ARCADA

How leader's motivate employees for better performance and results

A quantitative study on employees' motivation and how they experience their leaders in Finland

Carolina Törnqvist

DEGREE THESIS	
Arcada	
Degree Programme:	International Business
Identification number:	
Author:	Carolina Törnqvist
Title:	How leaders motivate employees for better performance and results
Supervisor (Arcada):	Christa Tigerstedt
Commissioned by:	

Abstract:	

This research is based on the fact that the relationship between organizations and its employees has changed because of the fast digital development. The aim is to create an understanding to what motivates employees, how these motivation factors are taken into consideration at workplaces as well as how employees experience their leaders today. The research is limited to workplaces in Finland but not to a specific branch. Data has been collected from 54 participants in a questionnaire, where the requirement to answering was that they had to work in Finland and not be in a leader position themselves. The theoretical part is based on already existing research and different theories on leadership, motivation and leadership styles. Leadership has many definitions and this research this definition is relevant; Leadership is a process whereby an individual influence a group of individuals to achieve a common goal. Different motivation factors are presented together with theories on physiological and emotional needs which are intended to increase the performance and motivation of employees. Leadership styles and skills are brought up as very important parts of employee motivation since leaders have a certain responsibility ensuring the employees are well and motivated to do their job. Emotional intelligence is one of the most important skills a leader needs. They need to know how to manage and understand their own and their employees' emotions and use them right in situations to create better relationships to the employees. This is a quantitative research and the results from the empirical study has been analysed so that the results give a picture of the whole which is presented in different forms of statistics. The results imply that the motivation in Finland is on a good level and so is the leader's style and skills. The theoretical part supports the analysis of the results and the conclusion is clearly linked to existing theories on leadership and motivation. The leadership style is between an autocratic and a democratic one and the employees have reached a good level of independence and self-actualization. Further research needs to be done because some differences between how employees are being motivated compared to the demand exist.

EXAMENSARBETE	
Arcada	
Utbildningsprogram:	International Business
Identifikationsnummer:	
Författare:	Carolina Törnqvist
Arbetets namn:	How leaders motivate employees for better performance and results
Handledare (Arcada):	Christa Tigerstedt
Uppdragsgivare:	

Sammandrag:

Denna undersökning baserar sig på faktumet att relationen mellan organisationer och dess arbetstagare har förändrats i och med den snabba digitala utvecklingen. Syftet är att få en förståelse för vad som motiverar arbetstagare, hur dessa motivationsfaktorer tas i beaktande på arbetsplatser samt hur arbetstagarna upplever sina ledare i dagens läge. Undersökningen är begränsad till arbetsplatser i Finland, men inte till någon specifik bransch. Data har samlats in från 54 deltagare i en enkätundersökning, där kravet för att kunna svara var att man arbetar i Finland och inte är i en ledarposition själv. Den teoretiska delen baserar sig på redan existerande forskning och olika teorier om ledarskap, motivation och ledningsstilar. Ledarskap har många definitioner och för denna forskning är denna definition väsentlig; Ledarskap är en process med vilken en individ påverkar en grupp individer för att nå ett gemensamt mål. Olika motivationsfaktorer presenteras tillsammans med teorier på fysiologiska och emotionella behov som ska öka prestationsförmåga och motivation hos arbetstagare. Ledarskapsstilar och -färdigheter tas upp som väldigt viktiga delar av arbetarmotivation eftersom ledare har ett ansvar för att arbetstagarna mår bra och är motiverade att utföra arbetet. Emotionell intelligens är ett av de viktigaste kunskaper en ledare behöver. De måste kunna handskas med och förstå sina egna och arbetstagarnas känslor och använda dem rätt i situationer för att skapa bättre relationer till arbetstagarna. Detta är en kvantitativ forskning och resultaten från den empiriska undersökningen har analyserats så att resultaten ger en helhetsbild som är presenterad med statistik i olika former. Resultaten tyder på att motivation i Finland är på en bra nivå, likaså ledarnas stil och kunnighet. Den teoretiska delen stöder analyseringen av resultaten och slutsatsen är tydligt förknippad till existerande teorier om ledarskap och motivation. Ledarskapsstilen ligger mellan autokratisk och demokratisk och arbetstagarna har nått ett bra stadium av självständighet och självförverkligande. Vidare forskning krävs eftersom det framkommer visa skillnader mellan hur arbetstagare motiveras jämfört med efterfrågan på dem.

Nyckelord:	ledarskap, ledarskapsstilar, ledare, motivation, motivationsfaktorer, emotionella behov, emotionell intelligens
Sidantal:	43
Språk:	Engelska
Datum för godkännande:	

INNEHÅLL / CONTENTS

Figures

Tables

1   INTRODUCTION

1.1   Background

Leadership is a topic that has caught researchers' attention globally and therefore there are many theoretical approaches and definitions. Some researchers have conceptualized leadership as a personality or behavioral trait and others as relationship skills. Leadership is a complex subject that can be viewed from many different angles which sometimes make it difficult to understand. (Northouse, 2016)

Organizations may still be stuck in old-fashioned ways of doing things while others are trying to change the traditional business culture and working methods (Whitmore & Performance Consultants International 2017 p. 12). Leaders have a certain responsibility when it comes to the needs and interests of their employees and even if leaders do have power over and influence the employees, it does not mean they are better nor worse than the employees. Both sides are equal. (Northouse 2016 p. 7) The fast development of the internet and how it has changed the behavior between organization and employee is only one of the reasons behind the change but still is one of the major reasons that has led to a new the way of thinking. (Whitmore & Performance Consultants International 2017 p. 12) This relationship is very central when discussing leadership (Northouse 2016 p. 7). Specific behavior and skills are considered important for leaders to possess (Whitmore & Performance Consultants International 2017 p. 14) and if they do not, they should develop these through practice as this is becoming more important in business.

Because there are so many views on and methods for leadership, leaders should now be able to get rid of their old ways of doing things and fully understand that employees that are happy with what they do, perform better. The hierarchy is slowly disappearing, allowing new business methods such as collaborations and partnership to form. These are constantly increasing in popularity due to social medias and are especially common among the younger generation. Different methods to keep employees engaged are also increasing all the time. This leads to a challenge for the companies to stay up to date

with these to understand how to meet the employees' needs and expectations. Organizations, such as Google and Facebook, that are doing things a little differently seem to attract young people. They are working to make the workplace more like an experience rather than traditional business practice. This type of workplaces represents the future way of business practices where the work itself is meaningful and related to the need and purpose the business exists for. (Whitmore & Performance Consultants International 2017)

People are looking for happiness and satisfaction and will aim towards those activities that will fulfill their needs. According to psychologist Abraham Maslow a fulfilled state of mind is the natural human state, and everyone can get there by having a psychologically optimistic leader who can remove internal obstacles that may interfere with good performance. (Whitmore & Performance Consultants International 2017 p. 16)

1.2 Relevancy

Employees are the biggest resource a company has as they are the ones performing the tasks that eventually will bring in the profit. Employees are often put under big pressure and goals to achieve. This can lead to high stress-levels.

According to the Eurofound and EU-OSHA (2014) study, 25% of employees in Europe feel that the job is stressing them out and another 25% feel their health is affected by their job. Like Maslow (see Whitmore & Performance Consultants International 2017 p. 17), the Eurofound and EU-OSHA (2014) states that work has a recognizable impact on health and well-being of employees and remarkably good results can be seen when the working conditions meet the psychosocial needs, which are represented in Maslow's hierarchy of needs (Whitmore & Performance Consultants International, 2017 p. 16).

Due to the retirement age in Finland rising (Yle Uutiset, 2016) and birthrate in Finland appeared to be decreasing since 2010 (Tilastokeskus, 2017), to research how employees can be kept happy, motivated and healthy throughout their prolonged working life is increasing in importance. The first ones who will face the increased retirement age in

Finland are those born in 1955. Their retirement age rises to 63 years and 3 months (ETK 2017) and from there it will only keep rising gradually for everyone born after 1955. As shown in Figure 1, with retirement age on the vertical axis and birth years on the horizontal axis, the blue line represents the lowest possible age of retirement and the black line the life expectancy when receiving full pension. Hence it is crucial to research how employees today feel their motivation and wellbeing is taken into consideration.
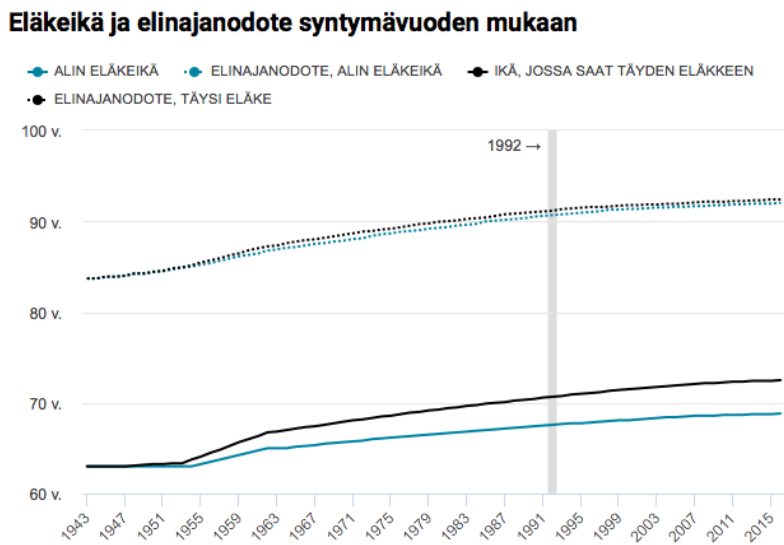

Eläkeikä ja elinajanodote syntymävuoden mukaan

Figure 1. Retirement age and life-expectancy according to birth year (Yle, 2016)

Organizations need to, more than ever, take care of employees to assure they will be able to stay healthy and motivated enough to be able to work and perform well until retirement. The new retirement reformation that came into effect in 2018 show, that especially young people will end up having to work for a longer period of their life while the years of retirement is not any longer than previous generations' because life expectancy does nonetheless not change much whether you are at the age of being entitled to retire or at the age when you receive full pension (Yle Uutiset, 2016). Figure 1 shows the dotted lines where the blue one represents life expectancy for those at the lowest retirement age and the black one the life expectancy at the age when full pension is received.

