Pekka Sarniola

Supervisors at work: managing employee performance and motivation

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The purpose of this study was to examine the motivation and leadership in the City of Helsinki Financial Management services centre (Talpa). Talpa is a City-owned public utility, employing around 400 financial and payroll professionals. The study was conducted in the department of bookkeeping and payments, as suggested by Talpa’s CEO and due to the central role of the department both in the organisation and at City-level.

The study researched the way managers affected how their workers used and developed their skills, by employing motivational tactics. In addition, the research also analysed how managers encouraged employees to work together inside and outside their teams.

The study utilised the method of action research, with two research cycles, conducted between May and November 2015. The nature of the research was qualitative; the study employed structured 10-point questionnaires sent to 35 department employees for both research cycles and semi-structured interviews with the four managers, in the first cycle. The questionnaire answer percentage was 40% in the first and 28,5% in the second cycle.

Following the first research cycle, it was discovered that existing managerial practices could benefit from a boost in leadership skills and co-operation practices. Improving time management skills also came across as important. As a result of these findings, the researcher, together with the departmental management team, created a six-step action plan to improve the managers’ leadership and time management skills. The applied action plan proved effective only to some extent, the employees appearing stressed and somewhat unhappy and the supervisors blaming busy schedules for their lack of putting the plan into action. This was probably largely due to their experiencing the third organisational change in 18 months. Another reason for the observed lack of change following the research implementation was probably also due to the short timespan of the trial period (two months).

The author recommends that the six-step action plan trial period be extended and that HR-programs be initiated inside the organisation, building a long-term leadership plan and leading by example.

Keywords	leadership, motivation, teamwork, performance management, public sector, financial management centre

Contents

1 Introduction

This Master´s thesis is a development project that set out to improve managerial practices in one department of a financial management centre. The factors that contribute to employee performance and motivation were analysed, from the point of view of the supervisor and that of the employee, suggesting development practices to be adopted, and testing these practices in a set period of time. More specifically, the project attempted to find out the way that managers, through their daily supervising jobs, affected how their workers used and developed their skills, by employing motivational tactics. In addition, the research also analysed how managers encouraged employees to work together and use their skills for inside- and outside-team co-operation.

On a general note, the human being, and thus the average worker, could be described as a complex and layered structure. The typical working environment is even more complex, as it consists of many human beings working together. The complexity of this system inevitably leads to issues that require special attention, as tasks need to be completed with sufficient efficiency. However, one mustn't be overwhelmed.

The present research focused on one department of a large public organisation. This allows the researcher to concentrate on the interaction between different agents (workers and supervisors) and the methods used to get their messages across and tasks done. Remembering that concepts like *leadership*, *attention to quality of management* and *supervisor's training* have undeniably been in use and studied for a long time now, the mere concept of *leadership development* is not one to be overlooked, but rather viewed with care and perhaps a little bit of scientific scepticism.

This study thus explored the experiences of workers and supervisors in the setting of a public utility (a financial management centre) and attempted to discover how theories and experiences of leadership and management worked together for the creation of a functioning work environment, by looking at employee performance and motivation.

The next section presents the business problem and context of this research project. In addition, the utilised research methods are also described. Last, some background information about the target organisation is provided.

1.1 Business problem

The current study was conducted in a public sector organisation, and hence the business problem looks at motivational skills and practices in the public domain, where financial and other demands (and rewards) are different from those encountered in private sector organisations. The main goal of the study was two-fold. First, the study set out to address how supervisors manage the performance and motivation of their workers. Second, the study researched how interaction inside and outside the department affected both worker and manager motivation. However, as the research progressed and meetings with the department supervisors took place to outline a trial action plan, it was decided that the second goal of the initial research, interdepartmental co-operation, would no longer be relevant, in a climate of organisational change taking place at the beginning of 2016. Instead, the focus would be on interaction inside the department, with possible influences from other departments and higher management.

The research target was the bookkeeping and payments department of Financial Management, the public utility studied. This department was selected particularly due to its central role in the organisation, but also as it had been facing challenges brought about by various organisational changes. This research is important because poor communication skills and inadequately motivated workers lead to an unhealthy workplace and concern for managers for the effectiveness of the whole department. Thus, the objective of this study was to examine how supervisors managed and motivated their workers, and how they contributed to creating effective teams. The output of the study was to find what practices needed improving and, together with the department's management team, build tools that would be applied to improve leadership skills and better integrate and motivate the staff. This helps the organisation because issues that arise from bad communication or motivational problems can create an inefficient and/ or unhappy workplace.

