Cultural influence on leadership and employee motivation in Kenya

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This thesis is commissioned by Pertec Consulting Oy – a leadership training and consulting company based in Espoo. This research aims to find out how culture influences leadership and motivation in Kenya, with the purpose of improving the quality of training and consulting services provided by Pertec and any other business in East Africa. It also shows, on a general level, what motivates employees in the chosen country, and what qualities they consider to be important in a leader.

The study uses semi-structured interviews conducted with people, who have experience of either living or working in Kenya. The interview guide includes questions about level of motivation, motivational factors, experiences in Kenyan companies, leader characteristics, and culture-related evaluations of leadership and motivation.

The results show that the leadership system in Kenya needs development, which provides a good opportunity for the Scandinavian businesses, as their style of leadership is preferred by Kenyans, according to the data gathered in this project. When it comes to employee motivation, at the moment it is heavily influenced by the leadership in Kenyan companies, and while internal motivation of the employees is strong, getting more support from the leaders will develop it even further.

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1   Introduction

This thesis is commissioned by Pertec Consulting Oy (in short, Pertec), a leadership training and consulting company based in Espoo, Finland. The foundation of Pertec has been laid already over 20 years ago as a result of the company's founder's, Dr. Pentti Sydänmaanlakka's, personal work and research in management and leadership. Since then Dr. Sydänmaanlakka is also the author of many best-selling books on leadership (see, e.g., An Intelligent Organization, Intelligent Leadership).

In 2017 Pertec is an active and successful company focusing on leadership training, consulting and coaching in all continents of the world. Pertec's multi-national and multi-cultural team comprises a unique combination of wide, in-depth and hands-on know-how on companies and their different disciplines as well as how to manage and lead organizations.

The project is conducted in connection with Pertec's activity in East Africa, where the company has been delivering leadership training and development services since 2014 as a way to expand their business. This paper will focus on Kenya, as it is currently most relevant to the commissioner.

Pertec's interest in this location can be easily explained. East Africa is the continent's fastest-growing region and it is expected to grow further. Kenya is one of the countries in East Africa, with a population of 48,5 million, and it has been steadily developing in the recent years (African Development Bank Group, 2016, p. 33; African Development Bank Group, 2017). It is the 9th largest economy in Africa (Gundan, 2014), and it is expected to grow further in 2016/17, according to African Development Bank (Kenya Economic Outlook, 2016, p. 33). Kenya is also said to be an East African business hub for manufacturing, transport, services and information and communications technology (African Development Bank Group, 2016).

Because of the country's stable economic background and growth, many international businesses, along with Pertec, are looking to expand to Kenya (Situma, 2017).

In addition to offering customized leadership training and development services, Pertec has joined Haaga-Helia to create an Executive MBA programme for International Financial Experts in Kenya, where leadership is included as one crucial skill for managers in banks and other financial institutions.

The project will focus on cultural influence on leadership in Kenyan companies. The way of leading differs throughout cultures, not only because of leader's characteristics, but also because people's views on what a good leader is are influenced by culture (Chamorro-Premuzic & Sanger, 2016). This paper will define the differences between leadership in Scandinavia and leadership in East Africa and explain the role of culture in those. It will also outline things to be considered in relation to culture when doing business in Kenya.

The research problem which is supporting the importance of this thesis is the lack of knowledge about the way of leading and motivating people in Kenya. There are many factors that affect the difference in leadership and motivation between countries, but this paper will focus on the cultural aspect of it.

The main research question is "How does culture affect leadership and motivation in Kenya?". The thesis aims to find out not only the extent to which culture affects leadership and motivation, but also the characteristics of those leadership styles that exist strictly because of the culture of the country.

The subquestions, that will help answer the main question for this research are:

1. What makes a good leader, according to Kenyan culture?
2. What motivates people in Kenyan companies?
3. How is leadership in Kenya different from the Finnish way of leading?

The thesis consists of theoretical part and empirical part.

The theoretical part will define the main theoretical concepts related to this study. Relevant theories and views will also be discussed. It will begin with definitions of leadership and employee motivation and their essence, supported by theories and other theoretical sources for each of the topics. Some recent views on motivation will also be discussed.

After that the theoretical part will continue with differences in leadership and motivation in different cultures. The impact of leadership on motivation will be defined, and the extent to which the two interact will also be discussed in that chapter.

The empirical part will present the methods used in the project, along with their explanations, as well as the discussion on validity and reliability of the research. The

analysis of the collected data, results and their meaning will be outlined in the discussion part. Conclusions on the study will be drawn in the last chapter.

2 Leadership and employee motivation

This chapter defines and explains the main theoretical concepts, leadership and motivation. It will provide different views and theories for better understanding for the topic.

2.1 Leadership

Even though most people, according to Donald J. Sager (1979), have an idea what a leader is, in order to fully understand the connection between leadership and motivation, it is important to outline the definition. Joe Whiffen (2012) defines leadership as "the influence that particular individuals (leaders) exert upon the goal achievement of others (subordinates) in an organizational context".

Leaders are needed in every organization. Although the relationship between leadership and organizational performance had been argued, there is no doubt about the amount of influence they have on the different levels of organization (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011).

In his book about leadership, John Gardner (1993) defines nine functions of a leader, that are presented below. These apply to leaders on a society level, as well as on an organizational level.

Envisioning goals
This function involves tasks such a goal setting and motivating. Goals come from different sources and can vary according to the group and its values. (Gardner, 1993)

Affirming values
> "Not only leaders of the society at large but leaders of organizations and groups must concern themselves with the affirmation of values. They do so not only in verbal pronouncements but in the policy decisions they make, the kinds of people they surround themselves with and the way they conduct themselves." (Gardner, 1993).

Establishing values can have a significant impact on motivation within the organization, as they express shared goals and expectations. (Gardner, 1993)

Motivating
Leaders are responsible for creating an atmosphere, in which employee's motivation can flourish. They also make sure that the factors that prevent this from happening, are dealt

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with. John Gardner (1993) points out, that the problems with employee satisfaction and performance are not always rational. It is important to understand that "intuition and empathy are powerful aids to problem-solving" in leader-worker relationship. (Gardner, 1993)

Managing

The reason why managing belongs on this list of functions is because, although management and leadership are not the same thing, they are subjects that intertwine closely. John Gardner (1993) describes 5 aspects of leadership, that can be seen as managing: planning and priority setting, organizing and institution building, keeping the system functioning, agenda-setting and decision-making, exercising political judgement. (Gardner, 1993)

Achieving workable unity

This function refers to conflicts and communication problems within the organization. Leaders need to be good at conflict resolution – external as well as internal. Apart from that, they also need to maintain a certain level of trust within the company. (Gardner, 1993)

Explaining

Even though this function is self-explanatory, it is still worth mentioning, as it is an important part of leadership. People who are good at explaining can find themselves in the role of leaders, even if they are not suited for it otherwise. As John Gardner (1993) says, "…every great leader is clearly teaching – and every great teacher is leading."

Serving as a symbol

Leaders are responsible for the group they lead. Followers, or employees trust them and look to them for advice. This means that leaders do not only speak for themselves, but for the group and to the group, which makes them a symbol. Serving as a symbol brings a sense of unity into the group, which is also an important aspect for decreasing the amount of conflicts within the organization. (Gardner, 1993)

Representing the group

Representing for leaders means taking care of the group's or organization's matters related to other groups or businesses. This task is of immense significance in the modern globalized world, where so many systems are interdependent. (Gardner, 1993)

Renewing

Change is one of the inevitable things in an organization's life. Sometimes the methods that were once the ideal solution are no longer effective. Being a leader means seeing when the old ways become obsolete, and consider changing them. (Gardner, 1993)

2.1.1 Bass's Transformational Leadership Theory

The concept of transformational leadership was first created by James McGregor Burns in 1978. He suggested that there are two types of leaders – transactional and transformational. Transactional leaders focus on exchange – this could, for example, be rewards and punishments given to employees, depending on the quality of their performance. Transformational leaders help "transform" their followers – they help them grow and develop. This type of leadership has proven to increase performance and satisfaction, and strengthen commitment to the group. (Bass & Riggio, 2006) The theory was later developed further by Bernard M. Bass.