While the birthrate is decreasing as shown in Figure 2, the retirement age is pushed higher due to longer life expectations. This leads to people staying in the working life for a longer time and those in the age group whose retirement age will be further away,

need to be taken good care of for them to maintain their ability to for this long. (Kotamäki 2017)
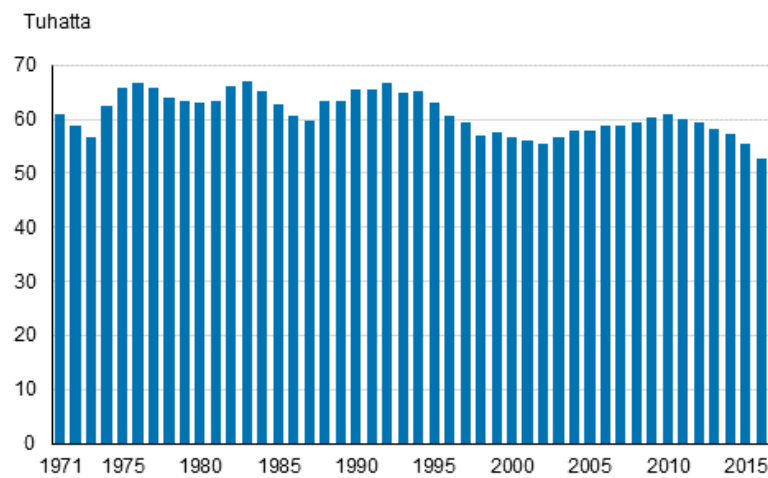

Figure 2. Birthrates (in thousands) in Finland per year (Tilastokeskus 2017)

In business there are no short cuts to doing it all perfectly. The leader is required to have a deep understanding of many aspects and skills to get employees to perform well for better results. None of it can be done without practice and that will take time and commitment and hence organizations need to understand the importance of the value a good leader brings to the company and the potential it holds. (Whitmore & Performance Consultants International 2017 p. 5)

If there was a direct line between employee satisfaction and profit, organizations would realize how much work they need to put into motivating and refining the employees to increase their work performance. Burnouts and physical problems due to the job are unnecessary costs for organizations. Hyken (2014) tells about how organizations' success comes from within, since motivated and engaged employees will take better care of the customer and a happy customer comes back and is more likely to praise the organization. Employee motivation again begins from inside the organization and the team or leader they work with and this research will study this.

Different generations have different expectations and views of leadership (WJSchroer). Also, their views and values might differ from each other and the purpose they are doing work for. Due to the digitalization, organizations face the challenge of understand-

ing that people may have different strengths and skills within this and knowing their employees they can delegate tasks to the right people

1.3 Research aim and questions

The aim of this research is to find out how leaders succeed to motivate employees for better results and how employees experience their leaders today. Leaders are always working to make results but whether or not they are taking the right actions or delegating tasks efficiently is going to be looked at from the employees' point of view. There are many qualities and skills that make a good leader and this thesis is looking at how well employees think their leaders are meeting these demands if which motivational factors employees value the most. show how employees in Finland experience leadership today and if there are any areas where supply and demand do not meet and give suggestions on what could be done for even better work environments.

The research questions to are:
- What motivates employees in Finland?
- How do employees in Finland experience their leaders?
- Are the motivational demands met?

The results of the research will hopefully provide an overall image if leaders are really working with the employees to create a healthy workplace. It will very likely give a good picture on the leadership situation in Finland today and if there still are areas or issues that need improvement. It is very important to find out the problem areas so that right measures can be taken, and organizations will certainly appreciate information on what the steps towards a good leading strategy could be is according to the employees. As the research will be conducted by employees in different fields, the results may give room for some improvement ideas.

1.4 Demarcation

This research will be done researching how employees find their leaders' leadership styles in any field of business in Finland. It will not be limited to a few fields because it is more interesting to compare leaders in general as they should not be more superior or less superior in any field. This way it will eliminate the possibility of the leaders' demographics being the same, which will possibly provide larger differences between the fields of business to compare.

The research will cover who have been working in Finland and are not in a leader position themselves. Those of the ages 15-16 are still comprehensive school and are therefore not in the desired age for this research. It is noticed that the length of employment is not relevant since an employee may have had several leaders and experienced different leadership styles. Only the current leader at the workplaces of those participating in the research is of interest. Neither does it matter if the employee is working for a customer outside the company or for someone inside the company who is dependent on them doing their job.

The current positon at a workplace is neither to be taken into consideration in this research because everyone being research is however supposed to have a leader and there will be too many positions to cover when researching generally in every field of business.

1.5 Definitions

Leader in this research is the person leading a team or being the person responsible for employees. For the employees researched leader is explained as their closest boss. The term leader will be used throughout the thesis as *"people leaders and managers in organizations"* as defined by Whitmore & Performance Consultants International (2017 p. 7).

A leader can also be referred to as:

> **coach**; 1:1 working with the employee and not necessarily knowing every detail of the subject, but more importantly reading the situation on when to share knowledge and when to be there as support

or

> **mentor**; someone more experienced at the workplace who can pass down the knowledge they have gained over a longer period of time. (Whitmore & Performance Consultants International 2017 p. 14)

For the sake of simplicity, this thesis will only use the term leader.

Leadership is defined as "a process whereby and individual influences a group of individuals to achieve a common goal" Northouse (2016).

2 LITERATURE REVIEW

2.1 Leadership

Definitions of leadership have not been harmonized for the past century and is still ever changing. In the beginning of the 1900s, when leadership as a term was a relatively new concept, it meant control and power. During the following decades, the definition shifted focus from domination to be a bidirectional influence between a leader and those of a group to a personal and behavioral trait. In the mid 20th century a theory, of leadership as a relationship that develops shared goals and effectiveness, emerged. (Northouse, 2016 pp. 2-3)

After this leadership being a behavior that influences people to achieve a common goal became the main definition based on all the previous ones. As the definition focused on leadership in groups, it was now viewed as a means to accomplish goals together. This led to leadership gaining great importance when groups aimed to achieve certain goals both independently as well as in a group. The 1980s were a major decade for the definition of leadership and multiple themes ruled at this time. Dominance was again considered a quality of leadership but did not mean control. Instead it emphasized a leader being able to get others to follow them. Leadership was not supposed to be influence

forced upon people and leadership skills gained importance as people understood these were some key factors to a good leader. It was emphasized that leadership is not an act alone, but a process that transforms leaders and followers from separate individuals to a team that mutually works in favor of each other to reach motivational and moral goals. (Northouse, 2016 pp. 3-4)

2.2 Motivation

According to Tracy (2014 p. 19) the average employee performs at 40 to 50 percent of their full capacity and certain motivation are factors supposed to increase this percentage and bring out the additional performance capacity in employees. A similar statement about how leaders maximize the performance and potential of the employees by helping and coaching instead of just teaching and telling how to do something, has been made by Whitmore & Performance Consultants International (2017 p. 13). People have a natural skill of learning things, but according to Whitmore & Performance Consultants International (2017 p. 13) it gets disrupted when someone is instructing.

Whitmore & Performance Consultants International (2017 p. 13) suggest that according to the modern model of humankind, everyone has the capability for full potential within. People however need nourishing and encouragement with something to look forward to for them to show it in better performance. The leader should be able to lead the employee in a way that removes any internal obstacles that might make the employee feel they are not good enough or any other thoughts of feeling inadequate. The built-in learning capability will naturally take over when the employee is allowed work without these internal blocks. It is not always easy to change old habits and therefore the faster a leader adapts to the new model of humankind and accepts it, the faster they can start learning how to bring out the additional performance percentage. (Whitmore & Performance Consultants International 2017)

2.2.1 Motivation factors

There are six motivation factors (Tracy 2014 p. 19) which, when understood by the leader, will engage the employees in their work and make them perform better.

