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DESIGNING BETTER PLACES TO WORK

– Towards thriving teams and inspiring leadership



MASTER'S THESIS | ABSTRACT

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DESIGNING BETTER PLACES TO WORK

- Towards thriving teams and inspiring leadership

This thesis concentrates on organizational development through exploring the views of employees and leaders and applying as well as developing service design tools to be used by the companies in their journey to become better places to work. The leaders' role and company culture in general are viewed as key factors contributing to employee well-being and motivation.

The research questions were:

- How organizations and leaders can develop and support a good company culture and team work, and increase employee well-being?
- How leaders view themselves and how they are perceived by employees?
- What employees value in their work and what motivates them?
- What kind of methods and tools of service design can easily be adopted by companies interested in employee perspective?

There lies a significant potential for companies in developing their processes and leadership through internal service design and investing in employee well-being. Organizational development is an opportunity for improvement at all levels, and when executed successfully, it is a competitive advantage and a way to inspire, include and engage.

The thesis combines prior research on leadership, emotional intelligence and organizational development with three online surveys that explore the views of employees and leaders. Based on these, a set of suitable service design tools were applied to support employee-centric organizational development: a stakeholder map, empathy map, a team work canvas and a problem-mapping blueprint.

As a result of this study a service design tool box for organizational development with ideas for execution and further development was created and people's work life experiences were given a voice.

KEYWORDS:

Company culture, emotional intelligence, leadership, motivation, organizational development, team work, work environment, work satisfaction

OPINNÄYTETYÖ (YAMK) | TIIVISTELMÄ

Tuuli Eltonen

KOHTI PAREMPIA TYÖPAIKKOJA

Kukoistavat tiimit ja inspiroiva johtajuus

Tämä opinnäytetyö keskittyy organisaation kehitykseen tutkimalla sekä työntekijöiden että johtajien näkemyksiä ja soveltamalla sekä kehittämällä palvelumuotoilun työkaluja yritysten käytettäväksi. Johtajien rooli ja yrityskulttuuri nähdään avaintekijöinä työntekijöiden hyvinvoinnissa ja motivaatiossa.

Tutkimuskysymyksiä ovat:

- Miten organisaatiot ja johtajat voivat kehittää ja tukea hyvää yrityskulttuuria ja tiimityötä sekä lisätä työntekijöiden hyvinvointia?
- Miten johtajat näkevät itsensä ja miten työntekijät näkevät johtajat?
- Mitä työntekijät arvostavat työssään ja mikä heitä motivoi?
- Minkälaisia palvelumuotoilun metodeja ja työkaluja työntekijöiden näkökulmasta kiinnostuneissa yrityksissä voitaisiin helposti ottaa käyttöön?

Organisaatioprosessien ja johtajuuden kehittäminen sisäisen palvelumuotoilun ja työntekijöihin panostamisen kautta sisältää merkittävän potentiaalin. Organisaation kehitys on mahdollisuus parantaa toimintaa kaikilla tasoilla, ja onnistuessaan se on sekä kilpailuetu että tapa inspiroida, ottaa mukaan ja sitouttaa.

Tässä opinnäytetyössä yhdistetään aiempia tutkimuksia johtajuudesta, tunneälystä ja organisaation kehityksestä kolmeen kyselyyn, joissa kartoitettiin työntekijöiden ja johtajien näkemyksiä. Näiden pohjalta laadittiin tarkoituksenmukainen palvelumuotoilutyökalujen yhdistelmä tukemaan työntekijäkeskeistä kehitystä: sidosryhmäkartta, empatiakartta, tiimityökartta sekä ongelmankartoituskartta.

Opinnäytetyön tuloksena luotiin organisaation kehitystä tukeva palvelumuotoilun työkalupakki sekä ideoita sen hyödyntämiseen ja jatkokehitykseen sekä lisäksi annettiin ääni ihmisten työelämäkokemuksille.

ASIASANAT:

Johtajuus, motivaatio, organisaation kehitys, tiimityö, tunneäly, työtyytyväisyys, työympäristö, yrityskulttuuri

CONTENT

1 INTRODUCTION	1
1.1 Goals of the study	2
1.2 Project methods, tools and schedule	4
2 RESEARCH BACKGROUND	6
2.1 Leadership styles	6
2.2 The importance of emotional Intelligence	15
2.3 Leadership as a service	20
3 ORGANISATIONS AND LEADERSHIP UNDER SCRUTINY	25
3.1 Work satisfaction and motivation	29
3.2 Team work	33
3.3 Work environment and company culture	38
3.4 Leadership skills and development	43
3.5 Leadership in challenging situations	50
3.5.1 Negative work environment	52
3.5.2 Work bullying, harassment and discrimination	56
3.5.3 Employee co-operation negotiations and layoffs	62
3.6 Leadership self-reflected	66
4 DISCUSSION AND CONCLUSIONS: DESIGNING BETTER BUSINESSES	76

REFERENCES

APPENDICES

- Appendix 1. Online survey for employees
- Appendix 2. Online survey for leaders
- Appendix 3. Online survey and self-assessments for leaders
- Appendix 4. Further suggestions of service design tools for internal workshops

FIGURES

Fig. 1: Frame of reference	3
Fig. 2: Methods and tools	4
Fig. 3: The process and timeline	5
Fig. 4: Managing behaviours nurturing trust	11
Fig. 5: Summary of leadership styles	14
Fig. 6: Aspects of emotional intelligence	18
Fig. 7: Stakeholder map for organization	23
Fig. 8: Respondents' work fields, employees	26
Fig. 9: Respondents' work fields, leaders	27
Fig. 10: Experience as a leader, online survey	27
Fig. 11: Experience as leader, online survey with self-assessments	28
Fig. 12: Motivating factors at work	30
Fig. 13: Factors diminishing motivation	31
Fig. 14: Empathy map of employees	32
Fig. 15: The most important skills in team work	35
Fig. 16: The most common challenges in team work, employees	36
Fig. 17: The most common challenges in team work, leaders	36
Fig. 18: Team work canvas	37
Fig. 19: The qualities of a good work environment, employees	39
Fig. 20: The qualities of a good work environment, leaders	41
Fig. 21: How can leaders support good company culture	41
Fig. 22: The most important skills for a good leader, employees	44
Fig. 23: The most important skills for a good leader, leaders	45
Fig. 24: Qualities, choices and habits of a bad leader	47
Fig. 25: In what skills do leaders have the most developing to do	48
Fig. 26: What aspects would you like to improve in yourself as a leader	49
Fig. 27: Negative experiences of management actions in handling negative work environment and lack of team spirit and suggestions	53
Fig. 28: Problem-Mapping Blueprint: Negative work environment and lack of team spirit	55
Fig. 29: Negative experiences of management actions in handling work bullying, discrimination or harassment and suggestions	57
Fig. 30: Problem-Mapping Blueprint: Bullying / Discrimination / Harassment	60
Fig. 31: Negative experiences of management actions in handling employee co-operation negotiations and layoffs and suggestions	64
Fig. 32 Problem-Mapping Blueprint: Cooperation negotiations / Layoffs	65
Fig. 33: Leadership style self-assessment	67
Fig. 34: Emotional intelligence self-assessment	69
Fig. 35: Blindspot self-assessment	69
Fig. 36: Leadership style and emotional intelligence self-assessments, leader 1	71
Fig. 37: Blindspot self-assessment, leader 1	71
Fig. 38: Leadership style and emotional intelligence self-assessments, leader 2	72
Fig. 39: Blindspot self-assessment, leader 2	73
Fig. 40: Summary of the challenges, learnings and changes made during career	75

1 INTRODUCTION

The world is becoming more and more transparent. When it comes to businesses, this has emphasized the necessity of working in a compliant and sustainable manner. Organizational development is an opportunity for improvement at all levels – leadership, processes and results, work environment and culture, and employee satisfaction and motivation. When executed successfully, it is a competitive advantage and a way to inspire, include and engage.

Change has become more a rule than an exception. Companies have to face changes and challenges, for example changes in business environment and competition field, a sudden growth or sudden reductions, economic or environmental challenges, and they have to be able to develop their operations either proactively or reactively. The way the organization handles these changes is crucial.

As hierarchies have become palatalized, new forms of leadership have risen. There are more and more discussions about leadership in connection to empathy, emotional intelligence, company culture and motivation. Leader's role and their understanding of people, situations and change is crucial in today's complex setting. It plays an important part in the company's long-term direction, goals, and the way of operating. Leading is also essential in the creating and sustaining company culture.

Organizations shift from traditional hierarchies towards team-based structures and team-based problem-solving. At the same time, teamwork is affected by globalization, technology and the growing complexity in the type of work teams are performing. Teamwork practices need to take into account both individual and cultural differences, and aptness to work well in a team. Today's teams are more often than not heterogenous and diverse. Instead of a single-team context there are multiple teams a team member can work in depending on the project. In addition, ways of interacting have widened from face-to-face contact to virtual contact. Virtuality brings a new set of challenges to trust, team cohesion and other affective team work elements, (Thayer et al 2014, 436, 449, 452-453.) Emerging new forms of work such as digital nomadism and remote work will lead to formation of new types of virtual teams at the workplace. This means that team management and leaders will have to look for new strategies that help to create and reinforce trust in these teams. (Hacker et al 2019, 12.)

There lies a significant potential for companies in developing their own internal processes and leadership through internal service design and investing in employee well-being. Prior research suggests that job satisfaction and employee performance are linked. Organizational identification, commitment and job satisfaction are not only reflected in employee well-being and better individual performance, but also in productivity and competitiveness of the organization. (Van Dick & Mozani 2017, 421, 425-426.) The way of perceiving organizations and their management practices through service design can help map internal strengths and weaknesses, which will reflect also on external opportunities and threats. This mindset, the will to develop and engage employees in the organization, needs to be integrated into company's strategy, values as well as everyday operation.

1.1 Goals of the study

This research studies modern leadership, its role in organizations and its effects on individual employees, teams and company culture and work environment at large.

The main goal is to find ways for organizations and leaders to develop their skills, processes and work environment as a whole to better support the company success and the employees. This study also recognizes the importance of giving voices to people's experiences in order to embrace inclusion rather than exclusion. One of the central arguments is that those companies and leaders that genuinely think about the personnel and want to develop the organization and its processes and create an environment of possibilities – an environment where people feel motivated and committed; can use their skills and develop them; where people come together as a real team – have a competitive advantage and are also readier to meet upcoming challenges and changes. The role and skills of leaders are often emphasized in difficult situations. The difficult situations addressed here are negative work environment, work bullying, discrimination, harassment and layoffs. This study maps these problems through analysing people's experiences and presents processes that can help manage these situations in a better way.

Service design enables a holistic approach to organizational development. It offers methods and tools for gathering and organizing information, ideas, thoughts and experiences, and help turn them into plans and actions.

A frame of reference (fig. 1) gathers together the key stakeholders and topics connected in this project in order to give an overview of the study. In the centre are company leaders and employees, whose views are studied side by side in connection with themes such as emotional intelligence, work environment and company culture, work satisfaction and motivation, and typical challenges that organizations may face. The aim is to provide means to develop organizations and leadership and give voice to people's experiences with the help of service design.



Fig. 1 Frame of reference

As stated in the beginning of this chapter, the main goal is to find ways to develop leadership, team work and company culture, which will help companies to be more successful both internally and externally. The primary research questions are the following:

- How organizations and leaders can develop and support a good company culture and team work and increase employee well-being?
- How leaders view themselves and how they are perceived by employees?
- What employees value in their work and what motivates them?
- What kind of methods and tools of service design can be easily applied by companies interested in employee perspective?

1.2 Project methods, tools and schedule

This study combines research methods with service design tools (fig. 2). The study includes two online surveys; one for leaders and one for employees. These surveys are executed as semi-structured interviews with both open-ended questions and multi-choice questions. The method of coding is used in analysing the open-ended questions in order to find out the recurrent themes and concepts. In addition, these two surveys are complimented with a third, separate online survey for leaders, which includes three self-assessments. These self-assessments concentrate on leadership styles, aspects of emotional intelligence and blind spots the leaders may have. Research literature offers a theoretical framework for the surveys. Service design tools are used in gathering and mapping information and experiences. These tools include a stakeholder map, empathy map, team work canvas and problem-mapping blueprints; the latter two are further developments of existing canvases.

METHODS	TOOLS
Literature research Online survey for employees Online survey for leaders Online survey for leaders with self-assessments <ul style="list-style-type: none"> - Leadership styles - Emotional intelligence - Blindspots Content analysis and coding	Stakeholder map Empathy map Team work canvas (modification of the Team canvas) Problem-mapping blueprint (modification of the Service blueprint)

Fig. 2 Methods and tools

The study was executed in 2020 (fig. 3). It started in spring 2020 with theoretical framework and online surveys for employees and leaders. The online survey with self-assessments for leaders was arranged in autumn 2020. The analysis, maps, canvases and conclusions have been done hand in hand with the survey results and prior research.



Fig. 3 The process and timeline

2 RESEARCH BACKGROUND

Organizational development centres on increasing the company's effectiveness and efficiency. The actions target organization structure, processes, human capital and technology. Leaders of the organization play a crucial role in it; they set the direction and activities, and work as agents of change in this journey. (Ilac, Bertulfo & Castro 2018, 257.) Leadership is also shown to have an effect on employee's behaviour, attitude and performance based on vast amount of research (Kelloway & Gilbert 2017, 193). This research concentrates on the development perspective on leadership, work environment and company culture and employee well-being.

The theoretical framework presented in this chapter includes research on leadership and emotional intelligence, and the supporting role of service design, which all represent the backbone of this study. The theoretical framework will expand in later chapters to give a wider perspective on leadership and organizational research in connection with the findings and analysis of this study. The aim of this is to enable a dialogue and create a continuum between previous research and the research at hand.

2.1 Leadership styles

Leadership theories developed from trait theories and their idea of stable leader characteristics leading to effective leadership to behaviour theories, which viewed that certain behaviours were effective under all circumstances. After this, leadership theories developed further to contingency theories with the idea that leadership style should depend on the circumstances and situation. (Kelloway & Gilbert 2017, 194-198.) The contingency theories' notion that leadership style should differ depending on the situation is still valid and widely backed up by research.

Well-known examples of the contingency theories are Blake and Mouton's The Leadership Grid from the 1960s and House's Path-goal theory from the 1970s. The Leadership Grid is based on the notion that different styles of leadership suit different situations, and it concentrates on task achievement and concern for employees. House's Path-goal theory has the basic idea that leaders should align the goals of the company

and its employees, and help the employees reach these goals. The Path-goal theory proposes the following leadership styles: participative leadership (engages people in decisions), supportive leadership (pays attention to employee needs), directive leadership (clear goals and feedback) and achievement-oriented leadership (high performance standards). (Kelloway & Gilbert 2017, 194,199-200.) From contingency theories, the next logical step was to deepen the understanding of the relationship between leaders and employees.

Thus, modern leadership theories centre on leader's and employee's relationship and present that there is a connection between positive relationships and the effectiveness of the leader and achieving positive results. Leader-member exchange (LMX) and Transformational leadership theory have been particularly popular. (Kelloway & Gilbert 2017, 201, 208.)

Leader-member exchange studies the links between the processes and outcomes of leadership. It does so by concentrating on the quality of the dyadic relationship between a leader and an employee, and views this as predicting results at an individual level, a group level and an organizational level. LMX is, in fact, correlated with job performance, commitment, satisfaction and role perceptions. However, longitudinal research is needed as well as its implementation into leadership training programs and later evaluation of the results of these trainings. Also, features of transformational leadership need to be integrated into LMX to make it more comprehensive (Gerstner & Day 1997, 827, 836, 840.)

Transformational leadership concentrates on the big picture, those processes and results that lead to high performance (Kelloway & Gilbert 2017, 202). Research indicates that the company culture is strong in organizations with transformational leaders, and the organizations can be deemed effective. Transformational leadership influences citizenship behaviour, culture and vision in the organization. Employees' job satisfaction, motivation, commitment to the organization and their perception of the effectiveness of the leader are positively connected to transformational leadership. (Givens 2008, 15-17.) In their research on transformational leadership, Barling, Weber and Kelloway (1996, 828, 830-831) found evidence that leader's behaviour can be developed with training and this is reflected in employees. In their study, the employees of the managers who attended training perceived the managers in a more positive way and their commitment to organization rose. According to the study, also some parts of financial performance

may be affected positively. Ilac, Bertulfo and Castro (2018, 271) discuss the leader's role in various change initiatives helping people embrace major changes, initiating changes at all management levels, and maintaining a stable company identity in Philippines. Common factor among the leaders was their ability to inspire and lead people towards a shared organizational vision. The leaders analysed the situation and approached it systematically and holistically. In change management, they were sensitive to people, context and processes.

Leadership theories have developed throughout the decades towards a more adaptive leadership that takes into account the context, varying situations and people - towards a leadership with emotional intelligence. This kind of modern leadership presents itself not as one single style, but being able to apply various styles. These leadership styles will be discussed later in this chapter. Before that the opposite of leading with emotional intelligence should also be acknowledged; negative leadership and its consequences.

One of the important subjects of leadership research has been destructive leadership. Dinh et al (2014) note the importance of studying negative supervisors in connection with destructive, abusive and toxic leadership. These leaders harm employees and the whole organization by the way they treat people. Kelloway & Gilbert (2017, 206-207) also discuss different forms of destructive leadership. Abusive supervision can take the form of yelling, name-calling, ridiculing and threatening with punishment. Supervisory injustice refers to a leader treating employees in an unfair manner. Unethical leadership refers to leaders who put their self-interest before others, may have narcissistic tendencies and do not actually care about the people or their well-being. Aro (2018, 50, 82, 85-86) regards that any dominant person can have a significant effect on work environment with destructive behaviour. The most complex situations arise, when this person is in a leading position. They will mess up the group they lead, and many times the situation goes on a long time without anyone interfering – especially when the unit is economically successful. The senior management tolerates even disturbed and bad behaviour of the leader, if there are results. Even more complicated situation arises, when the leader is the owner or partial owner. All these situations should be met with zero tolerance regardless of who the person responsible for the bad behaviour is. This means that the behaviour is single-mindedly stopped and sufficient discipline measures are taken. Acknowledging problems in the work environment and intervening early on is crucial, since bad behaviour is destructive and induces stress and malaise for individuals and

the community as a whole, and it disturbs working. If it is silently accepted, it creates a hostile environment.

Bad behaviour is one of the common problems at work. Porath and Pearson (2015, 96-104) note that managers do not necessarily recognize that incivility costs. They conducted a poll on 800 managers and employees, which shows that there are also tangible costs. The results show that almost half of those that had received incivility intentionally decreased their work effort and time spent at work, and nearly 40% also decreased their work quality. A lot of time was lost on worrying the incident and avoiding the offender. 66% noted that their performance declined and up to 78% expressed that their commitment to the company had declined. A quarter confessed that they had taken out their frustration to clients. 12% ended up leaving their jobs. Other reports also show that incivility has a negative impact on creativity, team spirit and also on performance of those witnessing it. Consistent incivility costs the company as lost performance, lost employees and lost customers. Ways to tackle incivility for leaders include being aware of one's own behaviour and modelling good behaviour, paying attention to people, their questions and behaviour, giving feedback and asking it, rewarding good behaviour and intervening bad behaviour as early as possible and creating group norms that help tackle occasional abrasiveness. Civility is also something to consider when hiring people.

Adair (2016, 4) stresses the importance of showing an example; a leader should exemplify those qualities that are expected in the team. Aro (2018, 48, 71) notes that leading people is based on values. An essential part of leading is to represent values that the employees and also other stakeholders want to adhere to. Values connect people to groups and organizations, and if there is a mismatch, it represents a significant risk factor in well-being. Values are the foundation of work atmosphere. He also points out that while the effect of leading on work environment is crucial, it is not the sole factor affecting it. Every member of the work community is responsible for the work environment. However, bad leadership and successful leadership can result in very different outcomes in a situation where all other factors have been the same.

Various experts highlight the importance of leadership to work atmosphere and company culture. Goleman (2017, 84) notes that leadership styles have a profound effect on organizational climate; the way leaders motivate, how they gather and use information, how they make decisions, how they manage change and how they handle crisis. Givens (2008, 8) also acknowledges the big impact of the leader's leadership style on the

organizational culture. Friedrich and Ulber (2017, 221-222, 225) discuss team climate as highly important for organizational outcomes as well as individual team member's well-being. The climate can be, for instance, proactive and innovative, or it can resist changes. Leadership is an essential element in teamwork, and it is pivotal that leaders support a climate of shared responsibility, trust, cooperation and psychological empowerment.

Various studies indicate that a successful leadership is largely based on emotional-social intelligence (Bar-On 2006, 16). The team leader's goal is to create work environment that enables the team to work as successfully as possible. This means offering support, clear goals and sufficient resources. The leader must also be willing to develop team processes through good and just decision making, problem-solving and constructive conflict. Communication, coordination, cooperation and information sharing are key characteristics in team work. (West 2008.) Trust is central in functioning teams; it is connected to psychological safety. Trust is about being willing and able to be vulnerable in front of other team members. Both trust and psychological safety are pivotal for the learning and reflexivity of the team. Team trust helps in handling conflicts without them becoming interpersonal conflicts. (Friedrich & Ulber 2017, 226.)

Zak (2017) has used neuroscience to prove that building a culture of trust makes a significant difference. A high-trust company culture increases productivity, innovation, energy, collaboration and engagement. It is also important to note that high-trust companies do hold employees accountable, but do not micromanage them. Zak has identified eight management behaviours that promote trust (fig. 4). Firstly, sharing information and being open is crucial, because uncertainty about goals, strategies and tactics of the company increases stress and undermines teamwork. Secondly, relationship building is important; it releases oxytocin on our brains, and this will improve performance and foster trust. The third behaviour is showing vulnerability. Leaders in high-trust workplaces do not just tell people what to do, but secure their trust and cooperation by asking help and engaging people in cooperation. Fourth behaviour is recognizing excellence. Neuroscience reveals that recognition has the biggest impact on trust right after a goal has been achieved, when peers give it, and when it is both personal and public, tangible and unexpected. This will also offer a chance to share best practices. The fifth behaviour is inducing challenge stress in a good and manageable way. When a team is assigned a challenging but achievable task, the stress releases neurochemicals in the brain, which increase focus and build up social connections to

help reach the goal. The sixth behaviour is enabling autonomy. When people are allowed to do their work and execute projects in their own way when possible, motivation and innovation increase. Error and risk management help minimize unfavourable deviations. The seventh behaviour is enabling job crafting; letting people shape their own work boosts motivation and interest. The last point is to help people develop personally as well as professionally, which leads to better engagement.

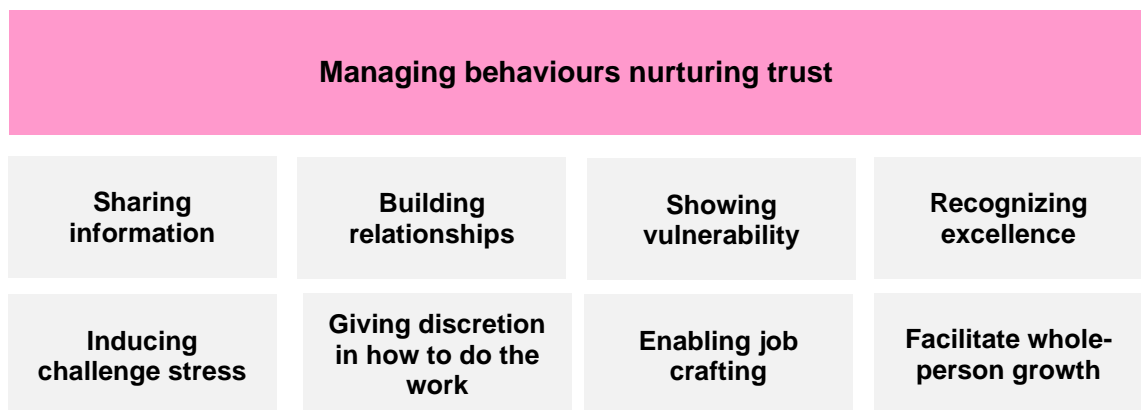


Fig. 4 Managing behaviours nurturing trust by Zak 2017

Leadership, the way of leading, has a significant impact on the organization as a whole and also at individual level. Thus, it is crucial for a leader to be aware of their leadership style and skills, and the effect these have. Consulting firm Hay/McBer's research separates six leadership styles: authoritative leader ("Come with me"), affiliative leader ("People come first"), democratic leader ("What do you think?"), pacesetter leader ("Do as I do, now"), coaching leader ("Try this") and coercive leader ("Do what I tell you"). Authoritative leaders mobilize teams towards a vision. Affiliative leaders create emotional connections. Democratic leaders engage people and build consensus. Pacesetter leaders demand self-direction and excellence. Coaching leaders develop people, make them ready for future. Coercive leaders expect compliance. All six leadership styles affect the working environment, which in turn has an effect on financial results of the company; its efficiency, profitability, revenue growth and return on sales. (Goleman 2017, 3-5, 10, 64-66.) It is highly important to see how developing leadership turns into both soft and hard advantages for the organization; on one side, better work satisfaction, motivation, commitment and on the other, efficiency, profitability, innovation, reputation and sales.