Thus, the goal of the study was discovering practices that would improve efficiency and motivation and help Financial Management build itself a defining position in the financial management industry. The study also looks at team rules, practices and general problem-solving methods in the target organisation's bookkeeping and payments department. By utilising two levels of research, more data could be gathered about the effectiveness of the proposed measurements. Below are presented the research methods used in this study.

1.2 Research method

The current research project utilised the method of *action research*. Coghlan and Brannick (2014) define *action research* as a collaborative, democratic partnership that goes through a sequence of events with an approach to change and a desire to solve problems. Action research often goes through more than one research cycle, preferably consisting of two, three or more cycles. The four steps of action research are: *constructing (the research themes), planning action (that needs to be done), taking action* and *evaluating action (*or *reflection)* (Coghlan and Brannick, 2014). Figure 1 below presents the continuous cycle of action research and its four steps.

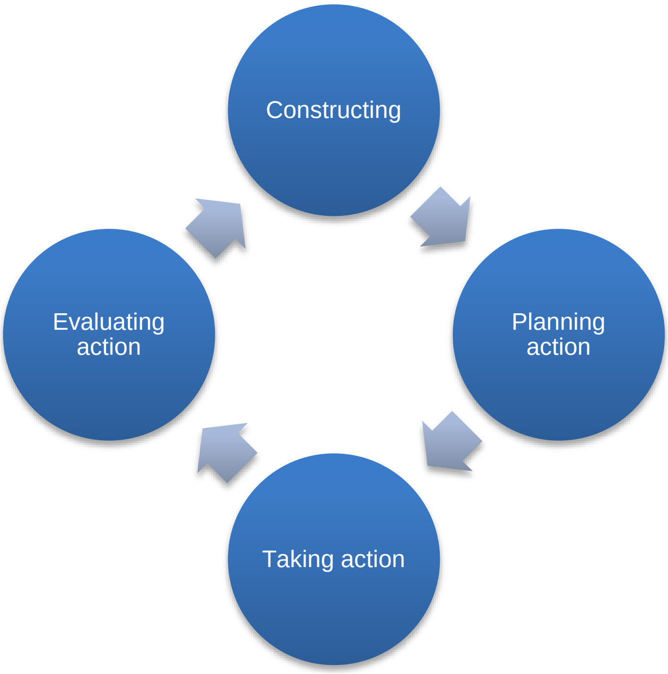

Figure 1. Action research cycle (Coghlan and Brannick, 2014).

An action research project exhibits certain features. Eden and Huxham (1996) point out that action research has the intentionality of the researcher to change an organisation. Also, the research project has some implications beyond those involved directly in it. Lastly, the project has an explicit aim to elaborate or develop a theory as well as be useful to the organisation it takes place in. In other words, the theory must conform to the design and development of the actions taken (Eden and Huxham, 1996).

In order to begin the concrete action research project, data needs to be gathered, the existing situation assessed and a theory developed that would enable the research cycle to start. Thus, for the gathering of data and assessment of the existing situation in the target organisation, the research method used in this thesis was qualitative in nature. Qualitative research is a research strategy that emphasizes words rather than numerical inputs in the collection and analysis of data (Bryman & Bell, 2003).

A qualitative study is one where members of the target group are given the chance to express their own opinion on how they feel about the subject studied. Exploring target group members' thoughts and feelings is opposed to gaining results through the more straightforward method of a quantitative study. Generally, numerical answers can rarely capture the whole situation studied, but rather seek to obtain the big picture of a specific situation. Therefore, it might be useful to give the target group members in the study a chance to describe their feelings and personal ambitions, through a qualitative method of collecting data, resulting in richer results (Walker, 2010).

The role of the researcher in a qualitative study is to make an interpretation of the answers gathered and present a series of conclusions that address the studied organisation in particular, and other, similar organisations, by extension. Techniques usually used to collect qualitative data include interviews, case studies, archival studies and observational studies. In all these mentioned, the researcher is gathering verbal data and written communication rather than numerical data (Haslam and McGarty, 2003). In addition, in qualitative research, the researcher probably spends a lot more time with and is involved with the people he or she studies (Walker, 2010).

The current study was conducted through the method of *inductive research*, by first observing the target group, then recognizing the patterns in the gathered data, and finally confirming the findings with a theory (Patton, 1990). The research problem was approached through this theoretical framework, constructed with the help of relevant literature (reviewed in chapter 2).