Motivation factor 1: Employees will not feel motivated to work if it does not feel like they are doing it for any purpose. Leaders need to consider the tasks they delegate. (Tracy 2014 p. 19) Leaders should understand to create value in what they delegate to employees instead of excessive amounts of desk work that offers very little personal advantage and no value for the company (Birkinshaw & Cohen 2014). Are they relevant and challenging enough? People do controversially not want to work with impossibly difficult tasks, but tasks that will force them to put that little extra effort in completing will give a feeling of success and it is more rewarding and motivates the employee to do more. If the leader fails with this first motivation factor, they tend to blame employees for not performing well enough when they should consider their own delegation of tasks. (Tracy 2014 p. 19)

Motivation factor 2: A leader should be able to explain to the worker why the task is important. Communication is the key to motivate employees and it will inspire them to do more if they understand how it fits into the bigger picture. (Tracy 2014 p. 19)

Motivation factor 3: Leaders should not look to blame employees but still have them understand that they are given responsibility and are to some extent accountable for what they do. This will make employees more engaged as they will feel like it is a little more on them if something goes wrong and it is a way to let them make unintended mistakes while learning from them. When completing tasks on their own and succeeding, this motivation factor, will give a bigger feeling of success and build their self-esteem and they will be more confident in what they are doing. (Tracy 2014 p. 19)

Motivation factor 4: When employees feel like they are advancing and able to do more on their own it enhances personal growth. This leads to them feel more motivated and to perform better.

Motivation factor 5 & 6: The last motivation factor is money and work conditions; often considered the most important while there are many other things affecting the bigger picture of motivation. However, they are not the most important while they to some extent influence motivation. (Tracy 2014 p. 19)

14

2.2.2 Psychological and emotional needs

Abraham Maslow introduced the Hierarchy of Needs in the 1940s which basic idea is that people have certain needs (Whitmore & Performance Consultants International, 2017 p. 16) or as Tracy (2014 p. 19) calls them, emotional needs, they look to get satisfied (Whitmore & Performance Consultants International 2017 p. 16) and once satisfied, employees will stay motivated and inspired (Tracy 2014 p. 19). Maslow, however, did see this as a never-ending journey where people will always want more (Whitmore & Performance Consultants International 2017 p. 17).

Figure 3. Maslow's Hierarchy of Needs (McLeod, S. A. 2017)

The first needs are called impulsive needs, these include food and water and once a person has that the concern for shelter and safety grows. The impulsive needs have developed to be met at workplaces by paying employees for the work they do. It allows them to cover food, water, housing and the essentials for living. (Whitmore & Performance Consultants International 2017 p. 16) When the physical needs are met to an extent where they are not the main concern anymore, (Whitmore & Performance Consultants International 2017 p. 16) people will start looking for dependence, which is the need to feel part of a group, to belong somewhere (Tracy 2014 p. 19). It is the social need that partially is satisfied by family, other social situations (Whitmore & Performance Consultants International 2017 p. 16) but also at the workplace where employees need to be

told that their performance is valued in the company (Tracy 2014 p. 20). When the need of dependence is satisfied, people start to look for esteem from others followed by the need to develop self-esteem (Whitmore & Performance Consultants International 2017 p. 17). Both esteem needs are needs of independence and people want to be recognized for who they are and what they do as individuals. It is important that leaders make the employees feel important as individuals and for their specific personal qualities. (Tracy 2014 p. 20) When people no longer need assurance from others but instead demand more from themselves according to their own believes, the true level of independence has been reached and satisfied (Whitmore & Performance Consultants International 2017 p. 17).

Whitmore & Performance Consultants International (2017 p. 17) state that the highest level and state is self-actualization, which is a never-ending process that starts when the esteem needs are fulfilled, and people are not looking to themselves anymore. At the self-actualization stage people look for value and meaning in life. They want to find a purpose in what they do and be able to contribute. (Whitmore & Performance Consultants International 2017 p. 17) In other words they have reached the emotional need of interdependence. At the workplace when the leader has succeeded to satisfy the emotional needs of dependence and independence, employees will feel valued, that everyone is working towards the same goal and unconsciously motivated to perform better. (Tracy 2014 p. 20).

The last type of emotional need is interdependence which is the need to feel needed in a team and working with others. If working relationships between employees are good and they work effectively this emotional need will be satisfied. (Tracy Brian. 2014) However, as the interdependence level does not stop at a certain point, this creates challenges for organizations as once the employees have reached this level, the demand for higher satisfaction will not stop. At the moment things such as fringe benefits and possibilities for promotion are used as motivators to satisfy additional needs higher up the hierarchy to add value and purpose for employees. (Whitmore & Performance Consultants International 2017 p. 18)

2.3 Leaders

People expect different types of behavior and skills from their leaders. The different personality traits and skills leaders possess are not expected to be the same by the different generations. Especially Generation Y, also known as "the millennials" (Bresman & Rao 2017) have been said to have very different expectations and are only looking for work that provides personal value and a clear purpose. In other words, they are looking to satisfy their self-actualizing needs (Whitmore & Performance Consultants International 2017 p. 18).

While some organizations are looking for fresh young employees and tempting them with an innovative workplace with a young team (Cahill 2017) others need to understand the importance of new leadership styles that fit the demand of employees to not lose out (Whitmore & Performance Consultants International 2017 p. 18). Organizations should however not shut this way out the older generation who may not have the latest knowledge but rather years of experience. The retirement age has risen and those in their forties still have half of their working life left and therefore the knowledge and experience they have should be appreciated. (Cahill 2017)

Cahill (2017) also mentions how in non-work-related subjects it is said the 40 is the new 30 and so on, so why is it different when it comes to work? Everywhere but at the workplace healthy, energetic, engaged people over 40 are looked up to and seen as positive idols and role models. The traditional view of the work cycle is that in their 20's when people start finding their careers and exploring different fields and making mistakes to learn. Then in their 30's people should establish their career but the 30's often interfere with making a family and hence the establishment age becomes in the 40's. There are so many years between the 40's and retirement and it is crucial to not forget about these. There is no specific age for learning and everyone at the workplace are entitled to improve their skills – not only those in their 20's. Everyone is equally needed – both new skills and mature people's wisdom are required for a company to succeed. (Cahill 2017)

2.3.1 Leadership styles

Kurt Lewin together with Ralph White and Ronald Lippitt introduced three leadership styles in 1938; autocratic leadership, democratic leadership and laissez-faire leadership (Hiriyappa 2008 p. 204).

According to Whitmore & Performance Consultants International (2017 p. 19) many leaders who have reached Maslow's esteem from others -level tend to stay there and keep proving that they have gained status and power. Whitmore & Performance Consultants International (2017 p. 19) even claim these leaders are arrogant, want to dominate and act selfish. Out of the leadership styles identified by Lewin, White and Lippitt, this describes the autocratic leadership style where decisions are made without the consent of others. The autocratic leader does consider the effects of the decision or how it will affect the employees or organization. The only time this type of leadership can work is when the decision does not require others to be involved in decision making and that time would only be inefficiently used if everyone gave their input or if there was an emergency. (Hiriyappa, 2008 p. 204-206)

Democratic leadership is the second style of leading, also called participative leadership where the leader includes employees in decision making even if someone else had the final say. Then at least the employees feel appreciated and it is understandable that if it is a big organization, decisions cannot be made according to every single person's personal preference. When the employees are committed and want responsibilities in the organization, the democratic leadership style is an advantage as the employees want to be involved and the leader will include them in decision making. The other way around also, one of the assumptions is that when the democratic leadership style is applied, employees who are included in the decision-making progress will be more committed. (Hiriyappa 2008 pp. 204-207) Keeping employees responsible and accountable can therefore be underlined because this is also one of the six motivation factors (Tracy 2014 p 19) that makes employees perform better.

Two types of leadership that Northouse (2016 pp. 7-8) mentions as the two major ones are leadership as a trait (born to be a leader) and leadership as a process (can be

learned). Northouse (2016 pp. 7-8) explains that looking at leadership from the traits perspective claims the leader is born with certain qualities that fit the role. This indicates that personal qualities separate leader type of personalities from non-leader types and only those with certain personality qualities can be leaders. Leadership from the process viewpoint focuses on the fact that anyone can be taught leader behavior. Some people may find it more natural to adopt the qualities and ways of thinking of a leader when for others, it requires a committed and focused practice to understand the way of thinking that makes a good leader and the importance of being willing to do some personal development (Whitmore & Performance Consultants International 2017 p. 5).

