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Towards Positive Leadership In Non-Profit Organizations

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Abstract

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The aim of this thesis was to study the current usage of positive leadership methods in figure skating clubs in Finland, and to give practical tools for the clubs to apply positive leadership in their daily basis actions. Most of the non-profit sport organizations are lead by voluntary based boards and the president of the board is the superior of the coaches. In figure skating most of the coaches are paid workers and therefore they should have the rights for decent working surroundings. The author has years of experience as a coach and has seen the need for the improvements in the field.

The study was created by using both quantitative survey and triangulation methods. The author contacted 76 figure skating clubs out of the 80 figure skating clubs in Finland, which made this a census study. The data was gathered with Webropol survey and analyzed by using Webropol and Microsoft Excel. One third of the Finland's figure skating clubs participated in the research. The data was collected regionally within the whole Finland and there were both small and big clubs participated.

According to the self-evaluations made by the leaders, the current usage of positive leadership methods were quite high in the clubs. The average of the leaders emphasized positive leadership in their responses: rates in all four positive leadership categories differed from 3,56 to 3,84 in scale of 1 to 5. By contrast, the coaches did not value the positive leadership as much as the leaders did in their responses: the rates in all four positive leadership categories varied from 2,54 to 2,81. The difference was statistically very significant ($p < 0,001$). The responses of the coaches deviated more often and the rate was clearly lower in comparison to those made by the leaders: thoroughly the coaches rated all four positive leadership categories one numeric value lower compared to leaders. When compared the responses between the superiors' (superior status in daily job) and non-superiors' (employee status in daily job) were statistically almost significant ($p < 0,05$): responses of the non-superiors were only slightly higher.

The author proposes practical guidelines for the figure skating clubs in Finland to improve actions towards positive leadership. If implemented, those guidelines will enable the usage of positive leadership skills and competences in daily basis and take the club to the next level towards flourishing.

Keywords
Positive psychology, positive leadership, non-profit organization, leadership development, figure skating

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1   Introduction

For years there has been an apparent interest in people towards comprehensive wellbeing in every sections of life. Trending Nutrition seems to be incredibly important. Personal trainers and gyms are present everywhere and fitness is currently the hottest trend sport. On the contrary some people are practicing downshifting and mindfulness in order to get a more peaceful life. Work consumes major part of individual's life and as many researches have shown, it is very important to feel engagement and motivation towards work in order to achieve long-term wellbeing. It has also been studied that positive emotions affect to the productivity, and produces customer satisfaction, which adds to company profit. Wellbeing at work is part of the positive circle, which ultimately leads to the flourishing of employees, employer and the organization itself.

Depending on how one sees it, in the last decade the author has had three different workplace and eight different superiors. The author has worked in a sport institute and in figure skating clubs. She has worked both in big and small work communities, both in the northern and southern parts of Finland. During the years the author has gathered experience and knowledge about sports leadership in Finland and especially in figure skating. In figure skating clubs the area of leadership is highly depending on the individuals and therefore there is an urgent need to act against this fragile issue. Leaning on this background, the thirst towards positive leadership has increased year by year and that is why the author chose this subject to her Master's thesis.

The discussion and attention towards sports coaching, developing the sports management and the vitality in sports itself is going strong in the sports nuts Finland. The area of sport management and development research is not yet very big in Finland, but it seems that there is an increasing interest towards it.

There is not exactly this kind of research done to the figure skating clubs. Closest research to this one is Master's thesis (2009) of Eeva Sunnari from University of Jyväskylä. Her qualitative case study debates how the quality of the management of a figure skating club could be improved in order to introduce sustainability and clarity to the activities and a the rationale for the President's position. As said, it seems that the field of sports management and development is clearly rising and recently there have been published several interesting dissertations; Tero Kuorikoski's work (2016) about resonant man-

agement and goal shaping in sport, a case study by Susanna Rahkamo-Kokko (2016), showing the collective creativity of five Finnish Multiple Olympic gold medalist or, in other words, the road to exceptional expertise and success, and a narrative study by Nina Laakso (2016) studying the stories of Finnish sport managers, just to name a few.

The author finds it very important to open a discussion towards positive leadership, the significance of it and the opportunities that it has. With this study the author wants to give wider understanding about the potential that positive leadership can bring to the both daily basis and long term actions of the club.

2   The science of positive psychology

The science of positive psychology is not an opposite of "regular" psychology or it is not a new trend. The concept of positive psychology was mentioned already in the 1950's in the field of humanistic psychology. (Uusitalo-Malmivaara 2014, 18–20.) In the past hundred years there have been studies about human's positive sides like intelligence and capacities. Only recently there are started to be studies about wisdom, elevation, curiosity, forgiveness, flourishing and modesty. (Ojanen 2007, 11.)

Originally psychology had three separate missions: to study mental health, cherish talent and develop individual's opportunities to meaningful life. Psychiatry focused on pathology. The whole concept changed after the Second World War, because there were not enough recourse in psychiatry to take care of the depressed and self-destructive war veterans. Hence also the recourses and the studies of psychology oriented to examine the human wellbeing and to cure illnesses. (Positiivinen psykologia, 2016.) This enabled huge steps forward in diagnosing mental health diseases and how to take care of them. Insidiously psychology got stuck in this disease model and the other half, wellbeing, was left without noticing. (Ojanen 2007, 10.) Psychology studies of the last millennium have shown that an approach that focuses only on damage or disorder cannot enable people, especially children and youth, to be well and flourish. This led an American professor and psychologist Martin Seligman and his colleague Mihály Csíkszentmihályi to state in American Psychologist magazines special edition for positive psychology (2000), that traditional psychology does not produce enough information about what makes life worth living. This claim can be considered as a scientific starting point for positive psychology. (Uusitalo-Malmivaara 2014, 18–20.)

Psychology and psychiatry have decreased indisposition in immeasurable amounts. The Positive psychology tries to answer the question: can psychology produce knowledge, which helps to increase wellbeing in the same scale? So it focuses on researching individual's strengths, rather than weaknesses or faults. (Positiivinen psykologia 2016.) Positive psychology wants to study what is good life and how can it be even better. What can make an individual give up of his/her selfishness and start to do good deeds? Can an individual learn

to live in a positive way and feel his/her life happy and meaningful? (Ojanen 2007, 12.) During 21st century positive psychology has expanded to multibranched science that studies thinking and behavioral phenomena in different context from day care environment to defense forces. By utilizing and nourishing these strengths both individual and commune condition improves. (Uusitalo-Malmivaara 2014, 18–20.) The centric idea in positive leadership is, that individuals own behavior can be very crucial on how fast one gets back on track after difficulties and how well does one use good moments to serve himself / herself. In addition to wellbeing, happiness and personalities strengths, positive leadership has been researched also traumatic growth, resilience and grit. Researched happiness has less to do with pleasure and satisfaction and more the way of how to live a good life. (Positiivinen psykologia 2016.) It strongly relates to the Aristotle's Greek concept of eudaemonic assumption, which means authentic happiness and activities that produces happiness (not just for oneself, that also for others) (Cameron 2008, 3; Ojanen 2007, 19). The balance of people's positive and negative emotions contributes to judgments of life satisfaction (Department of Psychology, 2002, 172).

Dr. Martin Seligman from the University of Pennsylvania has a theory of wellbeing, which means five measurable elements. These five elements are positive emotion (of which happiness and life satisfaction are all aspects), engagement, relationship, meaning and purpose and accomplishment. No one element defines wellbeing, but each contributes to it. Some aspects of these five elements are measured subjectively by self-report, but other aspects are measured objectively. Deploying your highest strengths leads to more positive emotion, to more meaning, to more accomplishment, and to better relationships. The goal of positive psychology in well-being theory is to increase the amount of flourishing in your own life and on the planet. (University of Pennsylvania 2011.)

2.1 Positive psychology in Finland

An early pioneer of positive psychology in Finland has been philosopher and professor Esa Saarinen from Aalto University. Already in the 1980´s his life philosophy and pedagogic of flourishing represented thinking, that can today be seen confirmed in core questions of positive psychology. (Uusitalo-Malmivaara 2014, 24.) Another Finnish advocate of positive psychology is professor emeritus Markku Ojanen, also known as the happiness professor,

from University of Tampere (Markku Ojanen 2017). Positive psychology seems to be growing in Finland and since May 2015 it has had its own association The Association of Finnish Positive Psychology. Today it is possible to take positive psychology courses in several universities around the world and also to study applied positive psychology to a degree. Universities in Finland produce research that applies positive psychology rules too. (Vaniala 2016.)

The Finnish Occupational Health studies also wellbeing at work. They presented a concept of work related enthusiasm and joy that is called work engagement, which hold its roots in positive psychology. (Työterveyslaitos 2017.) The concept of work engagement means, that thinking of work makes one feel good and going to work makes one happy. Individual who feels the work engagement thinks his/her work mostly as meaningful, inspiring and uplifting and is proud of it. In work engagement one feels energetic and enthusiastic, work feels important and time flies. (Uusitalo-Malmivaara 2014, 342.) In Helsinki University there is ongoing project called CoPassion, which studies and develops the power of compassion in work life. CoPassion studies that can compassion give economical flourish into Finnish businesses. Compassionate employer gets committed and wellbeing employees who feel they are really making a difference in their work. (CoPassion 2017.)

Master of applied positive psychology Emilia Lahti has researched Finnish psychological recourse called sisu. Sisu is a Finnish word, which means a compound of bravado and bravery, of ferocity and tenacity, of the ability to keep fighting after most people would have quit, and to fight with the will to win. The Finn's translate sisu as the Finnish spirit, but it is a much more gutful word than that. (Business insider 2014.) It also helps Finns to express their national character. Sisu seems to differ from near concepts in a very special way and is part of nowadays research in positive psychology. Sisu has potential to expand the understanding of what advances individual's survival in troubles. It is universal psychological character and state of mind of dynamic acts, which enables reaching over the assumed recourses. (Uusitalo-Malmivaara 336.) It is an approach that's consistent with the notion of positive peace (Forbes 2014). It is inspiring to think, that from Finland can be given such a gift as sisu (Uusitalo-Malmivaara 2014, 337).

2.2 Psychological capital

Organizations should do everything they can to establish a positive culture (Robbins & Judge, 2015, 523). The same virtues that makes an individual flourish, apply also in organization level (Ojanen 2007, 315). A Positive organizational culture emphasizes building on employee strengths, rewards more than it punishes, and emphasizes individual vitality and growth. Still, it doesn't mean ignoring problems. (Robbins & Judge, 2015, 514–516.) Creating a positive organizational culture is not magic, but it tends to have extremely positive benefits for organizations that embrace it (Robbins & Judge, 2015, 523).

Psychological capital is the most important kind of capital. Psychological capital is an ability to apply the rules of positive psychology. It correlates with increasing other capitals, such as social, economical and human capital. Psychological capital forms from confident, realistic optimism, perseverance and believe in the future. High level of psychological capital is strongly related to work motivation and effectiveness, commitment and positive feelings about work. Investments make to improve these features pay off in the long run. Psychological capital adds to employee's inner entrepreneurship thus making the entire organization entrepreneurial. Optimism of superiors is directly related to how projects are led and how projects succeed. People with high psychological capital are more flexible in change situations. (Leppänen & Rauhala, 2013, 49–54.)

Psychological capital is not just inborn gift, but it can be weaken or strengthen by own choices. It is important to separate from another the personal characteristics and emotional and mental state of minds. Even though personal characteristics such as skills to react on things and to the other people, openness to new experiences and people and ability to cooperate, are all possible to develop, it is still easier to become aware of ones own state of mind. Because states of minds are usually just temporary and brief, it is possible to learn how to influence and control them. Increasing psychological capital improves commitment towards employer and develops atmosphere in work place. It rises mostly from self-development of a manager or a superior, and it is catching to those being led. Organizations look like its leaders. (Leppänen & Rauhala, 2013, 54–60.)

Organization that feels positive emotions are more perseverance. Employees who get stuck in negative feelings and old negative things spend huge amount of energy and cause a negative atmosphere to work place. Creating a positive atmosphere helps individuals to develop ones psychological capital. It is especially important in organizational level and it helps the work community to get to the joint goals and work more efficiently. (Leppänen & Rauhala, 2013, 68–70.) People with perseverance are productive and persistent. Positive working environment and leading ones own energy levels are important factors in developing individual's perseverance and will power. Management should help employees to find their strengths and hidden potential to enable their success. Creating a culture that approves error and failure is important. It's about caring people. (Leppänen & Rauhala, 2013, 70–73.)

Positive organization culture leads to happiness of both employees and community. Happiness produces customer satisfaction, which adds to company profit. Everything is connected to everything. The success of organizations and individuals rises from holistic wellbeing and positive emotions. Leaders duty is to help the community to find themselves and show rigorously the way of creating meanings to it, which cannot be seen yet. The research of positive psychology shows that happy and wellbeing individuals are healthier (mentally and physically) and more successful. They are more caring and socially active, have better incomes and live longer. Happy employees benefit organizations in many ways. They are creativity, efficiency and productivity. Happy and wellbeing workers are less absent from work. They are more loyal to employer and change work place more sparsely. They have ability to learn and think fast and they also have more job and customer satisfaction. (Leppänen & Rauhala, 2013, 289–294.)

2.3   Criticism

If possible, every rational human being wants to be rather happy than depressed. Being healthy is better than illnesses, and everybody respects relationships. As in all research, there is also plenty of criticism argued towards positive psychology. It is said among the other things that positive psychology gives nothing new and the history of earlier ideas is not respected. It is also argued that what is positive to someone, may not be positive for someone else. (Ojanen 2007, 23; Uusitalo-Malmivaara 2014, 129.) Positive psychology is too western, overoptimistic and positive (Ojanen 2007, 16). The results in

positive psychology researches are being generalized too widely. It is also criticized by giving too much promises and that it is too soon to apply positive psychology. (Ojanen 2007, 23; Uusitalo-Malmivaara 2014, 129.) Not all national cultures value being positive. There may be benefits to establishing a positive culture, but an organization also needs to be objective and not pursue it past the point of effectiveness. (Robbins & Judge, 2015, 516.)

Applying research results into daily life is always early, because in psychology most of the important results are correlations or laboratory researches, which can never be straightly figured out how well will they function in daily life. When applying is done ethically acceptable ways, those are the ones where to learn the most. In all human sciences generalization is a common problem. Results are always probabilities and many studies have been educational. It is also true, that sometimes claims and arguments from positive psychology have been naive and misleading and from time to time positive psychology has caused unnecessary strong dichotomy between positive and negative statements. Undeniably positive psychology creates new concepts all the time, which scientific ground is quite weak. This opens up a market for cheating operations and empty collections. The biggest dangers are mixing the positive psychology with all kind of positive thinking and promises of overly positive benefits. (Ojanen 2007, 24–25; Uusitalo-Malmivaara 2014, 130–131.)

It is true, that bad and negative things have often more stronger and long lasting impact than good things. There is no opposite for trauma; we cannot name that kind of incident that has huge impact on wellbeing. Bad health impacts more holistically on wellbeing than good health. After all bad is more visible just because life is usually being emphasized by positive. In our life there is more happiness and satisfaction than misfortune and dissatisfaction. There is more good will, gratuity and helpfulness than bad will, disregard and prevention. If it would not be, humanity would have died long ago. (Uusitalo-Malmivaara 2014, 130–131.)

3   Theoretical aspects of leadership

There are several different definitions to the meaning of headship. Traditionally headship is divided into two categories, which are management and leadership. Management means management of things and matters. Leadership means running people. These two terms have lot of similarities, as both are impacting things and influencing to employees to fulfill the contribution goals. (Northouse 2010, 8–10.) Leadership comes from the interaction between superior and employees, which leads to actualizing things. It is exercise of power, admin, authority, character, creating visions, implementing, teaching and educating. (Sydänmaanlakka 2004, 105–106, 231.) Leadership can be divided into inner and outer leadership. Outer leadership means defining goals and supervising the performance. Inner leadership means persons own willingness to commit and readiness to lead. (Kontiainen & Skyttä 2010, 28.)

In leadership the most valuable thing is to cooperate, motivate and inspire employees. In management there are different scales and systems as tools (Kaivola & Launila 2007, 44.) Success is the goal for both of the styles, but the difference is, what is the essence in different situations as shown in the table 1. If the situation has emotional aspects and demands commitment, should the essence be in leadership. Affairs are done together. Asking questions partakes and wakes up interest, which helps in commitment. Committed employee grasps and delves into work. If there are no emotional aspects in work, management can be used. Substantial management is decision making or performing, where employees are used only as recourses. (Kontiainen & Skyttä 2010, 11; 26–27.)

Table 1. Comparing management and leadership (Daft 1999, 39)

	MANAGEMENT	LEADERSHIP
Direction	Planning and budgeting Keeping eye on bottom line	Creating vision and strategy Keeping eye on horizon
Alignment	Organizing and staffing Directing and controlling Creating boundaries	Creating shared culture and values Helping others grow Reduce boundaries
Relationship	Focus on objects – producing / selling goods and services Based on position power Acting like a boss	Focusing on people – inspiring and motivating followers Based on personal power Acting as a coach, facilitator, servant
Personal qualities	Emotional distance Expert mind Talking Conformity Insights into organization	Emotional connections (Heart) Open mind (Mindfulness) Listening (Communication) Nonconformity (Courage) Insight into self (Integrity)
Outcomes	Maintains stability	Creates (often radical) change

Leadership has long intrigued humankind and has been the topic of extensive literature for centuries. As a result, there are many approaches to leadership and diverse ranges of approaches to leadership are emerging during the 21st Century. (Northouse 2012, 2–3.) It is said, that the definition of leadership is always defined by the researchers own point of view and interest. All the different approaches of leadership still share the same idea, that leadership is a social and interactional process, which goal is to fulfill the joint task. (Laakso 2016, 22.) One definition given to leadership is that leadership is an influence relationship aimed at moving organizations or groups of people towards and imagined future that depends upon alignment of values and establishment of mutual purposes. Clearly, the complex world needs both managers and leaders, but it is leadership that is essential to meet the demands of rapidly changing world. For organizations to gain a competitive advantage in the 21st century, leadership is required alongside good management. (Borland, Kane & Burton 2015, 36.)

There is always leadership. There is no group of people together, without leadership. (Ristikangas & Ristikangas 2010, 28.) As its core, leadership is a dynamic process that involves developing and influencing relationships (Borland, Kane & Burton 2015, 36). Leadership is saying visions and values out

laud and creating an environment, where they can flourish. Leadership is choosing, showing and strengthening the way and it is motivating and inspiriting people. It is a situation of interaction, which actualizes when one individual edits the motivation and competences of others. Leadership should clear the actions of people so, that the joint goals are understood and committed. Leadership comes also from basic daily functions as listening, chatting, asking and receiving advices, solving technical and practical problems and creating a good working atmosphere. (Kuorikoski 2016, 63.)

Leadership is needed, so that the groups are moving to the same direction and are building collaboration. Leadership is a group phenomenon, which is always connected to influencing to the others. Leadership is also a process and it is expressed in the contexts of groups. It involves the will to lead and take response. One can be grown into leadership and constantly develop in it. In some way it is always related to goal-oriented behavior and it is a choice. (Ristikangas & Ristikangas 2010, 28.) Leadership is seen to be the organizations the most centric key to success and the most significant factor to successful actions. All the benefits from the other sub-branches go to drain, if leadership fails. (Laakso 2016, 22.)

3.1 Theory and importance of positive leadership

Positive leadership means promoting outcomes such as thriving at work, interpersonal flourishing, virtuous behaviors, positive emotions, and energizing networks. It refers to an emphasis on what elevates individuals and organizations, what goes right in organizations, what is life-giving, what is experienced as good, what is extraordinary and what is inspiring. (Cameron 2008, 2.) Research suggests that leaders who possess a variety of positive states, such as traits, goals, values, and character strengths, are able to positively influence followers´ states behavior and performance (Lussier & Hendon 2013, 357–358). When the leader stands up for the organization's core values and what is right, followers see these actions and will frequently act to emulate the leader. The fact is that organizational leaders have an outsized effect on organizational culture. (Lussier & Hendon 2013, 357–358; Talouselämä 2011.) Positive leaders can lower the need for disciplinary action within the firm (Lussier & Hendon 2013, 357–358).

Positive leadership has three connotations. Firstly, it refers to the facilitation of extraordinary positive performance, which is positively deviant performance. Positive leaders aim to help the individuals and organizations attain spectacular levels of achievements. Secondly, its orientation is toward enabling thriving and flourishing while at keeping the focus on strategies that provide strength-based, positive energy to individuals and organizations, without ignoring negative events but build on them to develop positive outcomes. The third connotation focuses on facilitating the best of the human condition, or on fostering virtuousness. It is based on a eudaemonic assumption that is, that an inclination exists in all human systems toward goodness for its intrinsic value. (Cameron 2008, 2–3.)

An easy way to identify positive leadership is to notice positive deviance. For positive leaders to focus on positive deviance does not mean they ignore non-positive conditions or situations. (Talouselämä 2011.) Actually, some of the best of the human and organizational attributes are exposed only when confronting obstacles, challenges, or harmful circumstances. Human beings react more strongly to negative phenomena than to positive phenomena. Thus, achieving positive deviance is not dependent on completely positive conditions, just like languishing and failure are not dependent on constant negative conditions. A role exists for both positive and negative circumstances in producing positive deviance, and both conditions may lead to positive deviance. One way to think about positive deviance is illustrated by a continuum shown in table 2. Negative and positive deviance depicts aberrations from normal functioning, problematic on one end and virtuous on the other end. (Cameron 2008, 4–7.)