Transformational leaders motivate and challenge their followers with the aim to develop them into leaders. They strive for change in the organization. This kind of leaders are inspirational and lead by example. (Bass & Riggio, 2006; Mind Tools Editorial Team, 2017)

Bernard M. Bass (2006) highlights these components of transformational leadership, the so-called "four I's":

Idealized influence

Transformational leaders aim to be role models for their followers. Followers respect and appreciate their leaders. Idealized influence is made of two parts – leaders' behaviours and what the followers view as being caused by the leader. Leaders who have idealized influence are better at taking risks. (Bass & Riggio, 2006)

Inspirational motivation

Transformational leaders inspire and motivate their followers by giving them challenging tasks, which resonates with the goal-setting theory (see subchapter 2.2.2). They create shared goals and include followers into long-term vision which creates commitment and enthusiasm. (Bass & Riggio, 2006)

Intellectual stimulation

Transformational leaders encourage creativity in their followers. They teach to find innovative solutions, and they accept ideas from every follower, even if they are different from leaders' ideas. (Bass & Riggio, 2006)

Individualized consideration

Transformational leaders listen to each of their followers individually and recognize different needs and standards for each of them. (Bass & Riggio, 2006)

The reason why transformational leadership has become an important concept in organizations and groups is because it creates effective results. To quote Bernard M. Bass (2006), "…transformational leadership leads to more committed, loyal and satisfied followers".

2.1.2   James Kouzes and Barry Posner's model

James Kouzes and Barry Posner's research began in 1982 and it aimed to find out the best practices of leaders in organizations. They asked their participants a question, which is the same question they ask them today: "What did you do when you were at your personal best as a leader?". Based on the results, they have created The Five Practices of Exemplary Leadership. (Kouzes & Posner, 2012) This section will present these practices and explain them.

Model the way

A big part of being a leader comes from the inside. Therefore, the first step on the way to becoming a leader, according to J. M. Kouzes and B. Z. Posner (2012), is to establish their own principles, based on their internal values and beliefs. The next step is to understand the values of others – and created shared values, that will encourage people to follow and work together. "[Leaders] give people reasons to care, not simply orders to follow" (Kouzes & Posner, 2012). Leaders need to clarify values and set the example by doing what is needed for shared values.

Inspire a shared vision

The leader should have a clear image of the future, and share that image with followers, so they understand it. That way positive "we can do it" attitude is encouraged and the vision of the bright future serves as a motivator. A leader has a lot of energy, optimism

and hope, and can be persuasive without forcing it. A successful leader must envision the future and enlist others. (Kouzes & Posner, 2012)

Challenge the process

This practice can also be seen in the intellectual stimulation in transformational leadership. Leaders encourage followers to do more than they thought possible and to exceed expectations. They create challenging tasks to test themselves and their followers. Leaders must search for opportunities, experiment and take risks. (Kouzes & Posner, 2012)

Enable others to act

Communication and relationships are important factors in leadership. Leaders must listen to their followers, and create bonds with them. It creates mutual respect and support, as well as strengthens commitment and cooperation. It also helps understand needs and interests of each individual. Leaders include their followers in planning, and create common goals for the team. Leaders must foster collaboration and strengthen others by helping them grow. (Kouzes & Posner, 2012)

Encourage the heart

Leaders take the time to recognize their team's achievements. They also communicate the accomplishments of the organization to the team, encouraging pride. Leaders must recognize contributions and celebrate values and victories of the team. (Kouzes & Posner, 2012)

2.1.3   Intelligent Leadership model by Pentti Sydänmaanlakka

The job market and work environment are constantly changing, which creates a need for new and developed leadership models. Constantly changing and adapting leadership methods to new situation is important for organizations' survival. Pentti Sydänmaanlakka created a new model of leadership, which he called "Intelligent Leadership". (Sydänmaanlakka, 2017)

This model provides an original approach to today's challenges in leadership and management. It consists of four important components, which are described below.

Balanced leadership

Balanced leadership refers to balancing efficiency, renewal and well-being. Being efficient is important for a business, however, as was mentioned earlier, it is crucial to also follow

the changes and renew methods. Efficiency should be a long-term goal, leaders need to strive to not only be efficient today, but also in the future. Leaders also should take diligent care of their teams and individuals in those teams, as well-being is important for job satisfaction and performance (Krause, 2017; Sydänmaanlakka, 2017).

Holistic view of the human being

Holism is a philosophical term, which is defined as "the theory that whole entities, as fundamental components of reality, have an existence other than as the mere sum of their parts" (Dictionary.com, 2017).

Behavioural philosophy consists of pragmatism, rationalism, humanism, and holism. In the same way, intelligence, while seen as a whole, consists of several levels: practical, rational, emotional and spiritual intelligence. (Sydänmaanlakka, 2017)

Shared leadership

Leadership is seen as a process, involving all team members. "Leadership is so important that it cannot be left just to the leaders". (Sydänmaanlakka, 2017)

Multi-level leadership

Dr. Sydänmaanlakka suggests that leadership needs to be looked at on six different levels: self-leadership, leading individuals, team leadership, virtual team leadership, network leadership and multicultural leadership (figure 1). Each of the levels require certain skills, needed for the challenges arising on each. (Sydänmaanlakka, 2017)
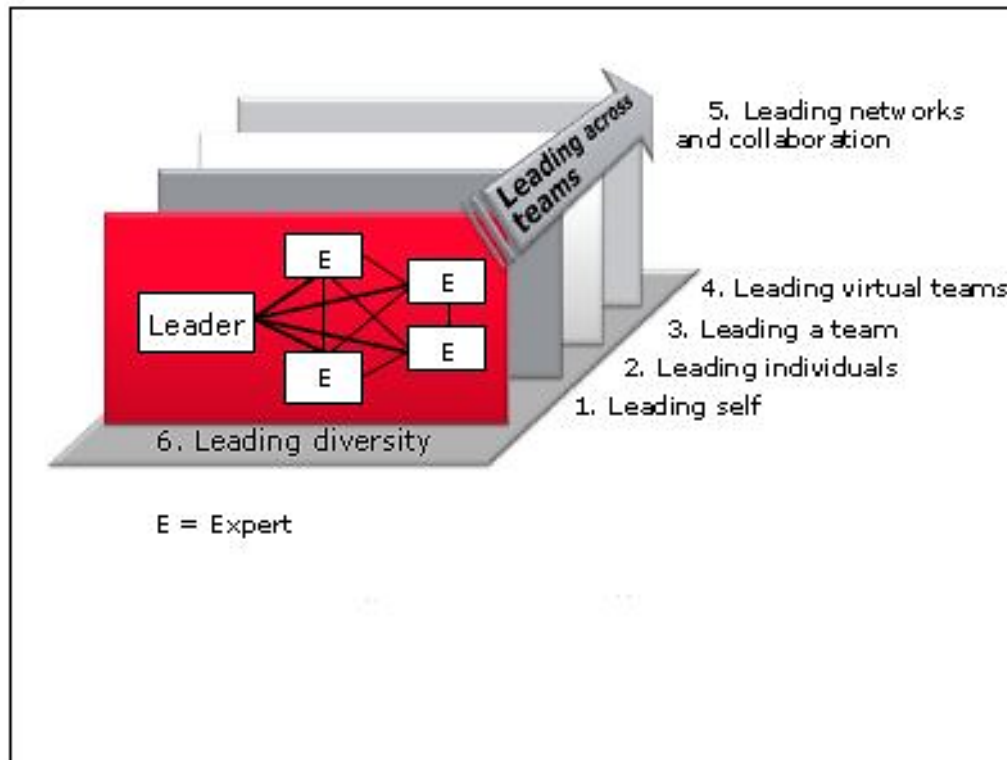
Figure 1. Levels of intelligent leadership. (Sydänmaanlakka, 2017)

2.2 Motivation

The topic of work motivation is widely discussed, and it keeps its position as a current issue – so long as there are workplaces and employees, work motivation will be relevant. As with many terms related to a complex subject of human behaviour, over the years motivation has been defined a numerous amount of times (Pinder, 2008, p. 9).

Craig C. Pinder (2008) defines work motivation as "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behaviour, and to determine its form, direction, intensity and duration". It is important to include both "within" and "beyond", or, in other words, internal and external factors, when talking about motivation. It is not only the individuals themselves, but also the environment of the workplace that affects employee motivation (McGregor & Doshi, 2015).

The concept has been studied by many, developing it over the years.

Gary P. Latham (2012) shows how the view on work motivation and the depth of its exploration has changed through the 20th century. He describes findings from six time periods, of which four are quarters of the 20th century. The first period is years 1900-1925, where psychologists made their conclusions based on observing employee's behaviour

and finding the cause behind it, although without studying the internal motivators. Money was also considered to be the main motivation to work, especially in the fields of physical labour.