Two other leadership types Northouse brings up are assigned (because of position in organization) and emergent (because of how people see them) leadership. An assigned leader is in the particular position due to have worked their way up to the position or just got the job due to previous experience. However, an assigned leader is not always the one who interacts as a leader with the employees. Sometimes the leader position is emergent – an individual who interacts well with the others gains authority through the others in the organization. That individual may be seen as a leader based on acceptance, support and trust from the employees. It is said that personality influences whether an individual emerges to this position or not. Especially those who are a little more dominant, intelligent and confident are often the ones who identify as leaders by others in the same group or team. There are however no proof that this necessarily applies to all genders but may be used to outline emergent leadership. (Northouse 2016 pp. 8-9)

Birkinshaw & Cohen (2003) executed a study for the Harvard Business Review about how eliminating unnecessary tasks and/or delegating them differently will free up time to attend those tasks that add value. According to the study (Birkinshaw & Cohen 2003) this increased productivity since time was better managed. Birkinshaw & Cohen (2003) found that cutting desk work and meeting times during the week to spend more time supporting their teams showed an increase in results. Organizations need to change their leadership styles (Whitmore & Performance Consultants International 2017 p. 19) towards an employee-first approach (Hyken 2014). Employees are looking for a change in leadership and organizations (Whitmore & Performance Consultants International 2017 p. 19) need to consider this since employees do not want a leader who is simply com-

manding and controlling (Whitmore & Performance Consultants International 2017 p. 21). Organizations and leaders are being challenged with these demands since eliminating unnecessary tasks and cutting down desk work might make the employee appear lazy. Especially people in jobs that are mainly based on interactions with people might require much preparing and communication skills which do not necessarily show as piles of paper on the desk. (Birkinshaw & Cohen 2014)

Organizations often rate customer satisfaction highly since a happy customer will come back and most likely speak well about the company. While it is okay to concentrating on keeping the customers who bring in money to the company happy, the internal customer should always come first. An internal customer is the person who depends on someone to do their job to be able to theirs. Leaders often fail to remember, that if the people in the company did not do their job properly, they would not be able to make outside customers happy. So, without the outside customers the company is not making any sales and therefore there will not be any revenue. In the end the company will end up without any profit if not the full picture is given thought. Leaders who wish for the company to make some profit need to have a more employee-first approach. (Hyken 2014)

Hyken (2014) gives as an example the CEO of Southwest Airline, Herb Kelleher, who argued that the employee comes always first. When the employee is satisfied and happy they will treat the outside world right and the customers will be happy. When the customer is, happy and feels that the company is treating them well, they will likely return and this in turn makes the shareholders happy. Kelleher stated that a company's success always starts from the inside and moves towards the consumers of the product or service. When the employees are happy they will more likely be more engaged to do well with both internal and external customers. What happens inside an organization is something no one talks about, but how the outside customers feel directly reflects on the inside of an organization. (Hyken 2014)

Employees should not be afraid of their leaders and even if leaders are supposed to make good results it should not be done by forgetting the employees. Alex Pirouz argues that there are five personality traits that are required by a leader to be successful

regardless any other factors. These skills are character, communication, direction, optimism and honesty. (Pirouz 2015)

2.3.2 Leadership skills

A good leader knows how to delegate tasks right based on not only skills and experience but also in a way that gives employees space to grow, learn and challenge themselves. No one will develop without slowly learning new things and a leader should be able to delegate tasks where the employee has the resources to take full responsibility of the whole task or at least the ability to figure out how to do it. This helps the employees both grow and feel motivated when they are given full responsibility, are trusted with it and improve them to the next time complete larger tasks. Picking the wrong person to complete a task will only cause headaches for both the leader and the employee as it does the opposite of motivating anyone and the outcome will never be successful. The last important thing about delegating right to motivate is communication. Whenever a leader can explain how and most importantly why something is important. Let employees understand that they can ask questions and suggest something if they have ideas over simply handing them a task and expect the perfect outcome. (Tracy 2014)

Automation and digitalization is growing, and organizations invest in modernizing their operations. This does increases costs, which is compensated with decreasing the costs from something else – often employee related. Cost cutting is creating a challenge for companies because the tasks that create low value but still need to be done must be completed, leaving less time for the important work (Birkinshaw & Cohen, 2014).

The human is not programmed to show any symptoms of work overload until it is too late, and many tend to exceed personal limitations because they think that they should be able to do perform all tasks given to them. Work-related stress can lead to an increase in occupational health-care costs, the need for more sick-leave and decreased productivity levels (Obair Leadership). Taking the step to tell someone that the workload is exceeding personal capabilities is often too big. It is in the end the employees that are the face of the company and that is an area the organizations should be ready to invest in. Leader behavior has a big impact on health and well-being of employees. This proves that leader behavior needs to be seriously considered and leaders need as much

coaching and developing exercises as the employees do to be able to manage the workplace and the people. (Obair leadership)

2.3.3 Emotional intelligence

Author and psychologist Daniel Goleman has studied emotional intelligence in professionals and found that a high intelligence quotient (IQ) does in no way equal professional success (Wilcox).

New technologies that developed in the late 20th century have made it possible to follow the emotion centers and how they react to different emotions, dreams and thoughts and how it affects feelings such as anger, happiness, motivation, empathy and much more. Goleman sought for explanations to why a higher IQ did not necessarily lead to any success and figured that it all has to do with the ability to be exited, engaged, motivated and to have self-control. These are qualities of emotional intelligence. He also found that there was a connection between moral instincts and emotional intelligence. In other words, what a person finds morally or ethically right comes directly from what their emotional intelligence skills are. Martin Hoffman also found in his studies that empathy towards victims of any emotional event is based on ethical thinking. So, these two are linked – but this also reflects on a person's morals; the more empathetic a person is (i.e. can imagine being in the other person's situation) the better moral principles are followed. Emotional intelligence is managing and understanding own emotions and those of others', using them right in situations and maintain relationships with people. (Goleman 1997)

"Anybody can become angry-that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way-that is not within everybody's power and is not easy." – Aristotle (Forbes 2015)

As Aristotle already knew, Goleman also said that emotions direct our thinking, acting, success, values and is straight forward wisdom. Feeling the emotions is not what emotional intelligence is about, it is how these emotions are shown in different situations. All actions are based on an emotion and it used to be a means of survival, but as the

world has developed and the primal survival situations disappear, emotions are not needed for survival action anymore and they do not suit the modern society in the same way. This is what in some situations may cause excessive action and even danger. (Goleman 1997)

Empathy could be considered the most important area of emotional intelligence because it is the ability to read signals from others and understand them. Emotions can be unconscious, as Goleman (1997 pp. 79) in his example explains: someone who has been insulted and then for hours thinks about it, might seem very aggravated or mean because of feeling upset. This person could be very surprised if someone commented on this since it was unconscious, and the purpose was not to be mean or seem annoyed. If this person was to realize the behavior the next time, the way of acting could change as a result of knowing how to manage the emotions after the insult instead of seeming rude to others. This proves the importance of meta-emotion, which is the ability to manage own emotions. (Goleman 1997)

Psychologist John Mayer divided people into three types based on their ability of meta-cognition, which means acknowledging the thought process, and meta-emotion; acknowledging, powerless and accepting types. Those who belong to the acknowledging group of people are usually confident and feel mentally balanced. They usually have an optimistic view on life which allows them to overcome anger and any negative emotions faster. Also, they know their limits and thanks to this meta-emotion they are good at acknowledging how they feel and deal with it accordingly. This type of person is a very desirable leader because when they know how to deal and interpret their own feelings and not let emotions take full control, they are more likely to be able to encourage and motivate people with their optimistic views and strong ability to read people and situations. (Goleman 1997)

Self-control and empathy are the base for good social skills, which is some core skill for leaders. If the leader lacks emotional intelligence it becomes very difficult to interact on the right level with employees, especially when this type of person does not always even realize their emotions and can hence not understand emotions of others. Good social skills give the ability to encourage and motivate others as well as make people feel

comfortable around you. A lack of social skills may make the leader seem very arrogant and as if they do not care about others. (Goleman 1997)

Emotions are contagious and the better we understand to manage them the better they are dealt with and the better the outcome of a situation. Unconsciously people adapt gestures, expressions and even tones from people with those who shows strong emotions. If the relationship between two people is on a level where their expressions and gestures meet physically, and they are as engaged in interacting, it usually leads to naturally liking each other and this synchronized behavior comes from two people mirroring one another (Goleman 1997).

3 METHODOLOGY

3.1 Method

A method is the technique used to collect data for the research in question. It should exclude the possibility of the observations being affected by personal biases and in that sense be as objective as possible. This is both a theoretical and an empirical research. A theoretical research is built on top of already existing theories about the topic in question. Empirical research is based on observations on how the topic in question is perceived. (Sachdeva 2008)

The theoretical part is secondary data, so existing thoughts and theories that there are about leadership.

The data collection method will be a survey and the questions will require personal opinions of those taking part. A survey requires the research to ask questions that the participants answer and provides good and broad measurements to the research. A survey can be a questionnaire or an interview and, in this research, it is an online questionnaire online that the participants complete, and the researcher completes an analysis based on the responses. This thesis is a quantitative research and just from the number of replies it can be difficult to comprehend the results and therefore the numbers are summarized with different statistics. This empirical research is based on a survey that has been conducted to measure how employees perceive leadership today within their

workplaces. This research is exploring (Sachdeva 2008 p. 21) the area of leadership with the purpose to look at it closer from employees' point of view. The research questions guide the direction of the study. (Sachdeva 2008)

The empirical part will be done using primary data. Primary data is the information the researcher has collected through a survey and the observations come directly from those who took part in the survey, which makes the information gathered original. It is data that comes straight from the source to the researcher and is not based on previous work in any way. This method of collecting information through primary sources, makes it very reliable, since the researcher will know that the information has not already once been analyzed. The researcher knows where and how the information has been gathered as it is directly collected by them. (Sachdeva 2008)

4   RESULTS

4.1 The questionnaire participants

For the questionnaire there were 54 participants of which 28% male and 72% female (Figure 4). The full age range of participants was between 17 and 64 years of age and was divided into five groups. Each group represented a range of 10 years except for the first age range of 17-24 which only represents 8 years. There were no participants from the age group 64- so it is not noted in the survey any further.