The authoritative style is deemed as the most effective by Goleman. This kind of leader motivates people with a shared vision. This maximizes the commitment to the goals and strategy of the company. People have the freedom to innovate and experiment. This style is effective in most cases, particularly when a business is adrift and in need of a new course. (Goleman 2017, 20-21.)

The affiliative style builds strong emotional connections, a community. This turns into loyalty, good communication, trust and habitual innovation. People have the freedom to do their jobs as they deem best, and they get positive feedback for work well done. However, affiliative style's strong focus on positive feedback may lead to a situation where poor performance is tolerated. Without constructive feedback failure may happen. This is the reason why affiliative style should be used in close connection with another leadership style, for instance authoritative style. (Goleman 2017, 23-24, 28.)

The democratic leader spends time building trust and lets the employees have a say in decisions. It drives responsibility and flexibility in working environment. The drawback is that it can lead to postponing vital decisions and making people feel like they do not have a leader. This style works best when the employees are informed and competent in expressing their views. (Goleman 2017, 32-34.)

The coaching leadership style lets employees identify their own strengths and weaknesses and develop goals. This style takes more time and thus, is not used so often. However, it has positive effect on company culture and people's performance. Coaching works best with people who are ready to be coached. (Goleman 2017, 43-47.)

The pace setting leaders set high standards, exemplify them and make sure others follow them as well. Poor performance is pinpointed. This kind of leadership style also has a negative impact on company culture, since it makes many employees feel overwhelmed by the demands, and with micromanaging responsibility and flexibility fade away. This style is at its best with self-motivated and competent employees, but it should not be used as the only leadership style. (Goleman 2017, 35-40.)

The coercive style is the most ineffective in most of the situations. Its effect on organization's culture is negative: top-down decision making with a lack of flexibility leads to people not bringing their own ideas to the table, and people's sense of

responsibility, accountability and motivation suffer. Thus, this style should only be used in situations where it is absolutely necessary like a turnaround or approaching hostile takeover. (Goleman 2017, 13-15.)

Research supports the idea that different leadership styles and behaviours work in different situations and circumstances (Kelloway & Gilbert 2017, 199). Many studies show that the more styles the leader masters, the better are the results. The very best environment and business performance is achieved by using authoritative, democratic, affiliative and coaching styles. (Goleman 2017, 48.)

Different emotional intelligence competencies underlie these leadership styles and they have a different effect on organizational climate. Authoritative leadership style has the emotional intelligence competencies such as self-confidence, empathy and change catalyst. Affiliative leadership style has the emotional intelligence competencies such as empathy, communication and building relationships. Democratic leadership style includes communication, team leadership and collaboration capabilities. Coaching leadership style has the emotional intelligence competencies such as developing others, empathy and self-awareness. Pacesetter leadership style has the emotional intelligence competencies such as conscientiousness, drive to achieve and initiative. Coercive leadership style includes drive to achieve, initiative and self-control. Authoritative, affiliative, democratic and coaching are deemed to have positive impact on organizational climate, while pacesetter and coercive styles have a negative impact. (Goleman 2019, 178-180.) Because emotional intelligence is a key factor in modern leadership, it is crucial to know what style or styles the leader uses, what are its benefits and downfalls, how to learn to use the best style in each occasion and develop these skills even and especially when something does not come naturally.

The six leadership styles described in this chapter are used in this research as a reference point for the leaders' self-assessment (fig. 5).

Authoritative	Affiliative	Democratic	Coaching	Pacesetting	Coercive
Motivating with shared vision, commitment to goals, enabling the freedom to innovate & experiment	Habitual innovation, enabling people the freedom to do their job the best way, positive feedback	Trust, employees have a say which leads to responsibility & flexibility	Enables others to identify their own strengths and develop goals, positive effect to company culture, people and their performance	High standards, exemplifying them	
Emotional Intelligence competencies					
Self-confidence Empathy Change catalyst	Communication Empathy Building relationships, community	Communication Collaboration Team leadership	Developing others Empathy Self-awareness	Conscientious Drive to achieve Initiative	Self-control Drive to achieve Initiative
The impact of the leadership style on organizational climate					
Flexibility, responsibility, standards, rewards, clarity, commitment, overall impact	Flexibility, responsibility standards, rewards, clarity, commitment, overall impact	Flexibility, responsibility, rewards, clarity, commitment, overall impact	Standards, rewards, clarity, commitment, overall impact	Mainly negative impact	Mainly negative impact
Negative aspects of the leadership style					
	Lack of constructive feedback	Postponing decisions, lack of leadership	Takes time	Poor performance pinpointed, overwhelming demands, micromanaging	Top down decision making, lack of flexibility

Fig.5 A summary of leadership styles based on Goleman's (2017, 2019) work

2.2 The importance of emotional Intelligence

For a while now, one widely discussed aspect of leadership has been emotional intelligence and especially one of its components, empathy. They enable a person to have a wider perspective and understanding towards others and thus, adaptability to different situations. This is why they are so important in leadership.

According to Goleman's (2015, 3, 21) analysis, intellect, cognitive skills such as long-term vision and big picture thinking are important in highly effective leadership, but emotional intelligence proved to be twice as significant as IQ or technical skills at all levels, and increasingly so at the highest positions. This does not take away any the importance of these two characteristics in well-performing leaderships, but shows that emotional intelligence is also a key factor.

Goleman, Boyatzis and McKee (2015, 35) state:

An emotionally intelligent leader can monitor his or her moods through self-awareness, change them for the better through self-management, understand their impact through empathy, and act in way that boost others' moods through relationship management.

Bharwaney, Bar-On and MacKinlay (2011, 12, 22) note that emotional intelligence at work enhances leadership and organisational productivity and occupational performance. According to research, the strongest emotional intelligence contributors to occupational performance are:

- a) the ability to be aware of and accept oneself;
- b) the ability to be aware of others' feelings, concerns and needs;
- c) the ability to manage emotions;
- d) the ability to be realistic and put things in correct perspective;
- e) the ability to have a positive disposition and outlook on life.

Emotional intelligence is applied more and more in recruitment and selection, leadership development, training and succession planning, which increases the likelihood of hiring and developing employees who perform highly and together have a positive effect on organisational productivity. The emotional intelligence skills often labelled as soft are actually not so soft. They are concrete, credible and measurable, and they affect the bottom line.

Goleman's (2017, 67-71, 2019) notion of emotional intelligence consists of the following capabilities: self-awareness, self-management (self-regulation), motivation, empathy (social awareness) and social skills.

Self-awareness is about understanding one's own emotions, strengths, needs, drives and weaknesses, and assessing oneself realistically. With a high degree of self-awareness, a person can also recognize what kind of effect their emotions have on their work performance and people around. Self-awareness is often underappreciated among those who hire people, because it is thought as weakness, while the opposite is actually true. Self-aware leaders can make judgments about the capabilities of themselves and others candidly, which is a great skill in leading an organization and making decisions about the future. (Goleman 2019, 19-21, 25-26.)

Self-management, or in other words self-regulation, is the skill of being able to control one's feelings, reactions and impulses. Leaders who self-regulate do not make hasty judgments and can handle new, unexpected situations better. (Goleman 2019, 27-30.) Self-awareness and self-regulation are both deeply connected in knowing oneself.

Motivation is the third quality of effective leaders and emotional intelligence. It refers to the need to achieve more than is expected, setting the bar high. The motivation first and foremost comes from internal drives, not external such as salary or promotion. One important sign of achievement motivation is commitment, which is crucial to organizations. (Goleman 2019, 34, 39.) Motivation is a future-oriented driver that is needed for achievement and development, it is the fuel.

Empathy is an ability to understand and consider other's feelings. Goleman (2019, 76) talks about three kinds of empathy in relation to the effectiveness of leadership: "Cognitive empathy: the ability to understand another person's perspective; Emotional empathy: the ability to feel what someone else feels; Empathic concern: the ability to sense what another person needs from you." Empathy is crucial in leadership; it is needed in team work, in retaining talented people in the company and in globalization and understanding cultural differences. (Goleman 2019, 41-43.)

Socially skilled leaders connect with people and are able to find a common ground with all kinds of people. They are persuasive and good at moving people to desired directions.

Social skills are connected to being inspiring and giving guidance and feedback in order to develop others. Also building bonds, cooperation, communication and conflict management are social skills. (Goleman 2019, 49-51; 2017, 70-71.) These so-called people skills are a powerful factor in the success of the leadership (Bharwaney, Bar-On and MacKinlay 2011, 13.)

Another researcher, Bar-On (2006, 2-4) prefers the term 'emotional-social intelligence' (ESI) over emotional intelligence. His conceptual model is an alternative to Goleman's. According to this model, emotional-social intelligence includes interrelated emotional as well as social competencies and skills that direct how well people understand their strength and weaknesses and express their thoughts and feelings and how they understand and are able to relate with others. To be emotionally and socially intelligent means that a person manages and copes with the demands and changes of everyday life realistically and in a flexible way.

According to Bar-On (2006, 3) most definitions of emotional-social intelligence possess the following key factors:

- a) the ability to recognize, understand and express emotions and feelings;
- b) the ability to understand how others feel and relate with them;
- c) the ability to manage and control emotions;
- d) the ability to manage change, adapt and solve problems of a personal and interpersonal nature;
- e) the ability to generate positive affect and be self-motivated.

The Bar-On model of emotional-social intelligence is based on the social intelligence Emotional Quotient Inventory (EQ-i), which is a self-reporting tool that gives an estimate of the person's emotional-social intelligence based on intrapersonal, interpersonal, stress management, adaptability and general mood. Intrapersonal scale assesses self-awareness and self-expression. Interpersonal assesses social awareness and interpersonal relationship. Stress management assesses emotional management and regulation. Adaptability assesses change management. General mood assesses self-motivation. Key components of Bar-On's ESI-model are self-regard, emotional self-awareness, impulse control, assertiveness (expressing oneself and one's emotions constructively), interpersonal relationship, problem-solving, flexibility, reality-testing (validating feelings and thinking with external reality), stress tolerance and empathy. Five facilitating factors to these are optimism, self-actualization, happiness, independence and social responsibility (cooperating with others, identifying with one's social group). All

these describe and anticipate behaviour that is emotionally and socially intelligent. (Bar-On 2006, 4, 8, 21.)

Research on emotional intelligence centres around the same features, although the wordings and categorizations may slightly vary (fig. 6). Goleman (2019) uses five main components. Bar-On (2006) also has five main scales, but these are further divided into ten components with five facilitating factors. Regardless of the theory base used, the definition of emotional intelligence, what it consists of and its importance remain more or less the same. Emotional intelligence is both about perceiving and understanding oneself as well as other people, and building a well-functioning interaction.

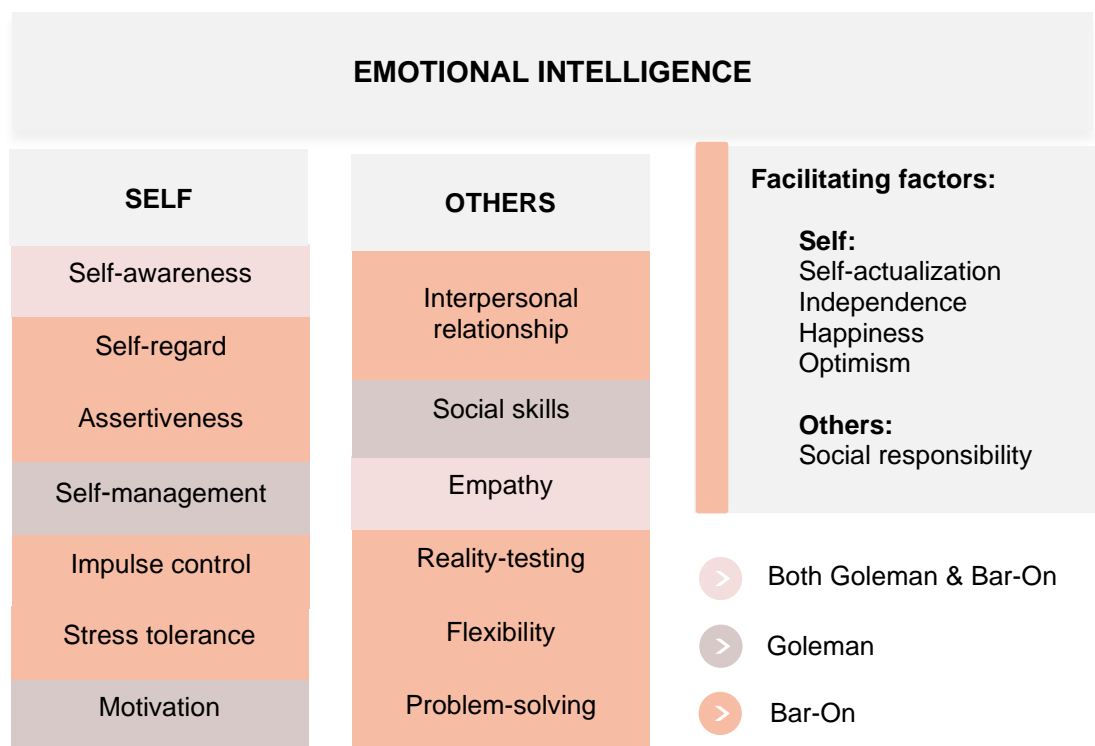


Fig. 6 Aspects of emotional intelligence based on Goleman's (2017, 2019) and Bar-On's (2006) work

Based on several studies, Bar-On (2006, 15-16) concludes that there is a significant relationship between occupational performance and emotional-social intelligence. These studies indicate that almost 30% of the occupational performance variation is based on

emotional-social intelligence, and that high performers have higher ESI (Emotional-Social Intelligence). The strongest contributors to occupational performance are self-awareness and acceptance, emotion management, awareness of other's needs, feelings and concerns, the ability to put things into a perspective realistically and a positive outlook.

Emotional intelligence has a genetic component, and nurture and maturity also have a role. Still emotional intelligence can be taught and learned. (Goleman 2019, 9, 12-14; Bar-On 2006, 19). It is a valuable characteristic and skill to possess, and organizations should pay attention to its training especially at the management level to show example.

In work environment, emotional intelligence should be considered both from the individual perspective as well as from the group perspective. Urch Druskat and Wolff (2015, 73) discuss emotional intelligence (EI) in groups as a foundation for a genuine cooperation and high performance:

A group's EI isn't the sum of its members', instead, it comes from norms that support awareness and regulation of emotions within and outside the team. These norms build trust, group identity, and a sense of group efficacy. Members feel that they work better together than individually.

In building the group's emotional intelligence, people need both awareness and a constructive way of regulating the emotions of individual team members, the group as a whole, and other central groups connected with the group. This is done by encouraging behaviour in line with the emotional intelligence norms. These can be introduced by the leaders or communicated in the whole organizational culture or practiced through training. (Urch Druskat & Wolff 2015, 74.)

Urch Druskat and Wolff (2015, 88-89) present ways to build group emotional intelligence; awareness of emotions and their regulation. At individual level, awareness of emotions includes interpersonal understanding and perspective taking. Interpersonal understanding is about being interested in how people are doing, asking and listening, and also telling one's own thoughts and feelings. Perspective taking refers to asking everyone's opinions, making sure that decisions are agreed on, and playing the devil's advocate. At group level, awareness of emotions includes team's self-evaluation on team effectiveness and team mood, and seeking feedback from customers, asking comments and benchmarking processes. Organizational understanding is also valuable

to emotional intelligence. This means finding out needs and concerns present in the organization, discussing the organization's culture and politics and making sure team actions are in line with them. There should also be norms that assist in regulating emotions. At individual level these are confronting, which is about setting rules and pointing out wrong or bad behaviour, and caring, which includes supporting team members when they need it, letting people know they are appreciated and respecting differences and individuality. At group level, regulating emotions can be supported by creating resources for working with emotions (discussing difficult subjects, finding ways to express emotions and relieve tension), building an affirmative environment that reinforces "we can do this" attitude, and proactive problem solving, which means anticipating challenges and addressing them beforehand. Building external relationships is also important, because it creates interaction and networking opportunities.

According to Hutchins and Rodriguez (2017, 117, 120) emotional intelligence is crucial in building relationships and brand, which in turn boost brand equity. Thus, theory of emotional intelligence has become salient to studying and also practising both individual and organizational development. The theory offers a new way to recognize, understand and appraise behaviours and attitudes, interpersonal skills and leadership styles. The improved performance following from enhanced emotional intelligence competencies supports positive brand image.

The whole organization benefits significantly from improved emotional intelligence competencies of its leaders and employees. At the same time the brand value of the company increases. This brand value is both an internal and external asset that can present itself in manifestations such as better employee commitment, attractiveness as an employer and brand image.

2.3 Leadership as a service

Leadership can be viewed as a service; both the company (owners) and the employees use the service and are its customers. Both can view how good or bad the service is, in what touchpoints it succeeds and where it fails, and where and how it should be developed. It is an advantage for the company as a whole, its leaders and employees that "the service of leadership" is efficient, inspiring, motivating, and supports the

company's strategy, goals and values. The way of leading is reflected inside the company as well as outside it, and by developing leadership the company culture and teamwork can be improved and the organization becomes a more desirable and successful employer and partner.

Stickdorn et al (2018, 27) describe service design as human-centred, interdisciplinary, collaborative and iterative approach that applies research, prototypes, visualization tools and various activities to create experiences that address the needs of businesses, users and various other stakeholders.

Gloppen (2011, 4) argues the following:

Service design may be implemented at the level of strategy to support leaders of service-oriented organizations to shape innovative services. (...) On the operational level, the strategic use of service design influences how the service is delivered on a day-to-day basis. For service design to be an important means of enhancing competitiveness and growth, there is a need for it to be treated as a potential strategic resource and the basis of sustainable competitive advantage in the future.

Service design unites employee and team-oriented thinking to the company's business goals. Service design should be reflected in the process of leading and developing leadership skills. It is a constant learning process in changing situations and changing demands. The leaders have to be able to work with people representing different personalities, backgrounds, experiences and skills, and for this they need to have emotional intelligence. Emotional intelligence enables them to see things from the employee point of view, and service design tools can help them to develop the organization and its processes. Service design is a mindset, a process and a set of tools that may lead to meaningful discussions, a common understanding and making invisible to visible. (Stickdorn et al 2018, 21.)

Service design enables the company to develop their internal services to better match the employee needs, which in turn can bring benefits such as increased motivation, commitment, trust and innovation. These benefits will be visible outside the organization as better customer service, and a better reputation as an employer and as a partner.

In service design a service journey depicts the whole journey the customer makes from consideration to the experience afterwards. It is formed by all the contact points and interactions between the service provider and the customer. These contact points or touchpoints are how the customer experiences the service. Touch points are therefore central to customer experience and creation of value. (Gloppen 2009, 79; Clatworthy 2017, 175.) In this study the customer is the employee. It is central how the employees experience the company before joining it, when working in it and also after leaving it. Gloppen (2009, 81) also talks about perception gaps between the service provider's strategy for desired customer experience and the customer's actual perceived experience. When thinking leadership as a service, possible gaps rise if the expectations, perceptions or needs do not match or the communication fails. In an organization, it is crucial to locate these gaps and learn from them. The most visible these gaps are when there are challenges or difficulties in team work or work environment.

A common starting point in service design is creating a stakeholder map. According to Professional Academy's Marketing Blog (2020), stakeholder is either a person or persons, a group, organization or community that has an interest in the matter, is affected by it or has an effect on it. It is crucial that stakeholders are identified and their level of power on decisions and outcomes is recognized. Internal stakeholders are generally the organization's members. Connected stakeholders have a direct contractual or economic relationship with the organization. External stakeholders do not have a direct connection the organization, but they may be somehow linked to it, may have an interest in it or they may be affected by it in one way or another.

Stakeholder map (fig. 7) is a tool that can help in forming the big picture and seeing employees' importance as key players at the core of company's success. At the center there are employees, the management and owners. The connected layer consists of current customers, partners and occupational health. The external layer includes the family members and friends of the employees, trade unions, prospective employees, prospective customers and competitors. Thus, stakeholder map presents the various connections that reach far beyond the company's core.

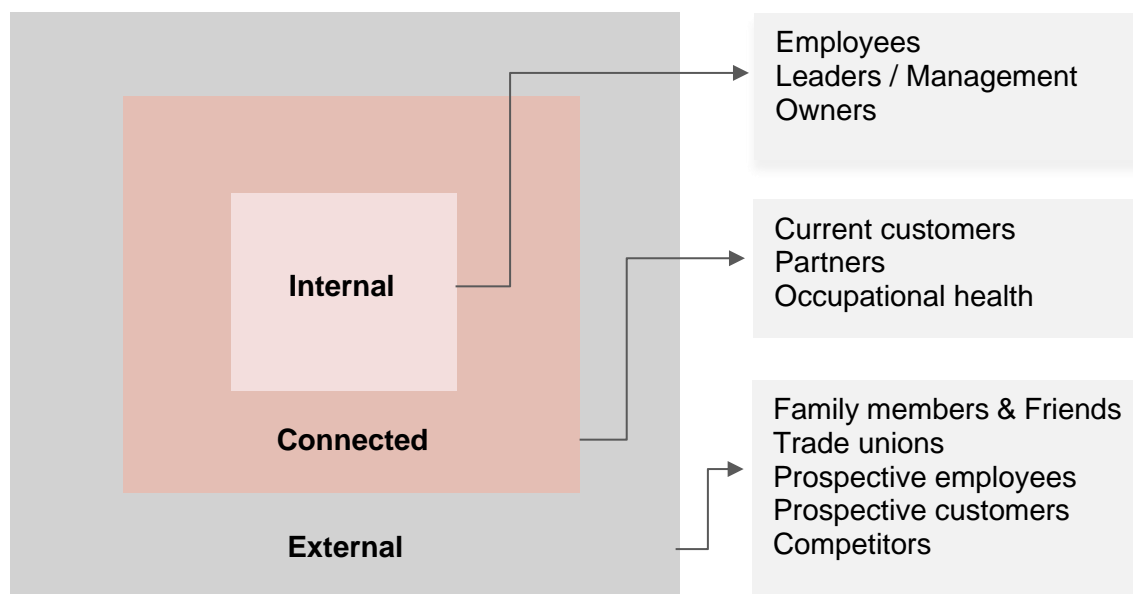


Fig. 7 Stakeholder map for organization

The other service design tools used in this project are an empathy map, a team work canvas and problem-mapping blueprints.

Empathy map was originally developed by Dave Gray. Its goal is to increase understanding and empathy for others. The tool can be used, for instance, in designing work environments, navigating company politics or developing customer experience. (Gray 2017.) In this study, empathy map is used in its current form to map employee perspective.

Team work canvas is a modification of the team canvas. The original team canvas was created by Alex Ivanov and Mitya Voloshchuk, and it is based on Alex Osterwalder's business model canvas. The team canvas aims to bring teams on the same page and support them in building team culture. (Ivanov and Voloshchuk 2015). The team work canvas used in this study differs slightly from the original by including leader's role and problem handling. It is also an example of how service design is continuously developing and existing set of tools can be further modified to meet new goals.