In the next period, which is 1925-1950, scientists discovered through surveys that money was only one of many factors influencing an employee's motivation.

The studies became deeper and more diverse in 1950-1975 – that is the time when theories focused on employee's needs and cognition, as well as job's characteristics. Those theories were developed further in the last quarter of the century, now paying more attention to the internal factors, such as needs.

Finally, the last two periods mentioned belong to the beginning of the 21st century. The main characteristic that separates those from previous research is taking into account conscious motivation. (Latham, 2012) Conscious motivation refers to doing a task for reasons one is aware of, in other words, knowing exactly why completing something would be important.

For the purposes of this study, the author chose to combine a traditional view on work motivation with a modern one. In order to do that, this paper will focus on two theories from the 20th century and demonstrate modern, 21st century views on motivation.

2.2.1 Motivation theory: Two-factor theory by Frederick Herzberg

This theory was created in 1959 and it is based on the concept of fulfilling employee's needs in order to motivate them. However, it brings a new view on this traditional approach: Herzberg suggested, that there are two different type of needs to be fulfilled, motivator factors and hygiene factors. Motivators, when fulfilled, affect motivation positively and lead to satisfaction. Hygiene factors, when not fulfilled, lead to demotivation and dissatisfaction. The combination of both factors helps to satisfy employee's needs and motivate them (Figure 1). (Mathe, Pavie, & O'Keeffe, 2011)

Figure 2. Hygiene and motivator factors. (Mathe, Pavie, & O'Keeffe, 2011)

Hygiene factors are external factors of the job, for example, salary, working conditions, and internal communication/relationships in the workplace. They relate to needs such as security, safety and relationships. Motivators are internal factors of the job, like duties, independence in the workplace, interesting and meaningful tasks, recognition, and so on. (Management Study Guide, 2017; Mathe, Pavie, & O'Keeffe, 2011)

Craig C. Pinder (Work Motivation in Organizational Behavior, 2008) writes about this theory:

> "This hypothesis was revolutionary at the time because it implies that job satisfaction is not simply the opposite of job dissatisfaction, as had commonly been assumed. Instead, the new hypothesis held that feelings of job satisfaction and job dissatisfaction are independent of one another, such that an employee can be happy about some aspects of his job while being unhappy about others".

Thus, to improve the motivation in the workplace, according to this theory, it is important to recognise the external factors that can make employees dissatisfied, and not focus only on the job itself. Whether the managers today follow the theory as it is or not, it can still help to look at employee motivation from a unique perspective.

2.2.2 Motivation theory: Goal-setting theory by Edwin Locke and Gary Latham

This theory was developed in 1981. The main concept of it lies in the suggestion that setting goals will help motivate employees.

Mathe, Pavie and O'Keeffe (2011) define 'goal' as "the object or aim of an action, for example, to attain a specific standard of proficiency, usually within a specified time limit".

In his studies Locke came to a conclusion that different people have different goals, and that is the reason why some people perform better at work than others. Setting a goal helps employees focus on the relevant tasks and put their effort into the activities, that will lead to achieving the goal, while disregarding the tasks that are not important for it. (Mathe, Pavie, & O'Keeffe, 2011)

When employees are presented with a goal, they compare their efficiency and level of performance to that needed for achieving the goal, and are able to increase their efforts accordingly. However, that will only be true when the set goal is reasonable and does not seem out of reach – otherwise, the employee gets discouraged. Meeting the goal brings psychological rewards, such as feeling competent and successful, having a sense of achievement. (Mathe, Pavie, & O'Keeffe, 2011; Lunenburg, 2011)
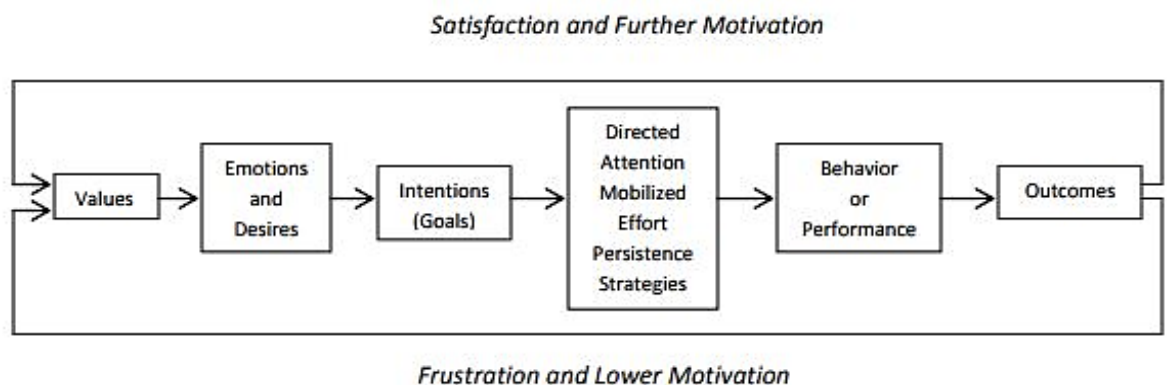

Figure 3. General model of goal-setting theory (Lunenburg, 2011)

The theory works best in practice with the eight characteristics, put together by Fred C. Lunenburg (2011).

Goals need to be specific
Specific goals work best for motivation, because it provides employees with a target, a clear vision of the required results, and it lets them measure their own progress. (Lunenburg, 2011)

Goals must be difficult but attainable

Challenging tasks lead to higher performance, than goals that are easy to achieve, or than vague instructions such as 'do your best'. However, there is a line, after which the task becomes too difficult, in which case performance suffers. Employees need to see the goal as challenging, but attainable. (Lunenburg, 2011; Mathe, Pavie, & O'Keeffe, 2011)

Goals must be accepted

According to Lunenburg (2011), an effective way to get the goal accepted in the organization is to let the employees be a part of the goal-setting process. That way, employees feel more committed to the goal, they can control the attainability of the goal, and it helps them understand it better. (Lunenburg, 2011)

Feedback must be provided

Feedback helps employees with evaluation of their performance. It helps to understand the adjustments, needed for better results. (Lunenburg, 2011)

Goals are more effective when they are used to evaluate performance

The importance of the goal becomes greater, when employee's performance is judged by how well they did on reaching the goal. (Lunenburg, 2011)

Deadlines improve the effectiveness of goals

Reasonable for the task deadlines affect motivation positively. They help with correctly organizing the time needed to do the task. Employees also put more effort into the task when the deadline is approaching. (Lunenburg, 2011)

A learning goal orientation rather than performance goal orientation

> "A person with a learning goal orientation wants to develop competence by mastering challenging situations. In contrast, the person with a performance goal orientation wants to demonstrate and validate competence by seeking favorable judgments" (Lunenburg, 2011)

Learning goal orientation is more relevant in the modern job market, where skills and characteristics such as problem-solving, creativity and open mind, quick learning and adapting are considered important in many different positions. (Lunenburg, 2011)

Group goal-setting is as important as individual goal-setting

Research has shown that working in teams increases organization's productivity (Guzzo & Dickson, 1996). That is why teamwork is an important part of many workplaces today. Having shared goals makes employees feel more confident and satisfied. (Lunenburg, 2011)

Goal-setting theory has proved to be useful to organizations (Miner, 2005, p. 180). It is still used widely in organizations. An example of that can be sales people who have monthly quotas to fill.

2.2.3 Employee motivation today

As Helle Hein (2009) points out, there has not been any new theories or models for work motivation since 1980's. The topic is, however, still widely discussed. In her book about motivation she outlines three tendencies that can be seen in the modern discussion on the subject. (Motivation - motivationsteori og praktisk anvendelse, 2009, p. 216)

Motivation as employee's own responsibility
As much as the organizational culture affects the way employees feel in the workplace, ultimately, motivation comes from within, that way it becomes conscious motivation.

There are several recent articles that could serve as an example of this tendency. Hermann Solutions (Summers, 2015) and American Management Association (Falcone & Tan, 2017) both remind managers and leaders that it is not their responsibility to motivate employees, as they motivate themselves. Rather, their job is to create a good environment for self-motivation.

One of the examples Helle Hein uses when talking about this tendency, is FISH! Philosophy, created by John Christensen. This philosophy is based on four practices (ChartHouse Learning, 2017):

- Be there
  This refers to being emotionally present when communicating with your customers or colleagues

- Play
  This practice suggests for employees to view their tasks from a creative point of view, almost seeing them as a game

- Make their day
  Making an impression on a customer or a co-worker can go a long way, according to this practice

- Choose your attitude
  This point suggests that employees should choose the way they react to difficulties in their job, and choose the attitude they have towards their work

Thus, the main concept of this philosophy is based on the idea that employees themselves are responsible for making their job more enjoyable for them as well as for others.