Table 2. A deviance continuum (Cameron 2008, 8)

	Negative deviance	Normal	Positive Deviance
Individual			
Physiological	Illness	Health	Vitality
Psychological	Illness	Health	Flow
Organizational			
Economics	Unprofitable	Profitable	Generous
Effectiveness	Ineffective	Effective	Excellent
Efficiency	Inefficient	Efficient	Extraordinary
Quality	Error-prone	Reliable	Perfect
Ethics	Unethical	Ethical	Benevolent
Relationships	Harmful	Helpful	Honoring
Adaptation	Threat-rigidity	Coping	Flourishing

Most organizations and leaders focus on maintaining performance at the center of the continuum. Some organizations are exception and perform in extraordinary ways and at the right end of the continuum. They are positively deviant and this implies more than just being profitable. It almost always entails more than merely earning more revenue than industry average for certain number of years. No single leader can account this kind of spectacular success, but certain leadership strategies have been found to enable organizational thriving, flourishing and extraordinarily positive performance. These four leadership strategies that enables positive deviance are positive climate, positive relationship, positive communication and positive meaning. These strategies do not represent a comprehensive list, but they are among the most important enablers of positively deviant performance, yet they are too seldom practiced. As illustrated in figure 1, enhancing one of these strategies tends to positively impact the other three. (Cameron 2008, 9–15.)
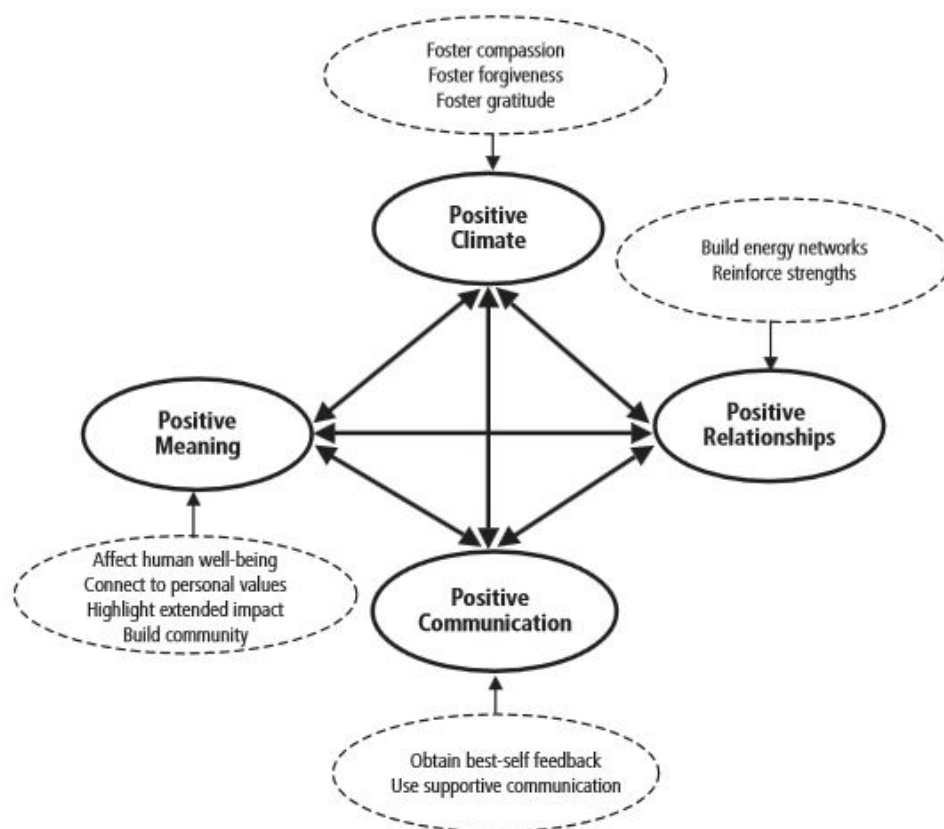
Figure 1. Four leadership strategies that enable positive deviance (Cameron 2008, 15)

3.1.1 Positive Climate

The term positive climate refers to a condition in which positive emotions predominate over negative emotions in the work environment. Employees with cheerful outlooks, energetic, humorous and optimistic attitudes are typical of a

positive climate, for example, compared to employees experiencing stress, concern or disbelieve. Conditions that foster positive emotions lead to most advantageous individual and organizational functioning, in other words, to positive deviance. (Cameron 2008, 17–18.) The success of the employees and the organizations comes from the holistic wellbeing and positivity (Leppänen & Rauhala 2013, 294).

Developing a positive climate is especially accessible to the approach adopted by the leader (Adair 2009, 112; Cameron 18). Everybody needs succeeding and noticing, the little things that lift the positive atmosphere (Ristikangas & Ristikangas 2010, 237). Therefore, leaders considerably affect organizational climate as they personally stimulate, develop, and present positive emotions. Inducing positive emotions enlarges cognitive perspectives and enhances the ability of individuals to attend to more information, make more affluent interpretations, and experience higher levels of creativity and productivity. Positive work climate has also been found to improve social integration, productivity, creativity, decision-making and prosocial behaviors. A positive climate at work is also strongly associated with positive performance. (Cameron 2008, 18–23.)

The psychical and psychological wellbeing of people has to have a top priority. Most of us have experienced the flip-side of such environment. (Adair 2009, 101.) Negative occurrences, bad events, and disapproving feedback are more influential and longer lasting in individuals than positive, encouraging, and upbeat occurrences (Cameron 2008, 19). Ignoring a negative threat could be a lethal and people learn early in life to pay attention to information that is negative. Seldom does anything life-altering occur because positive feedback is ignored. (Ojanen 2007, 362.) Traditionally, organizations require the best leadership when problems, threats, or difficulties are present. Consequently, negative factors receive much more attention than positive factors in organization. Positive leaders are unusual in that they choose to emphasize the uplifting and flourishing side of organizational life, even in the face of difficulty. It is not that they ignore the negative, but they counter the tendency toward negativity with an abundance of positivity. (Cameron 2008, 19–21.)

Three particularly important activities for promoting positive climate include fostering of compassion, forgiveness and gratitude among employees in organization. To enable organizational compassion it can be identified in three specific actionable processes, which are collective noticing, collective feeling

and collective responding. Forgiveness becomes relevant in organizations when harmful or hurtful events happen. Then it is important to actively replace negative with positive responses so that the positive climate can enable the positive deviance. Observing acts of compassion and forgiveness creates a sense of gratitude in people. Gratitude has been found to have dramatic effects on individual and group performances. Expressions of gratitude by one person tens to motivate others to express gratitude, so a self-perpetuating, virtuous cycle, occurred when gratitude is expressed. Such virtuous acts tend to create a climate in which people are cared for, supported, and encouraged to flourish. These activities are associated with positive physiological, mental, emotional, and organizational effects. Demonstrating compassion, forgiveness and gratitude produce a positive climate, people demonstrate significantly higher performance at work when a positive climate exists, and organizational performance tends to flourish in the presence of this kind of environment. (Cameron 2008, 23–33.)

3.1.2 Positive Relationship

Positive relationships serve as enablers of positively deviant outcomes physiologically, psychologically, emotionally, and organizationally. It is commonly understood that positive relationships are satisfying and preferred by people, but the benefits extend well beyond just providing a pleasant experience. (Cameron 2008, 35–36.) As its best the work community's social bonds can really work as mirrors, when one can view own behavior and, if needed, change it (Kaivola 2003, 124). Positive social relationships have beneficial effects on a variety of aspects of human behavior and health. Specifically, positive social relationships affect on hormonal, cardiovascular, and immune systems of the body, thus enhancing health, wellbeing, and the nature of the relationships themselves. (Cameron 2008, 36–40.)

Forming close friendships at work tends to enhance and increase productivity and performance. It is what people give to a relationship rather than what they receive from the relationship that accounts for the positive effects. It is the contributions made to others that account for the advantages. (Cameron 2008, 40–41.) It's not that time consuming to say hello, give greetings, say sorry or smile, even though their meaning is huge (Kaivola 2003, 158). By ones own attitude, everybody can affect to the atmosphere in the work place. The attitude that one has when comes into work, affects coworkers. Everybody needs

to be responsible of own behavior. Other senses the emotion and reacts to it. Emotions also has attendance to catch so the old saying, "treat others how you would like to be treated" is very good rule to keep in mind. (Kaivola 2003, 37, 124.)

Research has discovered that individuals can be identified as "positive energizers" and "negative energizers" and the difference has important implications. Positive energizers create and support vitality in others. Positive energizers have been found to be optimistic, heedful, trustworthy, and unselfish. They uplift and boost people. (Lexicon 2017.) Interacting with positive energizers leaves others feeling lively and motivated. Their energy makes them magnets to attract other people. (Harward business review 2009.) In contrast, negative energizers drain the passion and good feelings of others. Negative energizers have been found to be critical, inflexible, selfish, and untrustworthy. Moreover, positive energizing is a learned behavior, not a personality attribute. (Cameron 2008, 42–43.) Positive energizers are no fools (Harward business review 2009).

Positive energizers benefit their organizations by enabling others to perform better and to become better energizers. Studies show that positive energizers are better listeners to negative information, because they think and believe they can do something about it. Interacting with a positive energizer is attractive. They are very responsive, so others go to them also for connections and information. (Harward business review 2009.) High-performing organizations have three times more positive energizers than average organizations. Not everyone is a positive energizer for everyone else, and an individual may positively energize certain people but not the others. Though it is important to recognize and indentify positive-energy hubs, black holes, and peripheral members who may need development. (Cameron 2008, 43–45.)

Identifying and building on people's strengths can produce greater benefit than finding and correcting their weaknesses. Individuals learn more completely from positive demonstrations than from negative demonstrations. Leaders who want to foster positive relationships emphasize even small positive things with organization members as opposed to errors, mistakes, or problematic behavior. (Cameron 2008, 46–48.) Leaders who enable positive deviance emphasize successes, build on strengths, and celebrate the positive much more than spending time correcting the negative. They role-model the positive energy.

They focus on the positive and encourage other to do so as well, thereby ena-
bling the development of positive relationships. (Robbins & Judge, 2015, 514–
516.)

3.1.3 Positive Communication

When human communication takes place, it occurs on two levels. The content
dimension of communication involves the objective, observable aspects such
as money, weather and land. The relationship communication refers to the
participant's perceptions of their connection to one other. In human communi-
cation, these two dimensions are always bound together. (Northouse 2012,
176.) Giving, asking and receiving feedback are powerful tools, which can be
used in increasing learning and strengthen the positive collaboration. Feed-
back either builds and strengths communication or weakens it. (Ristikangas,
Grünbaum 2014, 92.) Communication remains central to managing different
kinds of conflict in organizations. Leaders who are able to keep channels of
communication open with others will have a greater chance of understanding
other's beliefs, values, and needs for esteem, control and affiliation. (Nor-
thouse 2012, 183.)

Positive communication occurs in organizations when affirmative and suppor-
tive language replaces negative and critical language. Positive communication
has been found to create a significantly more connectivity in organizations.
(University of Michigan, 2017.) Everyone develop, when they can have appre-
ciative and respectful communication with others (Ristikangas & Ristikangas
2010, 267). The single most important factor in predicting organizational per-
formance is the ratio of positive statements to negative statements. Provide
thee positive statements for every negative piece of feedback. (Cameron
2008, 51–56; Ristikangas, Grünbaum 2014, 92.) Positive feedback does not
need to be connected to ones behavior. It can also hit individual's personality
traits, strengths, features or willing to learn. (Ristikangas, Grünbaum 2014,
93.)

Minimizing criticism and negativity, and replacing them with an abundance of
positive feedback and expressions of support, can enable the affirmative ef-
fects of communication. One obvious way that leaders enable positive com-
munications is by using positive talk to them selves. The appropriate positive-
to-negative statement ratio is crucial for maintaining balance and motivation.

Too much positivity can foster complacency and mediocrity and too much negativity can lead to defensiveness and withdrawal. (Cameron 2008, 56–57.)

There are two specific strategies available for facilitating positive communication in organizations: the reflected best-self feedback process and the use of supportive communication. The reflected best-self feedback process is based on the impact of positive feedback on individual improvement. It is a technique used to capture positive information, which uncovers and highlights and individual's talents and highest capabilities. (Cameron 2008, 56–60.) Knowing your strengths also gives a better understanding how to deal with weaknesses and gives you courage to address them (Harward business review 2005). The technique also encourages positive communication, and then guides people trough a process of uncovering their strengths and the positive attributes that are perceived by others (Cameron 2008, 56–60).

The use of supportive communication is another means by which leaders can enable positive deviance trough their feedback, particularly when corrective, critical, or negative messages must be delivered (Ristikangas, Grünbaum 2014, 98). Supportive communication is a prerequisite for and enabler of especially positive organizational performance. Supportive communication consists of at least eight techniques: congruent, descriptive, problem-centered, validating, conjunctive, specific, owned statements, and reflective listening. One of the most important and powerful of these techniques is the use of descriptive statements rather than evaluative statements in identifying and resolving problems. Evaluative communication makes judgment or places a label on other individuals or on their behavior. Descriptive communication allows a person to be congruent and authentic in providing negative information but also to be helpful. (Cameron 2008, 60–63.)

Descriptive communication involves three steps. First, describe a situation. Second, indentify objective consequences or personal feelings associated with it. Third, suggest acceptable alternatives. Implementing these three steps leads to a constructive conversation that emphasizes commonalities and collaborating rather than arguing or judging. It provides support for the recipient while still delivering negative messages. (Cameron 2008, 63–64.) The goal of critical discussion is always a positive solution (Ristikangas, Grünbaum 2014, 100).

3.1.4 Positive Meaning

When people feel that they are pursuing a profound purpose or engaging in work that is personally important, significant positive effects are produced, for example happiness and sense of fulfillment (Cameron 2008, 67; Ristikangas & Ristikangas 2010, 236). Individuals usually define their work as a job, as a career, or as a calling. Those who see work as a job do their work primarily for the financial or material rewards it provides. Individuals with a career orientation are motivated by success. Ones who characterize their work as a calling work for the sake of the work itself. (Cameron 2008, 67–68.)

Paralleling these work orientations are three types of relationships between members and their organizations: compliance, identification and internalization. A compliance relationship produces desired behaviors trough punishments and rewards. Individual with an identification relationship are committed to what they do as organizational members, and they seek involvement and contribution. Internalization leads individuals to adopt the organization's purpose and priorities as their own. (Cameron 2008, 68–69.)

These orientations toward a sense of calling and internalization in work are associated with the concept of meaningfulness. The more that individuals define their work as a calling and have a conviction that what they are doing is good and right, the more meaningful the work. High levels of meaningfulness in work have been found to be associated with positive outcomes and extraordinary individual and organizational performance. Workers with a calling orientation reported higher job and life satisfaction scores compared to those with a job or career orientations. It is important to remember that a sense of calling is not dependent on the type of work performed but, rather, on the interpretation of the positive meaning inherent in the work. (Cameron 2008, 69–70.)

Work is associated with meaningfulness when it possesses one or more of four key attributes. The first attribute is that the work has positive impact on others. (Cameron 2008, 72–73.) Ensuring that individuals are given opportunities to interact directly with those receiving their output or service, and to receive feedback regarding the impact of what they do, has proven to be an effective leadership strategy for fostering a sense of meaningfulness in work (Cameron 2008, 73–74; Ristikangas & Ristikangas 2010, 236). The second attribute, associating work with the core individual values, depends on high-

lighting the connections between what is most meaningful to individual and the benefits produced by the organization. The third attribute, highlighting the long-term impact of the work, also enhances its meaningfulness. Everyone wants meaning in his or her job and basic human drive is to create a legacy, or to extend influence beyond the immediate time frame. Fourth attribute highlights the importance of building a sense of community. Emphasizing contribution goals more than self-interest goals fosters the sense of meaningfulness and higher level of performance. (Cameron 2008, 74–78.) Predominance of the word "we" in daily use is associated more meaningfulness and engagement when applies to work than predominance of the word "I". Positive meaning is associated with contribution to and engagement with others significantly more than self-focused activity. (Ristikangas, Grünbaum 2014, 97.)

3.2   The basics of human recourse management

A variety of names have been used to describe those who specialize in managing people. The concept of human recourse management (HRM) first appeared in the 1980's and the use of the term grew in the 1990's. (Foot & Hook 2011, 5–7.) The HRM theory began development in the early 1920's during the industrial revolution, because The Hawtorne studies (Professor Elton Mayo) wanted to prove the importance of people for productivity –not machines. The human recourse management theory is a researched belief that people desire to be part of a supportive team that facilities development and growth. (Business 2017.) The overall purpose is to ensure that the organization is able to achieve success and goals by through people and making the best use of the recourses available to it (Armstrong, 2009, 5). Basically, human recourse management is broadly defined as the procedures, practices, policies, and systems that influence the values, behavior, attitudes, and performance of people who work in the organization (Taylor, Doherty & McGra 2008, 6).

Nowadays human recourse management is changing and developing dynamically all the time to answer the both external and internal needs and it is not easy to define. It involves wide range of issues and it's difficult to predict the exact nature of the job in particular job. (Foot & Hook 2011, 5–7.) Shortly, HR activities fall under the following four core functions: staffing -, performance -, change-management - and administration of objectives. Within each of these core functions, HR implements a wide range of activities and all the activities

are linked by a concern for employee wellbeing so that the organization treat employees in a way that provides mutual benefit for both the employee and the organization. (Torrington, Hall, Taylor & Atkinson, 2009, 3–5.)

The past decade the theme of the HR research agenda has been the study of link between HR practices and organizational effectiveness. Those objectives will always vary depending on the type of organization and its situation. In voluntary sectors organizational effectiveness is primarily defined in terms of meeting a service need as cost efficiently as possible and to the highest achievable standard of quality, of course without forgetting maintaining or achieving the competitive advantage and always ensuring survival. Gaining the better, efficient and more effective competitive advantage than the competitor organizations demands, the company must be able to keep good care of human recourse management so that the workforce will not leak to somewhere else. The term Human capital is more and more used in the contests of HR. It means a measure of the economic value of an employee's skill set. The concept of human capital recognizes that not all labor is equal and that the quality of employees can be improved by investing in them. The education, experience and abilities of employees have economic value for employers and for the economy as a whole. Human capital cannot be owned it is only loaned and it is no a commodity. That is why employment relationships are important and the strategy of the human recourse management of people is critical. (Torrington, etc. 2009, 7–9; 259; Bratton & Gold, 2012, 8–9.)

An important central analytical issue to human recourse management is the nature of the social relationship between employees and their employers. Employment relationship is called economic relationship, which means, as its most basic, exchange pay for work. In exchange for salary, paid by the employer, employee is obligated to perform certain amount and potential of intellectual of physical labor. The contract permits the employer to buy those things, but because they are inherently imprecise and indeterminate, the function of the management is therefore to transform this potential actual value-added labor. (Bratton & Gold, 2012, 9–10).

3.2.1   Superior as the leader of human resource management

Human resource management is basically actualized trough superiors. From starting all the way from the top level all the leaders are superiors. If someone

has even one subordinate, it creates the responsibility of a superior. Being a superior is both work role and professional skills area. Superior is in the lead position when different tasks are defined and developed, groups are formed, work performances are evaluated and when wage is decided or reducing the workforce. The way to handle things varies between different superiors. Daily assistant in the field is an area, which is challenging to guide. Joint goals and principles are proximally the only things that can really be structured. For example exact instructions of how much, or even how at all, positive feedback should be given daily job cannot be defined. (Viitala, 2009, 267–269.)

Organizations have always some kind of prevalent culture of how to manage or lead things and people and it depends both organization and superior himself / herself. It means managers and superiors established behavior, patterns of leadership, values and believes behind them. It is extremely important to specify what kind of leadership is supporting the vision and mission of the company and then dismount it. Everybody in the organization should always know who is his or her superior. Closest superior should be appointed, even if the employee would have to take orders from elsewhere in the organization also. (Taylor, etc. 2008, 12; Viitala, 2009, 269–270.)

Being a superior includes all the activities, which directs and supports subordinates to reach the goals. Even though there are the same kinds of challenges highlighted regardless of the area of field, superior's main tasks still remain as inspires, developer of the expertise, showing and guiding the direction, creator of the circumstances and manager of issues. Superior work has changed over the past decades from the role of job assigner to the role of supporter and coordinator, but the meaning of the superior has not decreased. Because of the companies' growing dependency of employee skills and personal creativities, it demands to emphasize the importance of human recourse management nowadays. It is important to note at the much of the management of people in any organization is done by day-to-day basis by superiors or line-managers. (Taylor, etc. 2008, 12; Viitala, 2009, 270–272.)

3.2.2   Being a superior in a professional organization

Determinations of professional organizations are among the other things following features: a systematic body of knowledge, most of the employees are academically educated, most of the duties require professionalizing, job in-

volves lots of problem solving and analyzing and organizations dependence of the employees is huge and they are hard to replace. In these kinds of organizations the role of the superior is challenging for various reasons. (Viitala, 2009, 273–274.) When adding this the fact that for example most of the sport organizations comprise both volunteer and paid workers, the management of these two sets of workers with different orientations is very challenging and it needs to be managed in a special way (Chelladurai 2006, 22).

Professional work is based on high level expertise and it is the base of the whole strategic success. Continuous renewing and developing, commitment into the conjoint goal, maintaining the motivation and wellbeing in work are enormously important areas in leadership of professionals. Professionals usually are also doing quite independent work and need flexibility. Traditional ordering and supervising does not work and superiors should find different ways to support the employee. (Viitala, 2009, 273–274.) In professional organizations the professionals are usually strongly inside in their own professionalism and the superiors do not have enough substance understanding. That is why their role is to listen, spar and counsel. (Ristikangas, Grünbaum 2014, 22.) Professionals in sport organizations are for example the paid managers, qualified athletic trainers and other medical professionals and, of course, coaches (Chelladurai 2006, 22).

Position of the superior in these kinds of professional organizations usually is more building the work circumstances than intervening to work itself. Integrating the employees and their skills is the most center mission of the superior's tasks. It means clarifying and focusing in to the conjoint goals and developing the work habits that supports the goal. In professional organizations human recourse customs that goes into details are not necessary workable. It is important to customize the right balance between systematic and case oriented approach to situations. Usually total freedom is not the best way to act. For example leaving the development discussion totally free of choice, they normally do not actualize. On the other hand very strict forms do not work either. In professional organizations can be arranged some scope and have for example six month time period for development discussions. (Chelladurai 2006, 31; Viitala, 2009, 275–276.)

There is not only one style to be superior. Superiors in professional organizations often feel insufficiency and anguish about their work and it is important

that they are supported and valued. Everyone should be valued as they are and they should not have to change their identity. The more important is to strengthen the strengths, feel and recognize the development in himself / herself and to believe in oneself. Every superior still need to understand that leadership need lots of work and willpower. (Ristikangas, Grünbaum 2014, 23–25.)

4   Structure of Finnish organized sport

In Finland there is a constitutional right for everyone over 15 years old to found an association, be a member or not be a member of an association and to take part in associations activities. Being a member of an association must be voluntary. (Finlex 2017; Loimu 2007, 19; Sport 2017a.) The association law does not tell what to do in the association, but it tells how to do it according to the Finnish association law. The association law and the own rules of the association are made to secure the rights of the members. The association must obey the association law and their own rules. All the associations must be non-profitable. (Finlex 2017; JYY 2017; Loimu 2007, 19–20.)

There are much extensive variability in the scope and size of sport organizations that provide sport and recreation services. Some are created and run to make profit for the owners and some are non-profit organizations. Some are huge, some little, some belong to public sector, some are private and some are associations. (Chelladurai 2006; Taylor, etc. 2008, 2.) There are many of organizations that make up the voluntary sport sector and they are usually hierarchically organized within the specific structure affecting each sport. The range is all the way from local level to the global level. (Robinson & Palmer 2011, 4.)