The problem-mapping blueprint is based on service blueprint introduced by G. Lynn Shostack. The service blueprint presents service process step by step. It can be used to document and improve an existing service or in designing a new service. (Pugh 2019.)

The Problem-mapping blueprint developed during this study presents a chosen challenge, emotions and experiences connected with it, and possible action paths.

The role of service design in this project has been to broaden the mindset on how to view internal processes and the relationship of the leaders and employees, and develop them based on this. Service design thinking and service design applications offer noteworthy ways to support organizations in becoming better workplaces and more successful and reputable companies.

3 ORGANISATIONS AND LEADERSHIP UNDER SCRUTINY

This study is based on two online surveys; one for employees and one for leaders, one additional online survey with self-assessments for leaders and prior research on leadership. All the survey questions and self-assessments can be found in the appendices 1-3.

The two online surveys were anonymous and included both multi-choice and open questions. The options in the multi-choice questions were created based on prior theories and there was always an open option available. Open questions were used to enable people to tell in their own words what they think about work, work environment and leadership. While the open questions make the analysis more laborious, they also help empathize more with the respondents by revealing their thoughts and experiences without limiting answering options beforehand. Open questions can also provide unanticipated findings. (Neuman 2014, 333.) All the survey questions were constructed based on the prior research on leadership and team work. The survey links were shared online; channels included various LinkedIn groups and Facebook groups with relevant hashtags, email, Slack and WhatsApp in spring 2020.

To be able to analyse the qualitative data in the open questions, manual coding was used. Qualitative data analysis means studying and interpreting qualitative data in order to understand what it represents. When coding qualitative data, the recurring words and phrases of responses are assigned labels that represent major themes. Coding thus helps to find common concepts, ideas and themes. (Medelyan, 2019.) With the help of inductive or open coding, themes and grouping were created based on the qualitative data itself. These were then put into charts to make it easy to reflect the answers as a whole.

62 respondents answered the online survey for employees. They represented various business fields (fig. 8) and company sizes: 1-10 employees 8%, 11-50 employees 32%, 51-100 employees 13%, 101-249 employees 10% and >250 employees 37%. All the questions of the survey can be found in the appendix 1. The survey concentrated on what motivates employees, what they think about team work and leadership, how they define a good work environment and company culture, what are the challenges they

experience and how they view problematic situations like negative work environment, work bullying or harassment and layoffs. The number and quality of the answers showed that people are interested in developing their work, team work, organizations and leadership. It also revealed that the needs and pain points are very similar regardless of the business field, company size and background of people.

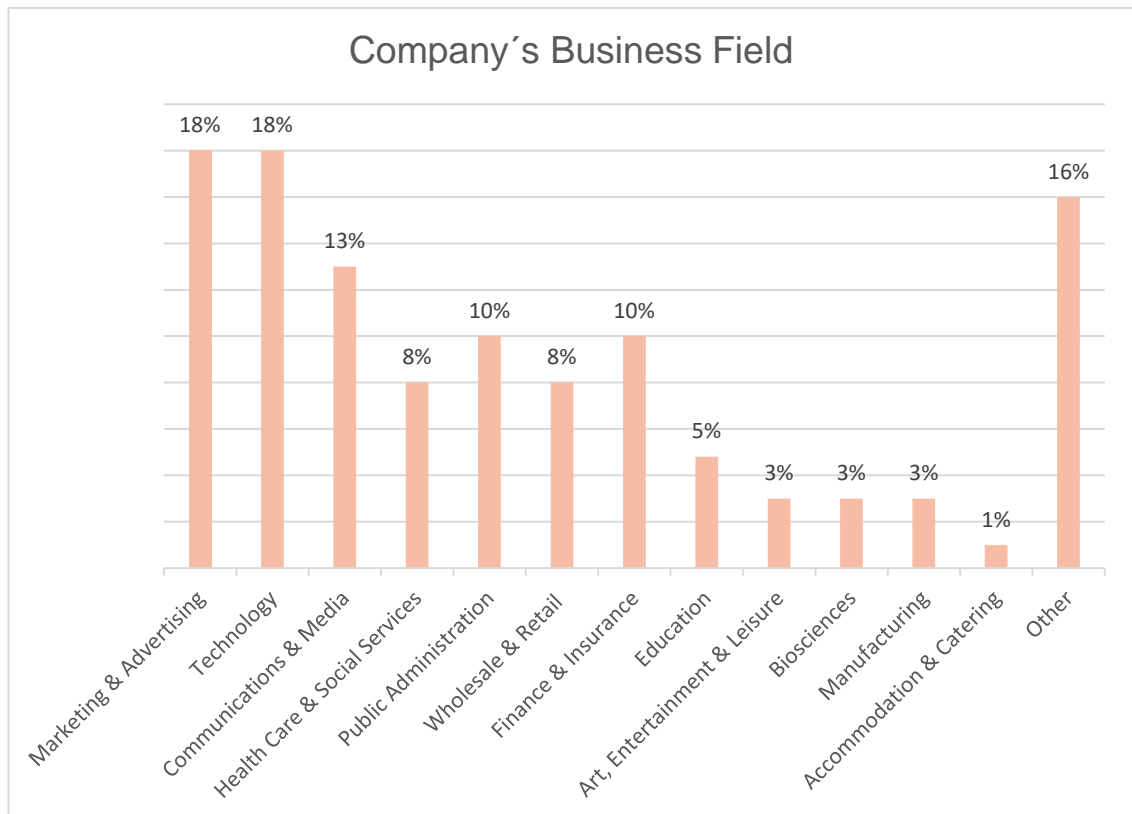


Fig. 8 Respondents' work fields, online survey for employees, 62 respondents

For the leaders, there were a separate online survey. All the questions of the survey can be found in the appendix 2. Ten directors and managers answered the survey and they represent the following industries: Marketing and advertising, Technology, Arts, entertainment and leisure, Wholesale and retail, Accommodation and catering, Finance and insurance, and Manufacturing (fig. 9). Their work experience in a leading position varied from a couple of years to more than 15 years of experience. Four leaders who responded to the survey had more than 15 years of experience in a leading position, 1

leader had 11 to 15 years of experience, 2 leaders had 6 to 10 years of experience and three had 2 to 5 years of experience in a leading position (fig. 10).

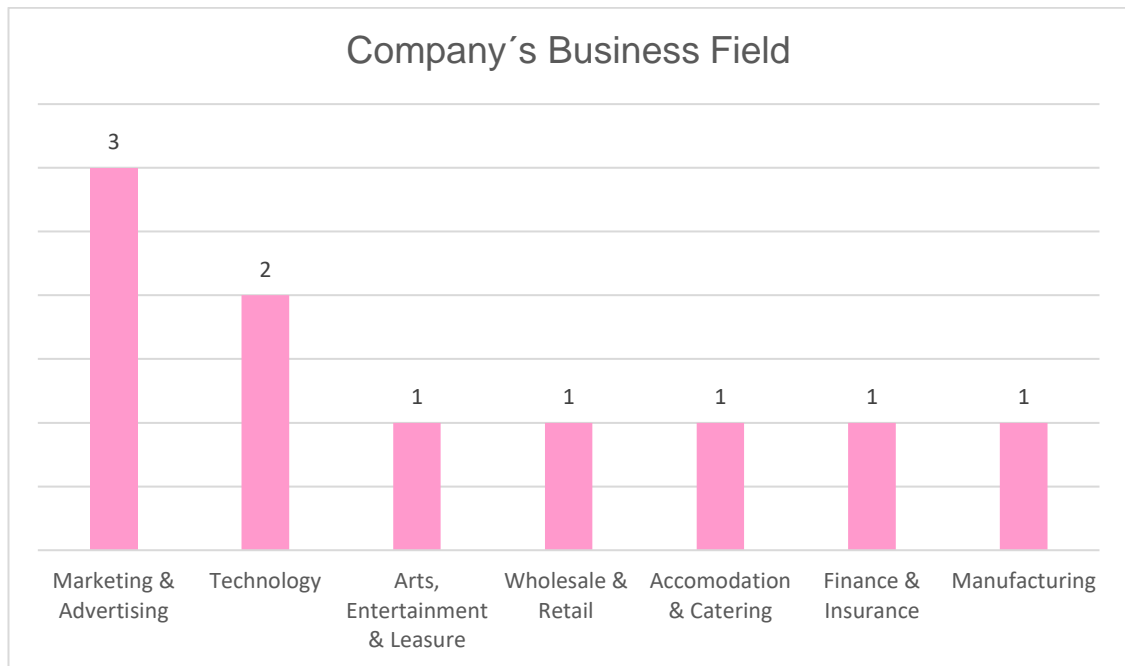


Fig. 9 Respondents' work fields, online survey for leaders, 10 respondents

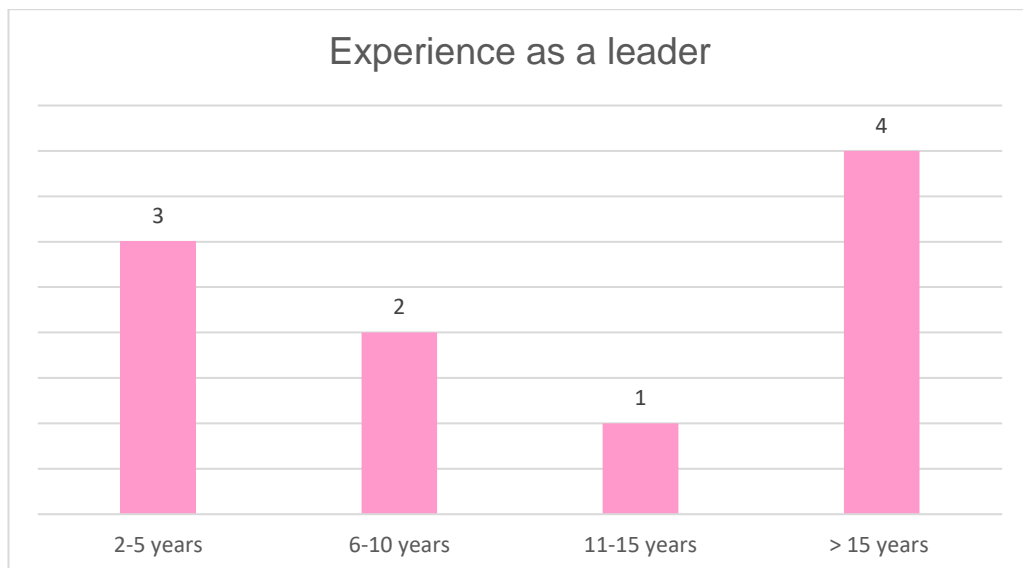


Fig. 10 Experience as a leader, online survey for leaders, 10 respondents

These two online surveys were complemented with a separate leadership survey and self-assessments. The invite to this survey was sent via email during August 2020 for five persons in a leading position. All the respondents represent different companies and years of experience. Their titles include Business Director, Vice President, Communications Director, Creative Director and Project Director. The respondents' experience as a leader varies from 6-10 years (2 leaders), 11-15 years (1 leader) and over 15 years (2 leaders) (fig. 11). Four of them work in marketing and advertising and one in public administration.

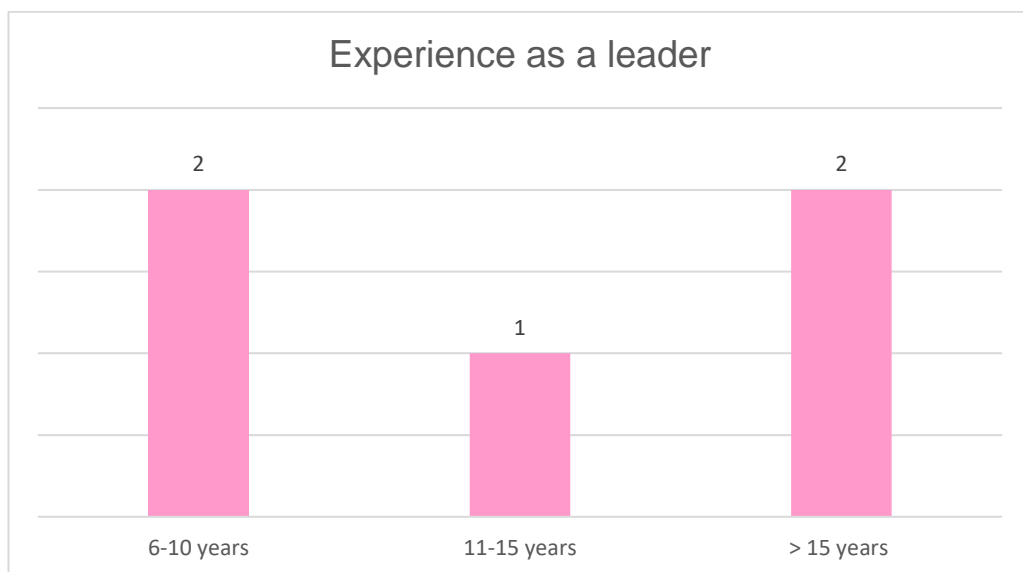


Fig. 11 Experience as a leader, online survey with self-assessments for leaders, 5 respondents

This second leader survey had open questions and three self-assessments. The questions and the content of the self-assessments can be found in the appendix 3. The self-assessments included 1) a self-assessment about leadership styles in comparison to six leadership styles (authoritative, affiliative, democratic, pacesetter, coaching and coercive), 2) Goleman's key dimensions of emotional intelligence at work (self-awareness, self-regulation, motivation, empathy and social skills) complemented with Bar-On's ESI components (Self-Regard, Emotional Self-Awareness, Impulse Control, Assertiveness, Interpersonal Relationship, Problem-Solving, Flexibility, Reality-Testing, Stress Tolerance and Empathy) and 3) Princeton MCG's Leadership Blindspot self-assessment.

The possible downfalls of self-assessments are also recognized; people may overestimate their competencies. Nonetheless, it is useful to bring attention to self-reflection, which in connection with the employee survey can make the leaders more interested in developing themselves and the company processes.

3.1 Work satisfaction and motivation

Work satisfaction and motivation are important factors that need to be taken into account when aiming to develop work places. Work satisfaction refers to inner and outer factors that thrive action and have an effect to its nature, direction, strength and duration. It correlates with the work performance, sick leaves and how much employees change work places. Work satisfaction is affected by emotions, personality characteristics, contextual factors such as leader's behaviour, team spirit, working conditions, stress and also whether the working environment is seen fair. If a person feels that the working environment is unfair, this can lead to compensating this unfairness with lowered performance. Motivation, on the other hand, has an effect on how well the employees do their work. Being motivated is affected by the tasks and how interesting and meaningful the employee experiences them, salary, working conditions, responsibilities and getting recognition. (Hertel & Wittchen 2008, 29, 34, 47.) Research shows that leadership has an enormous influence on employees' satisfaction for their work (Givens 2008, 16).

Work satisfaction can be viewed from an overall perspective (general job satisfaction) and from satisfaction to different aspects of the work, such as independence, tasks, pay, management and colleagues. (Bowling 2014, 322, Van Dick & Mozani 2017, 420-421, 426.) It has both cognitive and affective component. The cognitive side includes thoughts about, for instance, autonomy, versatility and challenges the work offers. Affective side of work satisfaction's includes emotions such as feelings of joy and excitement that the job brings. Work satisfaction and work performance have a positive relation. (Bowling 2014, 322, 326.)

In the online survey, employees were asked about the factors that increase their motivation at work. The question was open and all answers coded and presented in the chart (fig. 12).

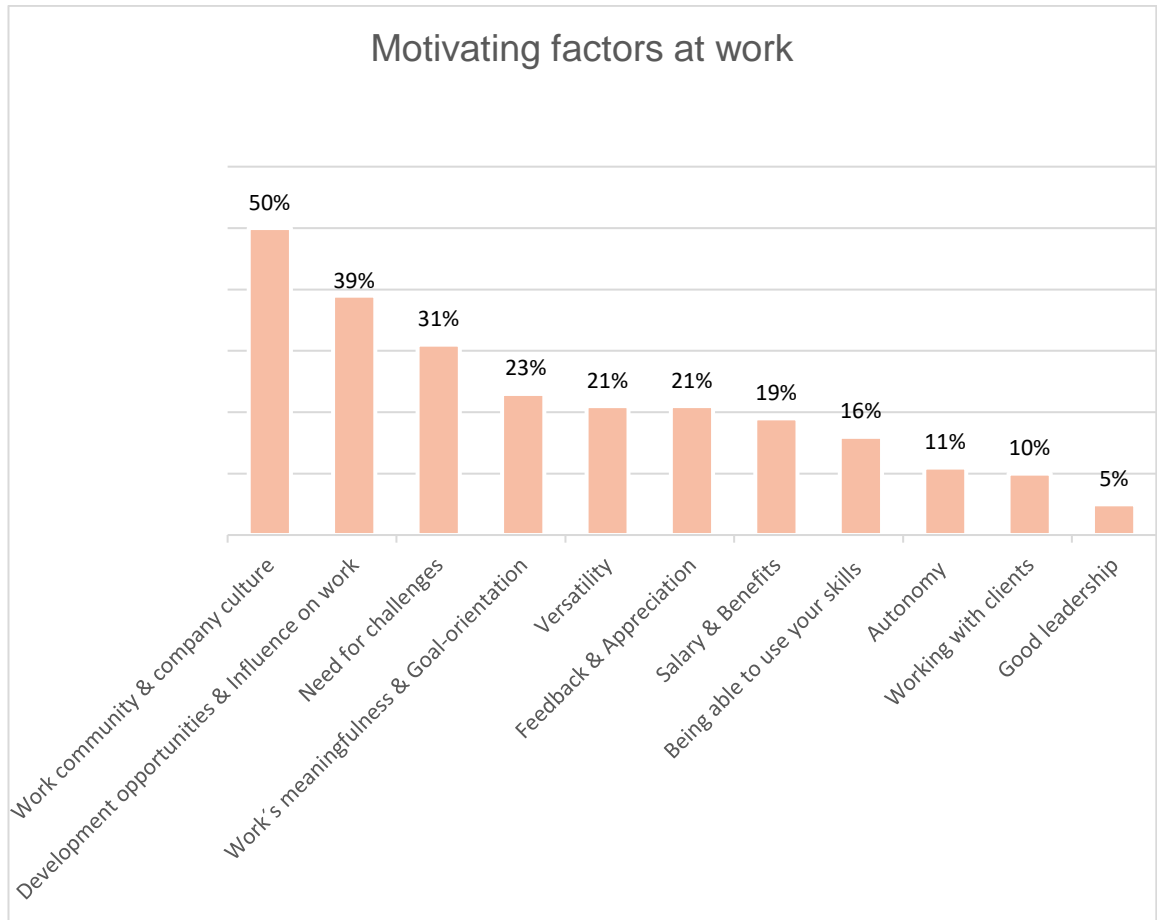


Fig. 12 Motivating factors at work, online survey for employees, 62 respondents, open question

All the content of the open answers can be categorized under the groupings presented above. As can be seen, the importance of work community, colleagues and company culture is crucial. People are also highly motivated by development opportunities and challenges. The work needs to be seen as meaningful. The respondents appreciate versatility and autonomy of work, they want to receive feedback and they need to be able to use their skills and talents. Salary and benefits are mentioned, but they are not in the top five. In addition to these, working with clients and good leadership were also mentioned.

The employees were also asked what diminishes their motivation (fig. 13). Inductive coding was used for analysing these answers as well. The main groupings formed based on the answers are bad leadership, negative work atmosphere/culture, unclear communication and information sharing, lack of appreciation, lack of resources and hurry, meaningless work, avoidance of accountability and lack of feedback.

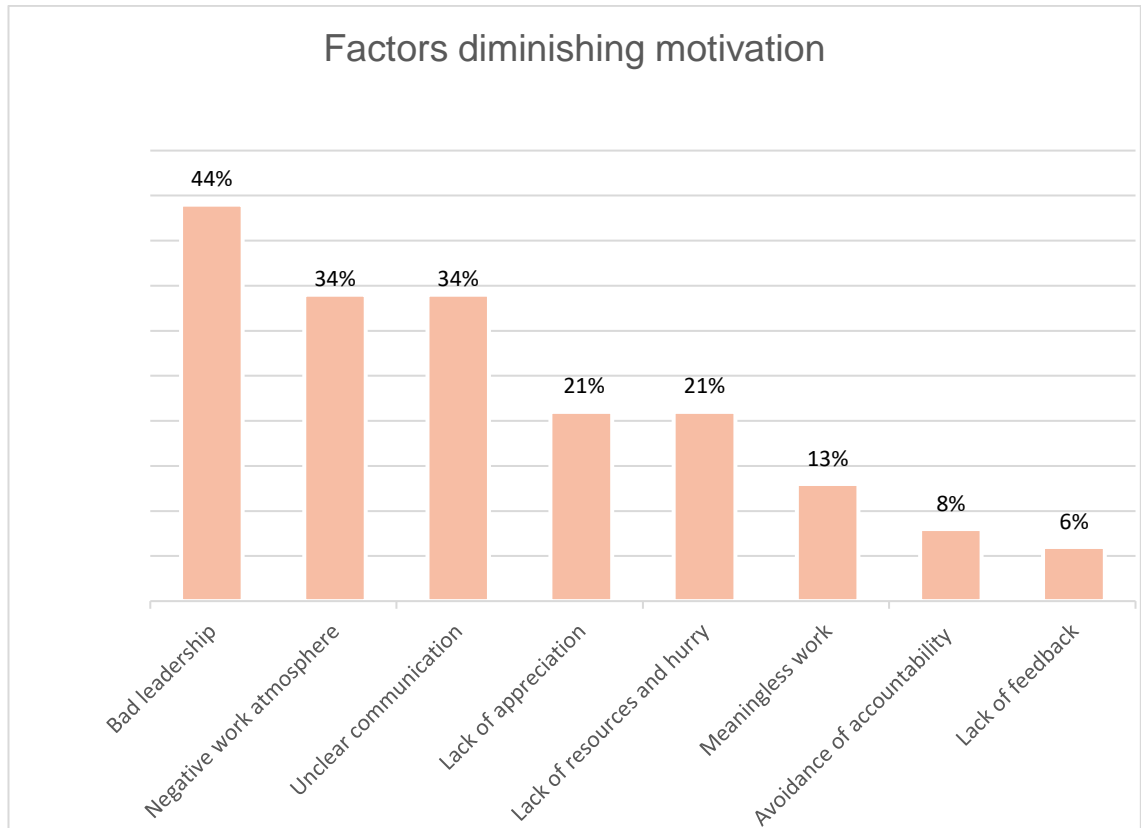


Fig. 13 Factors diminishing motivation at work, online survey for employees, 62 respondents, open question

Under bad leadership, the following aspects were mentioned in the answers as examples: micromanaging, unfairness and inequality, lack of understanding, not caring about people, “needless bossing around”, lack of openness, trust, listening and decision making.

In the second place were negative work atmosphere and company culture as well as unclear communication and information sharing. Under negative work atmosphere and company culture, the following contributing factors were mentioned as examples: lack of openness, distrust, lack of constructive dialogue, lack of team spirit, contradiction between words and deeds, silos, disrespectful attitude, unkindness, gossip and complaint, unmatching values and someone dominating over others. Unclear communication and information sharing include unclarity in roles, responsibilities, assignments, goals and schedules and a lack of information.

Other factors that came up in the open answers were lack of appreciation and ability to show and use one’s skills and experience, lack of resources and constant hurry,

meaningless work with uninteresting routines and no challenges, vision or innovation. Employees also mentioned avoidance of accountability, or in other words a team member not doing their share, and a lack of feedback, which is closely related to a lack of appreciation and communication.

Based on the employees' answers, an empathy map (fig. 14) was created. Empathy map is a collection of thoughts, feelings, actions and gains and pains of employees. It presents an overview of the employee side, which can then be used in developing the work place. It helps the management to see things from the employees' perspective and take into account their experiences.



Fig. 14 Empathy map of employees created based on the survey for employees

In the online survey for leaders, they were asked how they support and motivate people in their work. Seven leaders mentioned the importance of giving feedback and showing appreciation and five mentioned the importance of listening. Communication and being interested seem to be the key factors that leaders emphasize.