Motivation of "what's in it for me"-generation

This tendency is about the focus on the new generation that is beginning to come out on the job market. It is called generation Y – people born around 1979-1997. Helle Hein (2009) explains, that they are seen as spoiled and egocentric. They focus not on what they can do for the workplace, but on what the workplace can do for them.

In relation to Herzberg's two-factor theory generation Y has almost no motivational factors – they take so many things for granted and get disappointed by the absence of so many factors that almost everything works as a hygiene factor for them (Hein, 2009).

However, generation Y are also collectivists, says Helle Hein, – they place great value on the social environment of the workplace. This can, for example, be seen in the employee survey, made by a company called The Go Game in 2015. The results showed, that 79% of millennials working at the company thought that team building activities help the workplace, while only 46% of baby boomers agreed. (Gasca, 2016)

This shows, that generation Y's motivation profile is not that egocentric, rather, it has been seen that way by the generation X, who have misunderstood millennials. This perception has had an effect on the new generation. Considering that motivation mostly happens subconsciously, and they have not had enough time or experiences of their own to find what factors are motivating, and which are de-motivating, the perception becomes a self-fulfilling prophecy. However, it will only be true until millennials have had enough experience with motivation at workplace. (Hein, 2009)

Combining several sources, the main ways to motivate generation Y are expressed in the following points (Come Recommended, 2014; Gasca, 2016):

- Creative freedom and flexibility
- Focus on relationships
- Feedback

Motivation and stress

There is a big focus on stress in working lives nowadays. Stress leads to demotivation at work. The argument is that the harder it is to have a balance between personal life and

work, the more stressed the employees get, and the more demotivated they become. (Hein, 2009)

Workplace stress affects employees on various levels: it causes not only psychological and behavioural changes, but also physiological ones (Beehr, 1995). As a result of stress, overall performance goes down, and employees find themselves not able to focus on multiple tasks, - instead, they use their resources only on few tasks that seem most important, or most time pressured. (Baker, 2017; Chajut & Algom, 2003)

Helle Hein suggests that work-life balance helps to reduce stress in many employees, however, it is important to understand that because of different motivation profiles, it will not be a solution for all. It goes back to lack of needs. Balance between personal and working life helps those workers who lack motivation, so that they do not have to have all their needs satisfied at the workplace, but can also have some of them satisfied at home or in spare time. That way employees do not put aside their basic needs because of bad prioritizing. (Hein, 2009)

This can be interpreted several ways. First, it can be said that needs at home and at workplace are different – therefore, if the work-life balance is distorted, then either "home" needs or "work" needs will not be satisfied. Another point is that the same need – for example, need for security and safety – will mean different things at workplace and at home, and therefore, should be satisfied differently.

Combining this tendency with the first one, there are ways that the employees could help themselves reduce stress at work, for example: changing your lifestyle, identifying the causes, reaching out for support, etc (Ruglass, 2014; American Psychological Association, 2017).

However, managers and leaders also have their role in helping the workplace to be less stressful. Better communication between leaders and employees will ensure the awareness of levels of stress in the office. It is important to remember that authorities lead by example, thus, if the leaders show harmful habits in terms of health or work-life balance (staying late in the office, having snacks or fast food for lunch, etc.), it is not unlikely that their employees will follow. Creating a better culture at the workplace and having reasonable working hours will help reduce stress. (Andrews, 2017)

2.3 Leadership and motivation in different cultures

In a globalized world, it is not uncommon to have people from diverse cultures at one's workplace. Therefore, it is important to recognize the cultural differences when it comes to communication and conflict resolution. As stated by Richard D. Lewis (2006), even with rapid changes in political or economic situation in countries, original beliefs and traditions will still be a major factor, as they will resist the changes.

The word "culture" can have different meaning, depending on the subject, Therefore, it is important to make it clear which definition of culture this research is based on.

Merriam-Webster has six different definitions of culture, which shows how diverse this word has become (Rothman, 2014). The definition of culture as a factor influencing leadership and motivation in this research is "the customary beliefs, social forms, and material traits of a racial, religious, or social group; also: the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time" (Merriam-Webster, Inc, 2017).

2.3.1 Leadership

Culture defines the norms that leaders follow, and therefore, leadership in different cultures have their own characteristics. However, Edgar H. Schein states (2004) that it is also a leader's responsibility to recognize those conditions established by culture and manage them for the benefit of the organization.

There are some characteristics of a leader that are applicable to any culture. For example, transformational leadership seems to be more popular than transactional leadership all over the world. Such characteristics as integrity, justice, honesty and reliability are also universally viewed as most important for successful leadership. Apart from that, leaders all over the world need to be charismatic, inspirational and team-oriented with excellent communication skills. (Atkinson, 2014; Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999)

However, the difficulty in leading people from different cultures lies in those characteristics that are seen positively by some cultures but negatively by other. Such controversial characteristics include compassion, enthusiasm, sensitivity and uniqueness. Moreover, cultures place different meanings on the behaviour behind these characteristics. For

example, sensitivity and compassion may be seen as a weakness for many cultures. Risk taking can be common for some cultures, while being considered irresponsible in other. (Hartog, House, Hanges, Ruiz-Quintanilla, & Dorfman, 1999)

Clear examples of different focus in successful leaders' attributes can be seen in a study conducted by Josh Bersin from Forbes (2012). He analysed more than thirty thousand leadership assessments from ten countries, looking at leader characteristics in each culture. The results of the study show that leaders from emerging market countries (especially India and China) focus on the performance and execution, while leaders from the Nordic and Benelux countries seem to place more significance on planning, strategy and communication. Lastly, US and UK have a mixed leadership model, that includes attributes from both previously mentioned categories.

In the countries of sub-Saharan Africa leadership is still affected by traditional clan and tribe system. However, in modern times, status is also achieved with power and force of persuasion. Traditionally, it was the elders of clans who were figures of authority, they were responsible for keeping the clan's traditions and beliefs. This cultural status is still present in many countries. (Lewis, 2006)

While this information provides many factors for leaders to consider, most of these differences are predictable and can be studied (Atkinson, 2014).

2.3.2   Motivation

In motivation processes, goals and values of employees are heavily impacted by culture. For example, there are findings that show that to workers in the US money is the biggest motivator, while in Japan employees strive more to earn respect and power, and Latin American employee's motivation is based on a variety of factors, including family, respect and status, and work-life balance. (Luthans, Doh, & Hodgetts, 2005)

The difference in motivators across cultures was researched by Osarumwense Iguisi (2009). In his study, he looked at employees from five different countries: France, Italy, Scotland, the Netherlands and Nigeria. The results are presented in table 1.

Table 1. Motivational values across cultures, ranked (Iguisi, 2009)

	Italy	France	Scotland	Netherlands	Nigeria
Have sufficient time left for your personal or family life.	9	9	6	5	13
Have challenging tasks from which you get a personal sense of accomplishment	1	1	3	8	2
Have little tension and stress on the job	17	17	17	17	18
Have good physical working conditions (good ventilation and lighting, adequate workspace etc.).	11	11	9	3	12
Have working relationship with your direct boss	5	5	4	4	6
Have security of employment.	10	14	8	7	3
Have freedom to adopt your own approach	2	3	5	11	10
Work with people who cooperate with one another.	6	4	1	2	7
Be consulted by your direct superior in his decisions	11	10	12	15	17
Make contribution to the success of your company	3	7	7	10	1
Have opportunity for high earnings.	8	12	11	6	5
Serve your country	18	18	18	18	11
Live in an area desirable to you and your family.	4	2	2	1	9
Opportunity for advancement to higher-level jobs.	9	15	10	9	15
Have an element of variety and adventure in the job	13	8	13	14	16
Work in a prestigious and successful company	14	16	14	13	14
Have an opportunity for helping others	15	6	16	16	9
Work in a well-defined job situation	16	13	15	12	8

These results show how diverse motivational factors are across different countries. Some factors have a great contrast in ranking for different countries. For example, freedom to choose one's own methods when working is in top-three values for Italy and France, while the Netherlands and Nigeria place it much lower on their list.