The Finnish Olympic Committee was created in 2nd of December 1907 (Sport 2017b). First of January 2017 the Finnish National Exercise and Sport Association, Valo ry, integrated to the Finnish Olympic Committee. The mission of the Finnish Olympic Committee is to create vitality in Finland with the help of sport and exercise by providing and enabling different things to children, youth and adults, clubs and athletes. (Sport 2017c.) The Finnish National Exercise and Sport Association used to be in 2012 founded association, in which integrated The Young Finland Association, Association of Municipality Sports and the Association of Finnish exercise and Sport (Sport 2012a). On January 2017 the new Finnish Olympic Committee began its way by starting the staff reduction consultation. The mission is to change the organizations structure and employees job descriptions so that they will serve better the new strategy. The goal is to make essential structural changes, which will enable the successful future for Finish sports. (Urhea 2017.) On 15th of February the new Olympic

Committee announced that the secretary general, Teemu Japisson, has re-signed. He will continue the job until the follower has been found. (Yle 2017a.)

National Olympic Committees are the national organizations of the Olympic Movement. Developing, promoting and protecting the Olympic Movement in their respective countries, in accordance with the Olympic Charter, are the main tasks of the National Olympic Committees. (Robinson & Palmer 2011, 7.) The international Olympic committee was created in 23rd of June 1894. It is an international, non-profit, non-governmental organization that promotes the Olympic values in accordance with the Olympic Charter. The mission of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind, in a spirit of friendship, solidarity and friendship. (Olympic 2017; Robinson & Palmer 2011, 6.)

The international non-governmental organizations are called International Federations and they are usually recognized by the International Olympic committee (Olympic 2017). Their key role is to administer one or several sports at world level. Their main tasks are to maintain and develop the rules, promote the sport on the world stage and organize world or continental championships. The membership of an International Federation is made up of the national federations found in each country that participates in the comparable sport. National federations or national sport associations are responsible for planning and managing their sport at the national level. National federations have the same objectives and an international federation, but within the scope of one country or part of the country. Their main tasks are to support the local clubs and to respond for national teams. (Robinson & Palmer 2011, 5–6.) In Finland there are 76 different national sport federations (Sport 2017d).

A sport club is in order to provide the opportunity for people to take part in sport and individuals who want to participate in competitions. Clubs throughout the regional organizations form the basis of national federations and therefore club members set the membership of the national federation. (Robinson & Palmer 2011, 5–6.) The amount of sport and recreation clubs in Finland has increased a bit in the 2000th century. According to the registry of associations there are all in all 20 000 sport related associations in Finland and the oldest ones are over 150 years old. (Liikuntaneuvosto 2013.) It has been estimated,

that the turnover of the sport clubs is over 500 million Euros per year and the share of households is another 500 million Euros (Sport 2012b).

4.1 Organizational characteristics of figure skating

As a sport, figure skating combines speed and motion, power and elegance, courage and patience, discipline and freedom, and rhythm and own interpretation, which underlines the diversity of the sport and explains its broad popularity (STLL 2017a). The first skating club in Finland was founded in 1875, Helsingfors Skridskoklubb, and it is still in operation (HSK 2017a). The Finnish Skate Federation, which later was changed into the Finnish Skating Federation, was founded in 1908. Then, in 1960 the Finnish Figure Skating Association was established first by the name of the Finnish Aesthetic Skating Federation, which later was changed in 1968 into the Finnish Figure Skating Association. (STLL 2017b.) The Finnish Figure Skating Association has been a member of International Skating Union since 1960 (ISU 2017).

There are currently 80 Figure Skating clubs in Finland. The clubs are members of the Finnish Figure Skating Association and they run in seven (7) different regions. The regions are Helsinki, Southeast, Uusimaa, Häme, Southwest, Eastern, and Northern region. There are different amount of clubs represented in every region (figure 2.) and in every region there is a volunteer based region manager and a region team. Together with region manager and team members clubs arrange together different kind of region activities, which are competitions and tests, camps, exhibitions, networking, education and training. (STLL 2017c.)
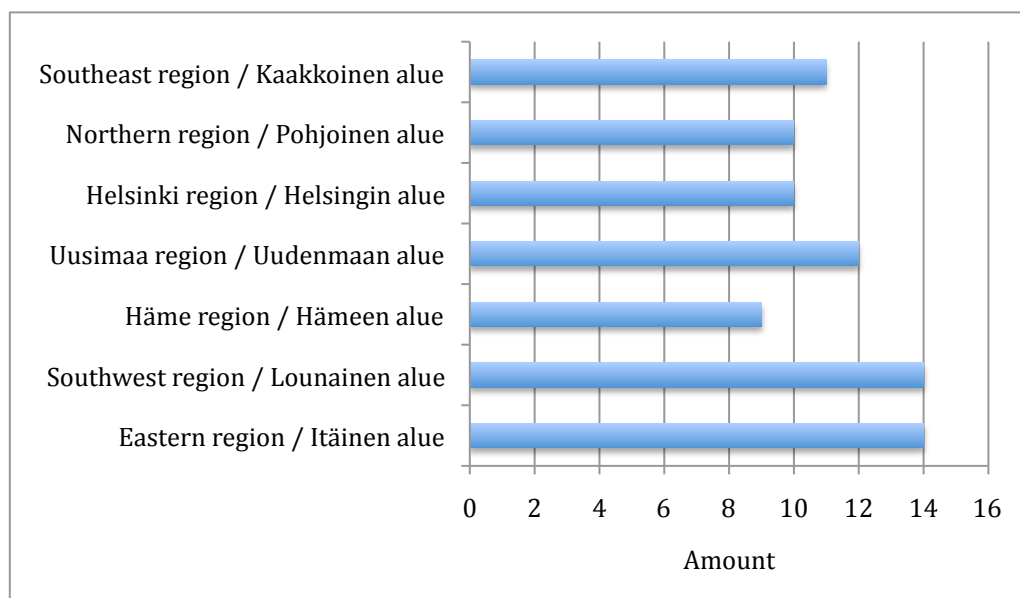
Figure 2. Geographical distribution of the clubs location in Finland

As explained earlier, all the clubs run under the association law and they need to obey both the association law and their own rules (Finlex 2017; JYY 2017; Loimu 2007, 19–20). Power to make decisions belongs to the members and they can use that power in meetings held normally once or twice a year. Governance belongs to the board, which has to, according to the association law, incorporate good governance and ethical standards in daily activities and ensure compliance with policies, laws and regulations. (Finlex 2017; Loimu 2007, 59.) Figure skating clubs are run by board, which includes a president and a vice president of the club, members and vice members. All the members need to be over 18 years of old. The official employer in the club is the voluntary board and its president. (HSK 2017b; HL 2017; ESJT 2017.) Because there are 80 figure skating clubs in Finland, there are also 80 presidents and vice presidents of the board (STLL 2017d).

Organizational structure can be versatile (Loimu 2007, 27). Many of the biggest figure skating clubs in Finland have, in addition to the board, commissions to fulfill and execute different tasks inside the club. There can be own commission for each skating category, which the club provides, and there can also be for example an exhibition commission, voluntary work commission or fund raising commission. (HSK 2017b; HL 2017; ESJT 2017.) There are four categories in figure skating, which are single skating, ice dance, pair skating and synchronized skating. Depending on the size and recourses of the clubs, they provide skating schools for children, youngsters and adults, sometimes also lessons for special need children and families. From skating schools can

be continued to two different paths, which are competition or hobby. (STLL 2017a.)

Almost in every figure skating club in Finland there is at least one full time coach. In Finnish Figure skating clubs there are over 120 full time coaches and hundreds of educated instructors. (STLL 2014.) Figure skating has the fourth biggest amount of professional coaches of all the disciplines in Finland (KIHU 2012, 13). The educated coaching structure and the high amount of professional coaches is an appreciated fact among other sports. The Finnish Figure Skating Association wants to provide the professional continuum also in the future. (STLL 2014.) The Finnish Figure Skating Association provides education from skating school instructor to further qualification in coaching (STLL 2017a).

4.2   Voluntary work

The concept of voluntary work is international and it highlights the importance of doing (Hakkarainen 2004, 13). Defining the voluntary sport sector there are usually suggested two characteristics that characterize it. Firstly, the organizations are non-profitable and their primary target is not to seek profit from the selling goods or services. Secondly, most of the labor force is voluntary, rather than paid. Even if some of the members are paid, such organizations are still voluntary. (Chelladurai 2014, 62, 67; Robinson & Palmer 2011, 3.) A definition of voluntary work in sport organizations is that the work is done by leisure activity, it is undertaken by free choice and done outside a private job. It is also done occasionally or on a relatively regular basis and during a certain period of time under no strict supervision. A volunteer is someone who is elected, appointed or asked to do certain jobs for sports organizations and freely choose to undertaken this work. A Volunteer is also an individual, who helps others in sports through formal organizations such as clubs or governing bodies whilst receiving no remuneration except expenses. (Puronaho 2014, 5.) A volunteer might join an organization for several reasons such as learning and growing, using leisure time more effectively, cultivating friendships, helping others and using present skills and learning new ones (Chelladurai 2014, 273).

Voluntary work is financially very profitable. According to the research made by Ruralia institute of University of Helsinki, the value of voluntary work will

rise over six-fold compared to the value invested on it. The original hour price is little less two (2) Euros, but in the end the hour price will rise almost up to 12,5 Euros. (Kansalaisyhteiskunta 2017.) Every third Finn does voluntary work. The amount of voluntary workers in all voluntary work sectors is 1.4 million people in Finland. The most popular ways to help is participating in sports and exercise, youth and children activities or helping elderly people. The amount of doing voluntary work in a month is 18 hours. (HelsinkiMissio 2015.) When separated from all sport and exercise organizations the ones who volunteer only in sport clubs, the amount was 11 years back 381.000. In Figure skating clubs, association or positions in trust there were 6000 people. (Sport 2006.)

Research from the year 2006 states, that there are differences between men and women and employee and leaders or managers. Men are clearly more active to participate in voluntary sport activities than women and employees have more hours to spend in voluntary works than leaders or managers. People in employee position are five times more active to participate in voluntarism in sport than people in leading or management position. People in Helsinki region are more inactive to participate than people in everywhere else in Finland, although people in Helsinki region spend a little more time in voluntarism when they do participate. The most active age group is middle-aged (36 – 49 years) and the most inactive age group is over fifty years old. This tells indirect that people participates voluntary work as long as their own children are in the sport and they quit when children grow up. The amount of people participating in voluntary work has not increased and the time used to the activities has slightly decreased, but still participants are multitasking more from which can be argued that the operations have been optimized. (Sport 2006.)

4.3   Volunteer management in sport

Already over a decade ago it was stated, that it is no longer a question of whether volunteers should be managed but how they ought to be managed (Cuskelly, Hoye & Auld 2006, 80). Volunteers are the backbone of the voluntary sport organizations (Chelladurai 2014, 240). Volunteers are integral to the successful management and operation in voluntary sport organizations and the services they deliver to the players, members and spectators as well to the wider community (Robinson & Palmer 2011, 71). Regardless of sector or size of the sport organization, successful ones requires an approach to managing

people, which ensures that each individuals realizes his/her potential and that provides a rewarding work environment. Many sport organizations cannot flourish or even survive without volunteer involvement. The coordination of the contributions of volunteers with those of paid employees is a critical area of sport management. Motivating these differing types of employees and coordinating their activities is a very important component of sport management and that offers both challenges and opportunity. (Chelladurai 2014, 46–47, 240.) Basically the meaning of volunteer management is that there is an opportunity for the volunteer to work and go for the joint goal with the organization. The management process is both individual and communal and it has to include the knowledge and understanding of the organizational culture. (Cuskelly, Hoye & Auld 2006, 82–85).

Management of volunteer work is most of all inspiring and affecting people. It is based on creating a joint vision and communication. Without a vision and joint goals any organizations cannot work successfully. Clear vision guides people to go for the same important direction and it should be based on the values and basic meaning of the organizations actions. Understanding the organizational culture helps creating an identity, planning the work and understands why people volunteer. Creating a great team spirit motivates, gives stronger commitment and helps leadership process. Orientation to new volunteers is crucial, because it cannot be assumed that even a long-term member has a throughout understanding of an organization and its practices. (Cuskelly, Hoye & Auld 2006, 80–87).

Volunteer's commitment and their continued membership to the organization largely depend on the type or work assignment they receive as well as the satisfaction they derive from it (Chelladurai 2014, 273; Cuskelly, Hoye & Auld 2006, 92). Long-term commitment in sport organizations activities is rare nowadays. Sport organizations need to be better organized and one practical way to do that is to have paid worker in operative section for developing the voluntary work. People are still ready for voluntary work, but the tasks need to be more project kind, so that there is a clear start and end. (Center of Sport Business 2016.) They also need to have clear tasks. This includes both voluntary workers, members of the board and paid workers. They need to know what are the expectations. The fewer employees are treated in old-fashioned way like under fear, punishments and no promotions, the more they need clear assignments. It is very important that the leader always, not only listens

to the volunteers and paid workers, but also acts. (Drucker, 175–178.) Some volunteers are high on the need for growth and power and they need desire more complex and challenging tasks than others will prefer more routine and simple tasks. It is leaders duty to enable employees and voluntary workers assignments so that they can perform successful and acceptable. (Chelladurai 2014, 273; Drucker, 178.)

Managers of volunteer organizations should draw up job descriptions for all the activities to be carried out. Then volunteers can better choose the activity they prefer and they are more likely to feel satisfied and continue to partici-pate. (Chelladurai 2014, 273.) The satisfaction of the volunteers comes not just fulfilling their expectations, but it includes also the satisfaction of the serv-ice and of the event organizer. In other words, good managing or lack of vol-unteer management in a sport event has a direct impact on volunteer satisfac-tion. (Cuskelly, Hoye & Auld 2006, 141.) Constantly expressing appreciation for volunteer services and expressing personal interest in volunteers and their performance, gives stronger feeling of satisfaction to the volunteers (Chel-ladurai 2014, 240; Cuskelly, Hoye & Auld 2006, 141).

Sport managers should be eager and effective in recruiting and retaining vol-unteers, because it is perhaps the most cost-saving effort manager can under-take. In recruiting and retaining volunteers some difficulties may occur. Some-times the skills that the volunteer wants to use may not be the same as what the organization needs so it is very important to try to match the knowledge and the skills of volunteers and their job requirements. The volunteer may want to work with certain people, but the organization needs the volunteer to work with other people. Sometimes the level of responsibility that the volunteer wants may not be consistent with what the organization can assign. Volunteer manager should always understand the motivations of potential volunteers and try to satisfy volunteer's motivational needs. Voluntary management and the volunteers should focus on creating as good fit as possible between the volunteer and the job, and between the person and the organizations. It is vital to provide proper orientation and training, evaluate the performance of volun-teers and try to retain the quality volunteers. (Chelladurai 2014, 240.)

4.4   The professionalization of sports coaching

In last decade there is great amount of professionalization in sport in Finland. Professionalization of sport means, that there are certain criteria's to carry out:

providing a full time work, crating educational system and stabilizing it, establishing a trade union and creating the ethical rules. These criteria's have already established in Finland. Some criteria's are also attitude towards coaching and consultation among the other coaches. The attitude towards coaching means the important feeling, how the individuals experience and see their work. Then again professionalization is also strongly related to the organizations and their operational models. This means for example following features in operations: full time or part time jobs, place, recourses, recruitment criteria's, attitude and commitment, knowledge, effectiveness and quality, responsibility and power. The amateurish way of running sport clubs has changed into more professionalized grasp. In sport clubs this is shown by the fact that they have been able to hire much more full time professional coaches than a decade ago. (KIHU 2012, 7.)

The definition for professional coach is a person, who does coaching in a goal-oriented field of competition sport and gets salary for it. In addition she / he has an education for it. Professional coach takes responsibility for developing both athlete and the sport itself in a socially acceptable ways. In Finland there is 1600 professional coaches and about 80% of them work as a full time professional coach. Sport clubs are the biggest employer for them. A decade ago there were 1200 professional coaches and 40% of them had a full time job in sports coaching. Because of the growth number of full time coaches, the number of part time coaches has decreased. These numbers tell, that the professionalization of sport has gone forward. In individual sport coaches there are more persons to work as an entrepreneur than in team sports. (KIHU 2012, 4, 9.) The amount of professional coaches has increased in the most of the sports in past decade. Sports that have the biggest growth in the amount of their professional coaches are ice hockey, football, tennis, figure skating and swimming. Sport associations predict that the amount of full time coaches will be doubled by the year 2020. (KIHU 2012, 13–14.)

Lately there have been lots of discussions about the respect towards coaches in Finland. Finnish Coaching Association, Finnish Professional Coaching Association and Finnish Olympic Committee have launched "The Coach Does Make a Difference" project in the beginning of the year 2017, which is meant to raise the expertise and skills of the coaches by raising the respect of the work inside the sport field. The centric part of the development areas is leadership of humans. The goal is to develop the customs via sports most ultimate

values as joy, going for excellence, sustainability, respect for the others and sense of community. Project's first goal is to improve the way that Finnish sport management respects the coaching process and the work that the coaches do. The second goal is to raise the respect of sports and coaching in the society. (Suomen Valmentajat 2017.)

Erkka Westerlund, the president of the Finnish Coaches Association and the president of the Finnish Coaches Commission of Respect, made one of the most visible statements about the respect of the coaches by writing an open letter to the Finnish sport managers. In the letter Mr. Westerlund questioned the sport managers understanding about the coaching process, respect of the coaches and the example they are sending to others on the field. Mr. Westerlund pointed out, that it is time to rise to the next level, where sport managers and coaching have conjoint understanding and trust. Mr. Westerlund emphasized, that the coaches and the Finnish sports need a professionalized sport management and their total support. (Suomen Valmentajat 2017.)

Finnish Professional Coaching Association's executive manager Mr. Pekka Potinkara gave an interview, where he criticized the still ongoing mentality in sport clubs management that coaching is not a real job or working as a coach is not a real work. He pointed out that even though sports have much more professionalism nowadays than before, there is still a long way to go to get to the real work status. The basic problem is, that the employers are usually amateurs. The members of the board may be high professional leaders in their daily job but still they don't understand that also in sport clubs should be respected all the laws of employment like working hours and salary payment. (Yle 2017b.)

Many of the coaches feel their salary is very low, but it is hard to get wage increase, because there is often some other who is willing to do it for even lower price. Then again the culture "from love towards the sport" also feed the birth of salary holes. (Yle 2017b.) Also the executive manager of the Finnish Coaching Association's Ms. Kristiina Danskanen highlighted in a different interview related to coaches' status at work and lack of money, that the money is one of the biggest problems in developing the professionalization of sport coaches. It throws a shadow over the career planning and does not attract new coaches to join. (Yle 2017c.)

Mr. Potinkara also stated that there are lots of turnover in sport clubs management especially, if there is no paid executive manager in the club who is the superior of the coaches. The president of the club may change every one to three years at worst and the new one has always a new way to act, which influences directly or indirectly to the coaches daily job. Mr. Potinkara says that problems occur most in the sports where are lot of coaches. Yearly there are dozen of cases where legal acts are under serious consideration, usually related to indistinct firings, and few of them goes even to the district court. The problem is that the sport circles are small and many don't have the courage to stand up against the employer. It may affect negatively on future hiring. (Yle 2017b.)

5 Aim of the study

Research is about solving problems. The subject of the thesis should always be something that you are interested in, because then it inspires and motivates the writer. Work experience or practical training related to the research problem will certainly help during the process and completing it successfully. (Kananen 2011, 13–18.) Aim of this study was to examine the current situation of positive leadership knowledge and usage in figure skating clubs, to study the respondent's plans of using positive leadership methods in the future and to create practical guides for the clubs of how to implement positive leadership methods daily.

The specific study questions of this thesis were:
1. What kinds of apprehensions have the superiors about their own current usage of positive leadership? What kinds of apprehensions have the coaches about their superiors' current usage of positive leadership?
2. How much do the superiors use positive leadership methods?
3. How much and which kind of differences in using the positive leadership methods there are between the superiors who work as a superior rather than an employee in their daily jobs?
4. Will the superiors focus on the positive leadership in the future?
5. What are the practical guidelines for the superiors to apply positive leadership methods?

The answers to these study questions help to evaluate the current situation of knowledge and usage of positive leadership in figure skating clubs. By creating practical guidelines for the superiors to apply, the author wants to offer tools to improve and develop the activities in non-profit organizations.

6 Methods

This study was created by using both quantitative survey and triangulation methods. The author chose these methods, because the fundamentals supported the goals of the research. Triangulation or, another names mixing methods or crystallization, combines different study methods and is used to give better understanding of specific questions or phenomenon. By using triangulation, the research could aim for better validity and reliability. (Heikkilä 2008, 233; Kananen 2008, 118–120.) Triangulation is also a possibility after the research has already started as a quantitative or qualitative research as new questions might rise during the study (Davis 2007, 243).

Quantitative research can be called also as a statistical research. Quantitative surveys are used when researching dependencies between different things or changes in the phenomenon and to sort out numbers or percentages. Quantitative research is trying to give answers to questions "why? Where? How much? How often?". Survey research is a systematic question or interview research, which is economic and fast way to collect information, if examinees are lot. Using different kind of research forms collects data. In this study the author used mostly multiply choose questions and few qualitative questions to get wider point of view in the subject. (Heikkilä 2014, 16 – 20.) Qualitative research is usually text-only and it helps to understand better the target group's behavior and reasons (Heikkilä 2008, 16).

To find evidence of a significant difference between populations means and a hypothesized value the author used t-test between the average emphasizes. The result was statistically almost significant, when $p<0,05$ (*), significant when $p<0,01$ (**) and very significant when $p<0,001$ (***). To research the statistical linkages between the different variables, the author used cross tabulation.

6.1 Target group

Sample must be a miniature version of the universe, so that the sampling results are reliable. There must be the same features and in the same ratio. (Heikkilä 2014, 33–34). In this study's the target group was the Finnish figure skating clubs and, more specifically, clubs coaches and their superiors.

It is rational to execute census study, when the overall population is small: less than hundred sampling units. Also, if the size of the sample would be over half of the sampling units, census study is recommended. (Holopainen, Pulkkinen 2008, 29–30.)

According to Finnish Figure Skating Association (2017) there are 80 figure skating clubs in Finland. The questionnaire was sent via e-mail to the 142 recipients and in total 76 different clubs, which makes this a census study. There were no usable e-mails available for four clubs. Normally the recipients per club were the head coach of the single skating section and the president of the club.

6.2 Questionnaire

The questionnaire was made using Webropol 2.0 and it was written both in English and Finnish and the respondents were allowed to answer to open-ended questions in Finnish. The author wanted to write it in two languages, because if it would have been only in English, the chance to misunderstand something would have been bigger and, because of that, maybe the amount of answers might have been lower.

The questionnaire (appendix 1.) was divided in six main themes although only two of them were clearly visible to the respondents. The first section consisted basic information about the recipient and also directed the respondent to the wanted section of the questionnaire. There were simultaneously two paths in the questionnaire: one for the coaches and one for the superiors. Depending on the answers in the first section, the questionnaire guided the respondent automatically to the right path.