The nature of the data gathered by means of a qualitative study can be either structured or unstructured. According to Walker (2010), a structured data-gathering tool is one where questions can be of a "yes-or-no" nature, whereas an unstructured tool is one where the researcher poses an open-ended question to which the interviewee/ respondent can answer as broadly or as narrowly as desired. This research used two types of data-gathering tools: a semi-structured model for themed interviews with supervisors, as well as a structured questionnaire for the target group employees.

Semi-structured interviews are organised around a set of predetermined open-ended questions, with other possible questions emerging from the dialogue between the interviewer and the interviewee (DiCicco-Bloom & Crabtee, 2006). By using open-ended questions, the researcher allows interview subjects to respond to an inquiry using their own words. These types of answers generally yield qualitative information, which the researcher can then analyse and group in categories, based on certain topics and key words that emerge. This type of interviewing is opposed to utilising categorical questions that are more common in quantitative methods, and where the researcher is more interested in data of the type “how many people prefer X over Y” (Walker, 2010).

With respect to the employee questionnaire, open-ended questions, used even in a structured questionnaire form, allow the respondent to select among that person’s full repertoire of possible responses. Structured questions can be checked against the objective of the study. This practice helps increase validity and helps avoid providing the researcher with data that is not really relevant for the study in question (Patton, 1990).

The research target organisation was Financial Management, the City of Helsinki owned public utility, a financial and payroll organisation that offers services to City bureaus and City-owned stock companies. As mentioned in section 1.1., the research project was conducted in the department of bookkeeping and payments.

The bookkeeping and payments department has a staff of 41 individuals. The questionnaire sample consisted of all non-supervisor employees who were at work at the time the questionnaire was sent, namely 35 people. A 12-point questionnaire was distributed to the employees of the target group in May 2015. The questions covered topics from the interviewee’s position in the organisation to innovation to the work environment he or she was working in to the co-operation with other departments. The questionnaire form can be found in Appendix 1.

Concerning the interviews, semi-structured, 10–question interviews were arranged with the four managers of the target group. One of the mangers was the head of the department; the other three were line managers. The interview questions were prepared in May 2015 and the interview dates set in the same month. The purpose of the interviews was to discover how managers viewed their management role in their department and in the organisation, and how they managed both their own and their team’s motivation. The interview form can be found in Appendix 2.

As a second research cycle, another structured questionnaire was sent in November 2015 to the same 35 department employees surveyed previously. This new but similar questionnaire was utilised in order to discover whether any changes had taken place as a result of the measures that were to be adopted for a two-month trial period by the department managers. The questionnaire form can be found in Appendix 3.

Both the questionnaires and the interview were conducted in Finnish, as the target organisation’s company language is Finnish and all respondents are also Finnish. All direct quotes used in this paper are translated from Finnish and any translation mistakes are the responsibility of the researcher.

1.3 Organisational background

In order to establish the context of the present research, it is necessary to provide a brief overview of what a public utility consists of, in relation to the country it operates in and to how it operates in the local political context. To begin, some facts about Finland are presented, followed by an overview of the City of Helsinki administration. Finally, the current organisational chart of the target organisation is presented and described.

Finland has been a member state of the European Union since 1995 and adopted the common currency, the euro, in 1999, the only one of the five Nordic countries to do so. Helsinki, the capital of this northern country, is a modern city with over half a million residents. The greater Helsinki area is by far the most populous in Finland with approximately 1,3 million inhabitants (Visit Helsinki, 2014). In Finland, the local authorities have a broad responsibility for providing basic services to citizens. Finnish local and joint authorities employ over 439 000 people, which is approximately 20 per cent of Finland´s workforce (Localfinland.fi, 2015).

The City of Helsinki itself directly employs over 40 000 individuals, making it the largest employer in Finland. Services offered by the City of Helsinki range from city planning and housing to education, health care and public transport (Annual Report, 2014). During the fiscal year of 2014, the City of Helsinki streamlined its operations and curbed growth in operating expenses, in accordance with City Council strategy. The City´s annual profit margin was 480,7 million euros in 2014. State subsidies received by Helsinki totalled 250,6 million euros. The biggest source of income, however, was municipal income tax, totalling 2,435 million euros in 2014 (Annual Report, 2014).