2.4 Role of leadership in employee motivation

> "Leadership is motivation. A leader is a motivator. It is just that simple." (Maddock & Fulton, 1998)

Several theories presented in this thesis support the idea that leaders play a significant role in employee motivation. For example, the leader's functions, presented by John Gardner (1993), include motivating employees.

Transformational leader's characteristics by Bass and Riggio (2006) also include "inspirational motivation", which suggests that successful transformational leaders challenge followers to motivate and inspire them. In his other work on transformational leadership, Bass (1999) also states:

> "Transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. It elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organization, and society."

This statement further proves the point that the concepts of leadership and motivation are closely linked together.

Additionally, the study on the role of leadership on employee motivation conducted by Idah Naile and Jacob Selesho (2014) concludes that there is a positive relationship between these two concepts, and that leadership styles which inspire motivation and create a shared vision are related to higher performance and commitment in an organization.

Another study also suggests that, in order to be successful, leaders and managers need to be inspirational, motivate and develop their employees (Alghazo & Al-Anazi, 2016).

The analysis of these sources leaves no doubt that leadership and motivation and intertwined. It can also be seen from the structure of this study – in the chapter about leadership, there are several mentions of motivation, and in the chapter about motivation – several mentions of leadership. The reason for that is that neither of the concepts can be fully explained without mentioning the other.

3   Hofstede's cultural dimensions

This model has been created and first published in 1980 by Geert Hofstede. The model is based on four value dimensions that can be used to compare different cultures. Later, in 1984, a fifth dimension was created and added to the theory. (Jandt, 2015)

Individualism vs. Collectivism

This dimension is about the relationship between people in the culture and their focus. In an individualist culture, people put their own interests higher than the interests of the group. People in such cultures are more distant, and more task-oriented rather than relationship-oriented. A good example of an individualist culture is United States. It was ranked first in individualism out of 50 countries and three regions. (Jandt, 2015; Hofstede, 2011)

In a collectivist culture, the sense of community is strong. When setting goals, collectivists take into consideration the group as a crucial factor. Extended families and strong ties in them throughout life are common for these cultures. People in groups protect each other in exchange for loyalty. A lot of African countries are collectivist cultures. Other examples include Guatemala, Indonesia, and South Korea. (Jandt, 2015; Hofstede, 2011)

Masculinity vs. Femininity

Masculine cultures, according to Hofstede, are those with the strongest distinction between "men's tasks" and "women's tasks". Masculine cultures tend to focus on strength, assertiveness and competition for both men and women. Men in those countries have a higher social status, and are seen as a stronger gender. Feminine cultures are closer to gender equality, and focus on relationships, quality of life and balance between family and work. People in those cultures are more sympathetic and modest. Countries with the highest masculinity are Japan and Austria, the most feminine cultures are Norway and Sweden. (Jandt, 2015; Hofstede, 2011)

Uncertainty Avoidance

This dimension determines how people feel in uncertain and unknown situations. In countries with strong uncertainty avoidance, like Greece and Portugal, there are strict rules of behaviour that are meant to create as much predictability as possible. Such cultures are emotional, they have a lot of stress and anxiety. Teachers are expected to have all the answers, and workplaces are expected to have rules and defined way of working. There is a need for punctuality. People in weak uncertainty avoidance cultures, such as Jamaica and Singapore, are more relaxed, unemotional, and have more self-

control. They accept the situation as it is. In the workplace, there are no excessive rules, and people work hard only when needed. East Africa ranks 36 on uncertainty avoidance out of 50 countries and three regions. (Jandt, 2015; Hofstede, 2011)

Power Distance

Power distance refers to the way people see inequality in social positions. In high power distance cultures, respect for older people and people with a higher status (for example, parents and teachers) is taught, and in low power distance cultures they are treated as equals. There is a clear distinction of status in a workplace in high power distance cultures, lower employees are not supposed to speak out, whereas in low power distance workplace employees expect to be involved in a decision-making process. High power distance countries include Malaysia and Guatemala, countries with lower power distance are Israel and Austria. (Jandt, 2015; Hofstede, 2011)

Long-Term vs. Short-Term Orientation

Long-term oriented cultures value perseverance and savings, thrift. Such cultures have a higher sense of shame. They see long-term goals and can subordinate themselves for the results. Short-term oriented cultures tend to value serving others, prefer quicker results. Traditions in such cultures are sacred and people are expected to be proud of their countries. Long-term oriented countries are, for example, China and Hong Kong, short-term oriented are, for example, Nigeria and Pakistan. (Jandt, 2015; Hofstede, 2011)

Kenya in cultural dimensions

This analysis, created by The Hofstede centre (What about Kenya?, n.d.), shows where Kenya is placed in all the dimensions.

According to the analysis, Kenya is a country with a high power distance. It has a hierarchical society, which means that power is distributed according to age and status. Everyone has their own place, and subordinates are expected to follow orders from those higher in status. (The Hofstede centre, n.d.; The Culture of Kenya, 2015)

Kenya scored low on the individualism index, which means it is a collectivist culture and places high value on groups and communities. Kenyans value relationships highly, also in the workplace. This means that often there is less focus on tasks, and more focus on communication. Loyalty is important. (The Hofstede centre, n.d.)

Kenya is a masculine society, which means that success is defined by an individual's status and achievements. Students and employees are encouraged to strive for the absolute best. (The Hofstede centre, n.d.)

In the uncertainty avoidance dimension, Kenya scored 50 out of a 100, which shows that it does not belong on either end of the scale. However, the country has one specific characteristic from low uncertainty avoidance set of traits: Kenyan culture places low importance on punctuality. For example, it is not uncommon for employees to be hours late to a business meeting, and it is considered normal. During the meeting, more focus is on the relationships and less on the business. (The Hofstede centre, n.d.; benjamin.munger, 2015)

Finally, on the last dimension, Kenya is short-term oriented. Kenyans take pride in their culture, although traditional African culture in this country has been heavily influenced by outside cultures. Short-term oriented cultures care a lot about "keeping face", which can also be seen in Kenyan culture. Maintaining honour and dignity is one of the highest priorities in communication. (Clearly Cultural, n.d.; Our Africa, n.d.; Commisceo Global Consultancy Ltd, 2017)

4   Research methods and approach

This chapter will describe and justify the research methods used in this study. It will also show the process of data collection and analysis, and present the results.

4.1   Qualitative research

The two main methods used in research are quantitative and qualitative. This thesis is based on the latter. To explain the reasons behind this choice, it is necessary to outline the basic characteristics of the qualitative method.

As the names suggest, the main difference between the two methods is quantity vs. quality. This means that the quantitative method is used to measure the amount or quantity of the phenomena the research is concerned with. Data collection in that method is focused on measuring, and the results are presented in form of numbers or statistics. This method typically uses experiments, surveys and questionnaires to collect the data. Qualitative research focuses on the nature of the phenomena, or in other words, its quality. This type of research uses observation and discussion in form of in-depth interviews in data collection (Kothari, 2004; McLeod, 2008).

	Qualitative	Quantitative
Conceptual	Concerned with understanding human behaviour from the informant's perspective	Concerned with discovering facts about social phenomena
	Assumes a dynamic and negotiated reality	Assumes a fixed and measurable reality
Methodological	Data are collected through participant observation and interviews	Data are collected through measuring things
	Data are analysed by themes from descriptions by informants	Data are analysed through numerical comparisons and statistical inferences
	Data are reported in the language of the informant	Data are reported through statistical analyses

Source: Adapted from Minchiello *et al.* (1990, p. 5)

Figure 4. Summary of qualitative and quantitative research. (McLeod, 2008)

Qualitative research is particularly useful in studies related to human behaviour (Kothari, 2004). Such is the nature of this study, since motivation and leadership are complex concepts, in which human behaviour is the underlying subject, and they cannot be measured. For this reason, qualitative approach was chosen as the most relevant.

Qualitative research aims to find out people's motives, in this case, employees' motives for working, their motives for choosing a certain person as their leader, etc (Kothari, 2004). People's thoughts and opinions are what's important in this study, as it aims to find out the ideas of a certain culture.

The characteristics of qualitative approach are summarized in this definition by dr. Hennie R Boeije (2009):

> "The purpose of qualitative research is to describe and understand social phenomena in terms of the meaning people bring to them. The research questions are studied through flexible methods enabling contact with the people involved to an extent that is necessary to grasp what is going on in the field. The methods produce rich, descriptive data that need to be interpreted through the identification and coding of themes and categories leading to findings that can contribute to theoretical knowledge and practical use".

4.2   Semi-structured interview

There are three main types of interview in qualitative research: structured, unstructured and semi-structured.