Sections from two to five were about the positive climate, positive relationship, positive communication and positive meaning. These parts of the questionnaire were based on Professor Kim Cameron's model about diagnosing the current positive leadership behaviors. Certain leadership strategies have been found to enable organizational thriving, flourishing and extraordinarily positive performance. These strategies do not represent a comprehensive list, but they are among the most important enablers of positively deviant performance, yet they are too seldom practiced. As illustrated already earlier in figure 1, en-

hancing one of these strategies tend to positively impact the other three. (Cameron 2008, 9–15; 104.) Superiors did a self-evaluation about their own behavior and coaches did an evaluation about their superior's behavior. This same evaluation style continued through all four categories. Section six was self-evaluation about future behavior and free word.

The survey consisted mainly of closed questions. In other words there was a limited amount of choices to pick. In some questions there was also a possibility to complete the answer with short verbal description.

6.3   Study design

When choosing a topic, the author contacted STAV (The Finnish Figure Skating Coaches Association) in spring 2015 and with their help decided to focus on developing the positive leadership skills in Finnish figure skating clubs. After sketching the theoretical framework, then the initial stage was to gather scientific information and literature. At the beginning it was important to study literature from the overall area of positive psychology, leadership, voluntary work and sports in Finland.

In autumn 2016 started the active phase in defining the theoretical framework and the first version of table of contents followed by building the questionnaire by using Webropol 2.0. After tested, edited and tested again three times, the questionnaire was finalized and ready to be sent. The questionnaire was sent via e-mail in 1st. of November, reminder in 7th of November and closed in 15th of November. The list of recipients updated e-mail addresses was taken from the official webpage of Finnish Figure Skating Association.

In January 2017 the theory part was underway. In the middle of February the theory part was finalized so that it could be sent to thesis supervisor for comments and corrections. Meanwhile, the author started to analyze the results. In March, in addition to writing and analyzing, there were meeting with the supervisor and e-mail consulting from another lecturer about the progress of the thesis's content. In 28th of March was the due date for the pre-return of the thesis and after that the final corrections were made before the actual return date in 17th of April. The Masters' thesis seminar was 25th of April.

Progress of the thesis is described in a figure 3.
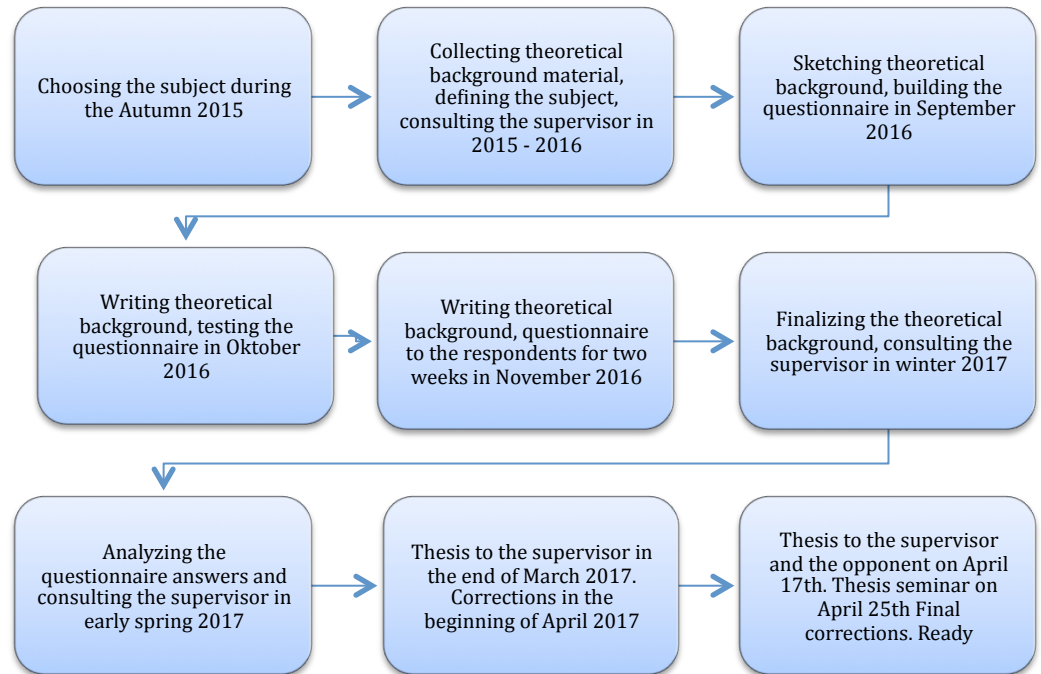
Figure 3. Progress of the thesis

6.4   Validity and reliability

Research is successful, if the answers to the research questions are reliable. Research must be done honestly, neutrally and so, that the respondents will not get any harm of it. (Heikkilä 2014, 27.) Validity means how much the measurements give information about the target. It also means lack of systematic mistakes. When using questionnaires in the research, validity comes from successful of the measurements and methods, in other words, have the respondents understood the questions in a way that the researcher meant them to be. (Heikkilä 2014, 177–180.) Inner validity means how much the research measurements confront theory parts and outer validity means how clearly the research measurements are interpreted the same way by other researchers (Heikkilä 2008, 186). It is very important to define beforehand the goals, concepts and the variables of the research, to guarantee the validity. If the researcher has not defined his / her goals, he / she might easily research the wrong things. (Heikkilä 2014, 27.)

In this study the author increased the validity of the research by testing the questionnaire beforehand three times. The pilot group consisted of various people from different areas of professions and co-students, whose professionalism were useful in testing the understandability of the questions. After every

test round the adjustments and additions according to the feedback was made until the questionnaire was finalized. Both the welcoming e-mail to participate to the survey and the reminder e-mail were clear, simple and inviting. In the questionnaire the questions were very precise and accurate. Part of the questionnaire was based on Professor Kim Cameron's published questionnaire model. By analyzing the respondents rate of the questions, can be stated, that the questionnaire was easy to fill and clear. In every required question the respondent percentage was 100.

Using Webropol 2.0 and Microsoft Excel are familiar to the author, which increased the validity. The mistake margin can be increased by the fact, that the respondents might not always be honest with their answers. There might be over or under reporting in the answers, which might lead to the systematic mistake. Systematic mistake means a mistake, which leads consistently skewed results and affects to the average of the research group. Random mistake means a mistake, which can skew the individual's results, but not the average of the groups. (Heikkilä 2014, 177–180.) In the questionnaire superior participants needed to self-evaluate themselves, which may cause over or under reporting, because the respondent is not totally objective. Coaches were asked to evaluate their superior's habits, so the answers were based on individual opinions. The author's hypothesis is, that the respondents are free willingly participated in the research and thus honest and with enough serious attitude.

The validity of the research might be lowered by the fact that the four main factors were created by using author's own consideration. The four factors formed strongly from Kim Cameron's theory of four positive leadership strategies, but yet there is slight chance that they do not measure exactly what was asked. If the number of recipients would have been higher and the amount of questions lower, it would have been possible to do a factor analysis. Then the validity would have been higher.

Reliability means accuracy of the results. Inner reliability means, that the same statistical unit can be measured more than once. The outer reliability means, that the measurements can be repeatable in other research and situations. (Heikkilä 2008, 187.) Research results cannot be random and it is important, that the research is reproducible. Random mistakes might come from mistakes in sampling, measurements or in analyzing. The researcher should al-

ways be very critical and accurate during the whole research process. Size of the sample effects on the accurate of the results: the smaller the sample, the more randomness in the results and the bigger the sample is, the better it will represent the average opinion and attitude. (Heikkilä 2014, 177–180.)

Author secured research's reliability by creating clear questionnaire, which had as little as possible opportunities for interpretation. Avoiding the random mistakes, all the answers were numbered and always available during the thesis process. The questionnaire was made both in English and in Finnish so that it would be easier and clearer to the respondent and would reduce the possibility to misunderstand or misinterpret questions. Webropol 2.0 is an easy to use on-line survey tool, which reliability is commonly appreciated. Because the final sample was not very big, it has to be considered in generalization of the research and in conclusions.

6.5   Statistics

The final amount of responses was 46 from 25 different Finnish figure skating clubs. The percentage of different clubs participation was 32,9% and the percentage of the individual recipients was 32,4%. This means that the amount of responses were one third. (Table 3.)

Table 3. Contacted clubs and recipients

Total amount of figure skating clubs in Finland	The amount of contacted clubs	The amount of participating clubs
80	76	25 / 32,9%
	Total amount of contacts	The final amount of responses
	146	46 / 32,4%

There were responses from every region (Picture 1.), mostly from Helsinki (12 answers), Uusimaa (9 answers) and Eastern region (9 answers). In 12 cases there were responses only from either coach (5) or superior (7), but not from both from the same club. In this study there was no intention to compare singular responses from one club, so even though there were no responses from both coach and superior from the some club, the responses was still usable and the anonymity was not harmed.

n = 25

Northern region

6

9 Eastern region

* Häme region

Southwest region 3 *2 5 Southeast region

Uusimaa region 9

12 Helsinki region
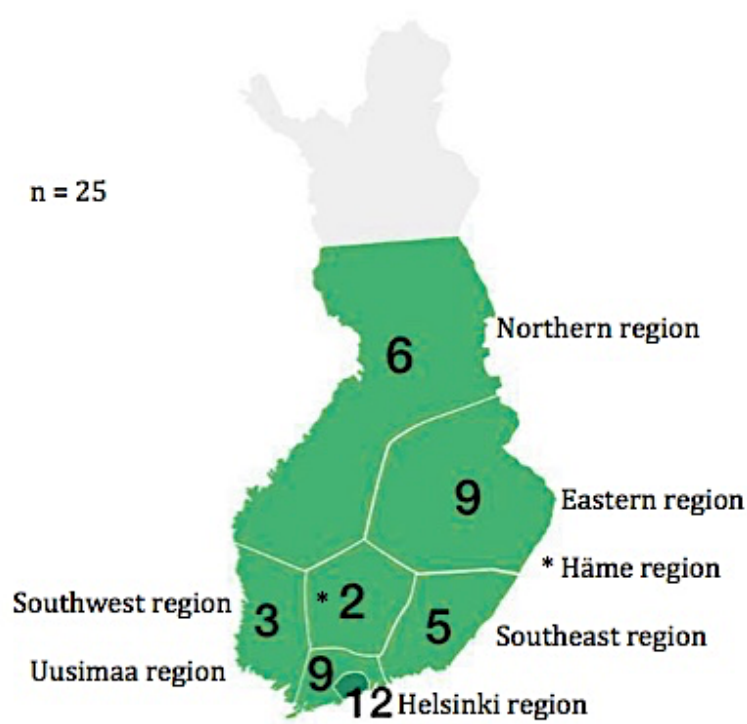
Picture 1. Geographical distribution of every answers location in Finland

As explained earlier in theory, figure skating clubs are divided into seven (7) different regions and in every region there are different amount of clubs. When compared the regional amount of responses to the total amount of clubs per region, most active clubs in this study came from Helsinki region (figure 4.). From Helsinki region came responses from 5 different clubs, which is 50,0% of the total amount of the regions clubs. Second active region was Eastern region (six clubs, 42,9%) and third active was Uusimaa region (five clubs, 41,7%). The most inactive region was Southwest, from which the author got responses from two different clubs, that means 14,3% of the total amount of clubs in that region.
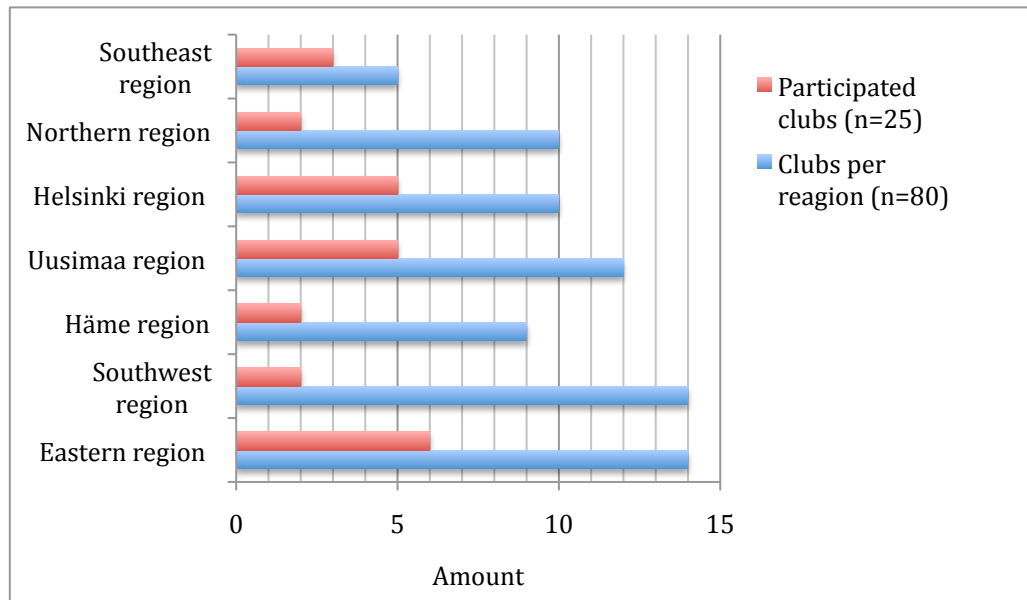
Figure 4. Geographical distribution of the clubs participation compared to the total amount of the clubs per region

From the participants 20 (44%) of them were superiors and 26 (56%) of participants were coaches. From superiors 13 (28,3%) of them were president of the club, 3 (6,5%) of superiors were vice president and 4 (8,7%) of them responded something else: member of the board (superior of the coaches), executive manager, coaching manager and manager of the single skating section (Figure 5).
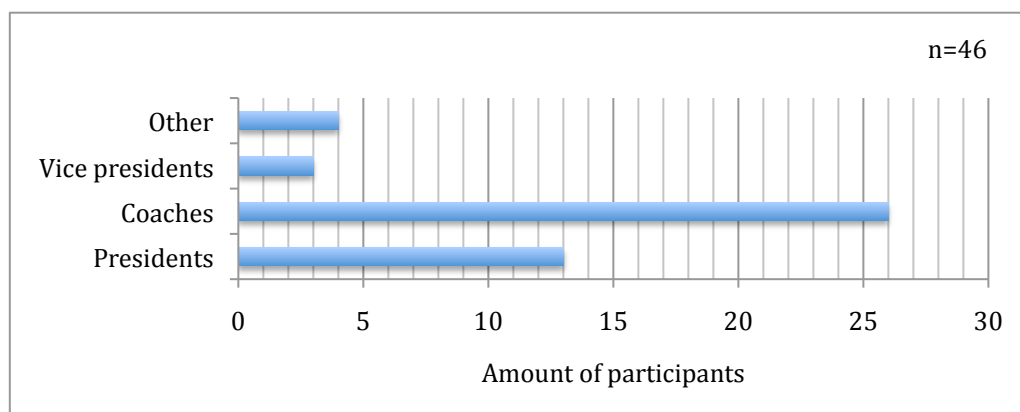
Figure 5. Distribution of the recipients' positions in the club

Most of the superior participants did not work as superiors in their daily job (11 participants, 55%), but 9 (45%) of them did, as illustrated in the figure 6.

n=20
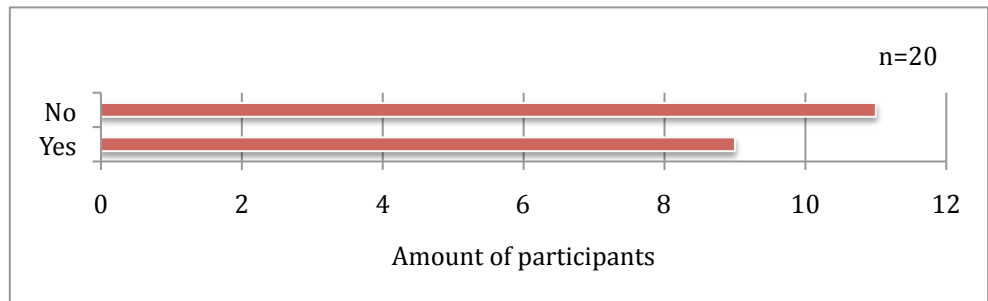
Figure 6. Superiors' status in their daily job

Majority of the coaches were single skating coaches (19 participants, 73,1%). Five of the participants represented synchronized skating coaches (19,2%) and two were ice dance coaches (7,7%). (Figure 7.)

n=26
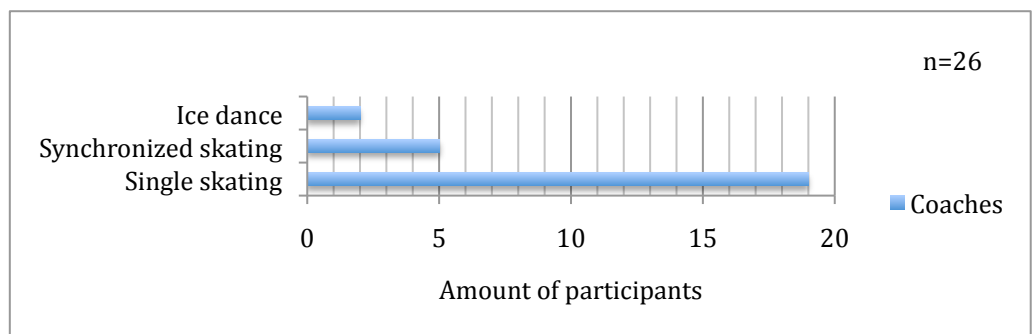
Figure 7. Recipients' sport

In superior participants 15 (75%) of them were female and five (25%) of them were male. Over 50 years of age were 12 (60%) of them and 8 (40%) of them were in between age 36 – 50 years. In coach participants 20 (76,9%) of them were female and 6 (23,1%) of them were male. Participants in the age group between 21 – 35 years were 11 (42%) of them and in the age group 36 – 50 years 10 (38%) of them. In the age group over 50 years belonged 4 (15%) of the participants and one (4%) was under 20 years (figure 8).
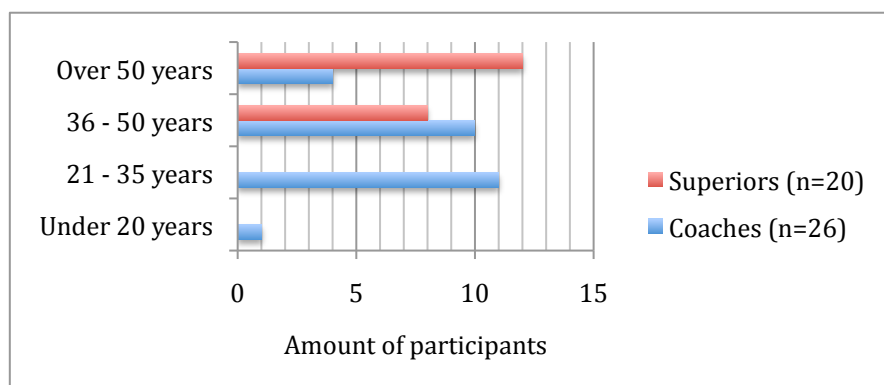
Figure 8. Comparison of the recipients age range

Working as a volunteer in the club responded 18 (90%) of the superior participants and 2 (10%) of them responded to be full time worker. In coaches there were two (7,7%) volunteer workers, 18 (69,2%) full-time workers, one (3,9%) half-time worker and five recipients (19,2), who responded "something else" (figure 9). Four of the recipients who responded "something else" described their way of participation to be hour-based payment and one described having apprenticeship.
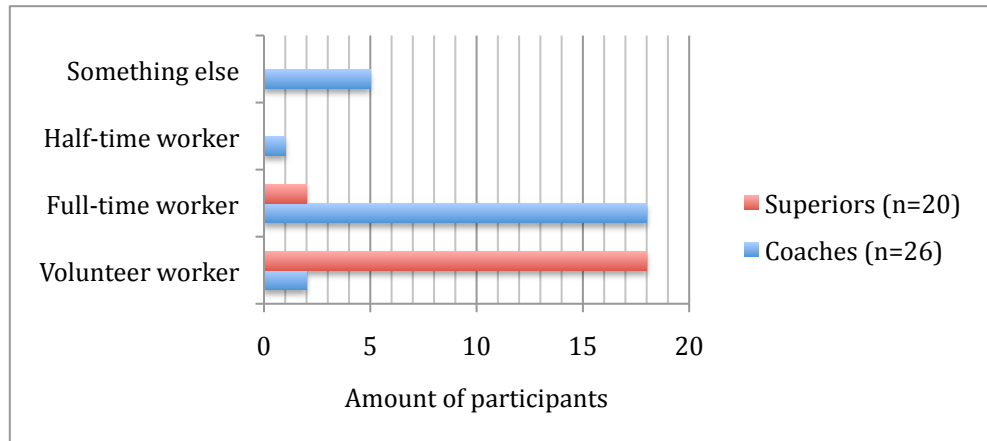
Figure 9. Comparison of the superiors' and coaches' way of participate on clubs operation

Most of the superiors had been part of clubs operations from four to six years (nine participants, 45%) and from one to three years (five participants, 25%). Most of the coaches had worked in their club from one to three years (eight participants, 30,9) from four to six years (six participants, 23,1%). Comparison of the recipient's participation and working years in the club has been described in the figure 10.
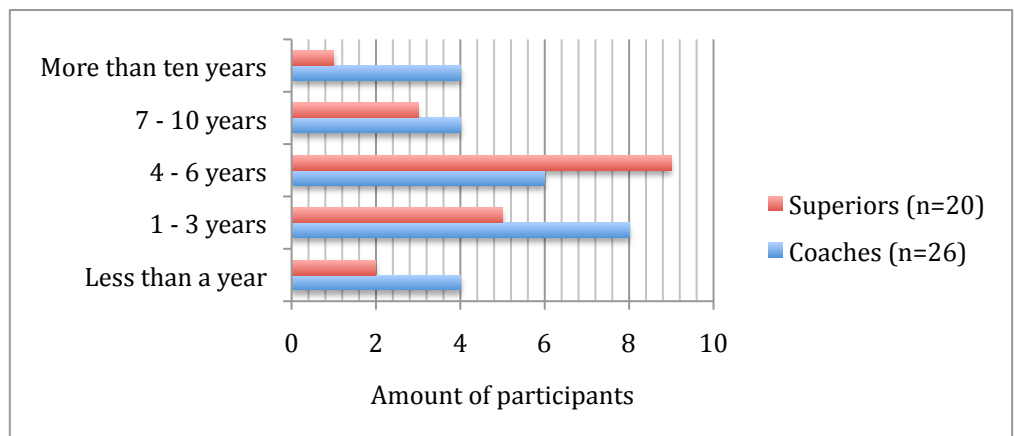
Figure 10. Recipients' participation and working years in the club

7 Results

7.1 Apprehension of the leaders and the coaches in current usage of positive leadership

7.1.1 Positive climate

The first chapter and the first six questions in the questionnaire focused on positive climate (Figure 11).

