discourse to focus on over family. As a reader it is hard to determine whether Thomas JR puts the family discourse first in priority over leadership and business or if he merely discusses how he wishes his father has made other priorities and actually makes the same prioritization as his father. Considering the amount of space Thomas JR gives the discussion about addressing the family discourse and comparing it to him being a part of the leadership discourse, the prioritization comes to a tie.

Agency:

Thomas does not feel that he has the agency to lead any businesses until he is middle aged and has worked for IBM and closely to his father for several years. Until his decision on how to penetrate the fast moving internet market, Thomas JR was uncertain about himself to an extent that he felt he needed counseling and that he would never amount to anything. Thomas explains to the reader that he for a long time had no agency and was very lucky to have family who could make him successful despite his short comings. Although his approach to the internet boom helped him gain the agency he felt he needed.

Audience:

Thomas' readers learn much about Thomas life as a young man and what the back sides are growing up as a privileged child with a very successful father with high expectations on you. Thomas uses settings like "that way I didn't feel entirely as an orphan" referring to his father making an effort being supportive and attending a graduation day for Thomas JR. By choosing these type of words, and aiming attention to situations like this, the reader reads the

autobiography with the notion of feeling sympathetic and understanding. Even when Thomas claims for agency after opening up to new business for IBM and feels independent and successful he keeps referring to how hard things have been growing up in the shadow of Thomas Watson SR.

Authority and authenticity:

Thomas JR struggles with feeling inferior his father throughout his young years and early years as a business man under his father's company. The reader follows the way that leads Thomas JR to where he is today as a business leader and even though the tone of voice Thomas chooses when describing how he felt insecure and lost at many times the reader is understood with that the gnarly path was helping him to develop into a proper business man.

Thomas discusses his own authority in terms of how much worth he has in the company being the natural heir because of him beings son of the owner of the company and if this automatically means that he is cut out for the job as successor. This is discussed throughout the book but thins out when Thomas JR feels he has gained authority by coming up with ideas that are beneficial for the IBM business. The reader therefore questions Thomas JR's authority for a long time during the autobiography but is later convinced that the questioning nature of Thomas JR merely set the foundation of a successful leadership rather than overturning his chance to the throne.

The autobiographical "I":

As Thomas is growing up he narrates his "I" as an insecure, uncertain and unserious young man who takes advantage of his privileges and does not care much about his future. As Thomas takes a decision on his own to make a career within the American air force the "I" changes into a more independent one and is the starting point leading to an "I" which is more confident in his ability, knowing and authority.

Coherence and closure:

Thomas Watson JR reveals a very detailed picture of himself and his thoughts and the readers are not left to wondering about gaps in the texts. The picture Thomas paints consists of things that are sometimes not flattering to him or to his surroundings, yet he chooses to keep these

passages as they build up to the narrative plot in the end where Thomas JR has learnt from his experiences.

Ethics:

Thomas reveals many sides of Thomas Watson SR, his father, which would not be considered flattering for some. Thomas Watson SR is described as a controlling father who lets business get in the way of being a family father and Thomas JR often feels set aside in time of need and he tells the audience that he could have made use of a present father. Thomas JR is therefore exposing a very public figure in his autobiography.

Evidence:

Thomas shares pictures of himself and family and often refers to letters and notes that have been sent between himself and his father. These notes and letters are often used as the base of discussion when writing about a passage in his life, which gives the discussion depth as there is actual evidence of where his writing stems from.

Experience:

Thomas does not try to cover up the fact that he has less academic training and experience than some of his colleagues and fellow business men and he also questions his authority when climbing the ranks and getting promotions leading to leadership positions. The reader however gets the reverse impression later in Thomas life when the plot reaches a climax where Thomas shows his father that he too has a sense of business and what IBM ought to be aiming towards.

Identity:

The readers are introduced to a young Thomas born into a wealthy and successful family but with problems of knowing his own identity. Throughout his adolescence the reader learns that Thomas is uncertain of himself and his capabilities but finally finds his interest and passion in flying planes and is off the track where he was heading towards a life of indecency. Despite Thomas feeling that he has finally found home he hears the calling of following his father's footsteps and joining the family business and does what his father has wanting him to do for as long as he can remember. A shift of identity takes form when Thomas JR joins the air force and some of his uncertainty comes back when he is down on entry level at his father's

company and is about to be schooled into being a part of the IBM community. When Thomas reaches a manager level close to his father's he keeps struggling with identity confusion, but regains strength close to his father's death and re-enters the identity he had when he joined the air force. This identity is characterized by pride, courage and self belief.