“I give feedback – about things to develop and direct positive feedback. I also try to help, if things are jammed by speeding things up. I constantly try to learn to listen more.”

“I try to create an environment of trust; I listen and develop people’s motivation to meet the needs of the company. I am present. I try not to micromanage and I share responsibility.”

“I respect people as individuals. I value professional competence. I listen, encourage and say thank you.”

“I trust on people’s professional competence, I make goals clear and give feedback.”

The leaders can use the empathy map to tackle the pain points and strengthen the positive aspects that support well-being at work. It is a good tool to widen perspective and reinforce empathy skills.

3.2 Team work

Work community forms a group with its own separate groups inside. Some of them can be called teams. In teams there is a positive co-dependence, trust, commitment and a common goal. Groups, on the other hand, may consists of people who are just ordered to work together, but actually work as individuals. Friedrich and Ulber (2017, 214-215, 230) talk about the difference between teams and other groupings, and note that people who work in the same room or in the same unit do not necessarily form a team. The distinction is made based on how people are connected and how closely they work together. A team has high task interdependence, shared objectives and reflexivity on performance.

According to Lencioni (2002, 189-190), in a strong team, the team members trust each other, they embrace constructive conflict in discussing ideas, they commit to plans and decisions, they hold each other accountable and they concentrate on achieving results that are collective.

Alongside the aspects of well-functioning teams, Lencioni (2002, 188-189, 196, 202) discusses five dysfunctions of a team: absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. He starts with the absence of trust, which emerges from the team members' unwillingness to be vulnerable and open with one another. This means that the team members are not confident that their vulnerabilities, such as skill deficiencies, mistakes and interpersonal shortcomings, are not used against them. The second dysfunction is fear of conflict, which is connected to the first dysfunction. Teams lacking in trust cannot engage in open debates and constructive conflict. A constructive conflict is about concepts and ideas, and it is productive in nature. It is not personality-focused or mean-spirited. The third dysfunction is quite logically a lack of commitment. If the team members do not have the trust and ability to express their ideas and opinions freely, they do not fully commit to decisions. The fourth dysfunction is avoidance of accountability; if there is no commitment to a plan, team members hesitate to call their colleagues on counterproductive actions that hinder the team. The fifth dysfunction is inattention to results, which is the result of the previous dysfunctions. If team members fail to hold each other accountable, it offers a good ground for putting their individual needs above the collective goals. The counter side of these dysfunctions is a functioning team that has trust, embraces constructive conflict, is committed, accountable and pays attention to results.

In team building trust seems to be the key. Team members have to trust each other; they have to be able to show vulnerability in front of others and be sure that this is not used against them. Vulnerabilities include, for instance, deficiencies in skills, weaknesses, mistakes, shortcomings between people and asking help. The success of teams lies in being human. Team members need to acknowledge the imperfections and dysfunctions in order to overcome them. (Lencioni 2002, 195-196, 220.)

In the online survey, employees were asked about the most important skills in team work. The most important skills mentioned were cooperation and communication skills, reliability, social skills, flexibility and openness (fig. 15).

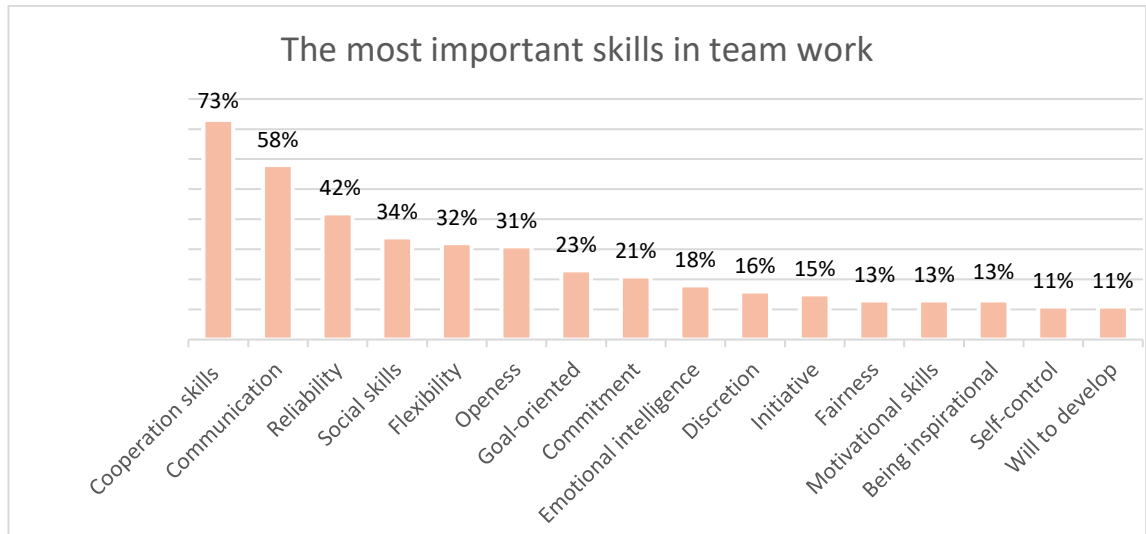


Fig. 15 The most important skills in team work, online survey for employees, 62 respondents, multichoice question with 30 options including an open one

Thayer et al (2014, 447) discuss team building's primary components, which are setting goals (individual goals and team goals), interpersonal relations (communication, sharing, support), communicating clear roles and problem identification and solving. Team building can make a positive impact on team processes, emotions and attitudes. The most effective components are role clarification and goal setting. Interestingly, the most common challenges both employees and leaders mentioned in the online survey were found in information flow and sharing, in roles and responsibilities and in communication (fig. 16 and fig. 17).

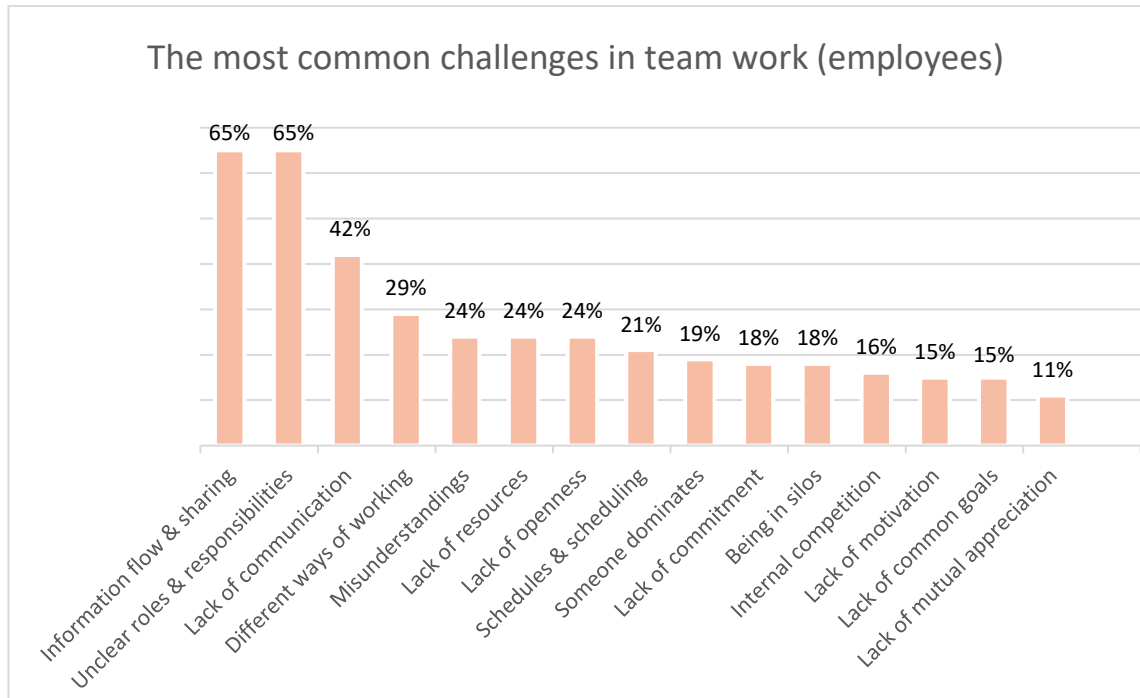


Fig. 16 The most common challenges in team work, online survey for employees, 62 respondents, multichoice question with 26 options including an open one

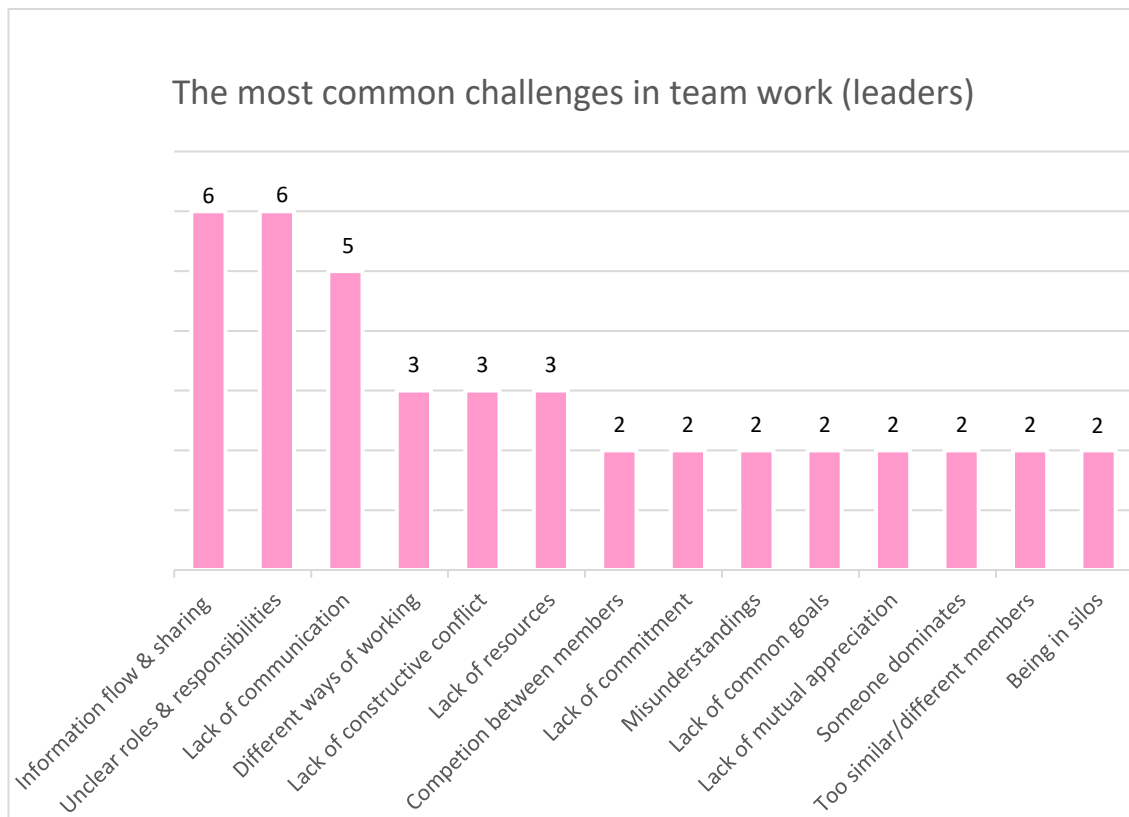


Fig. 17 The most common challenges in team work, online survey for leaders, 10 respondents, multichoice question with 26 options including an open one

The answers of employees and leaders are quite similar. The first four challenges in team work are the same and in the same order: Information flow & sharing, Unclear roles and responsibilities, Lack of communication and Different ways of working. Other challenges mentioned are also mostly same, but in a different order. What differs is that employees also mention lack of openness, schedules and scheduling and lack of motivation. Leaders, on the other hand, bring up the lack of constructive conflict and too similar or different team members. Both openness and constructive conflict are connected to trust. If there is no trust or psychological safety between team members, a constructive conflict cannot exist.

Based on the results, a team work canvas (fig. 18) was created. It is a modification of the original team canvas with additions such as the role of the leader and challenges and their handling. It puts the employees and leaders on the same chart and helps to vision the whole.

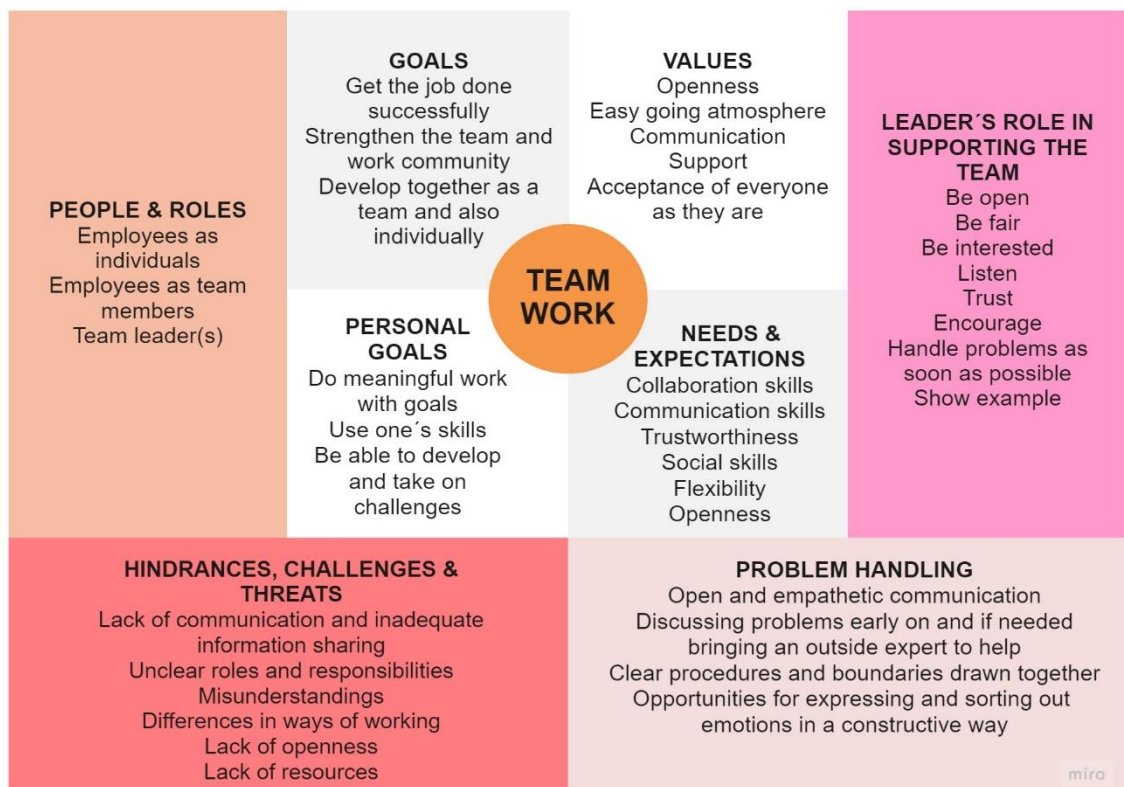


Fig. 18 Team work canvas based on the online surveys

In the online survey, leaders were asked how they support and develop team work in their role as a leader.

“By making sure the team has common and clear goals and roles, so everyone knows what is expected of them. I support trust and being human to ensure that everyone can be their true selves.”

“By creating outlines for equal, goal-driven and open team work.”

“By understanding, listening, challenging bad ways of working and finding new ones, observing, being active and with a good dialogue.”

“By getting acquainted with team members, learning to understand them and through that help the team to operate. Working as a link to outside, intervening when there is a conflict, giving feedback to the team and its members. Making goals clear and creating mutual understanding.”

Recurrent themes in the leaders' answers were communication and information sharing, making sure the roles and goals are clear and that everyone is treated in a fair way.

3.3 Work environment and company culture

Work environment, work atmosphere, organizational climate, company climate and company culture can all be used to refer to the same thing; the mental surroundings of the work. It is a significant, intangible factor in employee well-being and at its best a contributing factor in company's success. Goleman (2017, 84), for instance, points out that it can have a notable impact on financial performance.

Aro (2018, 40-41) notes that several factors contribute to work atmosphere including the operational environment of the organization, its history and group dynamic, people's behaviour and conduct in the work place, values, the clarity and meaningfulness of roles, goals, procedures and other organisational structures, the way of leading work atmosphere and the leading style that supports success, the amount and quality of communication and problem-solving practices. The shared nominator for these is the

organizational culture and its health, which strongly contribute to the quality of social interaction at work. Thus, work atmosphere is a consequence, not a reason.

Day and Nielsen (2017, 296, 298, 302-304, 310) discuss psychologically healthy workplaces defined through the presence of positive factors and the absence of negative factors. Health here refers to physical, mental and social health. While organizations can take up various initiatives and practices to support employee well-being, they note that the overall organizational culture of respect may be more important than the actual initiatives in building a healthy workplace. Healthy workplaces combine employee well-being with organizational performance, which together boost the company's resilience in a competitive environment.

In the online survey, the employees were asked what makes a work environment good. The result suggest that key elements are openness, easy-going atmosphere, trust, support, accepting people as who they are, showing appreciation and communication (fig. 19).

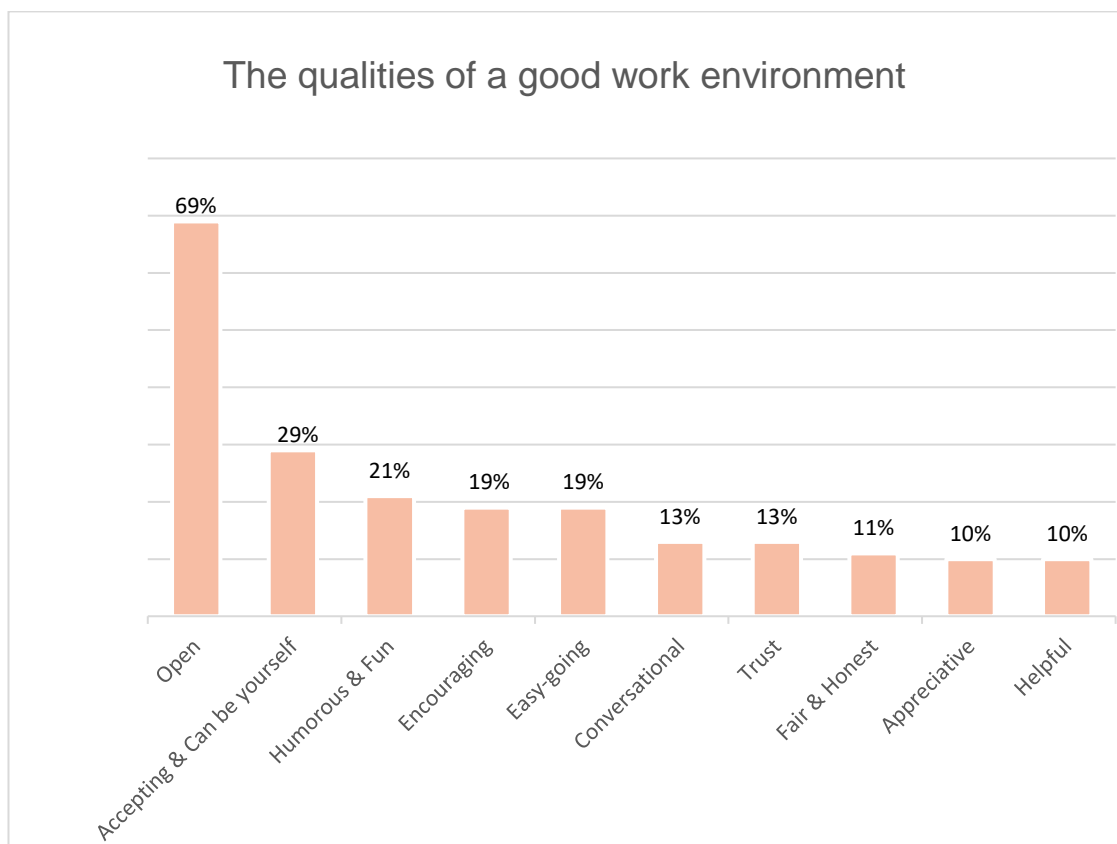


Fig. 19 What makes a good work environment and culture, online survey for employees, 62 respondents, open question

The open answers of the employees highlight openness, equality and fairness and encouragement.

"Open and accepting. By this I mean that different people with their different characteristics and ways of working are accepted. There is mutual trust between the management and employees. Conversational."

"Encouragement, responsibility and credit are shared and there is mutual trust. In a good working environment, you can be yourself and also present stupid or crazy ideas."

"As equal as possible, open and brave."

"Open and encouraging. Everyone can be themselves and even bring difficult subjects forward."

"Where people can genuinely be different and themselves. Where people are encouraged to develop themselves and the organization."

"In a good working environment everyone can voice their opinions about work and things related to it and be heard. Critique is delivered in the right way, and you don't have to fear it. Good working environment is encouraging and employees are helped. It is not a mistake to ask and nobody is expected to be flawless."

"Open, flexible, listening and equal with clear operating principles that everyone follows."

Leaders were also asked the same question (fig. 20). The answers of employees and leaders bring up similar features; open, fair and honest, encouraging, fun/positive, easy-going/low hierarchy and trust. While employees highlight the importance of being accepted as who you are, communication, appreciation and helpfulness, the leaders mention a similar thing in other words; empathetic and human.

"Good work culture is based on openness and shared principles. Fairness and transparency create possibilities for everyone to succeed and develop in their own role."

"Encouraging, tolerates mistakes and values being human. All members of the organisation can trust that the management is consistent in its way of acting – fair, open and enabling development."

"Open, fair and taking people into account as individuals. Low hierarchy, clear goals and strong vision of the future."

"Open, empathic, consistent, participatory and inclusive."



Fig. 20 What makes a good work environment and culture, online survey for leaders, 10 respondents, open question

The employees were then asked how leaders can support a good company culture. The answers emphasized communication and listening, being fair, being interested and encouraging, being open and showing example and handling problems as soon as they arise. The open answers were coded and turned into a chart to give a good overview (fig. 21).

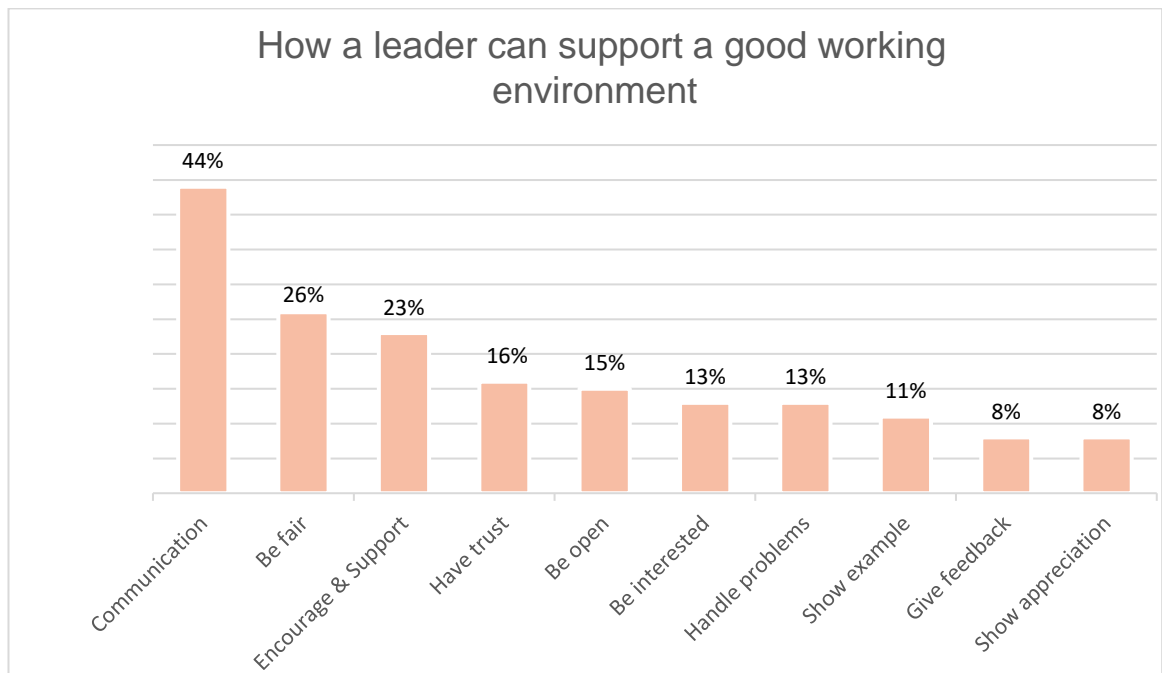


Fig. 21 How can leaders support good company culture, online survey for employees, 62 respondents, open question

In the open answers, employees gave the following comments:

“By sharing information and making decisions by also listening employees, intervening any grievances, and giving possibilities for development and independence.”