The questions were:

As a leader, to what extent do you / to what extent does your superior:

1. Foster information sharing so that people become aware of colleagues' difficulties and, therefore, can express compassion? (Superiors: question number 9. Coaches: question number 41.)
2. Encourage the public expression of compassion by sponsoring formal events to communicate emotional support? (Superiors: question number 10. Coaches: question number 42.) ***
3. Demonstrate forgiveness for mistakes and errors rather than punish perpetrators or hold grudges? (Superiors: question number 11. Coaches: question number 43.)
4. Provide support and development as an indicator of forgiveness for individuals who have blundered? (Superiors: question number 12. Coaches: question number 44.) ***
5. Express gratitude to multiple employees each day? (Superiors: question number 13. Coaches: question number 45.) ***
6. Make gratitude visits and gratitude notes a daily practice? (Superiors: question number 14. Coaches: question number 46.) ***

The examinees were asked to choose one response out of five options. The options were: 1. Never 2. Seldom 3. Sometimes 4. Frequently 5. Always.

It was clearly visible that the poles line was pretty similar between the coaches and the superiors as shown in figure 11, but across the whole figure the responses of the coaches were lower to those made by the superiors. The biggest differences in were in the questions two (1,18) and in the question six (1,15). The smallest average emphasize was in the question one (0,54).

In the question numbers two, four, five and six the t-test results were statistically very significant (p<0,001). Question number three was statistically significant (p<0,01) and the question number one was statistically almost significant (p<0,05).
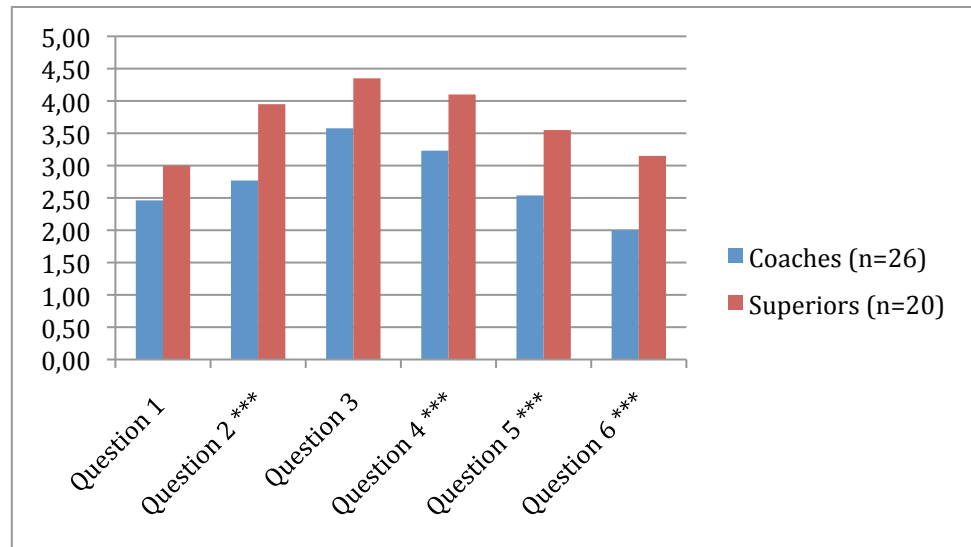
Figure 11. Average emphasize of positive climate questions

In the area of positive climate there were much deviation between the coaches' and the superiors' responses, when scrutinizing the individual sections (table 4.). In the coaches' responses there were three questions, where they didn't choose option number five at all an in superiors' responses there were five questions where they didn't pick option number one at all. In two questions the coaches' and the superiors' highest amounts of responses were in the same option numbers and in two questions the highest responses were partly in the same option numbers: coaches' highest responses were equal in two options and the other one was the same than superiors highest one. Interesting difference in opinions was in the question number six, where over 65% of the coaches picked option numbers one and two and 75% the superiors chose option numbers three and four.

Table 4. Comparison of all the responses in positive climate section

Question 1		Coaches		Superiors	
		Participants	%	Participants	%
Never	1	6	23,1 %	1	5,0 %
Seldom	2	6	23,1 %	3	15,0 %
Sometimes	3	10	38,5 %	11	55,0 %
Frequently	4	4	15,4 %	5	25,0 %
Always	5	0	0,0 %	0	0,0 %
Question 2		26	100%	20	100%
Never	1	5	19,2 %	0	0,0 %
Seldom	2	5	19,2 %	0	0,0 %
Sometimes	3	9	34,6 %	4	20,0 %
Frequently	4	5	19,2 %	13	65,0 %
Always	5	2	7,7 %	3	15,0 %
Question 3		26	100 %	20	100%
Never	1	2	7,7 %	0	0,0 %
Seldom	2	2	7,7 %	1	5,0 %
Sometimes	3	6	23,1 %	0	0,0 %
Frequently	4	11	42,3 %	10	50,0 %
Always	5	5	19,2 %	9	45,0 %
Question 4		26	100%	20	100%
Never	1	1	3,8 %	0	0,0 %
Seldom	2	5	19,2 %	0	0,0 %
Sometimes	3	9	34,6 %	3	15,0 %
Frequently	4	9	34,6 %	12	60,0 %
Always	5	2	7,7 %	5	25,0 %
Question 5		26	100%	20	100%
Never	1	6	23,1 %	0	0,0 %
Seldom	2	7	26,9 %	2	10,0 %
Sometimes	3	6	23,1 %	6	30,0 %
Frequently	4	7	26,9 %	11	55,0 %
Always	5	0	0,0 %	1	5,0 %
Question 6		26	100%	20	100%
Never	1	10	38,5 %	0	0,0 %
Seldom	2	7	26,9 %	5	25,0 %
Sometimes	3	8	30,8 %	7	35,0 %
Frequently	4	1	3,8 %	8	40,0 %
Always	5	0	0,0 %	0	0,0 %
		26	100%	20	100%
		Most answers		Most answers	

7.1.2 Positive relationship

The second chapter and the following six questions in the questionnaire focused on positive relationship (figure 12).

The questions were:
As a leader, to what extent do you / to what extent does your superior:

1. Ensure that employees have an opportunity to provide emotional, intellectual, or physical support to others in addition to receiving support from others? (Superiors: question number 15. Coaches: question number 47.) ***
2. Model positive energy yourself, and also recognize and encourage other positive energizers in your club? (Superiors: question number 16. Coaches: question number 48.)
3. Diagnose your club's energy networks, so that you support and utilize individuals in energy hubs as well as to help develop peripheral members? (Superiors: question number 17. Coaches: question number 49.)
4. Provide more feedback to individuals on their strengths than on their weaknesses? (Superiors: question number 18. Coaches: question number 50.) ***
5. Spend more time with your strongest performers than with your weakest performers? (Superiors: question number 19. Coaches: question number 51.)
6. Provide a ratio of approximately five positive messages for every negative message to those with who interact? (Superiors: question number 20. Coaches: question number 52.) ***

The examinees were asked to choose one response out of five options. The options were: 1. Never 2. Seldom 3. Sometimes 4. Frequently 5. Always.

In the positive relationships figure 12 the graphic of the poles was little more versatile than in the previous chapter called positive climate. There were still visible similarities in the poles lines in all the other questions than in the question number five. In all the other questions coaches' responses were again lower than superiors', except in the question number five, where the superiors' responses collapsed under the coaches' responses level. The biggest differences between the coaches' and the superiors' average emphasize were in the questions number six (1,19) and in the question number two (1,14). In both of these the difference of average emphasizes were pretty much the same than in the same comparison in the previous positive climate chapter. The smallest average emphasize was in the question number five (0,25).

In the question numbers one, four and six the t-test results were statistically very significant (p<0,001) and in the question numbers two and three the t-test results were statistically significant (p<0,01).
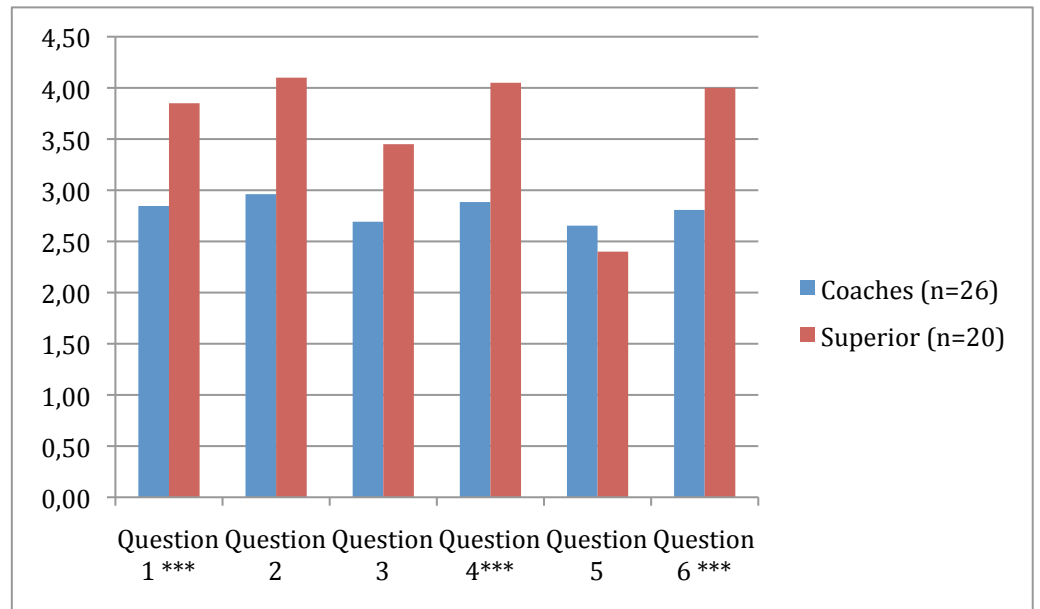
Figure 12. Average emphasize of positive relationship questions

When gazed at the superiors' responses more closely, they were all in much narrower scale than the coaches' responses (table 5.). Only in one question all of the superiors have used four different options out of five options category and in all the other five questions all of them have used only three different options out of five options category. Deviation between the chose options was not wide.

Coaches instead have used wider scale in all in all responses and there were only two questions where one of the options was left out (option five). In all of the other four questions coaches' had responses in all five options category. Still, in the four questions the option with the highest amounts of responses was the same between the coaches and the superiors. Interestingly in the question number four the coaches had over 50% of the responses in the option numbers two and three, compared to the superiors' response, which were 85% in the option numbers four and five.

Table 5. Comparison of all the responses in positive relationship section

		Coaches		Superiors	
Question 1		**Participants**	**%**	**Participants**	**%**
Never	1	6	23,1 %	0	0,0 %
Seldom	2	3	11,5 %	0	0,0 %
Sometimes	3	7	26,9 %	5	25,0 %
Frequently	4	9	34,6 %	13	65,0 %
Always	5	1	3,8 %	2	10,0 %
		26	100%	20	100%
Question 2					
Never	1	5	19,2 %	0	0,0 %
Seldom	2	4	15,4 %	1	5,0 %
Sometimes	3	6	23,1 %	1	5,0 %
Frequently	4	9	34,6 %	13	65,0 %
Always	5	2	7,7 %	5	25,0 %
		26	100%	20	100%
Question 3					
Never	1	6	23,1 %	0	0,0 %
Seldom	2	5	19,2 %	1	5,0 %
Sometimes	3	8	30,8 %	9	45,0 %
Frequently	4	5	19,2 %	10	50,0 %
Always	5	2	7,7 %	0	0,0 %
		26	100%	20	100%
Question 4					
Never	1	4	15,4 %	0	0,0 %
Seldom	2	7	26,9 %	0	0,0 %
Sometimes	3	7	26,9 %	3	15,0 %
Frequently	4	4	15,4 %	13	65,0 %
Always	5	4	15,4 %	4	20,0 %
		26	100,0 %	20	100,0 %
Question 5					
Never	1	2	7,7 %	1	5,0 %
Seldom	2	12	46,2 %	10	50,0 %
Sometimes	3	5	19,2 %	9	45,0 %
Frequently	4	7	26,9 %	0	0,0 %
Always	5	0	0,0 %	0	0,0 %
		26	100%	20	100%
Question 6					
Never	1	5	19,2 %	0	0,0 %
Seldom	2	5	19,2 %	0	0,0 %
Sometimes	3	6	23,1 %	4	20,0 %
Frequently	4	10	38,5 %	12	60,0 %
Always	5	0	0,0 %	4	20,0 %
		26	100%	20	100%
		Most answers		Most answers	

7.1.3 Positive communication

The third chapter and the following five questions in the questionnaire focused on positive communication (figure 13.).

The questions were:

As a leader, to what extent do you / to what extent does your superior:

1. Provide opportunities for employees to receive best-self feedback and develop best-self portraits? (Superiors: question number 21. Coaches: question number 53.) ***
2. Consistently distribute notes or cards to your employees complimenting their performance? (Superiors: question number 22. Coaches: question number 54.) ***
3. Provide negative feedback in supporting ways – especially using descriptive rather than evaluative statements – so that the relationship in strengthened? (Superiors: question number 23. Coaches: question number 55.)
4. Focus on detrimental behavior and its consequences, not the person, when correcting people or providing negative feedback? (Superiors: question number 24. Coaches: question number 56.) ***
5. Establish, recognize, reward, and maintain accountability for goals that contribute to human benefit, so that the effects on other people are obvious? (Superiors: question number 25. Coaches: question number 57.)

The examinees were asked to choose one response out of five options. The options were: 1. Never 2. Seldom 3. Sometimes 4. Frequently 5. Always.

The Figure 13 told, that the responses' graphic line of the poles between the superiors and the coaches were again similar with each other in the chapter positive communication. Coaches' line went in the lower level than the superiors and the average emphasized was in the middle. The largest differences between the average emphasized were in the questions number two (1,42) and in the question number three (1,01). The question number two's difference (1,42) was little bit larger than the other chapters' biggest differences. The smallest difference in average emphasize was in the question number five (0,77).

In the question numbers one, two and four the t-test results were statistically very significant ($p < 0,001$). In the question number three the t-test results were statistically significant ($p < 0,01$) and in the question number five statistically almost significant ($p < 0,05$).
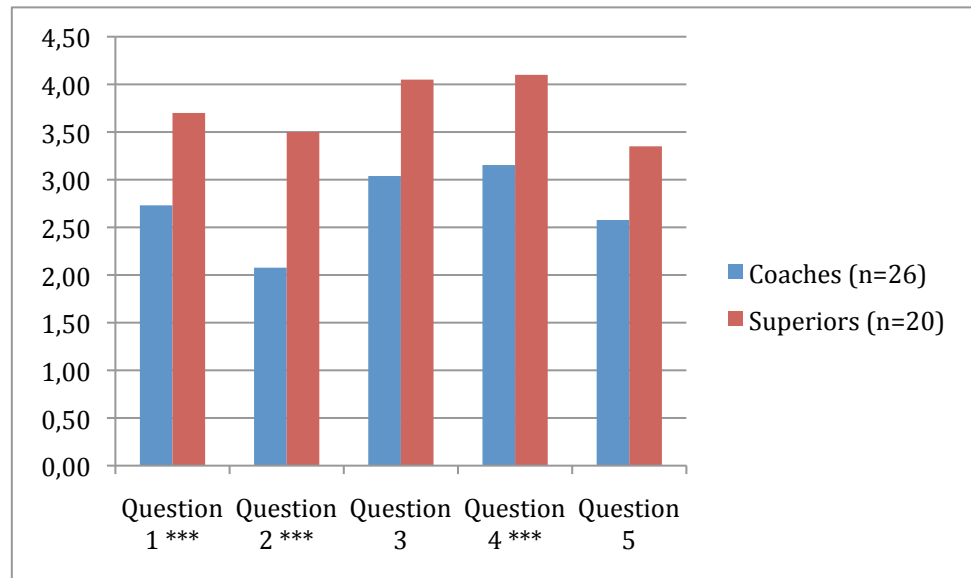
Figure 13. Average emphasis of positive communication questions

Again the deviation between the individual answers in the questions was larger between the coaches' responses than the superiors' responses (table 6.). In every five questions the coaches had responses in all five options category unlike the superiors, which had in every five questions at least one or two option numbers empty. In three questions the coaches and the superiors had the same option number as a highest amount of responses. As in the two previous chapters, also in this one the coaches' answers in the highest amount of responses number were smaller than superiors, because of the deviation in their answers. Noticeable was, that in the first and second question most of the coaches' responses were option numbers one and two compared to the superiors responses, where the majority were in option numbers three and four. In the question number two the coaches' responses were almost 70 % in the option numbers one and three. In the same questions the superiors' responses were 75% in the option numbers three and four.

Table 6. Comparison of all the responses in positive communication section

Question 1		Coaches		Superiors	
		Participants	**%**	**Participants**	**%**
Never	1	4	15,4 %	0	0,0 %
Seldom	2	8	30,8 %	0	0,0 %
Sometimes	3	6	23,1 %	7	35,0 %
Frequently	4	7	26,9 %	12	60,0 %
Always	5	1	3,8 %	1	5,0 %
		26	100%	20	100%
Question 2					
Never	1	9	34,6 %	0	0,0 %
Seldom	2	9	34,6 %	2	10,0 %
Sometimes	3	6	23,1 %	9	45,0 %
Frequently	4	1	3,8 %	6	30,0 %
Always	5	1	3,8 %	3	15,0 %
		26	100%	20	100%
Question 3					
Never	1	5	19,2 %	0	0,0 %
Seldom	2	1	3,8 %	0	0,0 %
Sometimes	3	9	34,6 %	2	10,0 %
Frequently	4	10	38,5 %	15	75,0 %
Always	5	1	3,8 %	3	15,0 %
		26	100%	20	100%
Question 4					
Never	1	1	3,8 %	0	0,0 %
Seldom	2	7	26,9 %	0	0,0 %
Sometimes	3	6	23,1 %	3	15,0 %
Frequently	4	11	42,3 %	12	60,0 %
Always	5	1	3,8 %	5	25,0 %
		26	100%	20	100%
Question 5					
Never	1	7	26,9 %	0	0,0 %
Seldom	2	5	19,2 %	2	10,0 %
Sometimes	3	8	30,8 %	10	50,0 %
Frequently	4	4	15,4 %	7	35,0 %
Always	5	2	7,7 %	1	5,0 %
		26	100%	20	100%
		Most answers		Most answers	

7.1.4 Positive meaning

The fourth chapter and the following seven questions in the questionnaire focused on positive communication (figure 14.).

The questions were:

As a leader, to what extent do you / to what extent does your superior:

1. Emphasize and reinforce the core values of the individuals who work in the club, so that congruence between what the club accomplishes and what people value is transparent? (Superiors: question number 26. Coaches: question number 58.) ***

2. Tie the outcomes of the work to an extended time frame, so that long-term benefits are clear? (Superiors: question number 27. Coaches: question number 59.)
3. Ensure that contribution goals take precedence over acquisition goals for individuals in the club? (Superiors: question number 28. Coaches: question number 60.) ***
4. Clarify for your direct reports the specific set of expectations and responsibilities associated with their roles, as well as mission, values, and culture of the club? (Superiors: question number 29. Coaches: question number 61.)
5. Meet at least monthly in one-on-one meetings with your direct reports? (Superiors: question number 30. Coaches: question number 62.)
6. Consistently and continually emphasize continuous improvement and the development of strong interpersonal relationship among your direct reports? (Superiors: question number 31. Coaches: question number 63.) ***
7. Have a formalized routine (such as PMIs) in which you can regularly demonstrate positive climate, positive relationship, positive communication, and positive meaning associated with the work? (Superiors: question number 32. Coaches: question number 64.)

The examinees were asked to choose one response out of five options. The options were: 1. Never 2. Seldom 3. Sometimes 4. Frequently 5. Always.

In this positive meaning chapter there were most deviation between the responses compared to the other three chapters and the poles graphical lines were not that similar than before, as illustrated in the figure 14. Coaches' responses average emphasize were again lower than superiors. The biggest difference between the coaches' and the superiors' responses were in the question numbers three (1,45) and in the question number one (1,37). These were the largest differences in average emphasize comparisons including all the four chapters. The smallest difference in this chapter was in the question number five (0,6).

In the question numbers one, three and six the t-test results were statistically very significant (p<0,001). In the question numbers two and four the t-test results were statistically significant (p<0,01) and in the question number seven statistically almost significant (p<0,05).
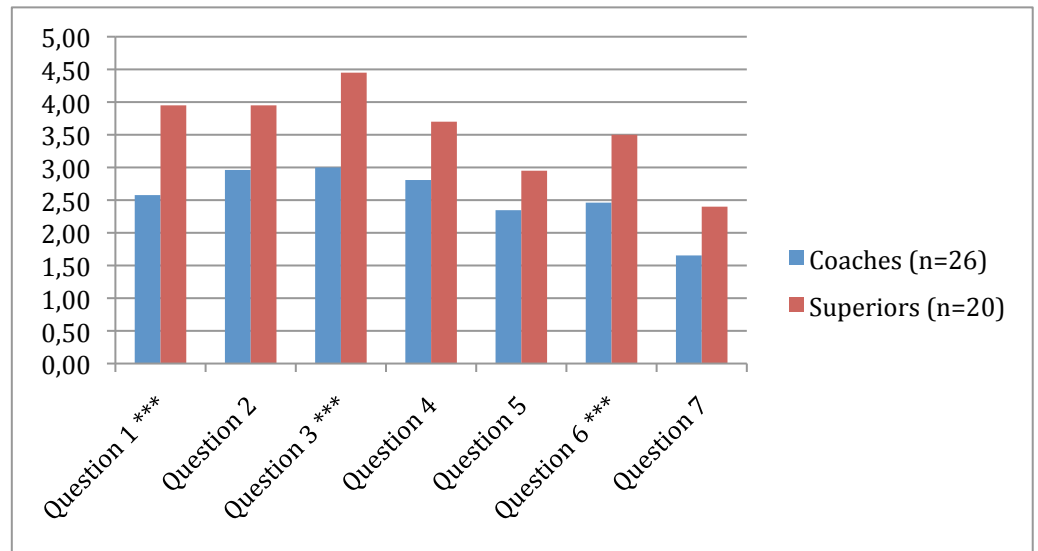
Figure 14. Average emphasize of positive meaning questions

In six questions out of seven, there were responses in all of the five option categories in the coaches' answers (table 7). Only in question number seven there were no responses in the option number five. In the superiors' responses there were only question number five, where the superiors had responses in all of the question categories. This stated, that there was more deviation again between the coaches' responses compared to the superiors' responses. Only in question number four the highest amount of responses option number was the same between the coaches' and the superiors. In the first question there were almost 77% of the coaches' responses in the option numbers one, two and three. In the same question superiors' responses were 85% in the option numbers four and five. In the question number three the coaches' responses were divided quite evenly in the option numbers one to four and only little bit under 8% chose number five. In the superiors' responses emphasize was very different, because 85% chose option numbers four and five.