Age groups will be referred to as following:
- age group 1; age 17-24
- age group 2; age 25-34
- age group 3; age 35-44
- age group 4; age 45-55
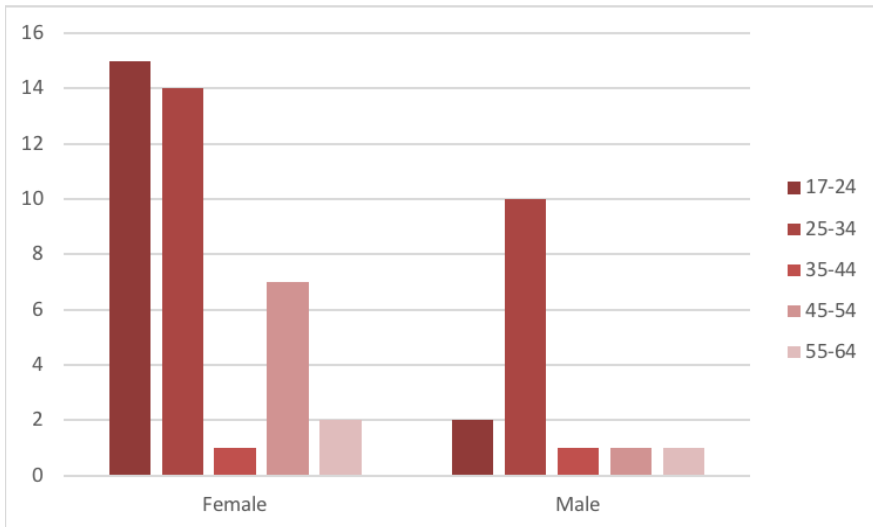- age group 5; age 56-64

Figure 4. Gender and age of participants in questionnaire

The participants are spread out over many fields of work and the largest number of participants are in *Finance* and *Sales*. These two fields of work also have the largest spread of different age groups. As the Figure 5 shows, *Administrative* and the group *Other* has the next biggest numbers of frequencies. In the group *Others*, fields such as *Media*, *Administrative – Healthcare*, *Manufacturing – Metal industry*, *Finance – Banking*, *Customer relations*, *Music Business, Finance – Audit*, *Cashier*, *Construction*, *Customer service* and *B2C Sales* are represented. They can be considered parts of the main fields of work that were provided as options and therefore they will be merged with the ones they belong in.
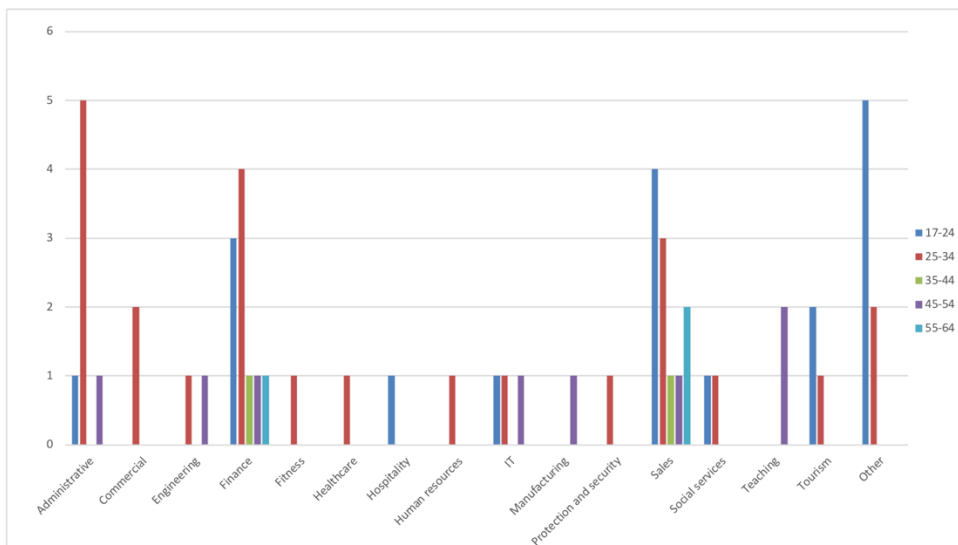

Figure 5. Ages and fields of work of participants in questionnaire

Participants are not represented widely over the country and as Table 6 shows, most are from Uusimaa, which is the surrounding areas of the capital Helsinki. Of all participants 91% are from the capital area and the remaining 9% from Central Finland, South Ostrobothnia and Åland. The biggest group of participants work permanently full-time and they represent 65% of all participants. Permanent part-time workers were the second biggest group (19%), fixed term permanent workers 11% and fixed term part-time 6%.
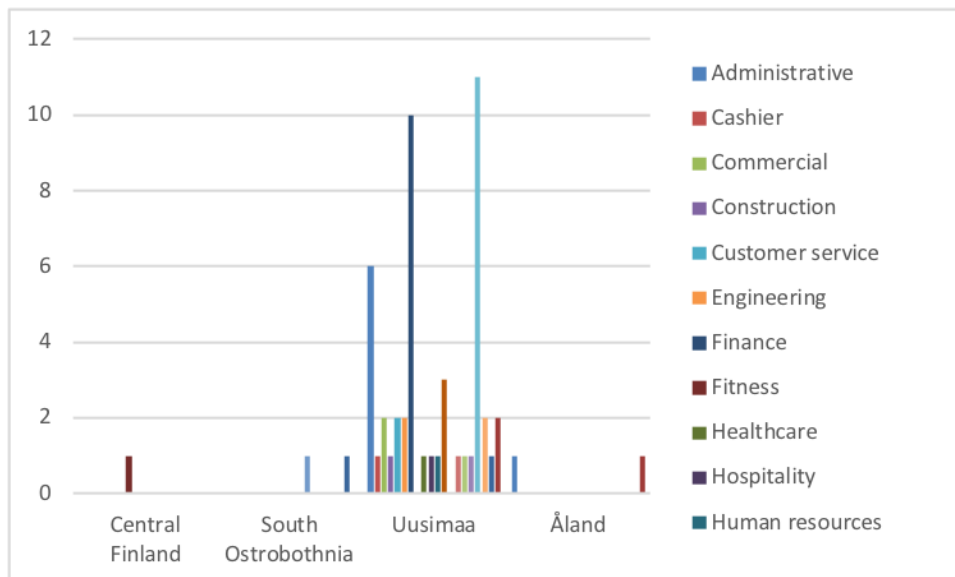

Figure 6. Questionnaire participants' field and area of work

4.2 Motivation

The biggest motivation factor is *feeling of success*, which was chosen by 50 out of 54 of the participants. It is of bigger importance for women as 95% chose this motivation factor and 87% of men has chosen this one too. In age groups 1, 3 and 5 everyone had chosen this motivation factor and in group 2 92% said that feeling of success it is motivating. The group with the lowest number was group 4 with still 75% considering this motivating. 46% of everyone who considers this motivating says they achieve feeling of success at their workplaces.

Getting a thank you was the second most chosen motivation factor with 87% of the women consider this an important factor and almost all men (93%) says this motivates

them. This motivation factor has been chosen by everyone belonging to the age group 3 and higher while for the younger age groups it is chosen by 80-90% of the participants. Of everyone saying this is motivating, 71% says they get a thank you at their workplace making it one of the few factors with the highest percentage where employees have said it both motivates and is done/experienced at their workplace.

The third most chosen motivation factor is *getting regular feedback*. 93% of the men consider regular feedback motivating and 79% of women said this as well. Regular feedback as motivating was chosen by a 100% of age group 3 and by 88% of both group 2 and 4. In groups 1 and 5 had over half participants choose this as motivating with 76% in group 1 and 67% in group 5. In total, 60% of those saying this motivates does they get regular feedback at their workplaces.

The motivation factors employees find both motivating and say is being done at their workplace are *relaxed dress code* with an 85% of the participants choosing this, *completing tasks from start to finish* with 81%, and *getting a thank you* with 71%.

Out of all participants almost half considered *shorter working days in the summer* motivating, but only 8% report that their workplaces do this. Only five people out of fifty-four said *pet care/childcare* would be motivating and it is either not done at any of the participants' workplaces. *Not being asked to do unnecessary tasks* and *innovation days* also have a few people who find these motivating but of those who said it motivate only 23% report that they are not being asked to do unnecessary tasks and 30% report that their workplace has innovation days. 62% of the participants say a *rewards plan* is motivating and 44% say their workplaces have rewards plans. However, 60% of the participants say a *reward plan according to personal preferences* motivates but only a third of them say this is done at their workplace. 48% of the participants said a rewards plan motivates and rewards plan according to personal preferences is motivating too. 13% of the participants say that a rewards plan according to personal preferences motivates but not a regular rewards plan. Out of everyone who said they have a rewards plan at their workplace, 7% said are not motivated by it.

Motivation factors that got the lowest scores were *pet/child care* with only five people choosing it, *innovation* days chosen by twenty participants and *shorter workdays in the summer* chosen by twenty-four people. These three motivation factors have a higher percentage of male than female who would pick them as motivating and 93% of all who said these motivate, belong to age group 2.