In a structured interview, there is a specific list of questions and the researcher has a great deal of control over the process. Each question needs to be answered and the questions follow a specific order. This works well with a large number of participants. (Gill, Stewart, Treasure, & Chadwick, 2008; Stuckey, 2013; Cohen & Crabtree, 2006)

Unstructured interviews have no pre-determined guide. They may have an opening question, after which the interview goes on as a conversation, focusing on the participants speaking about their experiences. This type of interview might be difficult to handle, as it is easy to lose track of the goals. It is mostly used to get a deeper knowledge or a different perspective on a well-studied subject. (Gill, Stewart, Treasure, & Chadwick, 2008; Stuckey, 2013; Cohen & Crabtree, 2006)

Semi-structured interviews have elements of both of the previous types. In this interview, a research has a list of topics to cover, and a few questions, however, it can shift in the process, allowing the researcher to get new ideas, or to find out more about a specific

experience mentioned by the interviewee. This interview is best used with a small number of participants, and in the occasions where the researcher has only one chance to interview them. (Gill, Stewart, Treasure, & Chadwick, 2008; Stuckey, 2013; Cohen & Crabtree, 2006)

Semi-structured interviews provide a lot of flexibility. The interview guide is made using open-ended questions that aim to find out the thoughts and opinions of the participants. Questions might change during the interview, or the researcher might come up with new questions, related to the conversation. Apart from the answers, the researcher also uses observation, - for example, by taking notes about participant's behaviour during the interview. (Stuckey, 2013; Marsiglio)

This research uses in-depth semi-structured interview as a main data collection method. The concepts of leadership and motivation are explored through participants' observations and thoughts. This research discovers different views and personal views of participants. The interviews follow a prepared interview guide (Appendix 1).

4.3   Data collection

The process of data collection starts with contacting possible candidates for interviewing. The contacts are obtained through researcher's professional network and international companies, that have a connection to both Finland and Kenya.

After agreeing to have the interview with a candidate, a suitable time and place are chosen for the meeting. The interview is based on the interview guide, however, during the conversation new questions might arise, providing relevant to the project information. In that case, they are added into the analysis. The interviews are recorded with a smartphone.

4.4   Data analysis

Since participants' experience may vary (different background, nationality, and experience with Kenya in particular), each interview will be discussed separately. The data will be analysed according to two main topics of this research – leadership and motivation. After that possible comparisons will be made and a summary of all the interviews will be presented.

The table below presents all the participants and their experience with the country.

Table 2. Interview participants

Participant A	Finnish student, spent 5 months working in Kenya
Participant B	Kenyan entrepreneur, previously lived in Finland for 10 years
Participant C	A Kenyan citizen living in Finland

4.5   Reliability and validity

Reliability refers to the stability and consistency of the results. When a study is reliable, it will produce roughly the same results every time it is tested. To achieve that, the research must accurately represent the subject that is being studied. (Phelan & Wren, 2005; Golafshani, 2003; Andale, 2016; Shuttleworth, 2008)

Validity measures the trustworthiness of the research, and how well the research is related to its original aims. In other words, it is a way to assess whether the research is effective, and whether it produces the result that it is supposed to produce. (Phelan & Wren, 2005; Golafshani, 2003; Andale, 2016; Shuttleworth, 2008)

To ensure reliability and validity, the research was carefully structured in a clear manner, to make all the parts logically connected and consistent. The theories and views discussed are supported by reliable sources. When choosing sources for this study, the main preference was for books, journal articles, and studies, as these have been revised and they are more academically valid. The other type of sources was used only if the information in them was unique, or could not be found through preferred sources (for example, an online article, providing the results of a survey, that cannot be accessed directly). The sources were carefully studied to get the information related to the research aims and objectives.

The study has been revised by the commissioning company several times during the process, and changes have been made according to the revisions, to keep the study relevant to the commissioner and make sure it is supporting its aims.

To make sure the chosen research method brings valid and relevant results, the researcher has studied several sources such as book sections, articles and studies, all related to conducting an effective semi-structured interview. The interview guide was also made with those in mind. The guide questions have been revised by research experts and

by the commissioning company. As a result, the interview guide is relevant to the study, and it covers the right topics.

5 Key findings

This subchapter will present the findings from each interview and discuss the results.

5.1 Participant A

Background information: 23-year old Finnish student, studying in a Bachelor's programme in Tourism. She has worked in Kenya as a tourist guide for 5 months. The participant has worked closely with hotel management and employees.

Leadership

The participant described Kenyan leaders as "corrupted". This was the first thing she mentioned when asked to describe them. A lot of corruption could be seen within the company.

The leaders in the company were always positive and made it look like everything is under control. However, after talking with her colleagues, she discovered that there were a lot of problems, which were not mentioned by the leaders, and the employees were unsatisfied, because they were not always paid on time and were given promises that were not being fulfilled. This made the participant lose trust in the leaders' words and treat what they say with caution, which is also the way the employees viewed their leaders.

A successful leader in Kenya, according to the participant, is a leader who can be trusted. In her opinion, Kenyans have been through a lot of corruption and they generally tend to not trust their leaders. Therefore, they look for someone who is trustworthy.

The participant thought there was not much focus on the relationship between the leadership and the employees. This was the main difference she mentioned when asked to compare Kenyan and Nordic leadership. There was only a work relationship between the boss and the employees, they were not friends, and it was difficult for the participant to imagine the leadership and the employees communicating outside of work. She felt that she developed closer relationship with her leaders back home. Another difference is strategy. The participant thought that the Finnish and Danish leaders that she had cared a lot about employee's personal growth. When she had problems, her leader would have a personal conversation with her about her success and failure which helped her greatly. She said she cannot imagine Kenyan leaders doing the same, based on the feeling she got from the employees and the management.

The hierarchy in the company is very strong – the employees cannot express their dissatisfaction to their boss because of the difference in their positions. The participant felt that there was much less equality between the employees and the leaders than in the workplaces in the Nordic countries. She also placed more trust in her leaders from the Nordic countries than the Kenyan leaders. Although she admits that she originally had certain prejudice towards them because of the things she has heard from other people, her suspicions grew as she was working there. She provided an example, in which hotel's safe boxes were robbed, and the only way to get in them was to have a key. The only people in the company who had the key were from the management.

Employees and employee motivation
The employees were described as "warm" and "open". They have a positive outlook most of the time, which the participant mentioned was not always responding to their actual feelings, but it helped when working with customers, who enjoyed the positive attitude.

The participant mentioned that she has read some material about the culture of the local people before coming to Kenya, and therefore had certain expectations. Those expectations were exceeded, as she was surprised by the level of the development of the staff, their level of education and their skills. She mentioned that the employees were well-spoken and knowledgeable, and they handled their tasks well and on time. However, she thought that the position she was in influenced the way people worked with her – she represented a big tour operator from Europe and thought that people really tried to impress her because of that.

The employees were highly motivated and put a great value on the job they have. She thought that the main motivators were money and education. The people she worked with had gone to university, which is something not many Kenyans get to achieve, so that is something to strive for as an employee.

When asked to describe the differences between Finnish and Kenyan employees, the participant mentioned once again that Kenyan employees are more open and visibly positive – they smiled all the time. They also seem more relaxed and confident, and less stressed about their work than Nordic employees.

Summary

The general feeling the participant has gotten from working in the company is surprised. She felt that the work went surprisingly smooth, considering it was a company in a less developed country, and the leadership had flaws.

The hierarchy in the workplace illustrates the high power distance of the country in Hofstede's cultural dimensions. There is a distance between the employees and the leadership, and the strict hierarchy affects the communication and relationships in the workplace.

It is interesting to see that the lack of relationship focus does not support the collectivist culture characteristic. While there might be closer connections between colleagues, the participant in this interview did not feel that the employees were connected to the leaders closer than the work requires.

5.2   Participant B

Background information: 32-year old entrepreneur living in Kenya. The participant is originally from Kenya, but has lived 10 years in Finland, after which has returned to Kenya. The participant has working experience from a grocery store and from a telecommunication company in customer care service.

Leadership

The participant described leadership in Kenya as "bossy". The leaders have the power, and their style is authoritarian, which means they are strict and controlling. It is not uncommon for leaders to raise their voice with the employees, or to threaten them with a dismissal if they do not fulfil expectations. The leaders are very result-oriented.