“By giving space to conversations and opinions, taking wishes and changes genuinely forward, listening and solving problems (also inflamed situations between employees and when needed, with an outside help), being democratic but still leading firmly and by explaining decisions.”

“By treating people equally, giving clear goals and ensuring resources. Supporting and giving advice, being on their team’s side, intervening grievances fairly and giving constructive feedback.”

“By treating people equally. By being able to laugh at oneself if something goes wrong and being brave enough to say that I don’t know or I don’t know how.”

“By communicating sufficiently, clearly and in a consistent way. Meeting employees in an empathetic manner.”

“By being open and present emotionally. Being proactive in conversations and having regular discussions with employees. Being able to accept critique.”

“By asking, guiding and supporting. Being open and helping others to be open and understand each other. Dealing with conflicts immediately. Showing example as how to treat people and how to act at a workplace. By encouraging, saying thank you and inspiring. Representing the values of the company in everyday work and communication.”

“With understanding, trust and constructive conversations even when the subject is challenging.”

Communication, fairness and various characteristics of emotional intelligence become visible in the comments. Also, Aro (2018, 68-69) highlights the importance of communication for work environment. If it is weak, beliefs and misconceptions start to arise, and this will deteriorate the work environment. If, on the other, communication is timely, sufficient and accurate, it will support good work environment. Good communication is based on facts and vigilance, and it acknowledges also subtle signals.

3.4 Leadership skills and development

The research indicates that the best leaders use more than one style depending on the situation. The leadership should be fluid and match the situations and people. (Goleman 2017, 48.) Goleman sums this:

Many managers mistakenly assume that leadership style is a function of personality rather than strategic choice. Instead of choosing the one style that suits their temperament, they should ask which style best addresses the demands of a particular situation. (Goleman 2019, 195.)

Being able to adapt to different situations and people, that is being empathic, having emotional intelligence and using it, seems to be a skill that enables fluency and thinking beyond one's own personality and perspective.

Leader's emotional style generates a certain kind of work environment and company culture. High levels of emotional intelligence lead to trust, information sharing, learning and smart risk-taking. Low levels of emotional intelligence, on the other hand, create anxiety and fear. (Goleman, Boyatzis & McKee 2015, 23-24.) The survey results highlight communication skills, motivational skills, fairness, honesty, reliability, being inspirational, conflict-management skills, cooperation skills, openness, discretion, emotional intelligence, determination, empathy, team building skills and self-reflection as important leadership skills (fig. 22).

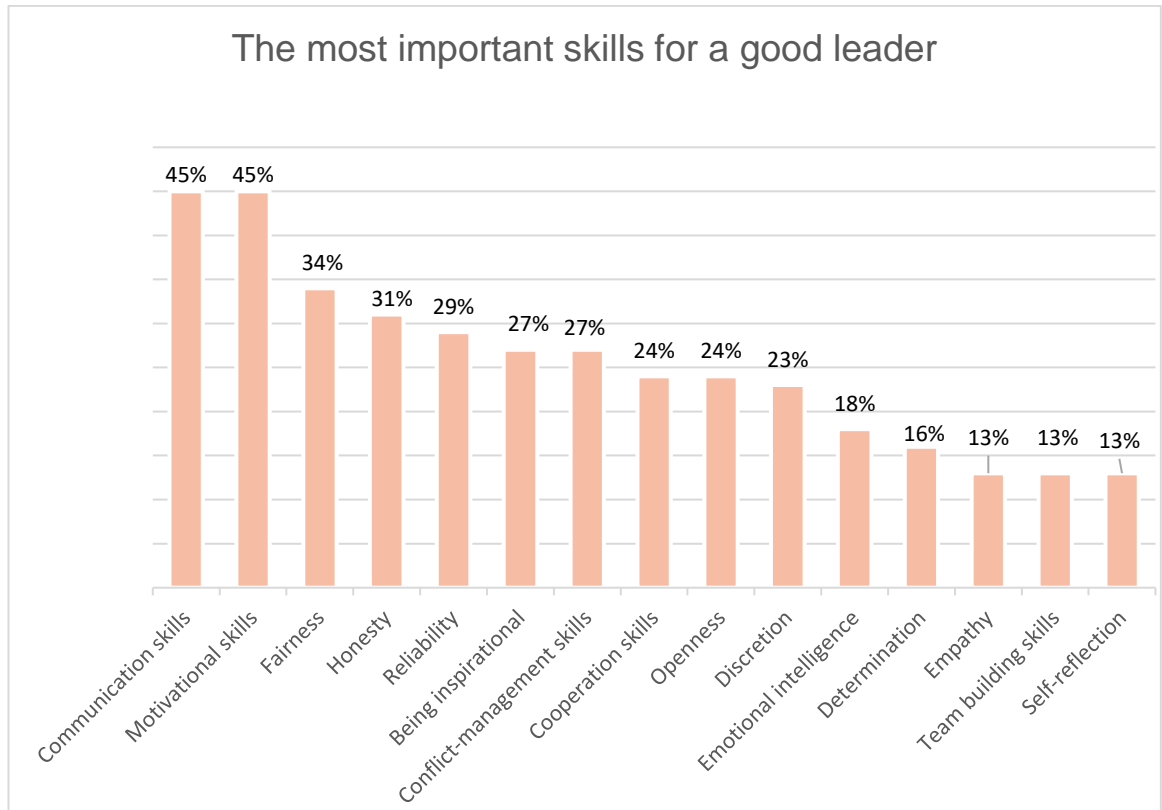


Fig. 22 The most important skills for a good leader, online survey for employees, 62 respondents, multi-choice question with 30 options including an open one

Leaders were also asked the same question (fig. 23). Employees and leaders both rate communication skills as the most important skill. At the top for both are honesty, reliability and being inspirational. Being inspirational and motivational skills are related, because being inspiring motivates others. Empathy is a significant part of emotional intelligence, so they belong to the same category in this respect as well, and they are present in both survey answers. At the employee side, fairness and conflict management skills are valued highly. Employees also chose discretion, team building and self-reflection as valuable skills. Goal-orientation and self-confidence are mentioned by the leaders, but not by employees. According to Adair (2016, 5-6) there are generic leadership qualities such as enthusiasm, integrity, toughness, fairness, warmth, humility and confidence. Interestingly, most of these can also be found in the survey answers.

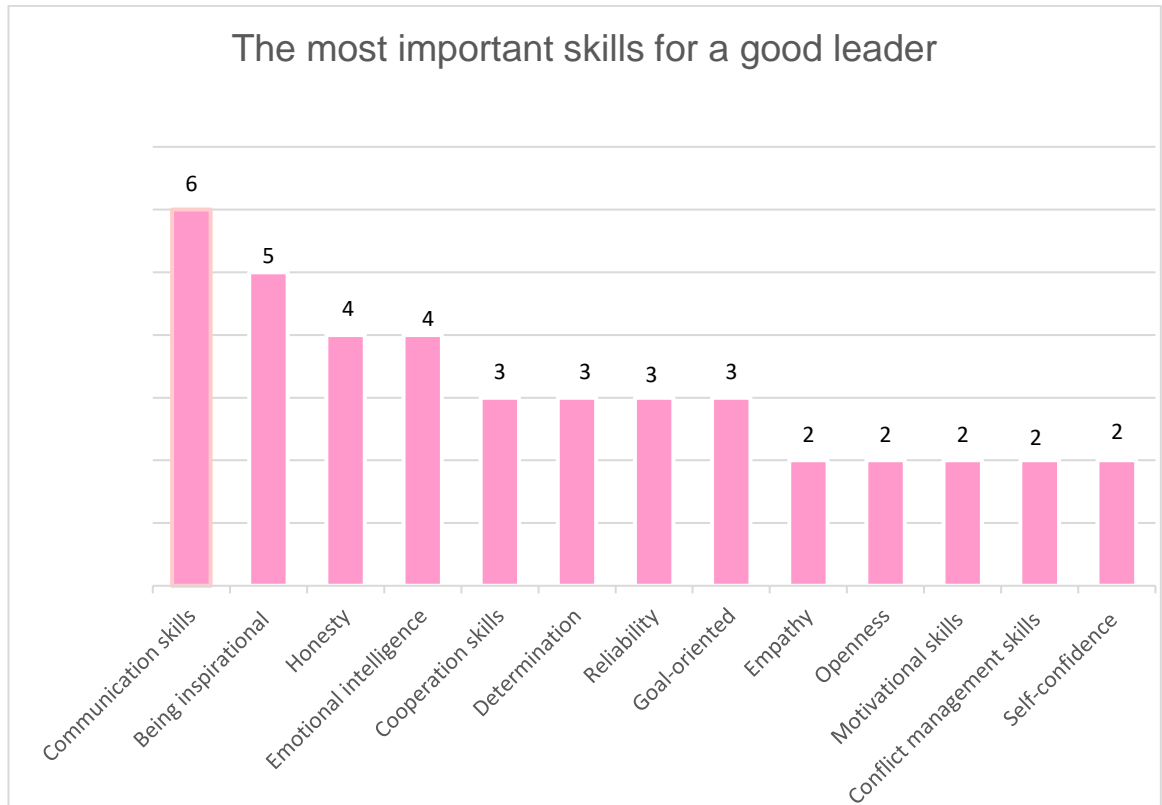


Fig. 23 The most important skills for a good leader, online survey for leaders, 10 respondents, multi-choice question with 30 options including an open one

As the counter part for good skills leaders should possess, the survey also included a question of what makes a leader a bad leader. The open answers of the employees reveal the reverse side; deficiencies in people skills, fairness and in communication, and being self-centred.

“Inadequate knowledge of human nature or a lack of emotional intelligence. Distrust towards employees and a lack of determination.”

“Unequal treatment of employees and inconsistent behaviour and directions.”

“A need to control everything, favouring and unequal treatment of people. If the leader does not know the goals or do not know how to set them. Lack of communication.”

“A leader should show interest in employees and their work. When you show interest regularly, it can lead to getting information about the well-being of the work community, development needs and other operational things you would not otherwise get. A good leader shows respect towards the experts they lead and listen and value their opinions. If the leaders do so, there is no reason to doubt that the employees do not do their work well and return the appreciation.”

“Being belittling and inconsistent. Does not deal with things or answer messages, do not take a stand. Says that they will take care of the matter, but never returns to it. Shying away from responsibility. “

“Lack of communication skills. Belittling behaviour and arrogance. Lack of consistency. Favouring certain people.”

“Being arrogant and lifting oneself. Stiff and cold communication. Dominates or bullies employees and singles someone out as target for negative attention and gives them feedback that is not constructive or justifiable. Makes decisions based on a feeling. Does not listen others and overrides their opinions and thoughts. Criticizes employees to other employees and tells confidential things forward.”

The open answers were also coded to reveal the big picture on employees' views on bad leadership (fig. 24). Lack in people skills, inequality and favouring, lack of communication, selfishness and self-interest as well as dominance are in the top five of negative characteristics for a leader.

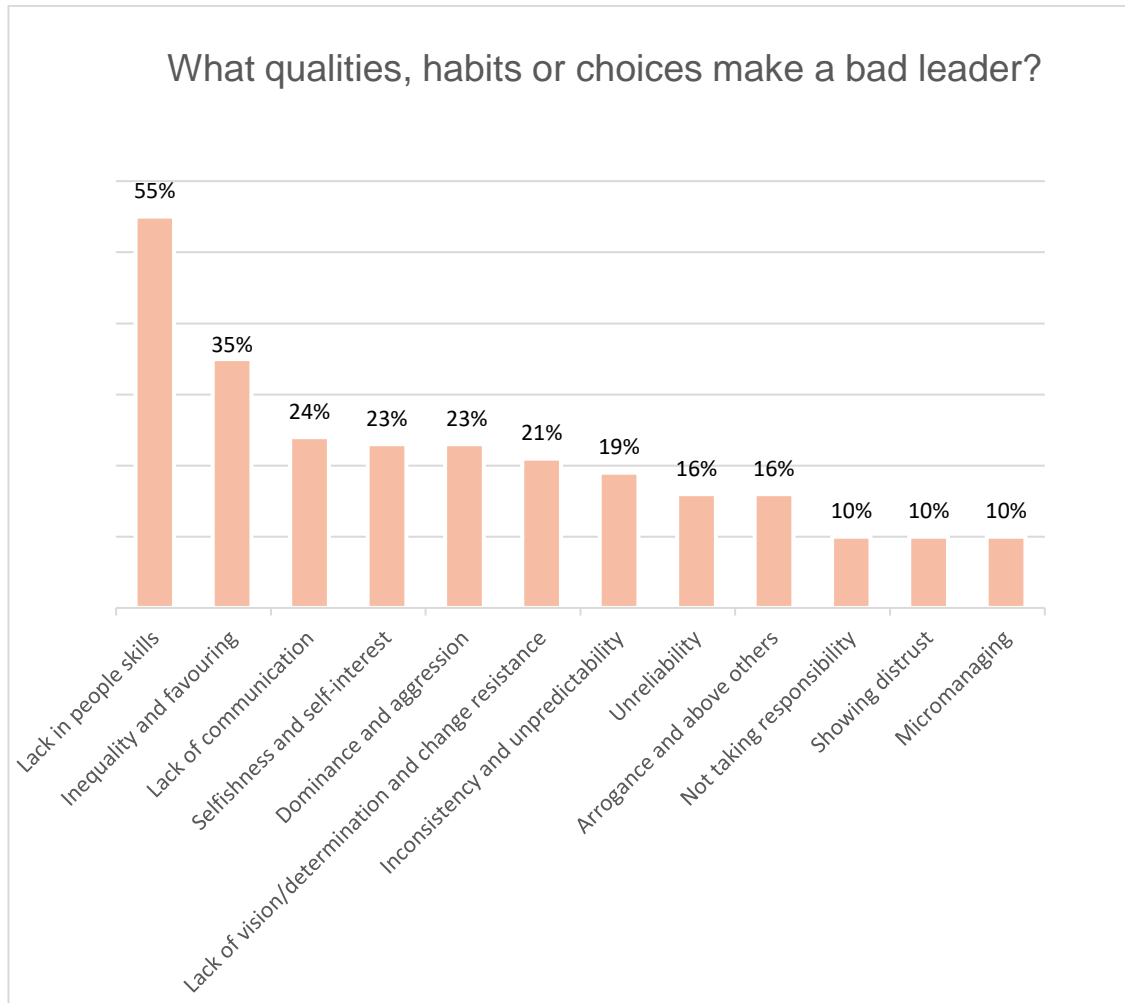


Fig. 24 Qualities, choices and habits of a bad leader, online survey for employees, 62 respondents, open question

The employees were also asked what are the skills that leaders have the most developing to do (fig. 25).

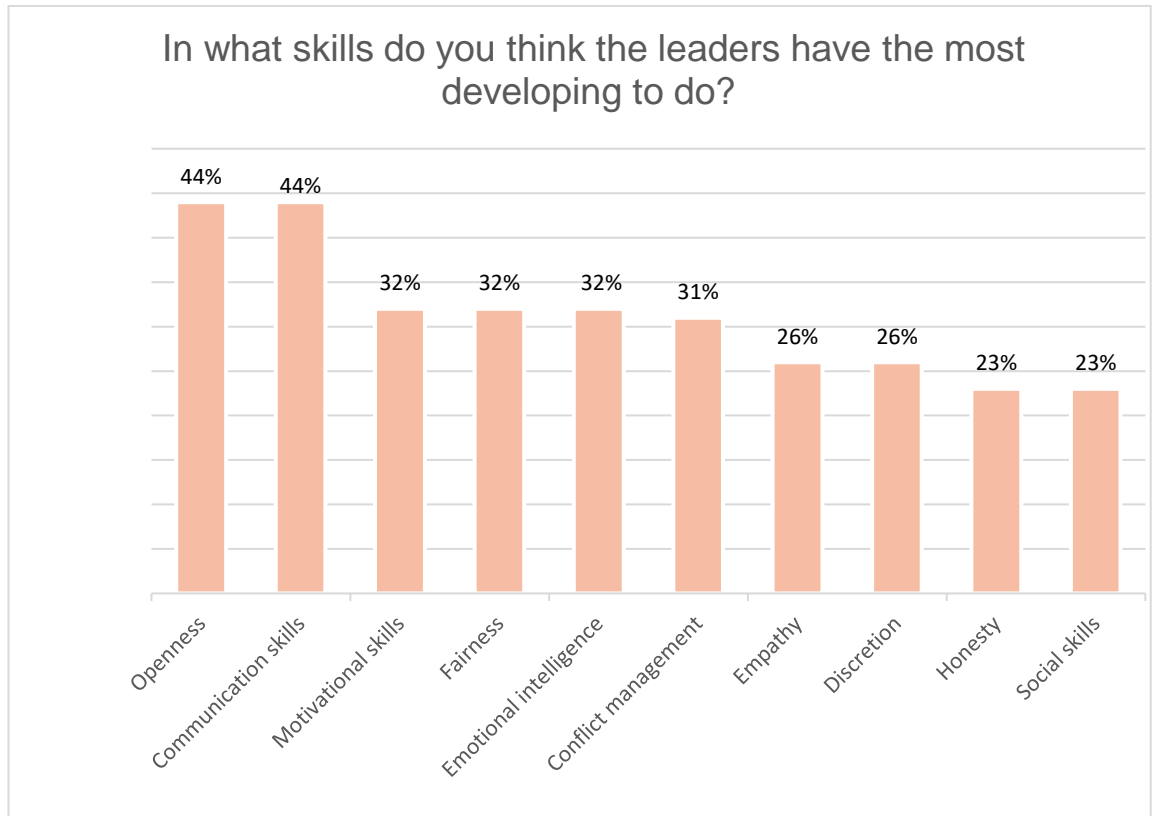


Fig. 25 In what skills do leaders have the most developing to do, online survey for employees, 62 respondents, multi-choice question with 30 options including an open one

The answers are compatible with the skills of a good leader the employees brought up in the previous question. According to the employees, leaders have the most developing to do with openness, communication, being motivational and fair. They should train their abilities in emotional intelligence and show empathy as well as learn to manage conflicts better.

It was also important to ask what the leaders themselves think they need to improve (fig. 26). Communication, conflict management and motivational skills are strongly present, but in addition they highlighted goal-orientation, innovativeness and being visionary. This is a good example of a slightly different perspective depending on the position – while the employees highlight the skills that are most tangible in day to day basis, the leaders complement that with a more forward-looking view.

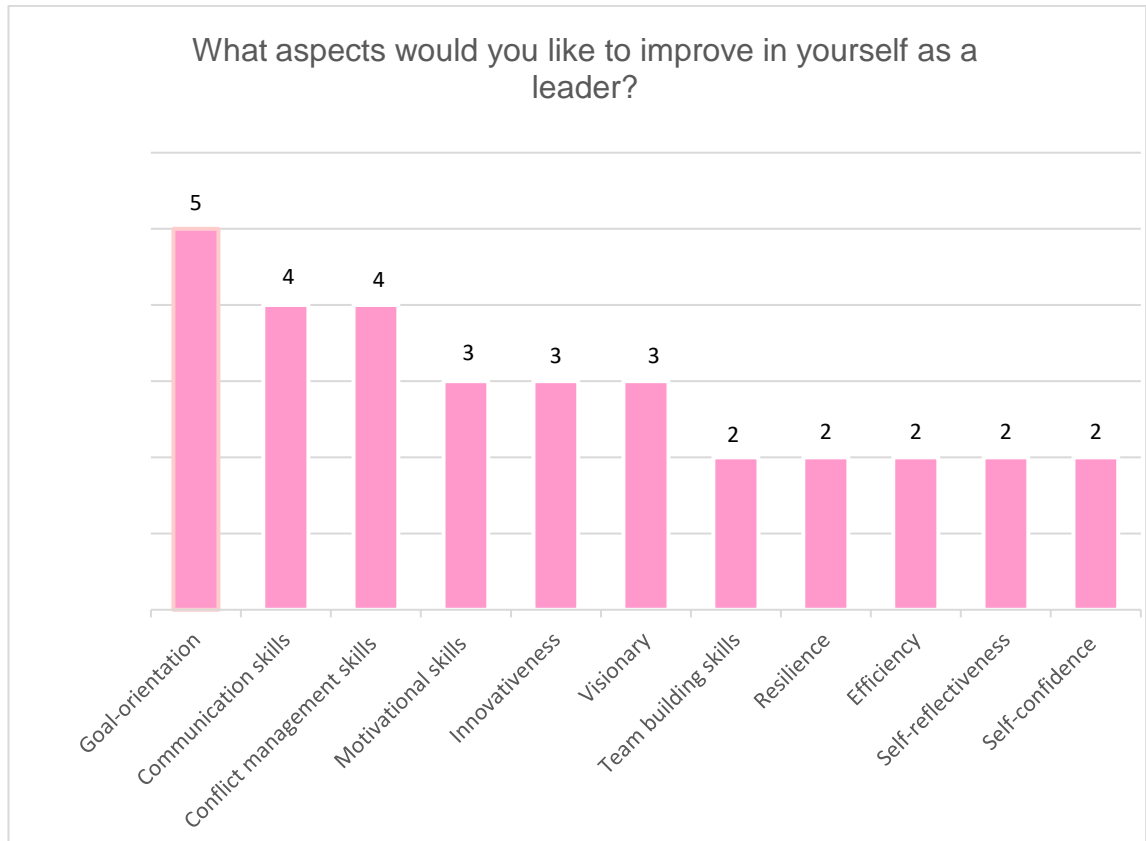


Fig. 26 What aspects would you like to improve in yourself as a leader?, online survey for leaders, 10 respondents, multi-choice question with 30 options including an open one

One of the questions for the leaders was how would they describe themselves as leaders. Their answers brought forward goal-orientation, offering development possibilities and being human. They mentioned the importance of trust, fairness, openness and inspiration. Alongside these skills they described themselves as being precise and demanding.

”My goal is to make people flourish, give opportunities to develop and improve towards the best possible self. This is possible with continuous dialogue, 100% trust and fearless atmosphere. The direction of the development is led by the vision and strategy of the organisation.”

“I want to lead people in a way that enables them to reach their goals in their own work, team and company. My goal is to create the right conditions and environment where people can use their skills and develop them in a self-directed manner. I also want results and give people goals to aim for. As a leader I try to create teams with strong members. When needed, I help the team and people in it.”

The leaders were also asked how they develop their leadership skills. All the respondents said they practise self-studying (read literature and studies, attend webinars etc.) and discuss with other leaders. Six out of ten also participated in more official trainings (courses, seminars, workshops etc.) and engaged conversations with their employees. Four out of ten developed their leadership skills by asking feedback. The possible value of self-assessments in connection with employee feedback in leadership development is discussed later in chapter 3.6.

3.5 Leadership in challenging situations

Challenges and difficult situations are one of the key places or touch points that either strengthen or weaken the company in the eyes of employees. The role and action of the management is crucial in handling these situations. Three important aspects at work place that need extra attention are fairness, recognition of problems and early interference.

Fairness is an essential part of a good work environment and leadership, and it makes difficult situations, changes and challenges easier to handle and understand. Employees who perceive they are treated fairly trust the managers, are more committed, more satisfied with their jobs and perform better. They also engage in organizational citizenship behaviour that includes acting in a way that makes the work environment better, for example helping colleagues. Injustice, on the other hand, will lead to negative outcomes, for instance sickness absences, less helpful employees and even counterproductive behaviour. (Eib & Soenen 2017, 277, 284.)