4.3 Leader evaluation results

The participants have rated their leaders on seventeen qualities that can be considered a leader having. The participants had the possibility to choose from number 1-5, where 1 is strongly disagree, 5 strongly agree and the middle (3) is neither agree nor disagree. The following table show an overview of all the responses. The blue columns represent the range between the minimum and maximum scores of all the answers and the green line the middle score. For this part, the answers agree and strongly agree as well as strongly disagree and disagree will be merged together for the graphs to make it easier to present as sometimes data is very small. However, for parts that show big differences in the values, will be mentioned separately.
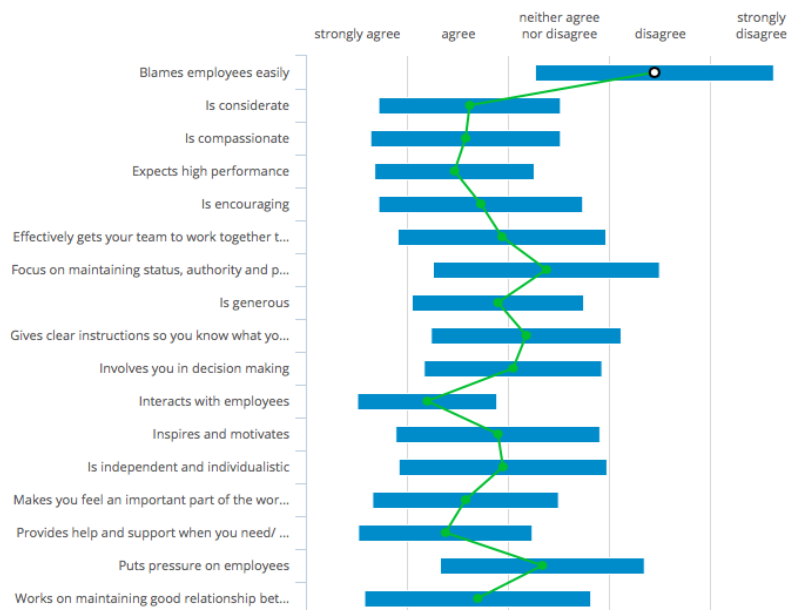

Figure 7. Overview of leader ratings

29

According to the responses highest score is for *interacts with employees.* 43% of the participants *strongly agreed* with this and 48% said they *agreed* with. Altogether 91% of all participants either strongly agreed or agreed with this.

Second most scores were for *provides help and support when you need/ or ask for it,* with 35% *strongly agreeing* and 52% choosing *to agree*, which made up to a total of 80% of all participants. Then came the leader *is compassionate,* with *strongly agree* chosen by 31% of the participants.

The following qualities also had a high percentage of all participants agreeing or strongly agreeing; *works on maintaining good relationships between employees, expects high performance and makes you feel an important part of the work community.* (see Figure 8)
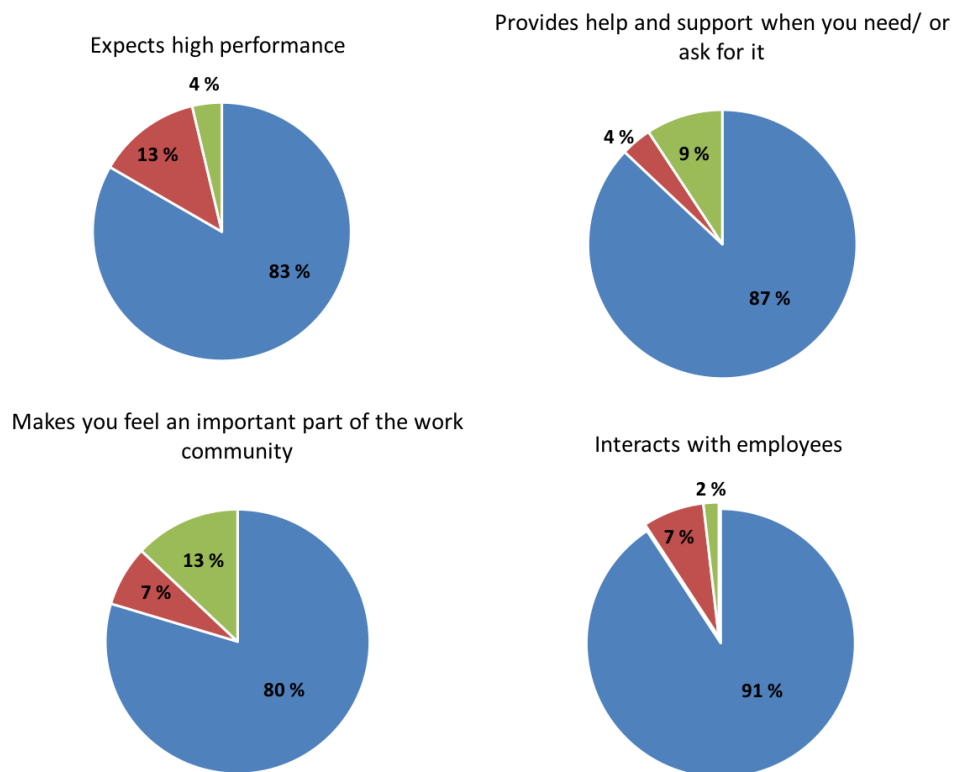

Figure 8. Highest rated leader qualities and ways of leading

83% of all participants said their leader expects high performance and only 2% disagreed or strongly disagreed. 93% percent of the men report feel like their leader expects high performance and 79% of women said this. The highest scores were from age group

2 where 92% said their leaders expect high performance and in age group 3 all partici-
pants said this is the case. Age group 1 has 88% saying leaders expect high performance
while the score for group 4 is 63%. The lowest score was in age group 5 where only a
third (33%) said their leaders expect high performance.

87% of all women say that their leader interacts with employees and of men 100%
agreed to this. In age groups 1, 3 and 5 everyone chose strongly to agree or agree, 92%
in age group 2 and the lowest percentage 63% in age group 4.

More men feel like their leaders make them feel an important part of the community
with a percentage of 87 while of the women 77% feel this way. Also, 18% of the wom-
en disagree or strongly disagree with their leader making them fell an important part of
the community. In all age groups but age group 2, 88-100% agreed to their leader mak-
ing them feel an important part of the work community. In age group 2 67% felt like
their leader make them feel an important part of the work community. 13% of all partic-
ipants in total disagreed or strongly disagreed with this.

78% of all employees report that they see or speak to their leader more than once a
week and 13% said about once a week but not more. Of those who do see their leader
more than once a week more than two thirds are permanent full-time workers, 17%
permanent part-time workers, 12% fixed term full-time and 7% fixed term part-time
workers. Most of the participants are permanent workers and only 17% of all partici-
pants have fixed term employment contracts. Only 9% responded to seeing or speaking
to their leader less than a once a month or even never. There were no big differences
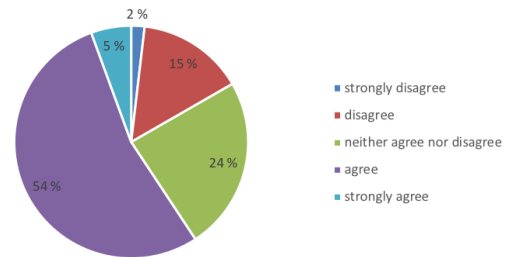between fields of business as can be seen in Table 1.

Table 1. Percentage of how many see their leader more than once a week

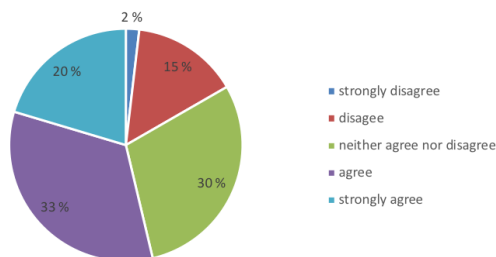|	
Administrative	86 %
Cashier	
Commercial	100 %
Construction	100 %
Customer service	50 %
Engineering	100 %
Finance	80 %
Fitness	100 %
Healthcare	
Hospitality	100 %
Human resources	100 %
IT	100 %
Manufacturing	100 %
Marketing	100 %
Media	100 %
Protection and security	100 %
Sales	73 %
Social services	50 %
Teaching	50 %
Tourism	67 %
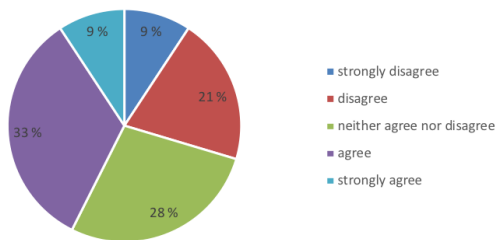
Figure 9. Leadership styles

For *focus on maintaining status, authority and power*, *involves you in decision making* and *is independent and individualistic* around half of all participants has said they agree and strongly agree. For focus on maintaining status, authority and power a total of 41% has said their leaders do this and a third reported this is not something their leader does. Almost 60% feel included in decision making at their workplaces and only 17% feeling like they do not. Quite many see their leader as independent and individualistic as 53% says they agree or strongly agree and just 17% not agreeing with this. For all three graphs in Figure 9, around a third has replied *neither agree nor disagree*.

4.4 Employees

The participants have rated their own engagement, interest, importance and relevance of work, motivation, performance and valuation of work from their leaders on a scale from 1-5, where 1 is extremely low and 5 extremely high. The middle score (3) is cannot say.

Most employees rated their engagement as high with 61% saying this and 22% even reported their engagement as extremely high. 7% claims their engagement is low or extremely low and this percentage comes from South Ostrobothnia, Uusimaa and Åland. Engagement is higher among male employees and 93% report feeling engaged in their work. It is fairly high for women as well, 79% feel engaged. No big differences are noted between the different age groups – all are about 80% or more.