Table 7. Comparison of all the responses in positive meaning section

Question 1		Coaches		Superiors	
		Participants	%	Participants	%
Never	1	7	26,9 %	0	0,0 %
Seldom	2	5	19,2 %	0	0,0 %
Sometimes	3	8	30,8 %	3	15,0 %
Frequently	4	4	15,4 %	15	75,0 %
Always	5	2	7,7 %	2	10,0 %
		26	100%	20	100%
Question 2					
Never	1	6	23,1 %	0	0,0 %
Seldom	2	3	11,5 %	0	0,0 %
Sometimes	3	7	26,9 %	4	20,0 %
Frequently	4	6	23,1 %	13	65,0 %
Always	5	4	15,4 %	3	15,0 %
		26	100%	20	100%
Question 3					
Never	1	5	19,2 %	0	0,0 %
Seldom	2	4	15,4 %	0	0,0 %
Sometimes	3	5	19,2 %	1	5,0 %
Frequently	4	10	38,5 %	9	45,0 %
Always	5	2	7,7 %	10	50,0 %
		26	100%	20	100%
Question 4					
Never	1	4	15,4 %	0	0,0 %
Seldom	2	8	30,8 %	1	5,0 %
Sometimes	3	4	15,4 %	5	25,0 %
Frequently	4	9	34,6 %	13	65,0 %
Always	5	1	3,8 %	1	5,0 %
		26	100%	20	100%
Question 5					
Never	1	8	30,8 %	2	10,0 %
Seldom	2	9	34,6 %	5	25,0 %
Sometimes	3	4	15,4 %	7	35,0 %
Frequently	4	2	7,7 %	4	20,0 %
Always	5	3	11,5 %	2	10,0 %
		26	100%	20	100%
Question 6					
Never	1	7	26,9 %	0	0,0 %
Seldom	2	6	23,1 %	1	5,0 %
Sometimes	3	8	30,8 %	9	45,0 %
Frequently	4	4	15,4 %	9	45,0 %
Always	5	1	3,8 %	1	5,0 %
		26	100%	20	100%
Question 7					
Never	1	15	57,7 %	4	20,0 %
Seldom	2	7	26,9 %	7	35,0 %
Sometimes	3	2	7,7 %	6	30,0 %
Frequently	4	2	7,7 %	3	15,0 %
Always	5	0	0,0 %	0	0,0 %
		26	100%	20	100%
		Most answers		Most answers	

7.1.5 Summary

In the summary of all these four categories can be seen that the superior's responses were clearly higher than coaches' responses in every section (figure 15). The biggest differences in average emphasizes were in the categories positive communication (1,09) and in positive meaning (1,02). The smallest difference was in the category positive relationship (0,82). According to the T-test all the results were statistically very significant (p<0,001).
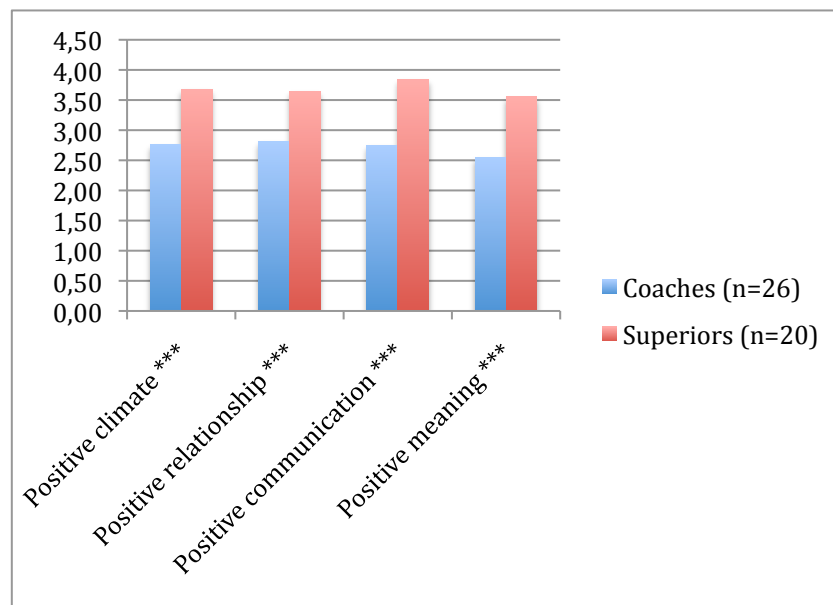
Figure 15. Average of average emphasizes

7.2 Differences in using positive leadership methods between the superiors

7.2.1 Positive climate

When compared the average emphasizes of the superiors who work as superiors also in their daily job versus to them who work as employees (later in this thesis referred as non-superiors), could be seen that in the first four questions in the category positive climate the superiors had self-evaluated themselves little more positively than the non-superiors (figure 16). But then in the last two questions, it was another way around. The biggest differences in the responses were in the questions numbers six (0,5), one (0,4) and three (0,4). The smallest difference was in the questions number five (0,2). According to the T-test there were no remarkable differences.

Figure 16. Comparison of the positive climate: averages emphasis of the participants who are superiors also in their daily job versus non-superiors.

When glanced the individual questions, there were only slight deviations between the responses. The question number one was the only one, in which the option number one was also used. Questions number one and six were the only ones where no one picked option number five.

7.2.2 Positive relationship

In the chapter positive relationship could be seen that between the superiors and non-superiors were still not big differences between the average emphasizes (figure 17). In the question number one and five the superior's poles are slightly higher than non-superior's, but in the other four questions it is contrary. The biggest differences in the responses were in the question numbers three (0,6) and four (0,5). The smallest differences were in the question numbers two (0,2) and six (0,2). According to the T-test the question number three was statistically almost significant (p<0,05) and in all the other questions were no remarkable differences.

Figure 17. Comparison of the positive relationship averages emphasis of the participants who are superiors also in their daily job versus to them who are not.

In the individual responses there were not big differences and the deviation was rather small. The biggest difference was in the question number three when almost 73% of the non-superiors chose the option number four and less than 23% of the superiors chose number four. Almost 67% of the superior chose option number three in that question. The question number five was the only one, in which the option number one was used. In every question there were only three different options used out of five and only in one question the responses were not in a row.

7.2.3   Positive communication

In the chapter positive communication were only five questions and only in question number two, the superior's average emphasize were bigger than non-superiors (figure 18). The biggest differences in the answers were in the question numbers five (0,6) and four (0,4). The smallest difference was in the question number two (0,1). According to the T-test there were no remarkable differences.
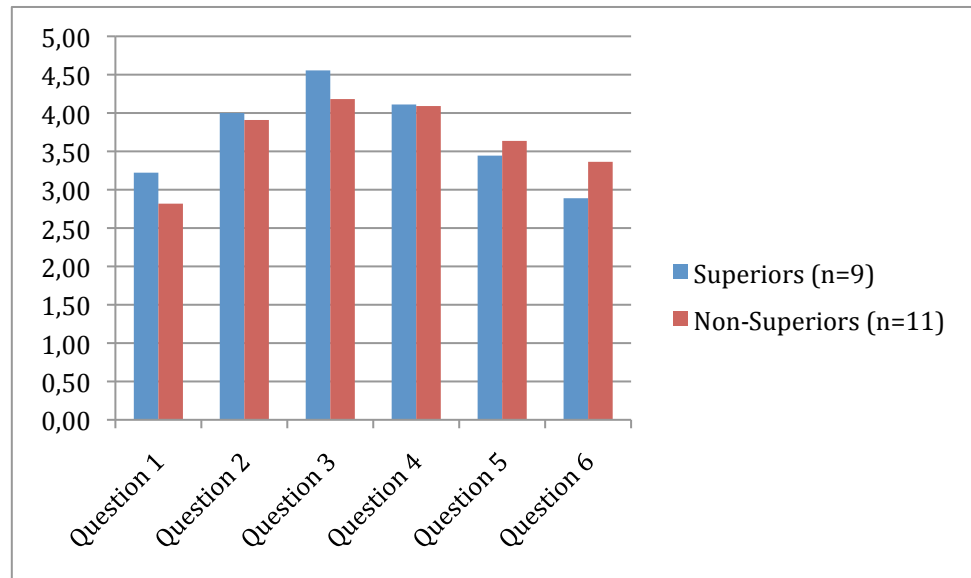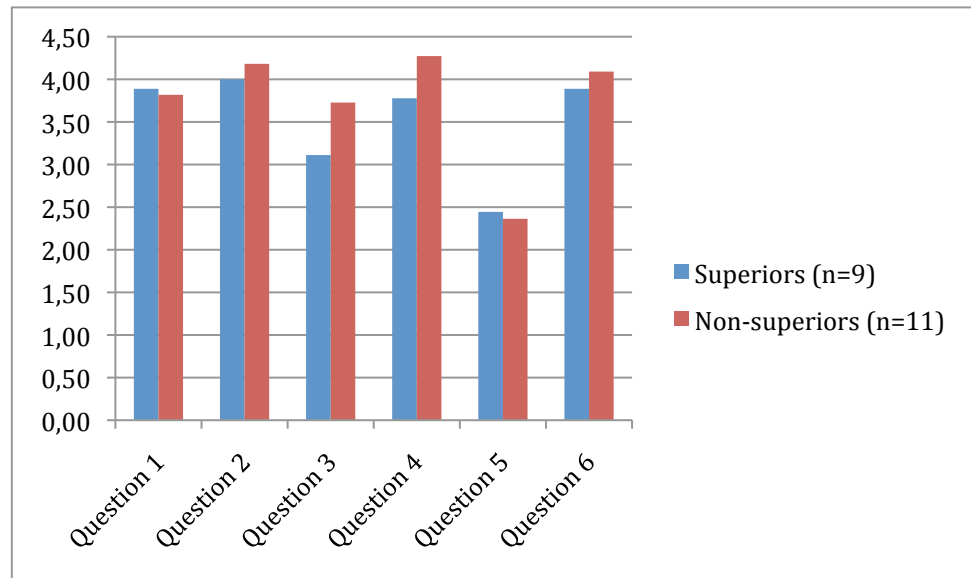
Figure 18. Comparison of the positive communication averages emphasis of the participants who are superiors also in their daily job versus to them who are not.

In the positive communication chapter there were again only slight variations between the superiors' and the non-superiors' responses. In every question but one there were only three different options used out of five. Usually the option numbers one and two were left out and in three questions (numbers one, three and five) the option number five was left out from the superior's side.

7.2.4   Positive meaning

Non-superiors responded more positively about themselves than superiors in every question in positive meaning chapter (figure 19). The biggest differences in the responses were in the question numbers seven (1,1) and four (0,5). The smallest differences were in the question numbers one (0,1), two (0,1) and five (0,1). According to the T-test there were no remarkable differences.
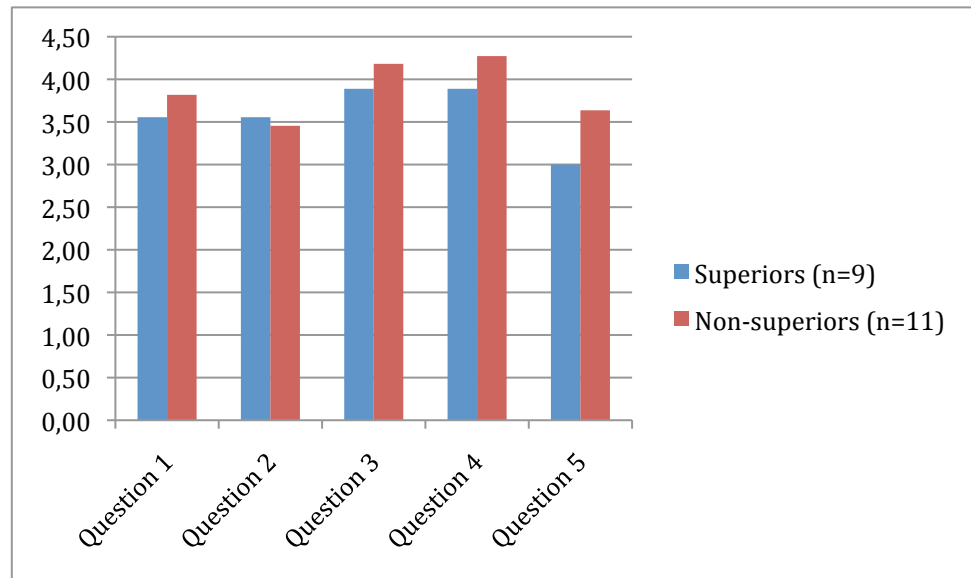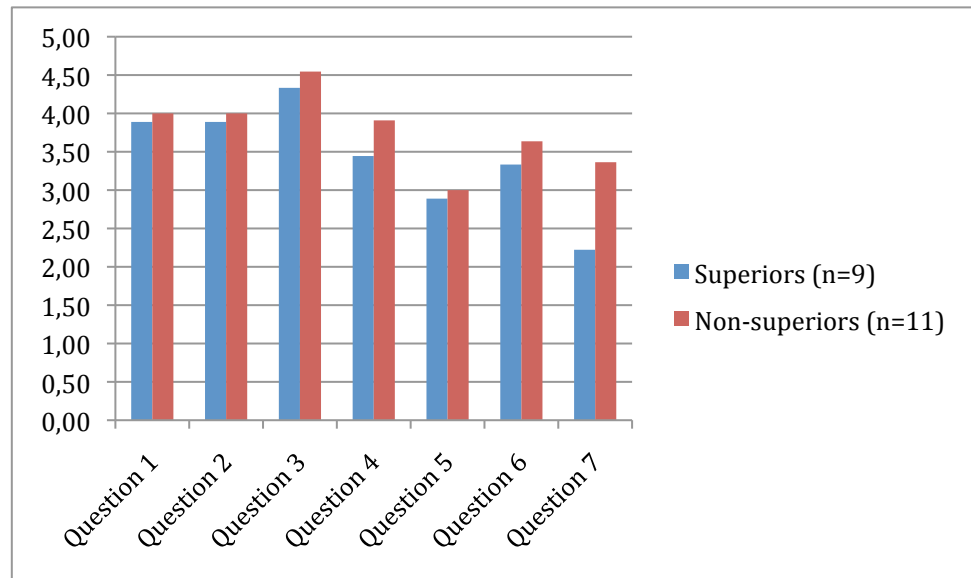
Figure 19. Comparison of the positive meaning averages emphasis of the participants who are superiors also in their daily job versus to them who are not.

In the chapter positive meaning there were little bit more deviation between the superiors and the non-superiors than in previous chapters. Biggest gap was in the question number seven where almost 67% of the superiors chose options number one and two and almost 82% of the non-superiors picked options number three and four. Also in the questions one and two almost 82% of the non-superiors chose option number four. In those same questions the superiors' options divided little more evenly in three different spots.

7.2.5 Summary

When glanced the summary of average emphasizes in every category, the differences were rather small (figure 20). Only in the category positive climate the superior had little higher pole (0,03) than non-superiors. Biggest differences came from the categories positive meaning (0,35) and positive communication (0,3). According to the T-test the result was statistically almost significant (p<0,05).
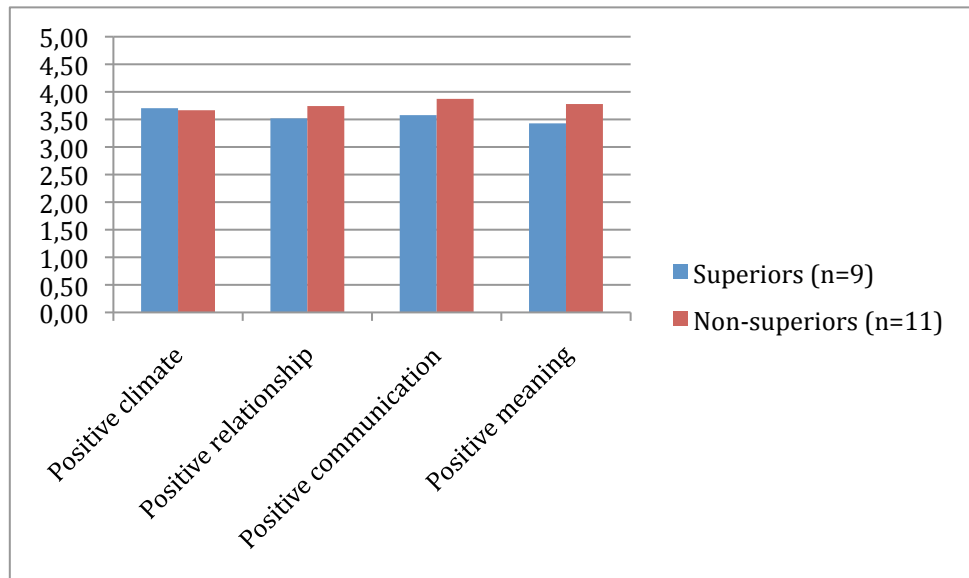
Figure 20. Average of average emphasizes

7.3 Interest in using the positive leadership methods in the future

Responses, to the question about the interest of using the questionnaire's positive leadership methods more in the future, were not that congruent between the superiors and the coaches (figure 21). The clear majority of the superiors (80%) responded that they will focus more on these methods in the future and the rest of the superiors (20%) responded they would not.

Coaches were not that unanimous. The majority of the coaches (57,7%,) responded that they would focus more on the positive leadership methods in the future. Part of the coaches (30,8%) responded they don't know and the rest of the coaches (11,5%) responded no, they will not.
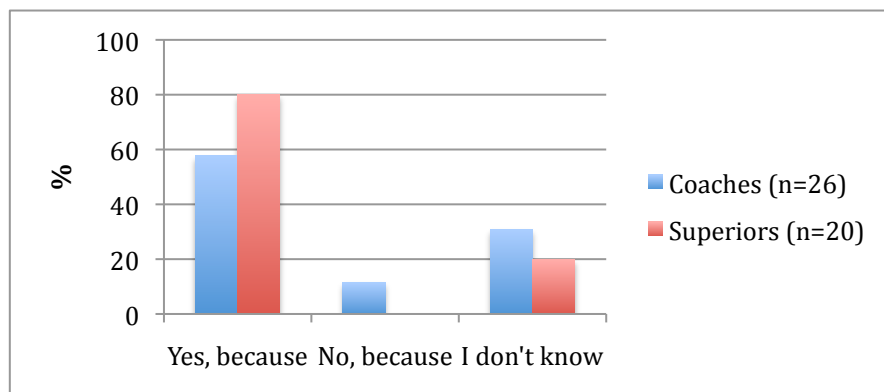

Figure 21. Interest of the participants in using the positive leadership methods in the future

The participants were asked to give also short verbal explanation to their answer in this question. When compared the responses of the superiors' and the non-superiors', there were clearly notable will to improve, develop and to be a better employer. Many of them responded that the subject is important and it should be more focused on daily basis. Few of the non-superiors pointed out the importance of positivity in improving the club's actions and in the well being of employee's. One stated how it is always possible to improve oneself actions and create positivity by being a positive role model. One realized how necessary daily basis things these should be. All of the non-superiors chose the options "yes, because" in this questions.

Few of the superiors highlighted the importance of positivity also strictly from their own perspective: how much nicer to herself / himself it is to work in a positive atmosphere. One of the most significant response was, when one superior stated that the questionnaire really made him / her think about the positive leadership skills and competences in his / her own behavior. One superior expressed the challenge in voluntary organization, where the development discussions are so rare. Couple of the superiors chose the option "I don't know". The other believed that he / she will concentrate more on these things in the future than before. The other one commented that sport clubs are unusual organizations, the normal action models do not fit in and one needs to always adjust and adapt to the circumstances.

When scanning the coaches responses, there were also noticeable that they appreciate positivity very high in their work and some of them said that there is straight connections to well being at work. Quite many of the coaches emphasized how important it is that everyone in the organization tries to lift up the positive culture together and remember to say thank you and give positive feedback. One coach really pointed out how important it is to inspire others, because it spreads and one can always do better than yesterday. Sadly, there were also responses, in which the coaches wondered how the atmosphere has gone lower during the years or how the feedback seems to be always with negative aspects. One of the coaches pondered how the negative atmosphere creates stress and makes feel like a loser. Nevertheless all these comments were in the option "Yes, because".

There were some coaches, who chose the options "No, because" or "I don't know". Comments on these options were quite negative and one coach even

threatened to resign, because of he / she felt that all the trying has been useless and the leaders are so negative. One of the superiors said that in this profession it is challenging (to focus more on positive leadership things in the future). A couple of worrying comments were, that someone didn't know who his / her superior even was and the other commented that he / she rarely ever sees the clubs management, because they are not interested. One of the most bright and optimistic response in the "I don't know" option was, when one of the coaches commented that he / she has been very satisfied on the way his / her employer acts and the way of the clubs activities are being managed. That's why, he / she doesn't know are there any need to concentrate on these more than there already are currently done.

In the last free word and feedback section there were lot of acknowledgements about the topic and its importance both generally and currently. Also some concerning comments rise up. Some of the superiors and the coaches were worried about the fact that the superiors are voluntary workers and there for they don't have enough time for the coaches, even though they might want to have. The fact that the amount of voluntary work in the club might be huge and unevenly distributed, which means that there is no time left for the coaches, development discussions, support and assistance. Some of the coaches' clear wishes were that 1. The superior would be easier to reach 2. More often present 3. Openly interested in their work. Some other commented, that the questionnaire wasn't good for the figure skating clubs, because the superiors are not present in the daily acts. Some were stressed about that the leaders might change every two years and they are too anxious to take care of their own children's interest, rather than equally the whole club's.

8 Conclusions

Creating a positive organizational culture is not magic, but it tends to have extremely positive benefits for organizations that embrace it (Robbins & Judge, 2015, 523). When reading through the verbal answers of the recipients', it was clearly noticeable that the interest, need and will towards positive leadership were strongly there. The recipients seemed to understand the value of positive leadership in many ways and the majority of them wished that more positivity would be present in the organization's manners.

As Leppänen and Rauhala (2013, 54–60) stated, psychological capital is not just an inborn gift, but can be weaken or strengthen by own choices. Some of the recipients highlighted the importance of one's own behavior and the power of being a positive example and leading by example. By author's own experience, sometimes simply a friendly smile can change the atmosphere into more positive and amenable. The importance of individual's behavior in a group should never be underestimated and it is important to highlight that anyone has the power to change things, if they want to.

8.1 Enabling the positive deviance by using the four leadership strategies

The four leadership strategies that enable positive deviance are positive climate, positive relationship, positive communication and positive meaning. Enhancing one of these strategies tends to positively impact the other three and yet they are too seldom practiced. (Cameron 2008, 9.) It is often said that the Finns are so humble and modest and that they do not know how to praise themselves. It's defined deep in our culture that we do not praise others that much either and some of us think that for example the American way of being positive almost all the time just fake. Based on these assumptions and stereotypes, the author's honest hypothesis in the beginning was that the superior's self-evaluation results would be low. The author was genuinely amazed when noticing, that all the self-evaluation results where actually quite high and positive. The superiors' average emphasizes in all four positive leadership categories were between 3,56 – 3,84 out of 5. Thus, according to the self-evaluation results, the superiors' current usage of positive leadership skills and competences are quite high.