A successful leader in Kenya has to be respectful and keep an open communication with employees. According to the participant, whenever the employee has an issue, they have to speak to their level's supervisor. It is frowned upon to surpass that person and try to speak with someone in a higher position – for example, a director of the firm. In case they do, the person in the higher position will refer them back to their supervisor. Quite often employees do not even meet the person who is over their manager, or do not even know the CEO of the company. That is an issue for the employees, as sometimes the manager in charge cannot help, and then the issue stays unresolved. Since the power in the companies is distributed so unequally, there is not much the employees can do about this.

Therefore, a successful leader is one who listens, respects and tries to understand the employees. One example of a good leader that the participant gave was a boss who takes time to work alongside the employees. That way employees feel appreciated and have more motivation to work. Another feature that Kenyan employees wish for, according to the participant, is paid leave and vacation. This is quite uncommon in Kenya at the moment.

When asked to describe the difference between leadership in Finland and Kenya, the participant mentioned that he felt there was more trust between leaders and employees in Finland. Finnish leaders can be tough and strict, but only when it is needed. If employees are doing their job correctly, then the employees and leaders feel more equal, as they have a friendlier relationship than in Kenya.

Employees and employee motivation
The participant describes Kenyan employees as "active" and "hard-working". He mentioned that employees are often willing to work overtime even without additional payment. They are motivated by strong competition in the job market. Employees are eager to keep their job, because the salary rates are not set – this means that there are people who are willing to do their job for less money, so it is easy for the employer to turn their attention to someone else, if the current employees are not fulfilling the expectations. The motivation does not necessarily come from the employer.

The difference in employee motivation between Kenya and Finland is affected by the salary system, according to the participant. While in the Nordic countries the salaries are usually counted by the hour, in Kenya they are counted by days. The participant explained that this means that often the employees do not even know their working hours – it is up to the employer to decide, when they are done for the day. This makes staying motivated quite difficult, as the employees know that no matter how many hours a day they work, they will still get the same pay. In Finland, however, when the employees are working overtime, they are likely to get paid for the extra hours they have worked.

The participant mentioned that as an employee he felt more comfortable in Finland, because of the clear distinction between part-time and full-time jobs, and the distribution of hours.

The business sector in Kenya is very competitive, and that influences the workplaces a lot. Employees are doing everything possible to keep the customer from going to their competitors. Sometimes that results in pushing more products than the customer asks for.

Summary

The working hours in Kenyan companies described by the participant may disrupt the work-life balance for many employees, which negatively affects their motivation, as discussed in chapter 3. The unstable working hours can bring a lot of stress for the employees.

The hierarchy can clearly be seen again in this case. There is no or little communication between the people at the top of the company and the employees. That will of course affect the employees, for example in the sense of security – if they do not even know the people in charge of everything, it makes it difficult to place trust in them. It is also challenging to have shared goals in this kind of company culture since it is not quite clear for the employees who they are shared with.

The participant did not think that the relationship between employees and leaders is valued in Kenyan companies, which could be seen from the examples he shared.

The participant noted that although the culture of the country affects the way people do business, every workplace also has their own culture. Therefore, the factors discussed above may vary from one company to another.

5.3 Participant C

Background information: 38-year old Kenyan currently living and working in Finland. The participant has studied and worked both in Kenya and in Finland. One of the participant's specializations is in medical lab technology, which is what he was working with in Kenya.

Leadership

When describing the leadership in Kenya, the participant mentioned the strict hierarchy in companies. The leaders are usually not approachable. The employees feel that they have to be very careful when express their opinion to people in higher positions. The participant explained this point on the example of teachers and students. When a student expresses a complaint about their teacher to someone above them, no matter what the complaint is about, it is likely that the teacher will then change the student's grade to a lower one only because of it, which does not seem fair.

Being a successful leader in Kenya takes communicating with the employees and "coming down" to them to really connect and listen to their opinions. Kenyan employees would like

to feel closer to their leader, according to the participant. A successful leader is also someone who shows the way, instead of just controlling. The employees want to be heard, and they want to not feel scared expressing their opinion.

The participant felt that the leaders and the employees in workplaces in Finland are on the same level, while in Kenya the system resembles a pyramid – everyone has their own place, starting with the leaders at the top. This often means that the employees from the "lower level" cannot reach the leader at the top directly. Instead, they have to communicate through managers on their own level.

The relationship between the leader and the employees in Finland is more casual and relaxed than in Kenya, according to the participant. In a Kenyan workplace, boss is usually feared by their employees. They often feel tense at work, because there is a pressure to do well and keep the job, and the leader is the one who can easily make the decision to fire people, if he or she feels that the employee is not doing the job correctly. There is also a difference in working hours – often in Kenya the leaders can come to work much later than the regular employees, and leave earlier, if they wish. In Finland, however, the leader is working the same full-time hours as the employees. It is also very common for Kenyan leaders to have secretaries, who, in the participant's opinion, do most of the leaders' job. Whenever a worker wishes to contact the leader, they have to go through the secretary, who does a variety of tasks, so often the secretary solves the issue before it is even heard by the leader.

The participant mentioned that the companies often have team-building activities, during which they get to know their leadership better and feel more relaxed. However, it seems that this atmosphere still does not transfer into the workplace. The participant felt that it would help to try and implement the team-building kind of environment also inside the workplace and not only in the events.

Nowadays there are more channels for communication between leaders and employers. At some workplaces there is an option to anonymously submit a note to the leaders, which makes it easier for the employees.

Employees and employee motivation
The participant explained that the employment sector in Kenya is divided in two – the government-owned workplaces, and the private sector. The difference between those sectors is that in government-based companies there is a certain salary rate that applies to everyone. This means that the employees feel more secure in their jobs and the

payment. In the private sector, the salaries are determined by the employers themselves. The participant felt that if the salary rates were more even in both sectors, people would have an opportunity to work with something they are passionate about, rather than just working to get paid.

Kenyan employees are described by the participant as hard-working, and he stresses that quality throughout the entire interview. He also mentioned that the employees are friendly. They are always striving to grow and develop. They are mostly motivated by money, but also the working conditions and their status. Status is important in a hierarchical community like Kenya.

When asked to describe the difference between Kenyan and Finnish employees, the participant mentioned that the employees in Finland have more power in the workplace than in Kenya. Their opinion is heard and accounted for in decision-making, and that makes them feel appreciated. In Kenya the decisions are made by the leaders and the employees are not involved in the process. It is possible for the employees to express their opinions, but it is not likely to be considered.

The participant felt that people in Kenya are multi-faceted. They usually have a main profession, but they also do a lot of activities outside their jobs, sometimes they even have several jobs at once. They also spend time with their families and strive to support them. In the participant's opinion, people in Finland tend to only have one job. They are motivated to invest in things for their families, like a house or a car. In terms of motivation, the participant felt that the financial support for unemployed in Finland demotivates people, especially young ones, to a certain extent.

Summary
The participant added that there are also many cultures within the country, as there are different tribes and each one has their own culture. Essentially, each tribe takes care of their own. This often affects the recruitment process, as the leader will prioritize hiring people from their own tribe.

This interview gives a closer look on the communication within companies. With the process of contacting the leaders being so difficult, it is likely the employees often feel discouraged and demotivated, because they are not being heard. However, with such a strong competition in the business sector, employees try very hard to keep their job while being dissatisfied. The working culture in Finland seems to be more supportive of employees in this sense.

5.4 Final discussion and recommendations

Overall, a lot of faults can be seen in leadership in Kenya. People are motivated, but the leaders do not provide enough support, and there seems to be a lack of communication in workplaces. Most participants viewed Nordic style of leadership in a very positive way, primarily in terms of respect and communication. Employees enjoy feeling that they are on the same level with their boss.

Looking at transformational leadership as a successful leadership model, there are several elements that the Kenyan business culture is lacking, the most significant one being individualized consideration. Judging by the interview results, Kenyan employees do not get the individual support needed, and individual motivational factors are not taken into consideration. This leads to lack of motivation, which is something that is immediately noted by foreigners coming to the country. However, native Kenyans describe their employees as hard-working, and even if they are demotivated, they are determined to keep their job. The competition on the job market is tough, and, besides that, the economic situation and the importance of status in the country compels Kenyans to keep climbing the career ladder on the jobs they do not necessarily enjoy.

To answer the main research question in depth, the results are presented below for each of the subquestions.

1. *What makes a good leader, according to Kenyan culture?*

A good leader for Kenyan employees would be someone who trusts them, and involves them in the decision-making process, guiding them through it, so they see each step. Leader should not be controlling, however, he or she should still be strict.