81% have interest in what they do and here again men have a higher interest rate (93%) than women (77%). Of women, a fifth says their interest is on the lower side and they are all of the age groups 1, 2 and 4. For the age group 2 of women, more than a third reports their interest is low. The interest level seems to be low in Uusimaa, Åland and South Ostrobothnia as was disengagement. The highest interest scores for both male and female regardless of age is in Uusimaa.
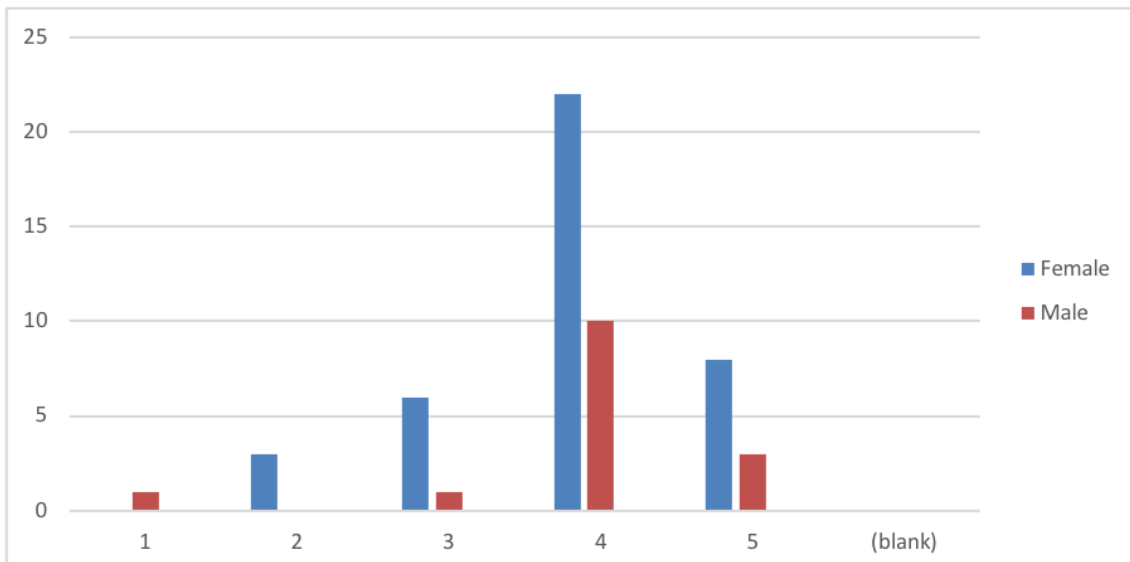
Figure 10. Importance and relevance of work

Out of all men 67% say they feel the importance and relevance of their work is high and a fifth says extremely high. Of the women 56% say high and 21% extremely high. The percentage of women who find the importance and relevance of their work low is 8% and men saying extremely low 7%. All age groups mainly responded them experience their work as important and relevant high or extremely high. Only 13% said they cannot say and 7% rated their importance and relevance as low or extremely low. There are no big differences between areas in Finland and the only low or extremely low come from Åland and Uusimaa.

24% of all participants have rated their own motivation either low or extremely low but more people still feel motivated with a rate of 70% for those who feel motivation is high or extremely high. Men's motivation is slightly higher again with, 73% feeling motivated compared to women's 69%. Also, the lower rate is lower for men with only 13% saying their motivation is on the lower side compared to almost a third of the women saying this. Of women those who feel like they lack motivation are in age groups 1, 2 and 3 and the men only in age group 2.

People rate their own performance at work quite high. 65% of women say their performance is high or extremely high and 80% of men for both genders regardless of age or

area. The small 2% of participants who say their performance is extremely low does not change the results drastically.

Only 4% of all participants say the valuation of their work from the leader is low or extremely low while 69% of all participants say their leader values their work and 28% cannot say. How people experience their leader valuing their work is quite equal in all fields but in administrative and tourism the lowest scores can be found; 14% in administrative and 33% in tourism. In no other fields of business, the employees report that their leader would value their work low.

4.5 Analysis & Discussion

There are no big differences between areas and as 91% of all participants are from Uusimaa and therefore the differences cannot really be generalized over areas. There is not enough data from other areas in Finland and as part of the aim of this research was to find these differences, it did not succeed with spreading the questionnaire to enough places. There are neither any noticeable differences between the different fields of work which makes the results mostly possible to compare to the theory and see whether the results can be backed up by the theory or not.

The biggest motivation factor according to the participants is feeling of success just as motivation factor 3 (Tracy 2014, p. 19) claims. However, not even half of those who picked this as motivating said they feel success at their workplaces. This can be interpreted as lack of engagement or there is a leader who cannot bring the best out of the employees according the reasons Tracy (2014 p. 19) say are crucial for building self-esteem and confidence. Luckily most did say that their leader does not blame employees which is good to see that that is not the reason for the feeling of success getting a low score.

As Whitmore & Performance Consultants International (2017 p.17) state the true level of independence is reached when both esteem needs are met (esteem from others and self-esteem) and if feeling of success is a reason building self-esteem there is still some

work to be done in order to make employees feel truly independent and happy with how others see them and how they see themselves.

The research shows that employees in Finland highly respect a thank you from their leaders and this is important for feeling esteem and recognition from others as Maslow's hierarchy of needs show (Figure 1). The results show quite many agree that they do get a thank you, which fulfills a part of their esteem needs. Most of those who said this motivates them, feel like they do get a thank you at their workplace which gives a good boost to the self-esteem.

Getting regular feedback is also something people in Finland consider important at their workplaces and more than half also says they do get regular feedback at work. Feedback can help employees concentrate on what they could improve as well as give a great feeling of success helping the employee closer to true independence (Whitmore & Performance Consultants International 2017 p.17).

These three motivation factors that were chosen as the ones people find most motivating clearly show that employees on an average have reached the esteem level on Maslow's hierarchy of needs. From the results it yet cannot be concluded that true level of independence is fully reached.

The ones with the highest number of people saying a factor motivates them and is done at their workplace, show that leaders allow people to be themselves. One of them was a relaxed dress code, which can be seen as quite irrelevant, but it actually makes a big difference. Clothing is a physiological need but, in this case, it could be considered a safety need. Employees are allowed to feel like themselves and be comfortable which satisfies the personal security need and it feels safe to be in something that feels good. Even if it is such a basic need it is a very important one. Another one was getting the chance to complete tasks from start to finish. It is as Tracy (2014 p 19) explains for motivation factor 3; it shows that employees are given responsibility and in general when they succeed to finish a task it will give a more rewarding feeling that motivates for future tasks.

Some other interesting results were for shorter working days in summer or pet/child care. It turned out that less than half said this is motivating in any way. Young people in the age group 2 were the only ones saying this motivate them, but they do not have it at their workplaces. It in a way proves than millennials are demanding and expecting different things and consider other things motivating than the traditional workplaces may offer. This only shows how emotional needs and the needs in Maslow's hierarchy are more compatible with results from the age groups 2-5.

Rewards plans are also something that partially motivates and the fact that only just over half feel motivated by it, while half of them say that a reward plan according to personal preferences motivates, makes it seem like this should be considered at workplaces more. A few people who said a reward plan according to own preferences motivates while a general rewards plan does not and only 18% of everyone who has a rewards plan at work find it motivating. Leaders should really consider if this is the right way to keep employees interested in working hard or whether to change the reward plans to match personal preferences or discuss with the employees what they feel would drive them.

The qualities/skills of a leader that most employees chose, show that employees respect the fact that the leader is present and is in contact regularly and when the employees need it. It seems like leaders are managing to keep working environments good according to the qualities employees agree on. This is also motivation factor 2 (Tracy 2014, p.19), where it is stated that communication is key. The research shows that a lot of those participating see their leader more than once a week which is very positive.

As the charts in Figure 9 image, less than half of all participants consider their leaders maintaining status authority and power, about two thirds feel like their leader includes them in decision making and about half say their leaders are independent and individualistic. This can be interpreted as that leaders in Finland are somewhere between being democratic and autocratic in their leadership styles (Hiriyappa 2008) according to the employees. If leaders were more democratic the rates of motivation, engagement as well as interest in work could possibly grow even higher – especially among women where the rates were lower than for men.

The research questions were answered for many of the motivational factors there is data showing what motivates employees as well as there is data explaining how employees experience their leaders in Finland today. Also whether demands of employees are met or not have been discussed with support from both the theoretical parts as the questionnaire results.

The literature sources used to conduct the theoretical part has provided a solid background for this research and shows what aspects within leadership are important and need to be considered. It was found that various sources point out the necessity of a leader understanding employees' physiological needs as well as emotional needs to keep the workplace healthy. Even though emotional intelligence is not a tangible skill, it has a major impact on employees. Leaders should always consider the fact that their actions directly reflect on the employees and it might even lead to serious health issues among employees if not taken seriously. For a successful outcome, leaders need to be aware of all the many skills and even if not every single one of them is used, slowly moving towards adapting them will make a clear difference to the performance of employees. It is very important that leadership is considered important as it does affect so many things and for a company to be successful not only the performance needs to be given attention, but also the people who do the work. If employees are not properly taken care of the company will not be a desirable workplace and slowly experience a decrease in customer satisfaction, employee satisfaction and profit.

4.6 Ethics, Reliability and Validity

The researcher has seen to that this research is written without letting any personal biases affect it and remained objective during the whole writing process. For the primary research, participants were introduced to the topic and the purpose of the study. All participants remain anonymous and the results are treated confidentially, i.e. they are only used for the purpose of this research. The results of the questionnaire are all recorded and treated properly. For the secondary research, the researcher has chosen sources that are reliable and have been updated.