According to Brockner (2015, 44-46, 48-51), fairness in difficult situations has an effect to performance. He talks about the three drivers of fairness; how much input people believe they have in the decision making, and are their opinions requested and considered; how people believe that decisions are executed and implemented; and how leaders and managers behave, for instance whether they explain the reasons behind the decisions and do they treat people respectfully and with empathy. Fairness pays off by enhancing employee support and commitment, increase creativity and innovation, can ease organizational change and execution of a strategic plan as well as minimize costs, since it has shown to reduce, for example, law suits and thefts. Not practising fairness can ruin the implementation of organization change. Brockner (2015,54-57) presents

way to increase fairness among leaders and managers. First is to make them aware of the negative emotions and an urge to flee, so that they can resist this need and be more prepared. They should also be aware of the financial benefits. Second way is offering fair-process training to managers which helps them to reflect their behaviour, for instance transparency in decision making and its communication, which in turn helps, for instance, in strategy implementation. Third is to make it a top priority starting from the highest level.

Early interference is critical in handling problems in work environment including problems in work performance and coping. It is a legal requirement that every workplace should have a system that supports this early interference. A functioning system for early interference signals that the leaders are interested in leading people. This means that they have active communication with the employees, do mini-interventions such as ask how a person is doing and are able to talk about difficult subjects. They also have a low-threshold to turn to occupational health professionals when necessary. Early interference should be supported by the whole organization; it is both a duty and a privilege of the community and its individual employees, and it should be executed in a tactful manner. It is also important to note that the nature of unconstructive conflicts varies. If they concern facts, they are easy to solve. If they concern values, they are harder or even impossible to solve. Conflicts should be managed as quickly as possible, because they usually become more complicated with time. It is essential to discuss them together, because they can become personalized. (Aro 2018, 152-153.)

This study explores three challenges: negative work environment, work bullying / discrimination / harassment and employee co-operation negotiations / layoffs. A problem-mapping blueprint was created for this purpose. As the name suggests, it aims to map out the main points of a chosen challenge; experiences and emotions the problem raises as well as positive and negative action paths connected with it. It brings together employees and the management, and gives an overview of difficult subjects and how to address them. This study includes three problem-mapping blueprints (fig. 28, 30, 32) that are based on the results of the survey and research literature about common challenges.

3.5.1 Negative work environment

Aro (2018, 42-43) classifies organizational culture as healthy, normal, neurotic or ill. Healthy organizational culture has positive, supporting atmosphere. Normal organizational culture is stable and concordant. Inhibited organizational culture has tense, stiff, fearful and anxious atmosphere. Ill organizational culture, on the other hand, is unpredictable, oppressive and destructive in nature. The health of the organizational culture is closely related to the functionality of the structures of work. At best, these structures create safety and predictability and make concentrating on work possible. In healthy culture the structures are clear but also flexible. In normal culture they work but can be somewhat dated. In inhibited culture the stiff structures start to slow down and disturb work, whereas in ill culture the structures are arbitrary and unclear, or there are no structures at all. It should be recognized that there can be huge differences in the atmosphere inside an organization depending on the part of the organization. These internal differences can often be interpreted as a warning signal, and they should be acknowledged by the management in a systematic way. Leading the work atmosphere systematically means that everyone is encouraged to take responsibility and actively work on behalf of it, and the atmosphere is monitored regularly.

In the online survey employees were asked about their experiences on negative work environment and lack of team spirit, how the leaders dealt with the matter and what could have been done better (fig. 27).

Negative experiences of management actions in handling negative work environment and lack of team spirit	Suggestions for better ways of handling the problem
Letting things continue too long	Intervening early on
Ignoring bad behaviour	Listening everyone, discussing the problem and taking action against the bad behaviour
No open communication	Accepting critique also for management and making needed changes
The management belittled the experiences	Everyone around the same table
Management did nothing	Forming outlines and boundaries together
Management was not impartial	Reminding everyone of appropriate behaviour and respect for others
Listening and asking improvement suggestions, but no action	Offering ways to handle emotions in difficult situations
Management lacks skills to handle difficult situations	Taking occupational health psychologist on board
Management takes things too personally	
Leadership skills are not developed	
Bad leadership is the cause of it	

Fig. 27 Negative experiences of management actions in handling negative work environment and lack of team spirit and suggestions of better ways of handling them, online survey for employees, open question

The open comments of the employees describe the experiences well.

”Negative work environment was intervened with the help of an occupational psychologist. First there were interviews and individual sessions and then after six months a group follow-up. Everyone was heard. Changes were implemented and during the follow-up there were also changes in personnel that had an effect on the atmosphere. However, the critique for the management was not taken seriously enough and they continue in the same manner. Negative work environment will inevitably lead to new conflicts and possible new personnel changes that calm things down for a while, but the core problems stay the same.”

”The situation was not handled well. In a questionnaire about work environment the results were rather poor and then the personnel were asked improvement suggestions that were never implemented. The same questionnaire was repeated in the next year and the management just laughed and said it was not reliable because of a low number of answers.”

”The management had a clear vision of the work environment and when facts showed otherwise, they did not want to face the problem. The personnel were asked development suggestions, but there was nobody to implement them. It would have been beneficial, if there had been an outside party that the leaders would listen and the employees could talk to.”

”I have been in a situation where a negative work environment or a lack of team spirit have been caused by bad managers. It is devastating for the spirit of organisation, when a manager is a part of the negative work environment, for example, by treating people unfairly.”

”My experience is that negative work environment is generally the result of bad leadership. If an employee behaves in a wrong way and erodes the work environment, they will get ditched. A bad leader may damage the work community for years.”

”A bad behaviour has been ignored a few times. I think it is sometimes ok to handle the situations just by reminding people to respect one another. In a creative work openness and encouragement are important, and negativity will kill them.”

Based on the answers a problem-mapping blueprint was created as a tool for managing negative work environment and lack of team spirit (fig. 28). It gathers together experiences and emotions related to negative work environment, actions of employees and leaders, support processes and an action plan with a follow-up and preventative measures.

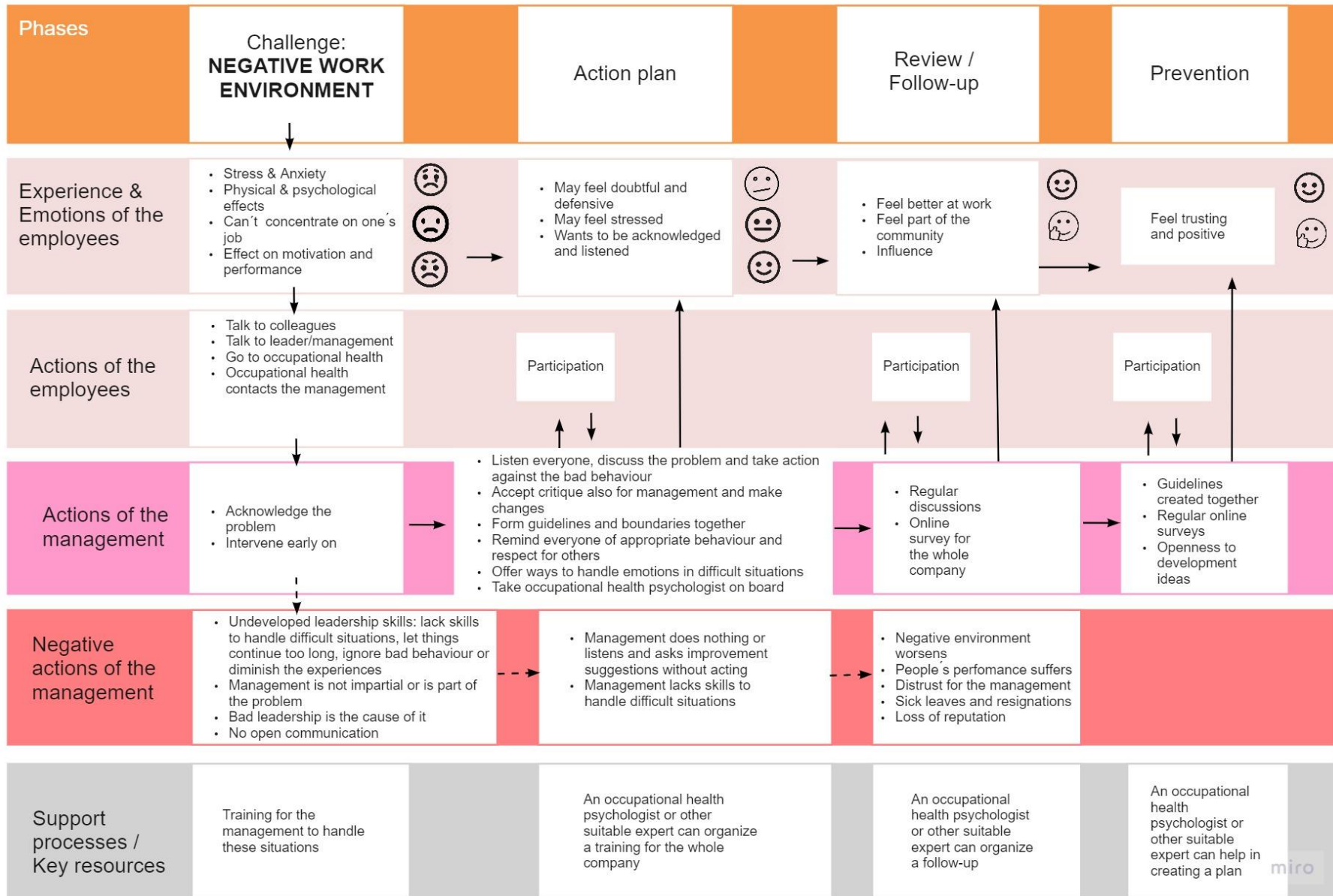


Fig. 28 Problem-Mapping Blueprint: Negative work environment and lack of team spirit, based on the online survey for employees

To get a management perspective, leaders were asked their thoughts on what is important in handling issues related to negative work environment and a lack of team spirit.

"It is crucial to listen to all the participants and to search a solution."

"The situation should be dealt with, including the upper management, and if necessary, take outside professionals on board to help. The core reasons should be examined."

"I will try to unwrap the situation with discussions; first with individuals and then together with the group. Frequently these situations are related to communication issues between people."

"I will try to find the source for the negative environment. When there is a lack of team spirit, I try to find new ways to do things and achieve feelings of success together. In conflict situations you need to find a balance between private discussions and solutions that need to be worked together."

3.5.2 Work bullying, harassment and discrimination

Finnish Institute of Occupational Health (2020) defines work bullying as systematic, recurring and prolonged behaviour that is hurtful, dismissive, inappropriate and subordinating. It can be regarded as a process where the targeted person becomes defenceless. In the two most common cases, the bully is a colleague or colleagues or the closest supervisor. Work bullying is a serious social conflict that is also reflected on those that witness it and on the work community as a whole.

Birkeland et al (2015) note that there has been a significant increase in research that concentrates on consequences of bullying, aggression, incivility, mistreatment, harassment and victimization at workplace. According to research findings bullying has an effect on psychological health in the form of post-traumatic stress symptoms, anxiety and depression. It is also connected with things such as job dissatisfaction, lack of commitment, absenteeism and intent to leave. Birkeland et al (2015) conclude that the research on workplace aggression should motivate employers to use the gained knowledge in the workplace to execute preventative measures, to do an intervention or start a rehabilitation in the case where the individuals and the organization have already been damaged.

In the online survey employees were asked about their experiences on work bullying, harassment or discrimination, how the leaders handled the matter and what could have been done better (fig. 29).

Negative experiences of management actions in handling challenging situation such as work bullying, discrimination or harassment	Suggestions for better ways of handling the problem
Ignoring, doing nothing	Listening and showing empathy in face to face meeting
Diminishing the problem	Discussions with all the participants
Listening, but no actions taken	Investing time and effort to solve the issue
Leaders participating in the bullying/harassment	Creating a concrete action plan
	Giving warnings to the perpetrator and guidance for appropriate behaviour and respect
	Reminding everyone of appropriate behaviour and respect for others

Fig. 29 Negative experiences of management actions in handling work bullying, discrimination or harassment and suggestions of better ways of handling them, online survey for employees, open question

The open comments describe bullying and harassment experiences and their emotional toll.

“Bullying and discrimination are extremely sensitive subjects that should be taken care of with competence. The seriousness of the issue is rarely given the attention it needs.”

“A negative work environment eventually led to work bullying. This was not taken care by the leaders; the bullying extended to management level. A leader was part of it. The situation calmed down only after long sick leaves, burnout and resignations of a few employees. It was challenging for me to be in the middle; I was not part of it, but it was really hard to work

in that environment. This created stress, sleeping problems and symptoms of exhaustion, mainly because it reminded me from being bullied at school. I tried to be supportive and in good terms with everyone. I had to see an occupational psychologist because of the situation and my coping. What could have been done better? Everything.”

“A company leader bullied me. It started when the clients liked my work more than theirs, which caused anger and jealousy. I was a bit naïve then and thought that the main thing was that clients were happy, and not who had done the work. I was wrong. The leader stopped saying hi to me and then I didn’t receive any new work. Soon after this, they fired me suddenly in a way that was a total blow under the belt. The leader told me that I was totally incompetent and can’t do this work, I have no skills or talent and that I should just do something else, because I have no future in this business. The leader also told me that after I leave, they are happy and have a good work group. After I had left in a shock, my (former) colleagues told me that the leader had made a public announcement to the whole staff about my incompetence and also noted that it was not hard at all to say these things straight at me. Needless to say, I contacted the union, got a lawyer and won. If I hadn’t done this, I couldn’t have been able to look at myself in the mirror anymore. It took me a long time to recover, and it still pains me to think about it. I’m now in a more successful company doing the same work at a more advanced level to bigger clients. Afterwards I heard that the leader did the exact same thing to at least one other person.”

“I was bullied by a project director, who wanted to keep people on their leash. The project director was always bullying and manipulating people in different ways, e.g. making them listen when they bad-mouthed other people, forcing them to stay late when there was no real need or hindering their career progression by belittling them. I wanted to change teams and do more challenging work. The project director lied about me to the senior management and ruined my chances to do anything meaningful in that company. Another project director tried to defend me and notified the senior management that this behaviour towards me was inappropriate and unjustified. The senior management wasn’t interested and did nothing. I felt really low. I ended up seeing an occupational psychologist, because I couldn’t sleep anymore and just cried. The psychologist made me realize that the company culture was really toxic and it wasn’t going to change. I left and now I’m much happier. The project director still works there.”

“I have experience on sexual harassment and threatening messages. I do not think that sending an email saying that “This should not happen in our organisation” is enough. There should be separate discussions with the harasser and the harassed. The targeted person should not feel that there are no consequences, but give the harasser an official warning and training of appropriate behaviour in the workplace.”

“I witnessed when a senior project manager harassed and made advantages towards a younger analytic. There were also others who saw it, including HR manager. The situation was not addressed and the atmosphere was very awkward. This could have been dealt in a better way, if the HR manager had intervened immediately, or if we had later been told that it was discussed with the project manager in question. The lack of

action led to feeling that nobody intervenes and the company is not interested in these kinds of clear and big problems.”

“When my colleague was harassed it was taken care of as well as possible. The superior of my colleague offered their full support in taking the matter forward and a clear reminder was given to the whole staff in the client company about the appropriate behaviour. There was no further action, because my colleague didn’t want it.”

”The managers have mostly been fair and straightforward. However, in one organisation the leader was the worst bully, and in another workplace three out of four managers did not take responsibility. You need to have objectivity and willingness to discuss a lot (time and effort).”

Based on the survey answers, a problem-mapping blueprint was created as a tool for managing work bullying, discrimination and harassment (fig. 30). It is important to understand the emotions and experiences related to this issue that is very personal, but still affects the whole organization, and have procedures on how to handle these kinds of situations.

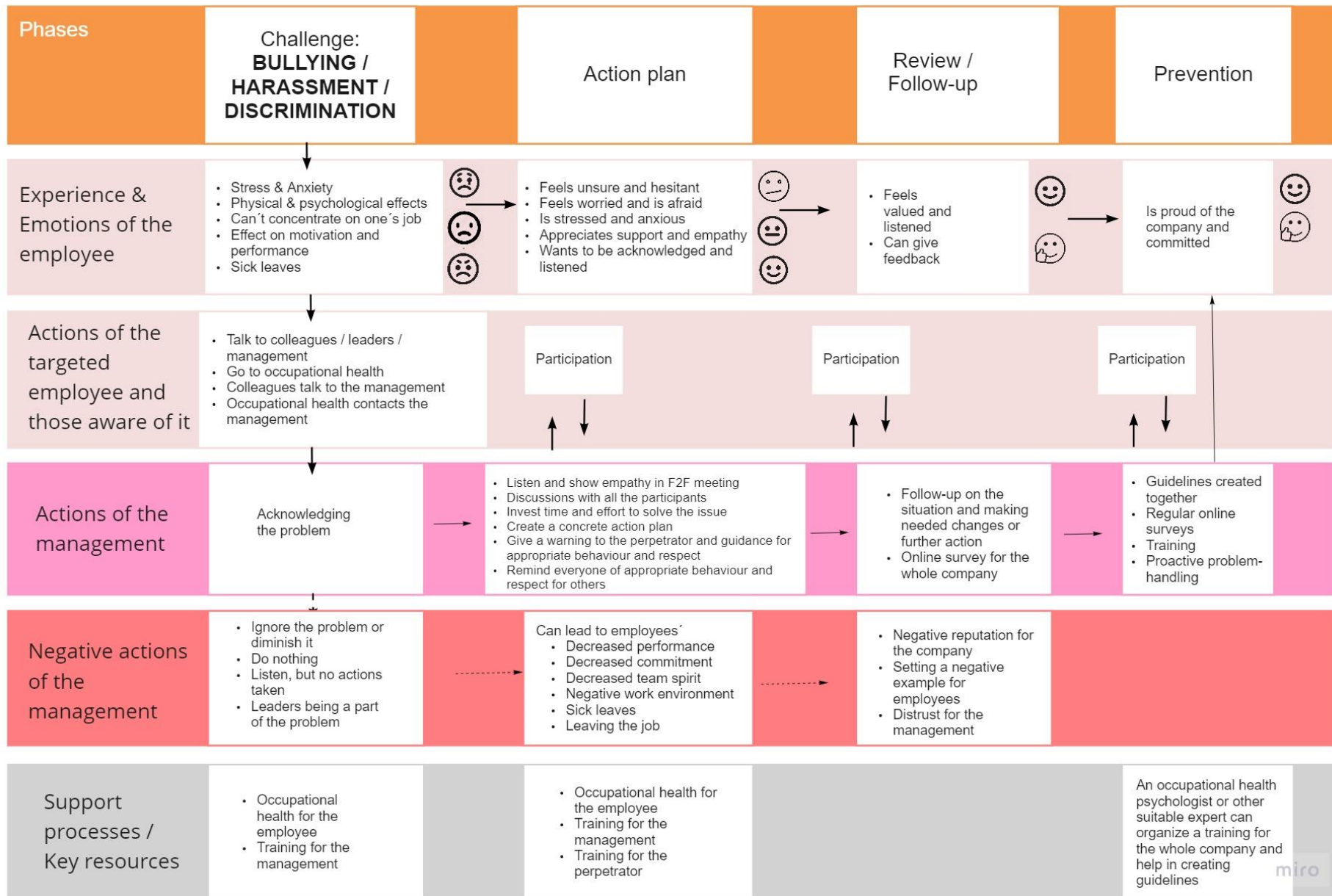


Fig. 30 Problem-Mapping Blueprint: Bullying / Discrimination / Harassment, based on the online survey for employees

Glambek, Einarsen and Hoel (2018, 239-240) discuss work bullying and how organizations should handle it. Firstly, its impact and complexity require that organizations raise awareness, communicate and train people on this matter. Secondly, organizations need to have a work bullying policy to which the senior management is committed to. This policy should include preventative and interventional measures, and it should provide clear guidelines for reporting bullying and how these incidents will be handled. Thirdly, everyone is expected to comply with the policy. The management is required to show example through their behaviour and ethical standards. Fourthly, organization's goal should be in creating a positive, inclusive company culture.

Organizations should aim to develop a culture of respect and inclusion, where positive and inclusive behaviours are communicated and internalized, where it becomes natural and considered ethical to intervene when any breach of standards are observed, where it is considered safe to report and where management's ability to respond to a complaint in a fair manner is fully trusted (Glambek, Einarsen & Hoel 2018, 240).

According to the Finnish Institute of Occupational Health (2020) zero tolerance on work bullying exists in the work place when a) the management of the company clearly communicates that bullying or harassment of any kind are not tolerated, b) members of the work community intervene when they observe or hear about it happening, c) the targeted person can speak about it, and d) the management intervenes in the situation without delay and in appropriate way after being informed about this kind of situation.

In this study, the need for zero tolerance, intervention and action were highlighted by the leaders. Leaders commented on their perspective on the matter as follows:

"There should be zero tolerance for work bullying and discrimination, and this should be communicated really clearly. Fairness and communication are the most important in the follow up."

"I make clear that this is not tolerated. I am actively involved and do a follow up."

"Trust, openness and zero tolerance."

"The matter should be handled immediately and the situation examined as thoroughly as possible. If needed, objective members or professional help should be used."

"Zero tolerance. 1. The views and experiences of the participants are examined separately. 2. Incidents that can be handled by management are

settled between persons, if possible. 3. Situations that cannot be solved by supervisors are discussed with occupational health as the third party. 4. All situations that are suspected to break laws or regulations are taken straight to public authorities.”

3.5.3 Employee co-operation negotiations and layoffs

The third subject that was discussed in the online survey was employee co-operation negotiations and layoffs. The employees were asked about their experiences on leadership in this matter. These experiences varied, but more communication, openness and empathy was wished.

Organizational changes and crisis situations are hard on work environment. They require a successful change management with clear goals, roles and communication. People are especially keen on knowing why change happens, what does it mean and what happens next. Change management should be complemented with change leadership, which is about leading people in change, motivating them and answering questions that arise. (Aro 2018, 159-160.) Co-operation negotiations and layoffs are one of these changes that bring challenges.

The following comments of the employees represent good experiences on the way of handling employee co-operation negotiations and layoffs.

“Things were handled well. Humanly and equally. Maybe there could have been clearer communication.”

“A personal call and knowledge that the supervisor cares and understands the situation also from the employee perspective has helped a lot.”

“The situation was handled honestly and equally. The communication was empathetic. However, there could have been more openness and structure in the messaging.”

“I have both good and bad experiences. The bad leaders (who were bad at their jobs even before this situation) do not know how to operate fluently and in a tactful manner in a difficult situation. A good leader knows how to handle difficult situation naturally and with empathy.”

“Although the decisions are hard, a leader must be present. My own experience is positive. When I got the lay-off decision, my boss used their network and tried to find substitutive work for employees for the duration of the lay-off.”

The following comments represent negative experiences:

“There could have been more communication in general. Now the messages travelled as gossips and official announcements came too late, as a speculation or not at all. It is better to communicate in smaller bits and more often rather than do a more comprehensive announcement way too late.”

“There should have been more openness and honesty, and less hiding behind financial and production-related grounds and lawyers.”

“Unpleasant and serious things should be brought forward in a serious way, and I would not mind empathy instead of hiding in the office room. A good leader is able to take the negative feedback and face employees as people who are worried about their income. There could be more communication and openness, and room for questions.”

“I have participated in co-operation negotiations, which were not negotiations. The result was announced without any negotiations. It was a convenient way to get rid of people who were on a collision course with those supervisors who lacked in leadership skills. Everything could have been done better. This conduct created a lasting distrust, doubt and suspiciousness in the organisation.”

“The manager was not prepared for the situation and questions were left unanswered. I did not get the feeling that they care about employees, the apologies and explaining were just verbiage.”

“The managers just disappeared and did not support the employees in lay-offs. After this they wondered why the work environment was bad. The situation is still left untouched after a year. Things were just swept under the carpet.”

“I got a white envelope in my hand and directions to resign in return for getting a few months’ salary. I was young and this was my first co-operation negotiations. The situation was a surprise. I did not get any information about work obligations or what is happening. Communication was bad, but I did not ask anything and neither did my more experienced colleagues. Nobody asked how I felt. It was thanks and buy. In another workplace years later, I got to keep my job, but those of us who did would have needed support and guidance on how to continue when the work community suddenly breaks, the amount of work increases and those who got fired were just cleaned out of sign. In both cases the emotional side was totally forgotten.”