In the author's opinion, it is mostly a good thing that the self-evaluation results were high and positive, because it tells about the superior's high self-esteem and courage. The superiors believe in their selves and their positive action's. For example positive communication can be better enabled when using positive self-talk, as Cameron stated (2008, 56). A distinguishable leader has to have courage, self-esteem and believe in him- / herself, so that he / she can even make tough decisions when required.

The interesting, different and even little bit alarming thing was, that the coaches' evaluations about their superior's positive leadership skills and competences were much lower and not that positive than the superiors' self-evaluations. The coaches' average emphasizes in all four positive leadership categories were between 2,54 – 2,81 out of 5, which is thoroughly about one rate lower than superiors'. The deviations between the coaches' answers were much radical than in the superior's self-evaluations. This means that currently there's significant variability in the usage of positive leadership skills and competences between clubs and apparently superiors as well.

As Heikkilä (2014, 33–34) wrote, a study sample must be a miniature version of the universe, in order for the results to be reliable and representative. The present study fits this definition, as the participants (n=46) represented several regions of Finland, and both clubs of all sizes were included. Furthermore, in this study, 19 out of 24 questions (79%) had statistically significant differences between groups, and thus it is justified to generalize these results.

In this kind of survey, there are no wrong answers. Actually, they are all right answers. Furthermore, as discussed earlier, everything is connected to everything, and therefore it is hard to explicitly categorize the conclusions. However, conclusions are here presented as positive climate, positive relationship, positive communication, positive meaning and other conclusions.

8.1.1 Positive climate

The term positive climate refers to a condition in the work environment, in which positive emotions predominate over negative emotions. Demonstrating compassion, forgiveness and gratitude produce a positive climate. (Cameron 2008, 17; 33.) Based on the results, the author would suggest that the so-

called inside the own box thinking is a little bit too prevalent. The superiors do not exactly know the coaches' daily basis actions, the situations they handle, the needs they have, and vice versa.

Superiors have to think about the club's big picture and it might even be that the superior is then not that interested in some small issue on the way. The reason can be lack of time, the feeling that the issue belongs to someone else to take care of or that he / she thinks that it can't really be that big of a thing. These small issues in daily basis actions (for example continuing problems with the music equipments) can actually become major issues over time, but because of lack of knowledge, poor information sharing, personal interested, not understanding or what so ever, if it is not taken care of, the issue is getting bigger and bigger in the coaches' minds and actions.

This creates an atmosphere that the superiors are not interested in employees or their problems, which increases the negativity. As the negativity grows, it might infect other people and create a circle/loop of negativity, which itself can be hard to stop later unless people are ultimately changed. In negative atmosphere one is not that responsive to gratitude, positive feedback and positivity in general. Stepping out of the personal box from time-to-time, listening, being open, active and interested, will all lead to increased positivity in people. As Leppänen & Rauhala (2013, 70; 289) have studied, organization that feels positive emotions are more perseverance and positive organization culture leads to happiness in both the employees, and the community.

8.1.2 Positive relationship

Positive relationships serve as triggers of positively deviant outcomes physiologically, psychologically, emotionally, and organizationally (Cameron 2008, 35–36). In this study there was a question about making gratitude visits and notes a daily practice. It gave very divergent results between the superiors and the coaches: over 65% of the coaches picked option number one or two (never / seldom) and 75% the superiors chose option number three or four (sometimes / frequently). When reminded of that both of the participant factors told about the lack of superiors time for the coaches and the statement, that the figure skating clubs are very unusual working surroundings where one always has to adapt, the author ponders these results.

95% of the superiors in this study were voluntary workers, which means that they cannot participate in the club's daily routines or at least not at the venue. As Cameron said (2008,40–41), it is what people give to a relationship rather than what they receive from the relationship that accounts for the positive effects. It is the contributions made to others that account for the advantages. The author suggests that the reason for the observed difference in behavior could be that the superiors might have a slightly distorted apprehension of one's own behavior. If the superiors do not get direct and honest feedback about their actions, they might grow non-realistic views about themselves or the ways of they act. For example, some coaches may not want to speak straight and openly about certain things to the superior, because they just don't want to load more tasks or pressure to the superiors' already full packed days. They also might be afraid that if they give negative feedback, it may somehow affect their job.

Leppänen & Rauhala (2013, 54–60) say that organizations resemble their leaders. The author wonders that if someone feels, no matter for what reason, that he / she cannot openly give feedback to another, then there is something wrong in either the climate, the general communication, relationships or, most likely, in all of them. If the superior is not in attendance, is hardly ever present, or in the worst-case scenario, the employee doesn't even know who his / her closest superior is, it's very hard or maybe even impossible for the employee to get the right kind of support and guidance he / she might need.

Also the fact that many of the superiors and the coaches said that the lack of time for the voluntary work is noticeable and therefore there might be cases in which the employer and the employee don't know each others well. The superiors have rarely time to meet the coaches and most of the communication is done via e-mail, which may cause a lot of misunderstandings. The author claims that the better the superiors know their employees, the better the positive leadership can be. In this scenario, the superiors can really meet the person's individual demands and needs in the different interaction situations.

8.1.3   Positive communication

Positive communication occurs in organizations where positive and supportive language replaces negative and critical language. Positive communication has

been found to create a significant connectivity within organizations. (University of Michigan, 2017.) When thinking about the communication, where was the biggest difference in between the average emphasizes between the coaches' and the superiors' responses, one suggestion is that there could be misunderstandings in the interactions. The majority of human interaction is based on body language, in other words, non-verbal interaction. These signs are usually based on subconscious interpretations, and various things affect the way one interprets different signs. There can be for example cultural, upbringing, educational, emotional and individual differences in interpreting the non-verbal communication, and all these might affect to the interpretations' results. For example, cultural differences regarding one's personal space can differ largely depending on from which country one comes from or how well people know each other's. Standing too close might be confusing or even felt as a threat, even though just meant as friendly gestures. It is commonly known that in Finnish figure skating clubs there are high amount of coaches from foreign countries, which may lay challenges in both verbal and non-verbal communication, and they might lead to misunderstandings and/or misinterpretations. This is one thing that should be focused more in the future in order to develope positive communication and positive leadership in the clubs.

As for the question number two in positive communication chapter (consistently distribute notes or cards to your employees complimenting their performance?***), which had the most significant average emphasize difference between the coaches' and the superiors' answers, it is confusing to the author how to interpret the result. It seems that the execution in this question would be clear and therefore the answers would be more similar kind of with each other's: if someone sends you a compliment e-mail (superior) and you receive it (coach) the answers should be more alike. This raises the question that there might be noticeable differences between participants' interpretations in the meaning of the word "consistently". Furthermore, the need to give and receive compliments varies between people, which could also explain the gap between responders.

The author also wonders if the coaches take compliments as they are or are they in some way ignored. This uncertainty arises from several differences in the answers. When talking about the modesty and honesty of the Finnish culture, it is not that easy to always take compliments as they are and sometimes they are understated or played down by the recipient. Earlier the author men-

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tioned the possible negativity in atmosphere, which can effect to the responsiveness towards gratitude and positive feedback. Very often coaches are ambitious and goal-driven, superiors' compliments might be ignored on some level, if they are not genuine, are given at the wrong time or at the wrong place, or if the coach just doesn't think similarly at the moment. As already previously mentioned, the official employer in the club is the voluntary board and its president (HSK 2017b; HL 2017; ESJT 2017.), and the basic problem is, that the employers are usually amateurs (Yle 2017b). Thus, there might also be a lack of respect towards the superiors' knowledge and that's why the compliment is ignored or downplayed.

The author relates to the claim that in professional organizations the professionals are usually strongly in their own professionalism and the superiors do not necessarily have enough understanding of the substance (Ristikangas, Grünbaum 2014, 22). In these situations, support and listening, understanding and sparring, and general positivity are the best ways for to superiors to behave. According to Ristikangas & Grünbaum (2014, 92) feedback either builds and strengthens communication or weakens it, so it is very important to everyone, especially superiors, to strongly apply positive and constructive feedback in a daily basis.

8.1.4   Positive meaning

When people feel that they are pursuing a profound purpose or engaging in work that is personally important, significant positive effects are produced, for example happiness and sense of fulfillment (Cameron 2008, 67; Ristikangas & Ristikangas 2010, 236). The author claims that the daily routines, such as how much information is given to the coaches about the clubs' current situation in different fields, might have a significant impact. Employees should be interested and informed of the club's situation for example on budget and fincance, goals, mission, vision and strategy. Of course they do not have to know all the details, but knowing the big picture would be of help. For example, the knowledge about the club's current financial status would ease the coaches' situations in which it is forbidden to use substitute coaches. It would create more understanding towards the superior and the board (doing the decisions), if the decision-making was transparent and the reasons for the decisions were declared. This would also increase the trust between the superior and the employee.

To create a trust between the superior and the employee, it is very important to listen and give an opportunity for the coaches to be involved in the clubs development actions. For example, creating a strategy in collaboration with the board and the coaches will most likely make the coaches' feel that they are important, their word has been listened and their knowledge acknowledged. When the coaches are more involved with the decision-making, they are more willing to commit to the conjoint goals, compared to if they would be if just ordered to follow some strategy given from the leaders. All this creates trust, commitment and calmness, which are all parts of positivity.

Ristikangas & Ristikangas (2010, 28) claim that leadership is always present and that without leadership, no group of people could operate together. The author wonders if there is vagueness about the fact who is one's superior and who will make the final decisions when required? In figure skating clubs there might be very strong individuals, and if it is not clear who is in charge, the real leadership might be on the hands of someone other than the superior. These kinds of situations would most likely cause misunderstandings and challenges, which are to be handled carefully. Everyone should know one's role.

8.1.5 Other conclusions

An interesting observation is the age of the recipients'. Majority of the superiors (60%) were over fifty years old and no one was under 36 years old. The clear majority of the coaches were aged under fifty years (84%) and many of them (46%) under 36 years. In other words, the ages of the superiors' are markedly older than the coaches', which might also be one explaining factor for the results. Superior work has changed over the past decades from the role of a job assigner to the role of a supporter and coordinator, but the importance of the superior has not decreased (Viitala, 2009, 270–271). If the superiors are not up to date on their skills and competences in human recourse management area, it might be that the leadership is insufficient, flawed or just old-fashioned, which may cause conflicts in the workplace.

In order to gain an efficient and more effective competitive advantage than the competitor organizations demands, the company must be able to keep good care of their human recourse management so that the workforce will not leak to somewhere else. Human capital cannot be owned. It is only loaned and it is

not a commodity. (Torrington, etc. 2009, 7–9; 259; Bratton & Gold, 2012, 8–9.) Different studies have shown that the so called X and Y generations (coaches) are much demanding and selfish, and for example, that they are not afraid of asking more salary or benefits than the baby boom generation (superiors). The X and Y generations also do not commit to the job as strongly as the baby boomers and therefore it is important to create a positive atmosphere and surroundings, which would assist the will to stay at the job. Furthermore, as the author concluded earlier, it is important to involve employees in the decision-making, because prior studies have shown it would increase their level of commitment. Actually, in order to satisfy and engage the X and Y generations, it is more important than ever to do so.

8.2   Conclusions of the superior's answers comparison

The current usage of positive leadership methods was quite high in superiors. The average emphasizes of the all four positive leadership categories of the recipients who were superiors also in their daily jobs varied between 3,43 – 3,70. The average emphasizes of the recipients who were employee in their daily jobs varied between 3,67 – 3,87. The results were very close to each other and the non-superiors' answers were only slightly higher than the superiors'.

Due to the small amount of recipients in this comparison, the author believes that no relevant conclusions can be drawn on the possible differences between the superiors' and non-superior's answers. However, the t-test indicated statistically borderline significance (p<0,05), which would entitle some generalization.

The results were quite the same between each others. This brings a though to the author's mind that maybe in this study, the conclusion is that the results are more dependable on the superiors' personality, skills and competences related to the questions, rather than educational or prior experience. As Mr. Potinkara (Yle 2017b.) stated, there is a lot of turnover in sport club's management and the president of the club may change up to every one to three years. The new president has always his / hers new way to act, which influences directly or indirectly the coaches daily job. When combining Mr. Potinkara's knowledge and the authors' conclusions, the coaches' workplace seem quite unstable. As the leadership seems so strongly related to the lead-

ers' personality and personal interests, the fact that the superior can be changed fairly often, for example the development continuum for the club's actions might be very hard to achieve.

The new superior might have totally different personality and interests than the previous one and he / she could have a completely different way of being a superior. When adding this fact to the frequent turnover of the superiors, coaches might feel insecure and negativity might rise. Naturally it is also a good thing that everything is not done the same way all the time, but there should be found a golden centerline in actions.

When focusing on the author's conclusion that personality matters, based on the author's own experience, the situation in the superior's personal life plays also a major role. As noted many times before, the volunteers run the sport clubs, and when going through the verbal comments in this study, it is also obvious that there is a lack of time for the job or the priority is not even close for leadership issues. If the volunteer based superior has a lot of hurries in his / her personal life, the volunteer work can be too easily neglected. Even if the superior himself / herself would recognize the fact that he/she lacks the time for the volunteer work, there might be no one in the club willing to take after his / her position. Others might be afraid of the amount of work the new position would bring or they feel that they do not have the time, skills nor interest for the job.

Based on the verbal answers, it is delightful to see that there is interest and will in the superiors to use positive leadership methods in the future. As the results showed, up to 80% of the superiors will try to focus more on positive leadership methods in the future. It was also obvious that this study awaked many of the recipients to think about the positive leadership methods more and that they are now keen on focusing using the positive leadership methods in the future.

8.3   Positive leadership guidelines – methods in daily basics use

As Viitala stated (2009, 273–276), continuous renewing and developing, commitment into the conjoint goal, and maintaining the motivation and wellbeing in work are enormously important areas in the leadership of professionals. The position of the superior in these kinds of professional organizations usu-

ally is more about building the work circumstances than intervening to work. Integrating the employees and their skills should of major interest for the superiors.

The author has created enhancement suggestions for development of a positive leadership, which can be utilized from this point on. The suggestions are:
1. Development discussions
2. Team building
3. Board meetings
4. Role model
5. Office
6. Executive manager

The author suggests that the superiors should have development discussions with the coaches once or twice a season, and the sliding in the possible postponing of the discussions should not be over a month. The date and time of the development discussions should be settled well in advance. There should be a structure of questions made beforehand for the meeting and even if the superior would change, the data of the previous development discussions should be inherited so that the discussions would always be build on the prior data. This arrangement would show interest towards the employee, employee's wellbeing, and his/hers thoughts as well as future plans. For the superior and for the club it would be an important employee follow up, chance to get improvement suggestions and a way to affect the future, for example if the employee is unsatisfied and is considering leaving the club.

Forming close friendships at work tends to enhance and increase productivity and performance, says Kaivola (2003, 37, 124). Based on authors' own experience, it is very important to try to form close relationships at work, because it helps to get to know individuals better and therefore for example helps in positive communication, interaction and climate. In forming the closer relationships one suggestion is to arrange team-building happenings or recreation days, even though the name of those has suffered a slight inflation. It doesn't necessarily have to be anything huge and expensive, but the meaning of the day should be shown: enjoyable time, relaxation and getting to know each other better. There could be first executed some job related tasks in the beginning and afterwards free time together and maybe some pleasurable activities.

The role of the superior as a motivating leader should be highlighted more clearly. As Viitala (2009, 269) and Taylor, etc. (2008, 12) state, everybody in

the organization should always know who is his or her superior and the closest superior should be appointed, even if the employee would have to take orders from elsewhere in the organization also. The author adds that both superior and the coaches should be aware of the patterns of actions in different situations and they should be written down as exact as possible. An example of these could be the superiors' usage of time for the certain assignments per week or month and when the superior or the coach is best reachable for that. Even if the superior is a voluntary worker, he / she should appreciate the work hours of the coaches and act as a role model for others as well.

In many clubs there are posters of values or rules for the clubs, coaches, groups, etc. or a poster of a qualities of a good coach or a skater. The author suggests that the similar kind of poster should also be defined for good qualities of a superior. This should be done as a co-operative work between the superior, coaches and the board members and it should be updated from time to time (at least when the superior changes). With this tool the superiors would know exactly what are the respected good qualities in a superior. Then he / she could improve those qualities and learn to be a better superior as well as a better role model.

As discussed earlier, the coaches should have the opportunity to effect club's actions, because it creates trust, increases the employee commitment, helps the individual to see the bigger picture and from another perspective and understand the reasons behind the decisions. The author suggests that in every board gathering the head coach or one of the full time coaches should participate in the meeting. The agenda should be organized so that the knowledge and the present of the coach could be maximized. This kind of arrangement would narrow the gab between the board members and the grass root level workers in the club. Both of the sides would also learn more about their tasks' contents and there fore increase the understanding. This would increase the transparency of the leadership and develop the club's actions also towards more resonating leadership, which is researched to be an effective modern style of sport management, according to Tero Kuorikoski's dissertation (2016) about resonant management and goal shaping in sport.

The positive leadership parts could be better executed, if the clubs would invest to an office. There would be some place also for the coaches and for the club's volunteer's to use when needed. Even if some of the clubs already have

an office for the club's secretary or coordinator, the author suggests that coaches should have at least one or two compulsory office days per week before they move on the ice sessions. This way there would be much more interaction, knowledge exchange, and especially, time between the club's employees to develop the clubs actions.

Office could be organized in collaboration with other figure skating clubs too. The expenses would be lower for one club and more interaction and knowledge exchange would occur between the clubs and the voluntary workers/employees as well. Quite many figure skating clubs have some collaboration between ballet or dance schools, gymnastic or physical trainers, so the office could also be shared with one or more of these clubs, which might open up even more doors for the closer collaboration in the future. The office could actually be shared with the local ice hockey club, when for example the both sudden and yearly ice exchanges and -turns might go smoother when discussed directly at the venue and people really know each other's and the ways to interact in different situations.

Viitala (2009, 267) states that human resource management is basically actualized through superiors. As discussed earlier, a clear majority of the figure skating clubs' superiors are volunteer workers and there is a lack of time for the daily leadership routines. Based on the author's own experience and by going through this thesis process, the author suggest that the clubs should hire an executive manager in the near future– even a half time worker, if there is no money for the full time worker. Already for some years the Ministry of Education and Culture has granted with certain terms endorsement money for the sports clubs to hire an employee for example to develop the clubs' actions. The application and realization can also be executed with joint hiring with some other sport club or clubs.

In many clubs there are one or more full time coaches, but no paid executive manager. The author's suggestion is that in the near future the clubs structure should be modified so, that the priority would be to hire an executive manager. This suggestion relies on the comparison from the business world, where no company with paid employees would have no supervisors or a CEO. In the beginning, the coaches could work with an hour-based contract or even as entrepreneurs, but pressure should be put on hiring a full time coach or coaches depending on the size of the club's actions.

The author states that the executive manager should be someone with the knowledge and education of at least human recourse management, sport clubs' actions (basic knowledge of figure skating) and finance. The executive manager should be appointed to be the closest superior at least for the head coach. He / she should have a clear job description, in which time for the employee should be clearly defined. The priority should be more in the role of being a superior than nowadays superiors'.

The author's main reason for suggesting an office for the executive manager and for the coaches, with couple of compulsory office half-days, is the opportunity for working together. There should be clear opening hours for the office and the coaches would know that there is someone, in other words, their superior available when needed. The opening hours of the office should be at least at noon, because then it suites also for the coaches' time scale before they move on the ice lessons in the afternoon and in the evening. This would help to take off part of the burden from the evenings, nighttime tasks and Sundays, when normally the volunteer workers have the time for volunteering. The conjoint office of superior and the coaches would be good also for the superior to regularly meeting the employee, clarifying and focusing in to the conjoint goals and developing the work habits that supports the club's goal as Chelladurai (2006, 31) and Viitala (2009, 275–276) stated, in their talks about leadership in professional organizations.

The area of human recourse management should be one clear and obvious part of executive managers tasks and it should not be transmitted away during hurry or other time consuming tasks. The executive manager should have, for example, once or twice a year, a development discussion with the employee. Even if the executive manager was hired, the need for the voluntary workers and their help would stay high and it would not be the intention to transmit all the tasks on the executive managers' desk. The main thing is to emphasize the leadership, and more importantly, the tasks to improve a positive leadership. All these steps towards a positive leadership are described in a table 8 under.

Table 8. Steps towards positive leadership

Development discussions	Follow up	Interest
Teambuilding	**Relationships**	Wellbeing
Board Meetings	Participation	**Meaning**
Rolemodel	Understanding	Presence
Office	**Communication**	**Climate**
Executive Manager	Professionalism	Time
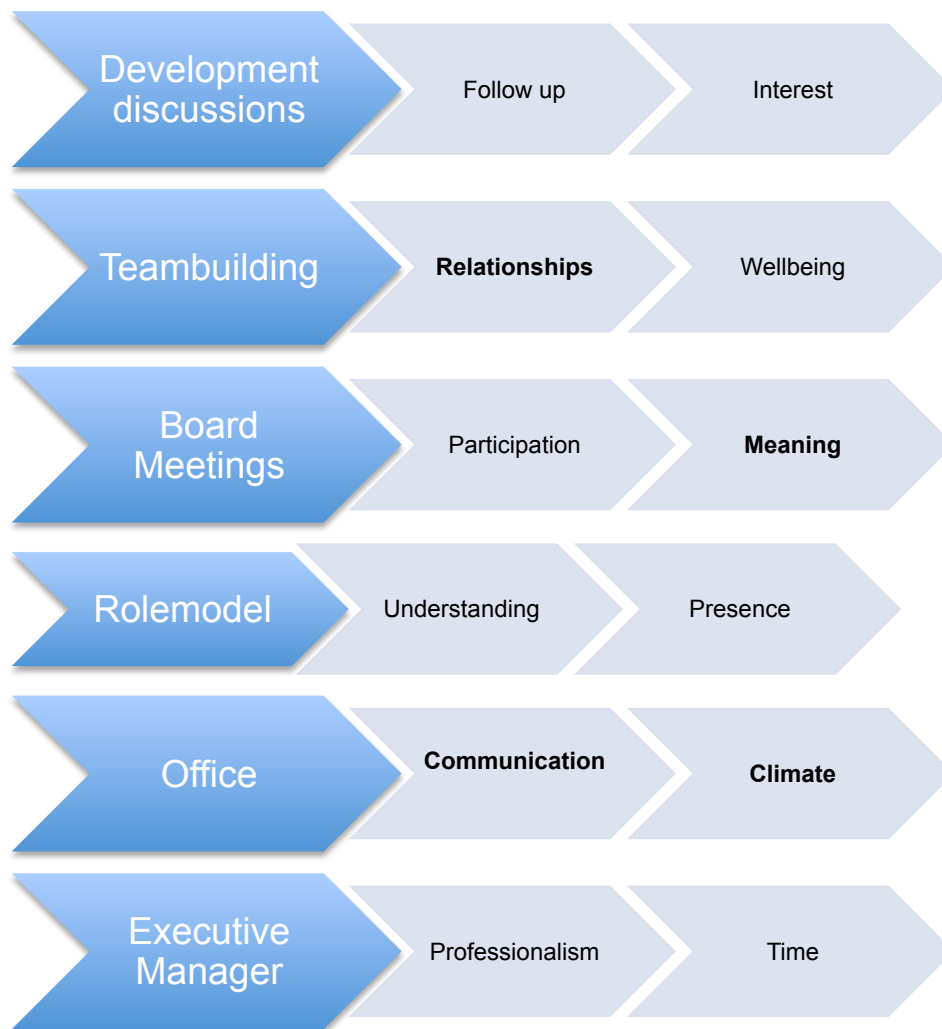
8.4   Enhancement suggestions and future use

When looking back at the thesis process, there are many small things that could have been done differently in order to improve this master's thesis. In the big picture, the author feels satisfied with the research and the results of it. One enhancement suggestion is that it could have been interesting to do a qualitative survey with the same topic/subject. The basis for this thesis was in Kim Cameron's 24 positive leadership questions and the whole theoretical framework started to take shape around them. When going through the free word answers from the questionnaire, the author recognized the recipients' will and the need to speak up. The author believes that it would not be hard to find participants for the interviews, if a qualitative survey for this subject was performed.