Communication is important for Kenyans, so the leader should listen to the employees, and understand them as individuals. Kenyan employees appreciate feeling that the leader is on the same level as them – it is easier to establish trust when the leader works alongside the employees. This can also be achieved by, for example, having meetings or presentations with the leaders of the company – the employees want to know who the people in charge are, what they see as the future of the company, and how they can be approached. Lack of communication is one of the most significant problems discovered in Kenyan companies during this research.

Freedom of opinion is also important to Kenyans, so a leader that accepts feedback would be a great fit.

2. What motivates people in Kenyan companies?

A lot of motivation comes from the competition in the job market, so employees are hard-working, and eager to keep their job, however, sometimes performance might be lacking if this is the only motivational factor. To motivate them further, they need better communication in the workplace between employees and the leader, and more flexibility in terms of working conditions (for example, paid leave).

Employees are also unsatisfied with the payment system – they are paid by the day, meaning that sometimes they do not even know their working hours for the day. This also makes it seem unfair to many employees, as some work more in a day and some less, but they get paid the same amount. This might be a bigger problem than can be solved by one employer, but if it is possible to change the system on a workplace level, it would be a great help with employee motivation.

3. How is leadership in Kenya different from the Finnish way of leading?

Generally, the native Kenyan employees that have participated in interviews for this project have described Nordic style of leadership in a very positive way, which means that bringing this style of leadership to Kenya would mostly be accepted as a positive change by the employees. That is a good opportunity for businesses from Scandinavian countries.

Equality is one significant difference, mentioned by several participants. Employees and the leaders are equal in Nordic countries, however, that is not the case in Kenya because of the strong hierarchy. This is something that needs to be considered by businesses coming to Kenya.

Since leaders hold a lot of power in Kenya, the employees are tenser in Kenyan workplaces than they are in Finnish ones. Often leaders and employees in Kenya have different working hours, leaders sometimes work less than the employees, whereas in Finland most of the time employees and leaders alike do their full-time hours.

There is more trust placed in the leaders by the employees in Finland. This might be because of the "gap" between the leaders and employees in Kenya, and communication can greatly help in solving this. Finnish leaders are more open and "down-to-earth", which makes them more trustworthy than Kenyan leaders.

Finnish leaders are friendlier with the employees than Kenyan leaders, and they are only tough on the employees, when they are not doing their job, whereas in Kenya it is not

uncommon for the bosses to yell at their employees. Overall, the relationship between the leaders and the employees is more relaxed in Finland.

Below is presented a summary of recommendations based on the results (Figure 5). These can be used by the companies that wish to enter the Kenyan market, or by any leaders that want to make a change in Kenyan workplaces.
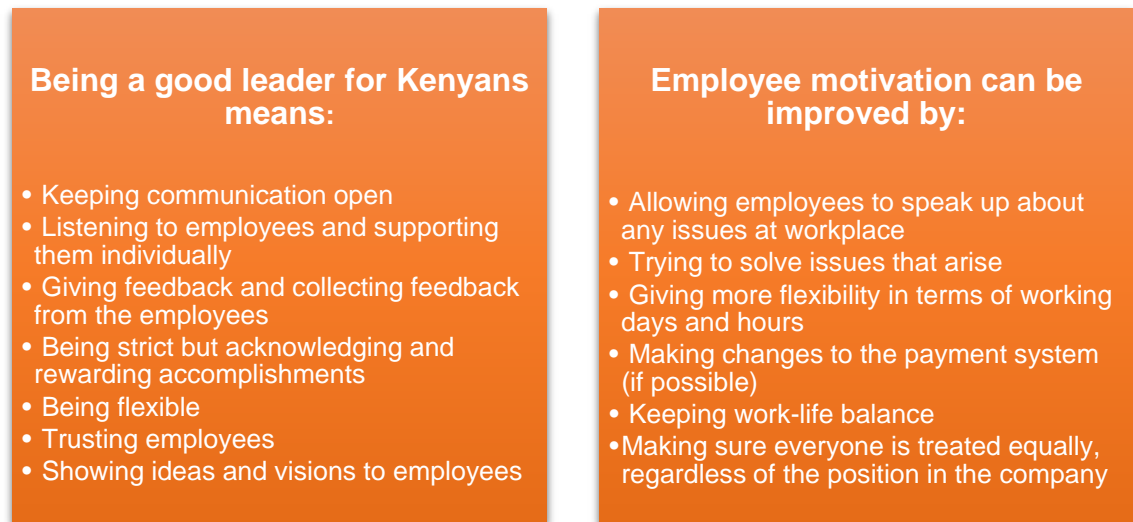
Being a good leader for Kenyans means:

• Keeping communication open
• Listening to employees and supporting them individually
• Giving feedback and collecting feedback from the employees
• Being strict but acknowledging and rewarding accomplishments
• Being flexible
• Trusting employees
• Showing ideas and visions to employees

Employee motivation can be improved by:

• Allowing employees to speak up about any issues at workplace
• Trying to solve issues that arise
• Giving more flexibility in terms of working days and hours
• Making changes to the payment system (if possible)
• Keeping work-life balance
• Making sure everyone is treated equally, regardless of the position in the company

Figure 5. Summary of recommendations

6 Conclusion

The thesis process began in June and the first step was finding a commissioner. The author's interest in organization and leadership led to the consulting company Pertec Consulting Oy, that has suggested the topic of this thesis, which also matched the author's interests and aims perfectly. After the initial meeting in July, the commissioner has supported the author throughout the writing process, which greatly helped make it less stressful.

The writing process started in July and has now come to an end in November, which makes it a duration of 5 months in total. The author feels that the timing was planned just right, and there was no rush or pressure when writing the project, which allowed for it to be clear, structured and well thought out.

While being interesting to the author, the topic of the thesis seemed like a challenge, considering that it was to be written about the country the author had no prior knowledge of. However, the interest has helped to carry out the project, and even though it was difficult and time-consuming, the author feels that it was worth the effort put into it. Apart from learning about a new culture, the author has also gained deeper knowledge of the topic through this project. It is also safe to say that the gained experience and knowledge will help the author in further education and career.

The aim of the project was met, and all the research questions were answered successfully, which was possible because of the well-structured interview guide and relevant theories. The aim was to find out how culture influences leadership, and what leadership is like in Kenya. From the findings it is evident that culture plays a big role in the style of leadership that Kenyan workplaces have.

The leadership in Kenya tends to have an authoritarian style. Employees have little influence on the processes in the company and sometimes do not even know the long-term goals. The leaders are distanced from the employees by the strong hierarchy. It is common for the employees to fear the leaders because of the power they have in the company.

Overall, Kenya has proven to be a good choice of a market for Finland and other Scandinavian countries in terms of consulting, since there is a need for leadership development, which is what the commissioner aims to bring to the country.

The biggest challenge in this project were the interviews, as the author has predicted. This is due to having very specific requirements for interview candidates. It was challenging to find people of a certain nationality from a country that is far from Finland, where the project took place, and it was challenging to reach those people, as sometimes the author has simply not received any answers to the interview inquiry. The amount of the people interviewed was rather small, however, as was mentioned earlier, the interviews were designed in a way that allowed to get the desired data from each participant. This led to extensive results that were able to answer the research questions with full understanding.

For further research, it would be helpful for the interviews to be done in Kenya, where the researcher can also observe the atmosphere and make their own notes, as well as getting the opinions of the employees. It will also make the process of finding interviewees easier, and it will allow the researcher to gather data from different fields of work, which in turn, would make the research more extensive and reliable.

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+Date%091900%091900&rw=3&ic=true&ri=e9f3d626-6ed9-49d0-b766-
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Appendices

Appendix 1. Interview guide

Basic information: name, occupation, age, date of interview, permission, confidentiality

Warm-up questions/opening questions

- Could you please tell shortly about yourself?

- What is your connection to Kenya?

- What kind of company were you working for in Kenya? For how long?

- If you were working in Kenya was the leadership from Kenya or from elsewhere? (where?)

- What kind of position and duties do/did you have?

Main questions/topics to be covered

Work and motivation

- How would you describe Kenyan employees in general? What motivates Kenyan employees?

- Would you please make a comparison of your Kenyan colleagues and your Finnish colleagues/partners? Is there a difference in motivation between Finland and Kenya?

Leadership

- How would you describe leadership in Kenya? What are the characteristics of a successful leader in Kenya?

- How do Kenyans behave toward their leaders?

- What may be the differences and similarities between Kenyan and Finnish leadership?