“I was once fired totally out of blue. The management had come to a conclusion that my work contribution was no longer needed. This was presented with a smile and so suddenly that I remember almost nothing about the situation. I was complemented as an employee and then fired.”

The employees' experiences of negative way of handling co-operation negotiations and layoffs and what could have been done better are summarized underneath (fig. 31).

Negative experiences of management actions in handling employee co-operation negotiations and layoffs	Suggestions for better ways of handling the situation
No information sharing, lack of information	Open and empathetic communication from early on
The situation coming as a surprise with no explanations	Trying to find solutions
Announcing without negotiation	Informing everyone at the same time, giving room for questions
Layoffs through email without giving reasons	Personal meeting/call to the employees in question and letting know the management understands the employee point of view, empathetic and open communication
Leader not being prepared, could not answer questions	Not avoiding difficult situations but handling them in a straightforward and fair way, a good leader can also take negative feedback
Personnel was not listened to	Guidance also for those that are left on how to handle the situation and changed work environment
Saying something, doing other	

Fig. 31 Negative experiences of management actions in handling employee co-operation negotiations and layoffs and suggestions of better ways of handling them, online survey for employees, open question

Based on the survey answers a problem-mapping blueprint was created as a tool for managing lay-offs better (fig. 32). It emphasizes the need for emotional intelligence skills of the management.

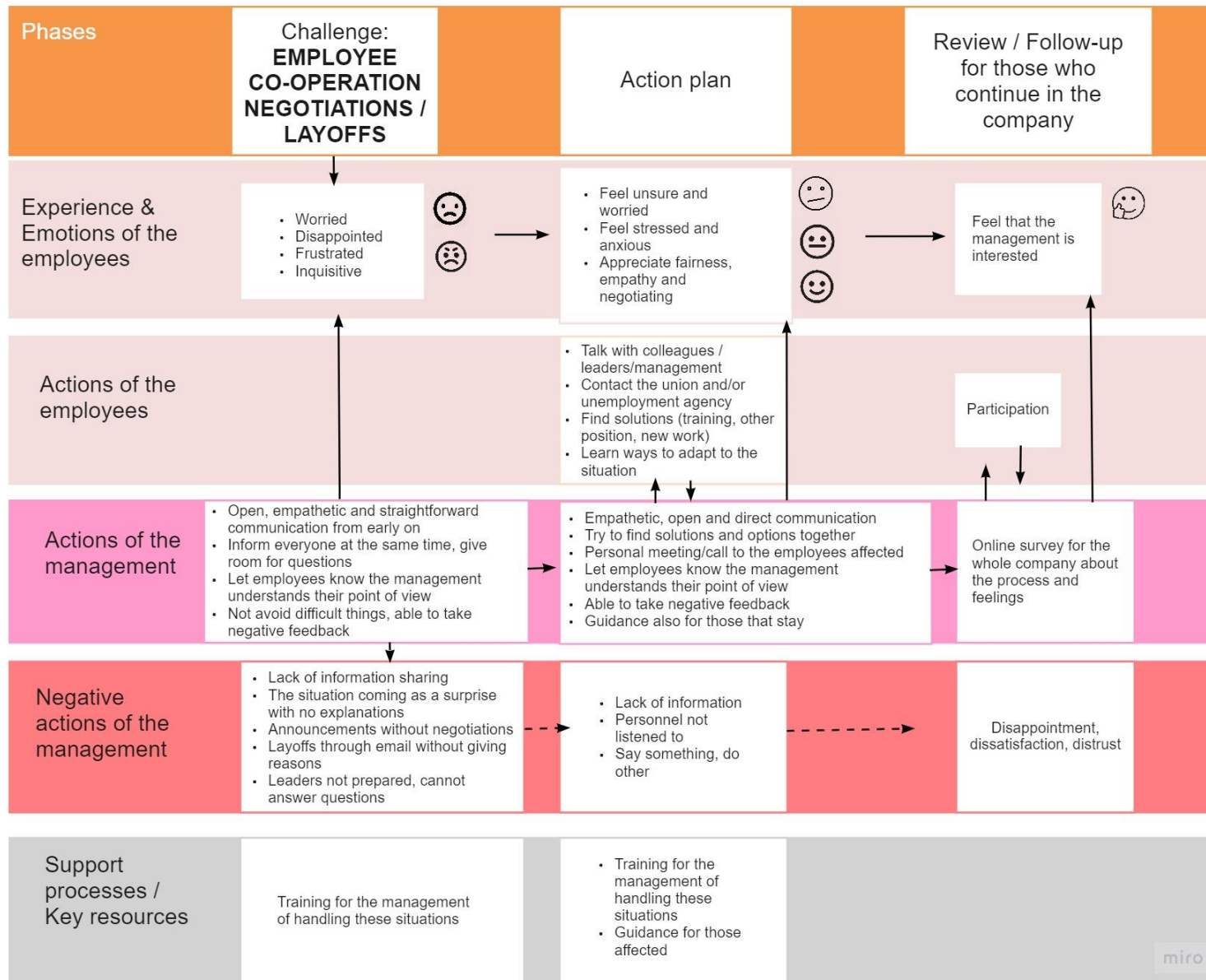


Fig. 32 Problem-Mapping Blueprint: Cooperation negotiations / Layoffs, based on the online survey for employees

The other survey examined leaders' views on handling these situations. Their answers also emphasized openness, being upright and honest in communication.

"Things should be communicated in an honest manner, directly and as openly as possible, because these issues will always arouse questions and suspicions. On the other hand, you should always express empathy."

"Being present, upright, and open. The reasons should be presented based on facts and not targeted on people."

"I have not experienced these situations in practice, but I think it is important to listen and show understanding and caring."

"Consistency, clarity and fairness are important in communication. Empathy and listening are vital, but you need to also make sure that your own emotions do not mix the message and the situation."

3.6 Leadership self-reflected

The third and last survey of this study included an online survey with open questions and three self-assessments concerning various aspects of leadership; first, the evaluation of leadership styles based on Hay/McBer's research on six leadership styles, then evaluation of emotional intelligence competencies and third, the Princeton MCG's Leadership Blindspot Self-assessment. Five leaders answered this part of the study. The aim was to study self-awareness of the leaders in a simple way and make them think about their role and a way of leading.

The possible shortcomings of self-assessments are recognized. The risk of a self-assessment bias, people evaluating themselves in an excessively positive manner in self-assessments, is acknowledged. According to research, self-assessments and performance show weak correlation, which indicates that people misestimate, often overestimate, the skills they have. Although bias should be minimized, moderate amount of self-enhancement is a good and healthy thing. (Karpen 2018.) Walfish et al (2012) note that prior research on self-assessment bias has shown its presence in several work situations. Their study on mental health professionals suggests that psychotherapists are likely to overrate both their own skills as well as client results because of self-assessment bias. The same subject is tackled by Tarallo (2020). He notes that managers need self-knowledge to be effective in self-management.

In the first self-assessment, the leaders assessed their leadership style based on the six leadership styles: authoritative leader (“Come with me”), affiliative leader (“People come first”), democratic leader (“What do you think?”), pacesetter leader (“Do as I do, now”), coaching leader (“Try this”) and coercive leader (“Do what I tell you”). According to Goleman (2017, 48; 2019, 195), different approaches in leadership complement each other. Committing to one single leadership hinders success, rather the leadership styles should be used concurrently and varied according to the situation at hand. Authoritative style sets the strategic direction with a shared vision and inclusiveness, and it is easy to see why this style is deemed very effective. Affiliative and democratic styles support the authoritative main style. They are great in building and strengthening a good company culture; a culture that is based on commitment, trust and openness. Pace setting style and coaching styles also compliment and support the authoritative style well in certain situations: pace setting when there is an important goal that needs to be achieved and coaching when people are experiences troubles but have real potential. Each of these leadership styles have their downfalls and they do not fit into every situation. Rather they form a toolbox for leaders to use in their work.

In this study all leaders recognized more than one leadership style in their way of leading, although none of them admitted using coercive style. Authoritative, coaching and affiliative leadership styles were stressed in the leaders’ own evaluations. (fig. 33).

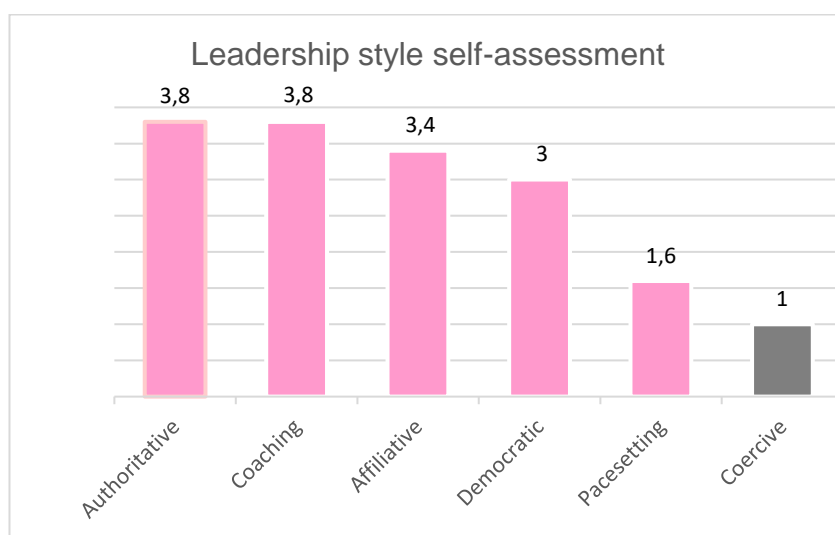


Fig. 33 Leadership style self-assessment for leaders, 5 respondents, scale 1-5, where 1 = does not match at all and 5 = matches completely.

All the leaders who participated in this study noted the importance of emotional intelligence in leading.

“Emotional intelligence is one of the most important qualities for a modern leader. Especially in leading experts, emotional intelligence helps understand the way different personalities work in different situations. In many cases, it may be impossible to lead competencies, but not people.”

“Emotional intelligence enables you to understand employees’ skills and development needs in relation to company’s goals. It also enables communication of the organization’s goals in an empathetic manner in order to include everyone in them.”

“Organizations and teams are delicate instruments that are lead in the best way when people want to do their best. Emotional intelligence and using it to read people in the right way are key factors in this.”

According to several previous studies there is a statistically meaningful correlation between leadership potential and emotional intelligence. Emotional intelligence factors that have risen in research include empathy, stress tolerance, problem solving, self-regard, reality testing, interpersonal relationship, emotional self-awareness, independence, flexibility, happiness and social responsibility. Studies also show that there is a correlation between overall managerial performance and emotional intelligence; managers who are emotionally intelligent experience less stress, enjoy their work more and are healthier. (Bharwaney, Bar-On & MacKinlay 2011, 13.)

All leaders in this survey evaluated their emotional intelligence capabilities very high (fig. 34). It should be noted that a self-assessment bias may play a role here, and the results should be compared with assessments made by employees, or the leaders might do an official, more thorough emotional intelligence assessment to get more in-depth perspective on the matter.

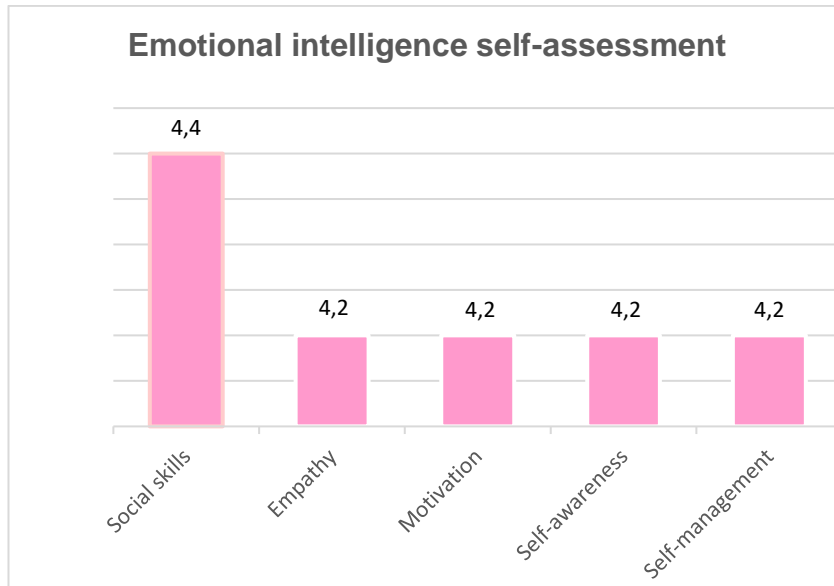


Fig. 34 Emotional intelligence self-assessment for leaders, 5 respondents, scale 1-5, where 1 = does not match at all and 5 = matches completely.

Most of the result variation was found in the blind spot assessment, which made the leaders think about their leadership from various points of views (fig. 35).

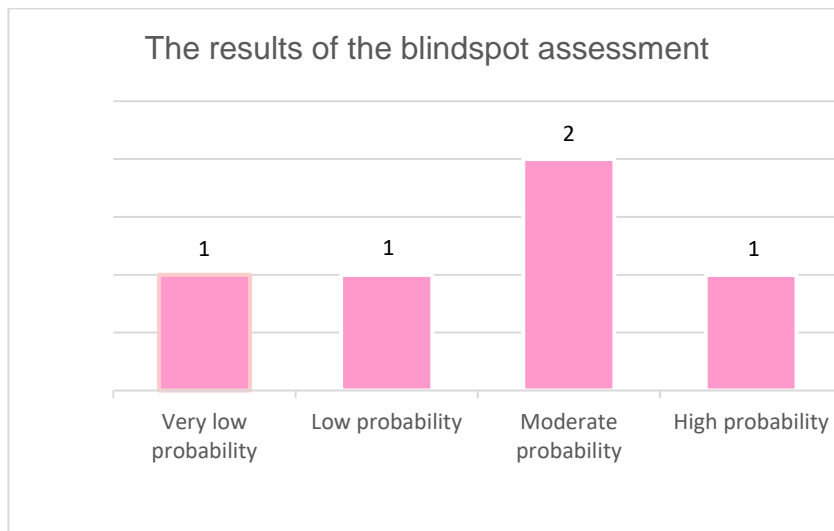


Fig. 35 the Princeton MCG Leadership Blindspot Self-assessment for leaders, five respondents, scale 1-5, where 1 = does not match at all and 5 = matches completely.

“How would you describe yourself as a leader?” was one of the open questions in the survey. Two of the leaders analysed their way of leading with more than just descriptive adjectives, and thus their answers were chosen to be presented here together with their assessments of leadership style, emotional intelligence and blind spot survey results. Both of these leaders have a vast experience in a leading position. In an actual use inside an organization that wants to develop its leaders, it would be beneficial to continue the survey by engaging the employees in making their assessments on the leader’s leadership style and emotional intelligence capabilities. This would enable comparing the answers and it would show, if there is gap between the self-assessments and assessments made by others. This would also tackle the possible problem with self-assessment bias.

Leader 1 describes their way of leading in the following way:

“I aim to set clear goals and I invest in the team’s functionality. I try to be consistent and guide from near, but I watch out micromanaging. I have learned to tolerate difficulties and resistance by being as professional as possible in these situations. I’m aiming for pragmatic and situation-oriented leading. I want to discuss things and try to not overrule views. I want to develop team by giving responsibility, coaching and by giving individual support.”

This leader presents a consistent assessment of their leading; the verbal analysis matches with the leadership style self-assessment and shows a strong preference for coaching approach (fig. 36). The leader is also aware of the possible harm of micromanaging. Emotional intelligence features attached to coaching style are developing others, empathy and self-awareness, which also match with the verbal assessment. The blind spot result is 89/200, which indicates a low probability of blind spots (fig. 37)



Fig. 36 Leadership style and emotional intelligence self-assessments, results of leader 1, scale 1-5, where 1 = does not match at all and 5 = matches completely

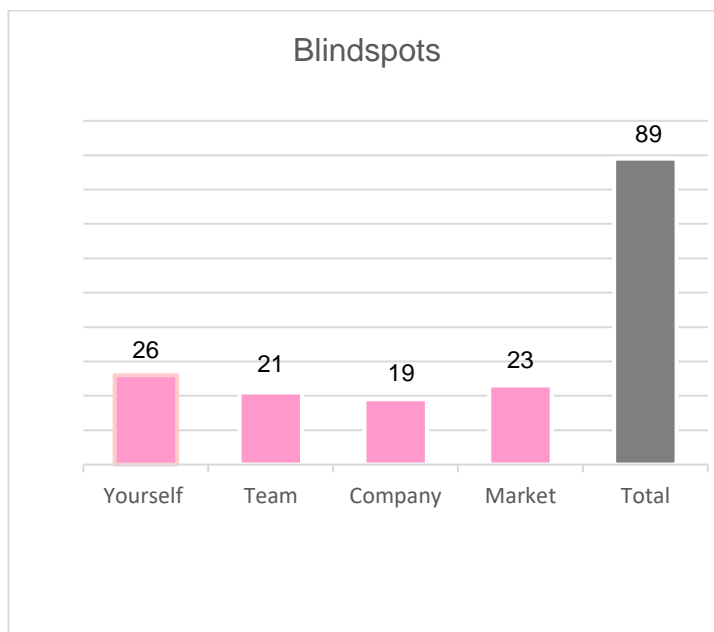


Fig. 37 the Princeton MCG Leadership Blindspot Self-assessment for leaders, results of leader 1. Four areas with score ranges 10-50, and total score range 40-200. Higher score indicates greater probability of having blind spots.

Leader 2 describes their way of leading in the following way:

"I am demanding, but I also get excited, and I aim to be particularly inspiring. I lead people with my own example. I am fair and just, and I value and expect strong sense of responsibility. I am very determined and ambitious."

This leader presents a strong, vibrant and assertive verbal analysis of their way of leading. In the leadership style self-assessment authoritative and coaching styles stand out (fig.38). The verbal assessment, however, matches more with the authoritative style, so called Come with me -leadership. As noted by Goleman (2017, 2019) this kind of leader motivates people with a shared vision, which maximizes the commitment to the goals and strategy of the company. People have the freedom to innovate and experiment. Emotional intelligence features include self-confidence, empathy and change leadership. The blind spot result is 57/200, which indicates a very low probability of blind spots (fig. 39).

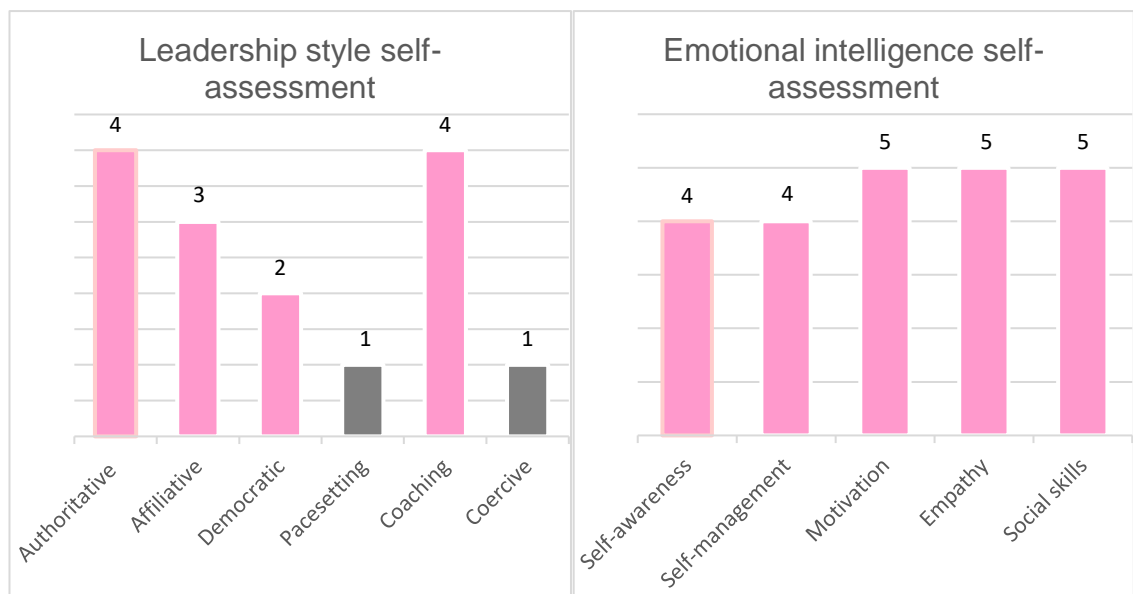


Fig. 38 Leadership style and emotional intelligence self-assessments, results of leader 2, scale 1-5, where 1 = does not match at all and 5 = matches completely

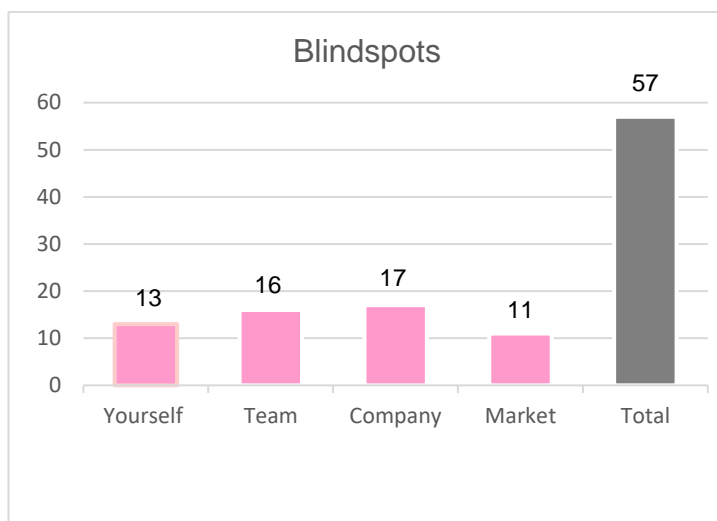


Fig. 39 the Princeton MCG's Leadership Blindspot Self-assessment for leaders, results of leader 2. Four areas with score ranges 10-50, and total score range 40-200. Higher score indicates greater probability of having blind spots.

These kinds of self-assessments can make the leaders more aware of themselves by helping them to self-reflect. In connection with assessments made by employees these can offer valuable knowledge and places for reflection and development.

All the leaders who participated in this second survey with self-assessments noted that it increased their self-reflection and three of them pointed out that it showed a need for more systematic processes. One of the leaders stated:

“I noticed that I have analysed my own professional way of acting way too little. It would definitely be useful to use more time in developing my own leadership and communication and finding new ways of working. The survey made me reflect and ponder leading as well as team work in creative business.”

This kind of three phase self-assessment used in this study that includes simple evaluation of leadership style, simple evaluation of emotional intelligence and a Princeton MCG's Leadership Blindspot Self-assessment is fairly easy to execute without additional costs. After the leaders have done the self-assessments, employees could take part in an online survey, where they could anonymously assess the leaders' leadership style and emotional intelligence. This would enable the comparison of the results and detecting possible gaps. This in connection with the results of the blind spot assessment would provide a place for reflection. If there is a significant gap in the

evaluations, the leaders might want to try to gain deeper knowledge of it and improve their communication to narrow the gap.

It should be emphasized that this simplified assessment combination does not aim to replace any professional measurable leadership tests that are both valued and validated by research. Examples of widely acknowledged assessments and tools are 360° assessment, MLQ-5 transformational leadership, EQI and ESI to name a few.

This study has highlighted the importance of giving people a voice and possibility to share experiences. This is important both for employees as well as leaders. In the open questions alongside the self-assessments, the leaders were asked what they have learned and changed during their careers (fig. 40). The answers revealed following things: learning a lot about people, the power of leading by example, the importance of behaving in a consistent and just way, and the significance of defining the direction and open communication. At personal level an ability to endure stress and taking things less personally, anticipating, delegating and focusing were mentioned.

All the leaders had also changed their way of leading in some ways. These changes aimed for developing more systematic and analytical way of leading, improving consistency, the way of giving and receiving feedback, admitting when being wrong and avoiding micromanaging and interfering minor things.