Narrative plotting:

The reader follows Thomas' description of himself and his relationship to his father as very strained. Although, the reader finds out at the very end of Thomas JR's father's life that it was destiny's odd turns which lead Thomas JR to end up being the successful leader he is. Thomas describes his life mostly as a wandering in darkness and that the enlightenment came when he got to walk in the same shoes as his father and came to an understanding. The understanding according to Thomas was that the heavy burdens of leading IBM and the calling Thomas SR felt towards being a leader was often stronger than anything else and in the end of the autobiography Thomas JR felt this too and could therefore forgive his father. The plot leads up to the reader understanding how special circumstances are when you are leading something as huge as the IBM imperia.

8.6 "Jack – Straight From the Gut" by Jack Welch (with John A. Byrne)

Intertextuality:

Jack Welch describes his life through his autobiography with the same plots and focus as the other autobiographies that are objects of study for this thesis. That is, the autobiography deals with the author's life as a child and his upbringing and climax is found somewhere in the middle where focus is on business. Jack answers to public announcements about him and his company in his autobiography and therefore a lot of what is written stems from publications from others in magazines and newspapers.

Interdiscursivity:

Jack describes his family growing up and his own wife and children. Jack's life as a student and a man working hard trying to climb up the business ladder takes up almost the entire book and this is where focus is. Jack's context is built around GE and he refers everything to the

company and since he reaches leadership-level quite early in his career he refers to leadership. The discourses to be found are business and leadership.

Order of discourse:

As mentioned under interdiscursivity Jack describes his family, hobbies and activities but hardly discuss them the way he discusses his life in business and as a leader. The way Jack chooses to let his life as a leader fill up most of his autobiography the reader has no choice but to identify leadership as the one and only discourse for Jack Welch.

Agency:

Jack swings from letting the readers know that he has not always been fully aware of where he wanted to go and that his ambitions were clear early from the start to describing to the readers how his plan was set at a young age and that he knew how to reach his vision. As the title says, Jack describes his life as something built by his gut telling him what is best at all times, i.e. Jack never gives away times where he feels that the context is out of his hands and out of his control. Jack feels he has a part in everything.

Audience:

Jack gives examples of himself which lets the reader feel sympathetic towards him. Examples are that Jack had a bad stutter and his father worked long hours which lead to a bitter mother. Although, after writing anecdotes as such Jack gives examples of how the events made him into a stronger person and how he turned them into something positive. This makes the reader feel that Jack is strong and almost heroic with his ability to stand above things.

Authority and authenticity:

Jack Welch gives a lot of detail on how he managed to reach top level of GE. Jack described to his reader how he educated himself and how he worked hard in order to climb the ranks. Jack makes no mistake in claiming authority and authenticity on the matter of being a rightfully owner of the subject on GE, its history and future, because his autobiography describes his life as being a part of the company for decades.

The autobiographical "I":

There are two conflicting "I"'s when Jack gives examples that give away his identity. In the same setting and introduction of the autobiography Jack paints a picture of himself as being a bohemic person who is outspoken yet only a few sentences later he is a thoughtful character who swears on the academic, number and figures. These types of "I"'s are shifting back and forth in the autobiography.

Coherence and closure:

As mentioned under the heading "The autobiographical "I"" there are gaps in the autobiography giving away Jack Welch as both a social outgoing "free spirit" but also a calculating academic who takes pride in holding things to himself. Further, Jack praises his family, wife and children at several passages but then gives away short of little details on how he divorce his wife and married a younger woman. This is an interruption in coherence for the reader since Jack is letting the reader know that he values his wife and family and everything she does for him and their children but gives no reason to why he divorce her.

Ethics:

Jack gives little information about others and the anecdotes and stories he shares with the readers are very non-specific and written in a rather general way. There are situations where Jack describes a situation which was distressingly for him, such as firing someone, but these situations are still without much detail which could make the reader question Jack's ethics.

Evidence:

Jack shares pictures of himself and his family in the middle of the book and he also adds sketches and small notes throughout to add credibility to his anecdotes.

Experience:

The autobiography is following how Jack chronologically educates himself into becoming the leader of GE. The reader cannot miss the thread on which Jack describes why and how he has the experience enough to become the leader of GE. Jack is an educated scholar and educated within the company and this is what brings the autobiographical story forward.

Identity:

As mentioned under the autobiographical "I" there are two types of identities in play during the autobiography. The identities are a man who is very easy going, loves to play golf, marries a younger woman and attend dinners and the second identity is a man who doesn't drink alcohol, takes care of the mother of his children, calculate on things and sometimes sleep on the couch of his office because he works so hard. The two identities are conflicting and are very contradicting.

Narrative plotting:

Even though Jack gives background on himself how he grew up and how he was raised as well as what hobbies he has the narrative plot and climax is how he became leader of a multinational company. All details which are personal are merely something which adds to Jack's personal story but it is the details on how he arranged his life professionally that leads up to the narrative plot.