As said before, the questionnaire was based on Kim Cameron's described questionnaire and the author made a decision together with the thesis supervisor that the questions would not be modified. The author knew beforehand that few of the questions weren't that suitable for the figure skating clubs' point of view and they should have been modified a little bit to fit better to the targets working surroundings.

When thinking about the enhancement suggestions, it would have been a clever to ask in the questionnaire for example for the three most valued qualities of a superior. This way the author would have had a bunch of opinions on which qualities are currently respected in a superior and that information would have been useful for the development suggestions.

The timing for sending the questionnaire was challenging, because whatever part of the figure skating season the author thought trough, there were always something important in the clubs' or coaches' point of view. Also the author's own schedule affected to the chosen timing, which could eventually have been better. These issues on timing for the questionnaire might have affected the response rate of the survey. The author suggests that the early autumn, in other words early preparation season for the competition season, would have been better for the questionnaire and there might have been more participants.

During the thesis process many future usage suggestions raised to the author's mind. It could be both interesting and useful to execute a similar research and compare if differences between the single skating coaches and synchronized skating coaches answers could be found. Of course the ice dance or pair skating coaches' answers could be also studied, but there are not that many of them in Finland yet, so the anonymity at least might be compromised. In the pre-questions for the supervisor, there should a question about their background in the club or in figure skating. If the superior has its own or children's background in single or synchronized skating, it could affect the comparison results with the coaches' answers, depending from which sport the coach represents.

The target group of this study was the superior from the voluntary based board. One interesting research topic would be to do a similar study, but so that the superior would be the head coach. The head coach, who is usually

the superior for the other coaches, would do the self-evaluation and the other coaches would do the evaluation about him / her. This kind of a study would give information about the daily basis of positive leadership usage in the field.

It would also be good to study the possible differences of the usage of positive leadership methods between small and big clubs, as well as regional variation. There are also clubs in Finland, which have both single and synchronized skating, maybe even ice dance or pair skating too, so one future research suggestion would be to research those clubs in order to study whether there were differences in the terms of positive leadership. Are the clubs with only one sport maybe more advanced in the terms of positive leadership or is it the other way around?

8.5 Process execution and self-development of the researcher

The development process for the author has been extremely educative and important. As mentioned earlier the subject itself was something that the author found particularly interesting, current and needed. During the working process it was very enchanting to immerse into it and once started the writing it was partially even tricky to stop.

Starting the thesis process was very hard at first and the author had huge challenges to find time and the commitment towards it. Combining the full time job, as a figure skating head coach with very irregular working hours, and part time studies wasn't the easiest thing to do, especially when there emerged difficulties and big changes in personal life. Eventually, the author just had to make a decision to quit the game or just do it. Luckily, the author chose to do it!

Gathering the relevant literature for the theoretical framework was exciting and yet time consuming period in the process. By going trough this phase of the thesis, the author learned lot of new information about the topic, strengthened the already learned things and noticed especially the fact, that the topic was motivating and something that the author wanted to develop in actual life –not just in theory. All this fed the hunger to step-by-step make the thesis well and graduate.

Doing and testing the questionnaire was quite quick part, but the analyzing the result was very time consuming. Even though the Webpropol was familiar al-

ready from the previous studies, the author had not used it in a while and there was published a new version of it also, so it took time to find and separate all the relevant data. Using the Microsoft Excel and Microsoft Word was much more everyday basis, but still there were new things to learn from them during the thesis process. Though the author is very skilled in writing and content making in native language, using English instead of Finnish made this thesis process much more slower and time consuming than the author would have thought. But at the same time it gave so much skills, competence and courage to write and perform the thesis in English that the author would not change it under any circumstances.

Changes in work life during the thesis process both relieved and complicated the process. Relieve came from getting rid off the huge psychological burden, which ended with the changes. At the same time the new interesting challenges came along and took a lot of more time than first was planned. In the meantime the author really understood the importance of motivating subject, because it didn't matter that there were times that she had time for nothing else than for work and the thesis process. The subject was so magnetic that sometimes it was hard to take even a five.

By going through and analyzing the data, the author really had to challenge herself to think outside of the box and tried to see other views also, so that the conclusion would be wider and more comprehensive. By creating practical guidelines for the clubs to use was the biggest and most important development phase in the thesis. The author finds pride in it and really has high hopes and wishes that the superiors, coaches, clubs and organizations really find and take them into daily basis actions. The author thinks this study as a success already in a way, because she has raised the interest towards positive leadership methods and has brought it wider awareness. The author herself feels that she masters this area of leadership methods very well now and can call herself a specialist in that field. She has already been invited to the couple of seminars to publish and tell the results and conclusions of this research. The author will definitely keep these new learning's strictly in mind and try to use and implement them into daily basis both work and life.

All in all the whole degree program of sport management and development studies has been very important for the author and her future. The author feels that she has learned lot of new information, gained more self-confidence and,

of course, entered educationally to the next level. Enormous gratitude and thank you belong to all of the lecturers during the years and especially to the most persistent and supportive supervisor on the earth, Mr. Kari Puronaho!

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Appendices

Appendix 1. The questionnaire

POSITIVE LEADERSHIP

What is your position in the club? / Mikä on asemasi seurassa? *

○ President / Puheenjohtaja

○ Vice president / Varapuheenjohtaja

○ Coach / Valmentaja

○ Something else, what? / Joku muu, mikä? [_____]

These seven (7) pre-questions will be used only in a way that anonymity will be secured /Nämä kaikki seitsemän (7) esitietokysymystä käsitellään anonyymisti

Are you? / oletko?

○ Female /
Nainen

○ Male / Mies

Age / Ikä? *

○ Under 20 / Alle 20

○ 21 - 35

○ 36 - 50

○ Over 50 / Yli 50

Do you work in the club / Työskenteletkö seurassa *

○ As a volunteer? / Vapaaehtoisena?

○ As a full-time worker? / Kokopäivätyöntekijänä?

○ As a half-time worker? / Puolipäivätyöntekijänä?

○ Something else, what? / Jokin muu, mikä? [_____]

What is the name of the Club you are working at the time? / Missä seurassa työskentelet juuri nyt? *

In which area of Finland does your club run / Millä alueella seurasi toimii? *

- Eastern area / Itäinen alue
- South-Western area / Lounainen alue
- Hämeen area / Hämeen alue
- Uudenmaan area / Uudenmaan alue
- Helsinki area / Helsingin alue
- Northern area / Pohjoinen alue
- East-South area / Kaakkoinen alue

How many years have you worked in the club? / Kuinka monta vuotta olet työskennellyt seurassa? *

- Less than a year / alle vuoden
- 1 - 3 years / vuotta
- 4 - 6 years / vuotta
- 7 - 10 years / vuotta
- More than ten years / enemmän kuin kymmenen vuotta

Do you work as a superior in your daily job? / Työskenteletkö esimiesasemassa päivätyössäsi?

- Yes / kyllä
- No / Ei

As a leader, to what extent do you: / Esimiehenä, missä määrin sinä:

Foster information sharing so that people become aware of colleagues´ difficulties and, therefore, can express compassion / Edistät sellaista tiedonjakoa, jonka avulla työkaverit tulevat tietoiseksi toistensa vaikeuksista ja voivat siten osoittaa myötätuntoa? *

- Never / Ei koskaan
- Seldom / Harvoin
- Sometimes / Joskus
- Frequently / Usein
- Always / Aina

Encourage the public expression of compassion by sponsoring formal events to communicate emotional support / Kannustat julkisesti ja autat työstä suoriutumista antamalla henkistä tukea ja myötätuntoa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Demonstrate forgiveness for mistakes and errors rather than punish perpetrators or hold grudges / Annat ennemmin virheitä anteeksi kuin rankaiset syyllisiä tai kannat kaunaa? *

○ Never / En koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide support and development as an indicator of forgiveness for individuals who have blundered / Olet anteeksiantavainen virheitä tehneille henkilöille tarjoamalla tukea ja kehittymismalleja? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Express gratitude to multiple employees each day / Ilmaiset kiitollisuutta useille työntekijöille päivittäin? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Make gratitude visits and gratitude notes a daily practice / Vierailet työpisteissä päivittäin antamassa kiitosta ja palautetta? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

As a leader, to what extent do you: / Esimiehenä, missä määrin sinä:

Ensure that employees have an opportunity to provide emotional, intellectual, or physical support *to* others in addition to receiving support *from* others / Toimit niin, että työntekijöillä on mahdollista tukea sekä henkisesti että fyysisesti *toinen toisiaan* *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Model positive energy yourself, and also recognize and encourage other positive energizers in your club / Toimit itse positiivisena esimerkkinä sekä tunnistat ja kannustat toisia positiivareita seurassanne? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Diagnose your club´s energy networks, so that you support and utilize individuals in energy hubs as well as to help develop peripheral members / Tunnistat seuran energiaverkostot siten, että pystyt tukemaan ja hyödyntämään yksilöä niin energiakeskiössä kuin sen reunamilla? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide more feedback to individuals on their strengths than on their weaknesses / Annat enemmän palautetta henkilön vahvuuksista kuin heikkouksista *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Spend more time with your strongest performers than with your weakest performers / Vietät enemmän aikaa vahvimpien kuin heikoimpien yksilöiden seurassa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

As a leader, to what extent do you: / Esimiehenä, missä määrin sinä:

Provide a ratio of approximately five positive messages for every negative message to those with whom interact / Tarjoat arviolta viisi positiivista viestiä yhtä negatiivista kohti niille, joiden kanssa olet vuorovaikutuksessa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide opportunities for employees to receive best-self feedback and develop best-self portraits / Annat työntekijälle mahdollisuuden saada sellaista palautetta, joka kehittää parhaiten hänen omakuvaansa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Consistently distribute notes or cards to your employees complimenting their performance / Jaat johdonmukaisesti sellaisia muistioita tai viestejä, joissa työntekijöitä onnitellaan suorituksesta? *

○ Never / Ei koskaan

98

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide negative feedback in supporting ways - especially using descriptive rather than evaluative statements - so that the relationship is strengthened / Annat negatiivisen palautteen rakentavassa muodossa - käyttäen ennemmin kuvailevia kuin arvostelevia lausuntoja - yhteistyösidettä vahvistaen? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Focus on the detrimental behavior and its consequences, not on the person, when correcting people or providing negative feedback / Oikaistessasi asioita ja antaessasi rakentavaa palautetta, keskityt vahingolliseen käyttäytymismalliin ja sen seurauksiin, ennemmin kuin henkilöön? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Establish, recognize, reward, and maintain accountability for goals that contribute to human benefit, so that the effect on other people are obvious / Luot, tunnistat, palkitset ja ylläpidät vastuullisuutta työntekijöihin vaikuttaviin tavoitteisiin niin, että vaikutukset muihin henkilöihin ovat ilmeiset? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

As a leader, to what extent do you: / Esimiehenä, missä määrin sinä:

Emphasize and reinforce the core values of the individuals who work in the club, so that

congruence between what the club accomplishes and what people value is transparent / Korostat ja vahvistat seurassa toimivien henkilöiden ydinarvoja, jotta yhtenäisyys seuran saavutusten ja henkilöiden arvojen välillä on avointa? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Tie the outcomes of the work to an extended time frame, so that long-term benefits are clear / Sidot työn tuloksellisuuden pidemmälle aikavälille, jotta pitkäntähtäimen hyödyt ovat selkeät? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Ensure that contribution goals take precedence over acquisition goals for individuals in the club / Varmistat, että yhteisölliset tavoitteet ovat etusijalla suhteessa yksilötavoitteisiin? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Clarify for your direct reports the specific set of expectations and responsibilities associated with their roles, as well as the mission, values, and culture of the club / Täsmennät suorat palautteet erityiseen yhteenvetoon odotuksista ja vastuista, jotka ovat yhteyksissä rooleihin sekä myös tehtäviin, arvoihin ja seuran kulttuuriin? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Meet at least monthly in one-on-one meetings with your direct reports / Tapaat vähintään kerran kuukaudessa henkilökohtaisissa palautepalavereissa? *

- ○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Consistently and continually emphasize continuous improvement and the development of strong interpersonal relationship among your direct reports / Korostat johdonmukaisesti ja jatkuvasti vahvaa ihmisten sisäisten suhteiden pysyvää kehitystä ja parannusta? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Have a formalized routine (such as PMIs) in which you can regularly demonstrate positive climate, positive relationships, positive communication, and positive meaning associated with the work / On muotoutunut joku sellainen rutiini (kuten PMI), jolla voit säännöllisesti havainnollistaa positiivista ilmapiiriä, positiivisia suhteita, positiivista kommunikaatiota ja positiivisia merkityksiä työhön liittyen? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

By going trough this survey, will you try to focus more on these things in the future? / Vastattuasi tähän kyselyyn, pyritkö jatkossa kiinnittämään toiminnassasi enemmän huomioita kysyttyihin asioihin?

○ Yes, because / Kyllä, koska [   ]

○ I don´t know / En tiedä [   ]

○ No, because / Ei, koska [   ]

These seven (7) pre-questions will be used only in a way that anonymity will be secured / Näitä seitsemää (7) esitietokysymystä käytetään ainoastaan siten, että anonymiteetti säilyy

Are you? / oletko?

○ Female / Nainen

○ Male / Mies

Age / Ikä? *

○ Under 20 / Alle 20
○ 21 - 35
○ 36 - 50
○ Over 50 / Yli 50

Do you work in the club / Työskenteletkö seurassa *

○ As a volunteer? / Vapaaehtoisena?
○ As a full-time worker? / Kokopäivätyöntekijänä?
○ As a half-time worker? / Puolipäivätyöntekijänä?
○ Something else, what? / Jokin muu, mikä? [_____]

Do you coach / Valmennatko? *

○ Single skating / yksinluistelua
○ Synchronized skating / muodostelmaluistelua
○ Ice dance / jäätanssia

What is the name of the Club you are working at the time? / Missä seurassa työskentelet juuri nyt? *

[_____]

In which area of Finland does your club run / Millä alueella seurasi toimii? *

○ Eastern area / Itäinen alue
○ South-Western area / Lounainen alue
○ Hämeen area / Hämeen alue
○ Uudenmaan area / Uudenmaan alue
○ Helsinki area / Helsingin alue
○ Northern area / Pohjoinen alue
○ East-South area / Kaakkoinen alue

How many years have you worked in the club? / Kuinka monta vuotta olet työskennellyt seurassa? *

○ Less than a year / alle vuoden

○ 1 - 3 years / vuotta

○ 4 - 6 years / vuotta

○ 7 - 10 years / vuotta

○ More than ten years / enemmän kuin kymmenen vuotta

To what extent does your superior: / Missä määrin esimiehesi:

Foster information sharing so that people become aware of colleagues´ difficulties and, therefore, can express compassion / Edistää sellaista tiedonjakoa, jonka avulla työkaverit tulevat tietoiseksi toistensa vaikeuksista ja voivat siten osoittaa myötätuntoa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Encourage the public expression of compassion by sponsoring formal events to communicate emotional support / Kannustaa julkisesti ja auttaa työstä suoriutumista antamalla henkistä tukea ja myötätuntoa? *

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○ Seldom / Harvoin

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Demonstrate forgiveness for mistakes and errors rather than punish perpetrators or hold grudges / Antaa ennemmin virheitä anteeksi kuin rankaisee syyllisiä tai kantaa kaunaa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide support and development as an indicator of forgiveness for individuals who have blundered / On anteeksiantavainen virheitä tehneille henkilöille tarjoamalla tukea ja kehittymismalleja? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Express gratitude to multiple employees each day / Ilmaisee kiitollisuutta useille työntekijöille päivittäin? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Make gratitude visits and gratitude notes a daily practice / Tekee kiitospalautteen antamista varten vierailuja työpisteissä päivittäin? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

To what extent does your superior: / Missä määrin esimiehesi:

Ensure that employees have an opportunity to provide emotional, intellectual, or physical support *to* others in addition to receiving support *from* others / Toimii niin, että työntekijöillä on mahdollista tukea sekä henkisesti että fyysisesti *toinen toisiaan*? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Model positive energy yourself, and also recognize and encourage other positive energizers in your club / Toimii itse positiivisena esimerkkinä sekä tunnistaa ja kannustaa toisia positiivareita seurassanne? *

- ○ Never / Ei koskaan

- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Diagnose your club´s energy networks, so that you support and utilize individuals in energy hubs as well as to help develop peripheral members / Tunnistaa seuran energiaverkostot siten, että pystyy tukemaan ja hyödyntämään yksilöä niin energiakeskiössä kuin sen reunamilla? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Provide more feedback to individuals on their strengths than on their weaknesses / Antaa enemmän palautetta henkilön vahvuuksista kuin heikkouksista? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

Spend more time with your strongest performers than with your weakest performers / Viettää enemmän aikaa vahvimpien kuin heikoimpien yksilöiden seurassa? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin
- ○ Sometimes / Joskus
- ○ Frequently / Usein
- ○ Always / Aina

To what extent does your superior: / Missä määrin esimiehesi:

Provide a ratio of approximately five positive messages for every negative message to those with whom interact / Tarjoaa suunnilleen viisi positiivista viestiä yhtä negatiivista kohti niille, joiden kanssa on vuorovaikutuksessa? *

- ○ Never / Ei koskaan
- ○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide opportunities for employees to receive best-self feedback and develop best-self portraits / Antaa työntekijälle mahdollisuuden saada sellaista palautetta, joka kehittää parhaiten hänen omakuvaansa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Consistently distribute notes or cards to your employees complimenting their performance / Jakaa johdonmukaisesti sellaisia muistioita tai viestejä, joissa työntekijöitä onnitellaan suorituksesta? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Provide negative feedback in supporting ways - especially using descriptive rather than evaluative statements - so that the relationship is strengthened / Antaa negatiivisen palautteen rakentavassa muodossa - käyttäen ennemmin kuvailevia kuin arvostelevia lausuntoja - yhteistyösidettä vahvistaen? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Focus on the detrimental behavior and its consequences, not on the person, when correcting people or providing negative feedback / Antaessaan rakentavaa palautetta tai oikaistessa asioita, keskittyykö hän vahingolliseen käyttäytymismalliin ja sen seurauksiin, ennemmin kuin henkilöön? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Establish, recognize, reward, and maintain accountability for goals that contribute to human benefit, so that the effect on other people are obvious / Luo, tunnistaa, palkitsee ja ylläpitää vastuullisuutta työntekijöihin vaikuttaviin tavoitteisiin, joiden vaikutukset muihin henkilöihin ovat ilmeiset? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

To what extent does your superior: / Missä määrin esimiehesi:

Emphasize and reinforce the core values of the individuals who work in the club, so that congruence between what the club accomplishes and what people value is transparent / Korostaa ja vahvistaa seurassa toimivien henkilöiden ydinarvoja, jotta yhtenäisyys seuran saavutusten ja henkilöiden arvojen välillä on avointa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Tie the outcomes of the work to an extended time frame, so that long-term benefits are clear / Sitoo työn tuloksellisuuden pidemmälle aikavälille, jotta pitkäntähtäimen edut ovat selkeät? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Ensure that contribution goals take precedence over acquisition goals for individuals in the club / Varmistaa, että yhteisölliset tavoitteet ovat etusijalla suhteessa hankintatavoitteisiin seurassa toimiville yksilöille? *

○ Never / Ei koskaan

○ Seldom / Harvoin

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○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Clarify for your direct reports the specific set of expectations and responsibilities associated with their roles, as well as the mission, values, and culture of the club / Täsmentää suorat palautteet erityiseen yhteenvetoon odotuksista ja vastuista, jotka ovat yhteyksissä rooleihin sekä myös tehtäviin, arvoihin ja seuran kulttuuriin? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Meet at least monthly in one-on-one meetings with your direct reports / Tapaa vähintään kerran kuukaudessa henkilökohtaisissa palautepalavereissa? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Consistently and continually emphasize continuous improvement and the development of strong interpersonal relationship among your direct reports / Korostaa johdonmukaisesti ja jatkuvasti vahvaa ihmisten sisäisten suhteiden pysyvää kehitystä ja parannusta? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

Have a formalized routine (such as PMIs) in which you can regularly demonstrate positive climate, positive relationships, positive communication, and positive meaning associated with the work / Onko muotoutunut joku sellainen rutiini (kuten PMI), jolla esimiehesi voi säännöllisesti havainnollistaa positiivista ilmapiiriä, positiivisia suhteita, positiivista kommunikaatiota ja positiivisia merkityksiä työhön liittyen? *

○ Never / Ei koskaan

○ Seldom / Harvoin

○ Sometimes / Joskus

○ Frequently / Usein

○ Always / Aina

By going trough this survey, will you try to focus more on these things in the future? / Vastattuasi tähän kyselyyn, pyritkö jatkossa kiinnittämään toiminnassasi enemmän huomioita kysyttyihin asioihin? *

○ Yes, because / Kyllä, koska [   ]

○ I don´t know / En tiedä [   ]

○ No, because / Ei, koska [   ]

You are welcome to give any feedback you want to / Vapaa sana. Jätäthän palautetta kyselystä kiitos.

[   ]

[Break]