BIGGEST CHALLENGES IN LEADING	LEARNINGS DURING CAREER	CHANGES MADE DURING CAREER
Creating team spirit in an individualistic working culture.	The power of leading by example.	Developing more systematic and analytical way of leading.
Situations where it is necessary to go towards a direction which does not please everyone. Increasing resilience in the work community and recognizing how much different people have it.	A lot about people.	Improving consistency. Clear way of giving feedback and learning to receive feedback. Admitting fast when being wrong. Being assertive.
Fairness and equality actualised. Understanding the enormous significance of communication (verbal and non-verbal).	The importance of behaving in a consistent and just way.	Trusting people´s skills. Avoiding interfering with minor things.
Managing the use of time. Being supportive, but also giving space.	The importance of defining the direction. The importance of open communication.	Delegating. Avoiding micromanaging
Combining employees´ personal skills, interests and persona as a power that drives that person and the work community forward.	Enduring stress, taking things less personally, foreseeing, delegating and focusing.	More patience, easy-goingness, self-confidence and consistency.

Fig. 40 Summary of the challenges, learnings and changes made during career, online survey with self-assessments for leaders, 5 respondents

4 DESIGNING BETTER BUSINESSES

The aim was to explore and analyze the views of employees and leaders, and find and apply suitable service design methods and tools for companies to use in their journey to become better places to work.

This study has mapped employee views on motivation, team work, work environment and culture as well as leadership. Employees can be viewed as the service users and key stakeholders and key contributors in the company's success or failure, so it is essential to take into account their views. Service design tools can help companies to acknowledge the points for improvement and assist in developing organizational processes. An essential part was to bring these views side by side with the leaders' perspective. Leaders' views were mapped in a parallel online survey as well as with more in-depth survey with self-assessments.

Good work community and company culture motivate people. People also value development opportunities, chances to influence on their own work, new challenges and the experience of work as meaningful. Employees also appreciate goals, versatility and getting feedback and recognition. Things that decrease motivation are bad leadership, negative work environment, unclear communication, lack of appreciation, lack of resources and hurry.

Work environment and company culture play a key role in motivation – either as an increasing factor or diminishing factor. Good work environment is described as being open, accepting, humorous and fun, encouraging, easy-going, fair, honest, empathetic and human. Company culture and team spirit – or lack of them – define how well the company can actually use its potential and gain real advantage in competition. Company culture and work environment affect the whole company, its employees as individuals and employees as a team or a group. It is something that is also reflected by former employees and may reach potential new employees and their impressions. It is the leaders in the company that have the power to decide what kind of company culture they want to create, encourage and support, and then be an example of it.

The bottom line is that company culture and work environment are created together. Leader's need to acknowledge their role and what the employees expect and wish from

them. The employees need to be willing to engage, acknowledge their role in forming the company culture, give feedback and express when something is wrong. Urch Druskat and Wolff sum up group emotional intelligence that is an important part of company culture in the following way:

Group emotional intelligence is about the small acts that make a big difference. It is not about team member working all night to meet a deadline; it is about saying thank you for doing so. It is not about in-depth discussion with ideas; it is about asking a quiet member for [their] thoughts. It is not about harmony, lack of tension, and all members liking each other; it is about acknowledging when harmony is false, tension is unexpressed, and treating others with respect. (Urch Druskat and Wolff 2015, 88.)

Employees see cooperation, communication, reliability, social skills and flexibility as the most important skills in team work. The biggest challenges lie in information flow and sharing, unclear roles and responsibilities, lack of communication and different ways of working. Both the employees and the leaders rated these four factors as the biggest challenges, which shows that these are something that need to be paid special attention to.

When it comes to leadership, employees feel that the most important skills for a leader are communication skills, motivational skills, fairness, honesty, reliability, being inspirational and able to manage conflicts. Leaders themselves rated communication skills, being inspirational, honesty, emotional intelligence, cooperation skills, determination, reliability and goal-orientation highly. They were also asked about improvement points in themselves as leaders: goal-orientation, communication skills, conflict management, motivational skills, innovativeness and being visionary. The biggest demotivating factor for employees was bad leadership. According to their answers, lack of people skills, inequality and favouring, lack of communication, selfishness and self-interest, and dominance and aggression were qualities attached to bad leadership. Based on the answers, most developing was needed in openness, communication, motivational skills, fairness and emotional intelligence. The answers match with the previous answers; what capabilities employees and leaders feel are important and what leaders want to improve in themselves. It seems that with good communication, emotional intelligence and by motivating people and treating everyone fairly a leader can go a long way.

The survey also addressed challenges at work and better ways of handling them by the leaders. The suggestions for tackling negative work environment and lack of team spirit include: intervening early on, listening everyone, discussing the problem and taking action, accepting critique and making needed changes, forming outlines and boundaries together, reminding everyone of appropriate behaviour and respect, offering ways to handle emotions in difficult situations and taking occupational health psychologist on board when needed.

The suggestions for handling work bullying, discrimination or harassment include: listening and showing empathy, discussions with all the participants, investing time and effort to solve the issue, creating a concrete action plan, reminding everyone of appropriate behaviour and respect for others and giving warnings to the perpetrator and guidance for appropriate behaviour.

The suggestions for improving employee co-operation negotiations and layoffs include: open and empathetic communication from early on, trying to find solutions, informing everyone at the same time, giving room for questions, personal meeting or a call to the employees affected and letting know the management understands the employee point of view, empathetic and open communication, not avoiding difficult situations but handling them in a straightforward and fair way, being able to take negative feedback, and also guidance for those that are left on how to handle the changed work environment and situation afterwards.

A set of suitable and fairly simple service design tools was put together for companies to use in their development journey. These service design tools are a stakeholder map, empathy map, a team work canvas and a problem-mapping blueprint.

Stakeholder map enables seeing the participants in a larger context by gathering together the direct and indirect connections between the stakeholders. This gives perspective and shows the complex network of relationships that extend far beyond the company's immediate centre.

The empathy map supports emotional intelligence skills and finding ways to connect with other people's perspective. It can help the leaders connect with the employees in a new way.

The team work canvas and the problem-mapping blueprint are new variations. The team work canvas was modified from the team canvas, and it summarizes different aspects of team work together with leader's role in it. The problem-mapping blueprint was created based on the service blueprint. It is designed for making a challenging situation and experiences visible and for helping to improve processes and develop a systematic way of handling difficult issues.

These service design tools are easy to use, and they do not take too much time, effort or resources from the company. Their aim is to present preferred goals, clear improvement points, and ways to proceed in the development. In addition, the whole process and tools selected also aim to develop emotional intelligence and empathy. They guide the company on its way to create concrete procedures and action plans that make a real impact at work place.

The empathy map, team work canvas and problem-mapping blueprint can all be started by executing an anonymous online survey in the company. It works as a good starting point, since it gives honest outlines and lets people answer openly and without fear of judgement. The knowledge and insights can then be complemented with further employee discussions and, for example, a team workshop to get people more involved in the development process.

In future it would be interesting to take the work done in this research further by engaging a company to do their own online survey, using the tools suggested here and extending this knowledge in an internal workshop. This workshop could bring forward more in-depth views, ideas and solutions that would benefit that particular company.

Useful tools for this kind of purpose based on the findings of this research could be internal communication canvas, the culture map and the lotus blossom. These would support good communication and company culture, and boost ideation. Internal communication canvas is a tool for analysing the internal communication plan of the organization in connection with the corporate strategy. The culture map can be used by the team to analyse either the current company culture or sketch the desired company culture together with the management. Lotus blossom is an ideation tool that may help in thinking ways, for instance, to improve communication or team work. Examples of these three service design tools can be found in the appendix 4.

One of the goals was also to make leaders think and reflect their leadership. In this research, a combination of three simple assessments were used that concentrated on leadership styles, emotional intelligence and leadership blind spots. These can be viewed as a simple starting point for leadership development that support leaders' self-reflection. Companies should enable their management to assess, reflect and develop their skills, and they should do this by including employee feedback as one of the most important guiding factors.

Internal service design can help companies develop their internal processes and enhance employee well-being, which has both tangible and intangible benefits. To make work places better is a joint effort that should be led by the management and include and engage employees. Good workplaces are created together.

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Appendices

Appendix 1: Online survey for employees

Background information

The company's business field

Your job title

Years of working experience in the field

Your educational background

Number of employees in the company

The survey questions

1. What do you think are the most important skills in team work? Choose max. 5
Flexibility, Determination, Empathy, Will to develop, Self-control, Adaptability, Honesty, Resilience, Efficiency, Cooperation skills, Openness, Communication skills, Motivational skills, Social skills, Commitment, Being inspirational, Innovativeness, Fairness, Discretion, Reliability, Emotional intelligence, Initiative, Conflict management skills, Visionary, Team building skills, Being analytical, Self-reflection, Self-confidence, Goal-oriented, Other_____
2. What do you think are the most common challenges in team work? Choose max. 5
Building trust, Competition between team members, Lack of communication, Information flow and sharing, Lack of openness, Unclear roles and responsibilities, Inoperative tools, Differences in the way of working, Individuality, Lack of commitment, Conflict management, Lack of constructive conflict, Lack of motivation, Misunderstandings, Schedules and scheduling, Lack of common goals, Wrong team size, Lack of resources, Lack of mutual appreciation, Not taking others into account, Lack of fun, Lack of community, Someone dominates, Too similar/different team members, Being in silos, Other_____
3. What motivates you personally in your work?
4. What decreases your motivation in your work?
5. What makes a good work environment?
6. How do you think a leader can support a good working environment?
7. What do you think are the most important skills for a good leader?

(same options as question 1)

8. What qualities, habits or choices make a bad leader?
9. If you have experience of leaders' actions in a challenging situation such as employee co-operation negotiations, layoffs or dismissals, tell how they handled the situation? Could they have done something better?
10. If you have experience of leaders' actions in challenging situations such as negative work environment and lack of team spirit, tell how they handled the situation? Could they have done something better?
11. If you have experience of leaders' actions in challenging situations such as work bullying or discrimination, tell how they handled the situation? Could they have done something better?
12. In what skills do you think the leaders have the most developing to do? (same options as question 1)

Appendix 2: Online survey for leaders

Background information

Your job title

The company's business field

Years of working experience as a leader

Your educational background

Number of employees in the company

Number of employees you have in your team

The survey questions

1. How would you describe yourself as a leader?
2. What are the most important skills for a good leader in your opinion? Choose max. 5
Flexibility, Determination, Empathy, Will to develop, Self-control, Adaptability, Honesty, Resilience, Efficiency, Cooperation skills, Openness, Communication skills, Motivational skills, Social skills, Commitment, Being inspirational, Innovativeness, Fairness, Discretion, Reliability, Emotional intelligence, Initiative, Conflict management skills, Visionary, Team building skills, Being analytical, Self-reflection, Self-confidence, Goal-oriented, Other_____
3. What are your best qualities as a leader? Choose max. 5(same options as above)
4. What aspects would you like to improve in yourself as a leader? Choose max. 5 (same options as above)
5. How would you define a good company culture?
6. How do you support and motivate people?
7. What do you think are the most common challenges in team work? Choose max. 5
Building trust, Competition between team members, Lack of communication, Information flow and sharing, Lack of openness, Unclear roles and responsibilities, Inoperative tools, Differences in the way of working, Individuality, Lack of commitment, Conflict management, Lack of constructive conflict, Lack of motivation, Misunderstandings, Schedules and scheduling, Lack of common goals, Wrong team size, Lack of resources, Lack of mutual appreciation, Not taking others into account,

Lack of fun, Lack of community, Someone dominates, Too similar/different team members, Being in silos, Other_____

8. How do you think you can support and develop team work in your role?
9. As a leader, how do you communicate and handle difficult situations such as employee co-operation negotiations, layoffs or dismissals? What do you think are important in these situations?
10. As a leader, how do you communicate and handle difficult situations such as negative work environment and lack of team spirit? What do you think is important in solving the situation?
11. As a leader, how do you communicate and handle difficult situations such as work bullying or discrimination? What do you think is important in solving the situation?
12. How do you develop your leadership skills?
Participating in trainings (courses, seminars, workshops etc.), Self-learning (literature, studies, webinars etc.), Discussions with other leaders, Discussions with employees, Asking feedback regularly, Nothing at all, Other ____

Appendix 3: Online survey and self-assessments for leaders

Background information

Your job title

The company's business field

Years of working experience as a leader

Your educational background

Number of employees in the company

Number of employees you have in your team

Verbal assessment about leadership

1. How would you describe yourself as a leader?
2. Do you think a leader has to have emotional intelligence? If so, what does it mean to you?
3. What do you think are the biggest challenges in leading?
4. Have you changed something in your way of leading during the years?
5. What have you learned during your career as a leader?

Self-assessment 1: Leadership styles

This self-assessment is based on six leadership styles found in consulting firm Hay/McBer's research. Compare these styles to your own leadership style and rate how well it matches your own leadership styles in score rating 1-5, where 1 = does not match at all and 5 = matches completely.

Authoritative leadership style "Come with me"

This kind of leader motivates people with a shared vision, which maximizes the commitment to the goals and strategy of the company. People have the freedom to innovate and experiment. The effect on company culture is positive, since this leadership style supports flexibility, commitment, feedback and reward system and standards. Emotional intelligence features include self-confidence, empathy and change leadership.

Affiliative leadership style “People come first”

The affiliative style builds strong emotional connections, a community. This turns into loyalty, good communication, trust and habitual innovation. People have the freedom to do their jobs as they deem best, and they get positive feedback for work well done. However, affiliative style's strong focus on positive feedback may lead to a situation where poor performance is tolerated. Without constructive feedback failure may happen. The effect on company culture is positive, since this leadership style supports flexibility, commitment, feedback and reward system and standards. Emotional intelligence features include empathy, communication and building relationships.

Democratic leadership style “What do you think?”

The democratic leader spends time building trust and lets the employees have a say in decisions. It drives responsibility and flexibility in working environment. The drawback is that it can lead to postponing vital decisions and making people feel like they do not have a leader. This style works best when the employees are informed and competent in expressing their views. The effect on company culture is positive, since this leadership style supports flexibility, commitment, clarity and feedback and reward system. Emotional intelligence features include communication, cooperation and team leadership.

Pacesetting leadership style “Do as I do, now”

The pace setting leaders set high standards, exemplify them and make sure others follow them as well. Poor performance is pinpointed. This kind of leadership style also has a negative impact on company culture, since it makes many employees feel overwhelmed by the demands, and with micromanaging responsibility and flexibility fade away. This style is at its best with self-motivated and competent employees, but it should not be used as the only leadership style. Emotional intelligence features include a will to achieve, initiative and conscientiousness.

Coaching leadership style “Try this”

The coaching leadership style lets employees identify their own strengths and weaknesses and develop goals. This style takes time. The effect on company culture is positive, since this leadership style supports standards, feedback and reward system, clarity and commitment. Coaching works best with people who are ready to be coached.

Emotional intelligence features include developing others, empathy and also self-awareness.

Coercive leadership style “Do what I tell you”

Decision making happens from top down and the leadership style lacks flexibility. People do not bring forward their own ideas and both sense of responsibility and motivation suffer. The effect on company culture is mainly negative. Emotional intelligence features include self-control, will to achieve and initiative.

Self-assessment 2: Emotional intelligence

Emotional intelligence consists of components related to self-awareness, self-control and self-regulation, motivation, empathy and social skills. How would you rate yourself in scale 1 to 5 (1 representing poor skills and 5 representing excellent skills)? The descriptions are based on Goleman's and Bar-On's research.

Self-Awareness

Self-awareness is associated with the ability to be aware of which emotions, moods, and impulses, realistic self-assessment and positive self-confidence, and also awareness of the effects of one's own feelings on others.

Self-Regulation / Self-management

Self-regulation refers to the ability to keep one's own emotions and impulses in check, to remain calm in potentially volatile situations, and to maintain composure irrespective of one's emotions, stress tolerance, reliability, conscientiousness and adaptability.

Motivation

Motivation represents the ability to remain focused on goals despite setbacks, to operate from hope of success rather than fear of failure, delaying gratification, and to accept change to attain goals, goal-orientation and initiative.

Empathy

Empathy refers to one's ability to understand the feelings transmitted through verbal and nonverbal messages, to provide emotional support to people when needed, and to understand the links between others' emotions and behaviour.

Social Skills

Social skills are associated with one's ability to deal with problems without demeaning those who work with them, to not allow own or others' negative feelings to inhibit collaboration, and to handle affective conflict with tact and diplomacy and the management of social relationships.

Self-assessment 3: Blind spots

The blind spot assessment is based on Princeton MCG Leadership Blindspot Self-assessment. The rating scale is 1-5, in which 1 = strongly agree, 3 = somewhat agree and 5 = strongly disagree.

Original: http://princetonmc.com/wp-content/uploads/leadership_blindspots_survey.pdf

Self-Assessment about Leadership Blindspot

Complete the following for yourself, indicating the degree to which you agree with each statement. Rating is from 1 to 5, in which 1 = strongly agree, 3 = somewhat agree and 5 = strongly disagree.

Blind spots About Yourself

1. I have a person I work with who is completely honest with me and will tell me when I am wrong.
2. I rate myself as others rate me on performance reviews and feedback surveys (versus rating myself much higher or lower).
3. I ask for input from my team members on my own effectiveness (that is, on behaviours that I should continue, stop, or start).
4. I take time periodically to identify my weaknesses and the actions I will take to improve in these areas.
5. I ask for feedback after a meeting from members of my team on my impact in the meeting (positive and negative).
6. I receive feedback from my supervisor on my performance and developmental areas at least twice a year.
7. I solicit feedback on my overall leadership impact through 360 surveys at least every three years.
8. I have advisors who provide input in necessary areas (strategy, technology, operations, people, and so on).
9. I have a mentor or coach who provides me with helpful feedback and advice.
10. Overall, I am self-aware regarding my leadership strengths and weaknesses.

Blind spots About Your Team

11. I have clear performance metrics for each team member and monitor performance on these measures.
12. I ask for feedback on the members of my team from those who work with them (including their peers and direct reports).
13. I identify stretch assignments for my team members, and track their performance over time in these areas.
14. I periodically conduct skip-level interviews with those reporting to my team members to assess how things are operating within their groups.
15. I personally watch how work is being done at the next level in my company (by observing customer interactions or group meetings, for example).
16. I conduct assessments of my team members using appropriate tools (such as 360 surveys or leadership assessment tools).
17. I spend time with leaders in other companies to gain insights into the strengths and weaknesses of my own team.
18. I ask for feedback on my team members from outsiders who interact with them (customers, partners, and so forth).
19. I conduct developmental coaching sessions with each team member at least twice a year (including an assessment of progress on their developmental areas).
20. Overall, I am aware of my team's strengths and weaknesses.

Blind spots About Your Company

21. I have a formal set of company-wide or group performance metrics that I review at least monthly.
22. I do "deep dives" in a few targeted areas to learn how we are operating and what is needed moving forward.
23. I ask my team members to assess our progress on key company-wide initiatives and report back to me on what they find.
24. I spend time each month interacting directly with our frontline employees.
25. I meet with at least two high-potential employees each month, asking for their input on our organization's strengths and weaknesses.
26. I conduct organizational effectiveness surveys at least every two years to assess our company-wide strengths and weaknesses.
27. I conduct post-mortem reviews after the completion of key projects, extracting lessons learned (what worked well, what went wrong).
28. I meet with newly hired employees to solicit their views on our organization, particularly in comparison to their past organization(s).
29. I meet with those leaving the company to solicit their views on our organization and their reasons for moving on.
30. Overall, I am aware of my company's strengths and weaknesses.

Blind spots About Your Markets

31. I spend at least one day a month interacting directly with customers.

32. I periodically assess in a disciplined manner our competitors (their strengths and weakness, our opportunities and threats).
33. I meet with outside experts (such as academics) to solicit their views of how my industry is changing.
34. I meet with those we have recently hired from other firms to understand their view of our industry and our response to competitive realities.
35. I have a network of professional relationships in my industry to keep me informed of emerging opportunities and threats.
36. I use social media (such as customer feedback sites and industry blogs) to surface external opportunities and threats.
37. I annually review with my team alternative scenarios on how our industry could evolve and our potential responses.
38. I assign internal "sentinels" to monitor emerging marketplace trends in targeted areas (such as new technologies) and report back to me with their findings.
39. I allocate in-depth time with my team at least twice a year to review our strategy and changes in our marketplace.
40. Overall, I am aware of the threats and opportunities in my market/industry.

Higher score indicates greater probability of having blind spots.

I: Yourself, range of scores 10-50

II: Team, range of scores 10–50

III Company range of scores 10–50

IV Markets, range of scores 10–50

Total score (self + team + company + markets), range of scores: 40–200

Total Score Blindspot Probability

40–71 Very low probability of blind spots

72–103 Low probability of blind spots

104–135 Moderate probability of blind spots

136–167 High probability of blind spots

168–200 Very high probability of blind spots

Note: These blind spot probabilities are based on a distribution of potential scores into five equal parts. In reviewing your scores. Keep in mind that all leaders have blind spots.

Self-assessment 4: Afterthoughts

How did you experience this survey with self-assessments?










What thoughts it evoked? Did it make you reflect your way of leading?

Are you planning to develop or change something in your way of leading? If you answered yes, please tell what.

Appendix 4: Further suggestions of service design tools for internal workshops

Internal communication canvas

Internal communication canvas discusses employee segments, key stakeholders and partners, value proposition and communication goals, employee relationships, communication channels, key communication activities, communication team resources, communication cost structure and added value. It is created by eeedo. (Junnonen 2016.)

 <p>KEY STAKEHOLDERS / PARTNERS</p> <p>List your key partners here who should get informed of selected internal topics. List also the topic on which the partner should be informed. >></p>	 <p>KEY COMMUNICATION ACTIVITIES</p> <p>Describe your key internal communication activities here. >></p>	 <p>VALUE PROPOSITION AND COMMUNICATION GOALS</p> <p>What value does internal communication deliver to the organization and to the employees? Insert the main goals for the internal communication strategy here. >></p>	 <p>EMPLOYEE RELATIONSHIPS</p> <p>Describe what each employee segment expects from internal communication. >></p>	 <p>EMPLOYEE SEGMENTS</p> <p>Describe your different employee segments here and how do their needs differ >></p>
 <p>COMMUNICATION TEAM RESOURCES</p> <p>List the key resources of the communication team here including external resources available to you. >></p>		 <p>COMMUNICATION CHANNELS</p> <p>Describe 1) how you plan to communicate with each employee segment 2) what different channels do you use. >></p>		
 <p>COMMUNICATION COST STRUCTURE</p> <p>Describe your cost structure here and budget for the internal communication. >></p>		 <p>ADDED VALUE</p> <p>List what additional value your internal communication creates to the organization. >></p>		

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The culture map

The culture map created by Dave Gray is a tool that helps outlining the current or the desired company culture. It consists of behaviours, outcomes, enablers and blockers. (Gupta 2016.)

The Culture Map ^{Beta}
A Change Management Tool

Designed for: _____ Designed By: _____ Date: _____ Iteration: _____

Outcomes
Behaviours
Enablers/Blockers

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Lotus Blossom

Lotus blossom can help find ways to solve challenges and do improvements. Lotus blossom is a framework for idea generation created by Yasuo Matsumura. It begins with stating one central theme "How we might" in the middle of the blossom. This is then extended into eight related themes or ideas, which are then divided further to maximize the number of ideas. (Lab8 2018.)

The diagram features a grid of 30 cells (6 rows by 5 columns). A vertical bar on the left contains the text 'LAB', 'TOOLKIT CREATION', and 'LOTUS BLOSSOM' along with icons of a pencil, a gear, and a flower. A heartbeat line is drawn across the middle of the grid. Eight cells are shaded gray and numbered 1 through 8, indicating a sequence of steps. The grid is divided into three horizontal sections: the top section has three shaded cells (1, 2, 3); the middle section has five shaded cells (4, 4, 5, 5, 5); and the bottom section has three shaded cells (6, 7, 8).

	1.			2.			3.	
			1.	2.	3.			
	4.		4.	5.	5.		5.	
			6.	7.	8.			
	6.			7.			8.	

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