4.7 Future research

The number of participants for the primary research was fairly small, but from the results, conclusions about what motivates employees in general, could be drawn. A broader research can be conducted, with more responses from all over the country for a better perspective on the situation in Finland. Future research is important since it seems like there are situations where leader behavior do not meet employees motivation needs and therefore more research is required to a more in-depth understanding of how to get these two to match.

REFERENCES

Birkinshaw & Cohen 2003, Make Time for the Work That Matters. Available from: https://hbr.org/2013/09/make-time-for-the-work-that-matters Accessed 22.10.2017

Bresman, H. & Rao, V. 2017. What Generations X, Y and Z want from leadership. Available from: https://knowledge.insead.edu/leadership-organisations/what-generations-x-y-and-z-want-from-leadership-5716 Accessed 20.11.2017

Cahill, Catherine. 2017. The New age of wisdom. Available from: http://worksensesolutions.com.au/th-new-age-of-wisdom/ Accessed 30.11.2017

Eurofound and EU-OSHA, 2014. *Psychosocial risks in Europe: Prevalence and strategies for prevention.* Publications Office of the European Union, Luxembourg. Available from: https://osha.europa.eu/en/tools-and-publications/publications/reports/psychosocial-risks-eu-prevalence-strategies-prevention Accessed 24.4.2018

Eläketurvakeskus, 2017. Eläkeikä alkaa nousta vuonna 2018. Available at: https://www.etk.fi/uutinen/elakeika-alkaa-nousta-vuonna-2018/ Accessed 24.4.2018

Forbes 2015, Available from: https://www.forbes.com/quotes/642/ Accessed 21.4.2018

Hiriyappa, B. 2008, *Organizational Behavior*, New Age International, 286 pages

Hyken, Shep. 2014. Employee-first approach is the key to customer success. Available from: https://www.forbes.com/sites/shephyken/2014/12/04/employee-first-approach-is-key-to-customer-service-success/2/#220554fb1dcf Accessed 1.12.2017

Korhonen, 2018. Suomessa syntyi viime vuonna historiallisen vähän lapsia – alhainen syntyvyys luo korotuspainetta eläkkeisiin ja verotukseen. Available at:

https://www.mtv.fi/uutiset/kotimaa/artikkeli/suomessa-syntyi-viime-vuonna-historiallisen-vahan-lapsia-alhainen-syntyvyys-luo-korotuspainetta-elakkeisiin-ja-verotukseen/6801888#gs.c9W3L08 Accessed 24.4.2019

Kotamäki 2017, Kuinka väestörakenteen muutos vaikutaa Suomeen Available from: https://www.taloustaito.fi/Blogi/blogit-2017/kuinka-vaestorakenteen-muutos-vaikuttaa-suomeen/ Accessed 25.4.2018

Matson & Prusac. 2010, Boosting the productivity of knowledge workers. Available from : https://www.mckinsey.com/business-functions/organization/our-insights/boosting-the-productivity-of-knowledge-workers Accessed 29.11.2017

McLeod, S. A. 2017, *Maslow's Hierarchy of Needs.* Available from: https://www.simplypsychology.org/maslow.html Accessed 17.4.2018

Northouse G. Peter. 2016, *Leadership*, 7th edition., Sage publications Plc, 494 pages

Obair leadership. Leadership affects employee health. Available from: http://www.obairleadership.com/leadership-affects-employee-health-and-productivity/ Accessed 1.12.2017

Pirouz, 2015. The impact of leadership on business success. Available from: https://www.huffingtonpost.com/alex-pirouz/the-impact-of-leadership-_b_6821580.html Accessed 29.11.2017

Sachdeva, J.K, 2008, *Business Research Methodology*, Global media, 478 pages

Tilastokeskus, 2017. *Fall in the number of births even steeper.* Available from: http://tilastokeskus.fi/til/synt/2016/synt_2016_2017-04-11_tie_001_en.html Accessed 24.4.2018

Tracy, Brian. 2014, *Leadership (The Brian Tracy Success Library)*, AMACON, 81 pages

Whitmore & Performance Consultants International. 2017, *Coaching for Performance*, 5th edition., Nicholas Brealey Publishing, 272 pages

Wilcox, Laura. Emotional Intelligence is no soft skill. Available from: https://www.extension.harvard.edu/professional-development/blog/emotional-intelligence-no-soft-skill Accessed 1.12. 2017

WHJschroer. Generations X, Y, Z and the others. Available from: http://socialmarketing.org/archives/generations-xy-z-and-the-others/ Accessed 3.12.2017

YLE Uutiset, 2016. *Haaveiletko eläkkeestä? Katso laskurista milloin eläke alkaa ja kauanko se kestää.* Available at: https://www.etk.fi/uutinen/elakeika-alkaa-nousta-vuonna-2018/ Accessed 24.4.2018

Yle Uutiset, 2016. *Retirement age and life-expectancy according to birth year.* Available from: https://yle.fi/uutiset/3-9273402 Accessed 24.4.2018

APPENDIX 1. QUESTIONNAIRE

Thesis questionnaire on leadership in Finland

I am currently writing my Thesis at Arcada about leadership in Finland. For my research I need to collect answers from employees around the country, working in different fields, to be able to evaluate how leaders are experienced today. By leader, in this questionnaire, is meant the person closest in charge of you/your team and who you you answer to - basically your boss.

It will only take a few minutes to answer this questionnaire and the only requirements are that you

- have been working in Finland for a minimum of 6 months
- are working for someone and not in a leader position yourself

All answers are treated confidentially and participating is anonymous.

1. Gender *

- ◯ Female
- ◯ Male

2. Age *

- ◯ 17-24
- ◯ 25-34
- ◯ 35-44
- ◯ 45-54
- ◯ 55-64
- ◯ 65-

3. Current field of work

Please choose ▼

Other (please specify)

4. What is your work title/position? *

5. In which area do your work? *

Please Choose... ▼

6. Length of employment *

- ( ) 6 months - 1 year
- ( ) 1 -2 Years
- ( ) 2 - 5 years
- ( ) 5 - 10 years
- ( ) more than 10 years

7. Type of employment *

- ( ) Permanent full-time
- ( ) Permanent part-time
- ( ) Fixed term full-time
- ( ) Fixed term part-time
- ( ) [Other]

8. Which of the following factors motivate you and which ones exist at your current workplace?

If the factor does not motivate you and/or you do not have it at your workplace leave the boxes empty.

	This motivates me	This is being done at my current workplace
A rewards plan	☐	☐
A rewards plan according to personal preferences and needs	☐	☐
Getting a 'Thank You' for having helped out or finished a task I was asked to do	☐	☐
Completing tasks from start to finish	☐	☐
Complimentary drinks and snacks	☐	☐
Pet care/Childcare	☐	☐
Equal treatment of employees	☐	☐
Feeling of success	☐	☐
Flexible hours	☐	☐
Health related benefits (i.e. massages, gym membership)	☐	☐
Specific goals to reach	☐	☐

Individual needs taken into consideration	☐	☐
Innovation days	☐	☐
Not being asked to do unnecessary tasks	☐	☐
Openness of firm's financials	☐	☐
Possibility to work outside the office	☐	☐
Regular feedback	☐	☐
Relaxed dress code	☐	☐
Shorter workdays in summer	☐	☐
Task delegation according to personal strengths	☐	☐

9. How would you rate your leader on the following statements? *

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Blames employees easily	○	○	○	○	○
Is considerate	○	○	○	○	○
Is compassionate	○	○	○	○	○
Expects high performance	○	○	○	○	○
Is encouraging	○	○	○	○	○
Effectively gets your team to work together towards common purposes and/or goals	○	○	○	○	○
Focus on maintaining status, authority and power	○	○	○	○	○
Is generous	○	○	○	○	○
Gives clear instructions so you know what you are doing and why at all times	○	○	○	○	○
Involves you in decision making	○	○	○	○	○
Interacts with employees	○	○	○	○	○
Inspires and motivates	○	○	○	○	○
Is independent and individualistic	○	○	○	○	○
Makes you feel an important part of the work community	○	○	○	○	○
Provides help and support when you need/ or ask for it	○	○	○	○	○
Puts pressure on employees	○	○	○	○	○

Works on maintaining good relationship between employees	◯	◯	◯	◯	◯

10. How often do you see or speak to your leader? *

- ◯ More than once a week
- ◯ About once a week
- ◯ 2-3 times a month
- ◯ About once a month
- ◯ Less than once a month
- ◯ Never

11. How would you rate your own *

	extremely low	low	can't say	high	extremely high
Engagement	◯	◯	◯	◯	◯
Interest	◯	◯	◯	◯	◯
Importance and relevance of your work	◯	◯	◯	◯	◯
Motivation	◯	◯	◯	◯	◯
Perfomance	◯	◯	◯	◯	◯
Valuation of your work from your leader	◯	◯	◯	◯	◯

12. Who is your customer? *

A customer is the person who is directly affected or dependent by the work you do, product and/or service you sell.

- ◯ Outside customer (someone who purchases the product or service)
- ◯ Inside customer (someone inside the company who is dependent on you doing your job)

**Click finish to end the survey.
Thank you for participating!**

Finish