One of the services offered by the City of Helsinki is that of an accounting board (Audit Committee). Apart from legal duties, the board provides instructions for the functions of local authorities. This board oversees the up-to-date regulations of public finances. The next level of administration and decision-making in the City of Helsinki organisation is the City Executive Office. Like the accounting board, the Executive office also holds a central advisory and control role. The Helsinki City Executive Office is the City's central department, subordinate to the City Board, and the highest-ranking decision making administrative body in the City administration. It functions as a planning, preparation and executive body for the City Council, the City Board and the five Mayors (City of Helsinki, 2015). Figure 2 below presents the City of Helsinki organisational chart.

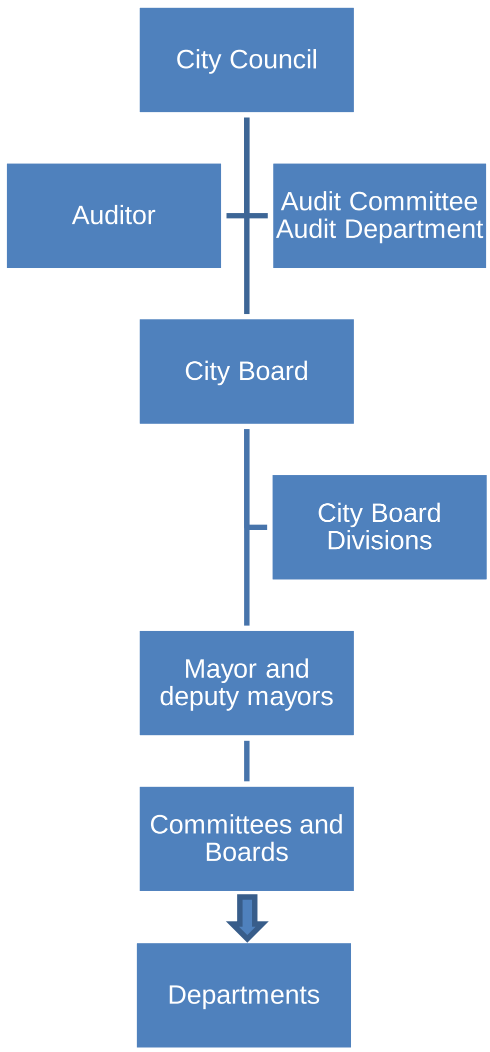

Figure 2. City of Helsinki organisational chart (2015).

The City Administration operates under different bureaus or departments, such as that for education, health care and social services or transportation. The City of Helsinki Financial Management bureau (henceforth referred to as Talpa), is the department that provides financial and payroll services to City client bureaus and City-owned companies. Talpa, as any in-house service centre, allows its clients to concentrate on their core competences by offering them the possibility of outsourced support functions, which Talpa, in turn, takes care of on their behalf.

The personnel of Talpa consist of around 400 financial and payroll professionals, grouped in four main departments (purchase invoicing and registries, invoicing, payroll services, and bookkeeping and payments) plus a separate administration department. Figure 3 below presents Talpa's organisational chart for the year 2015.

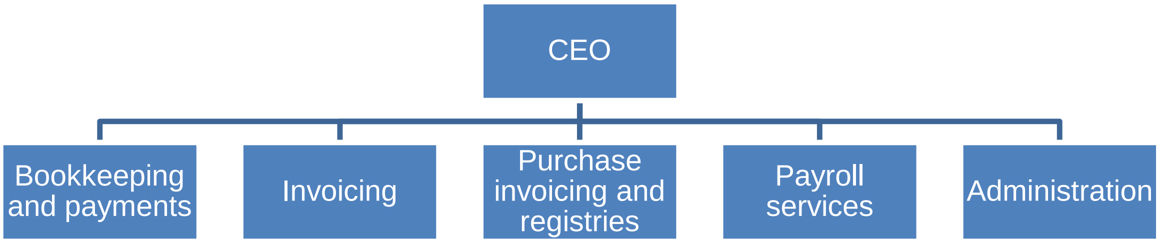

Figure 3. Talpa organisational chart, May 2015.

The target department for this study was Talpa's bookkeeping and payments department. The department is divided into three units: City accounting, Group accounting and, finally, Payments. The first of these, City accounting, is responsible for the bookkeeping and accounts of the municipal offices and departments. The second, Group accounting, combines bookkeeping data, property bookkeeping and VAT information for the consolidated City financial and annual reports.

Finally, the Payments team handles the payments and payment surveillance for all City outgoing money. Figure 4 below showcases the three subdivisions of the bookkeeping and payments department, and the number of workers employed by each of these subdivisions, in addition to the team supervisors. The whole department is managed by a department head.

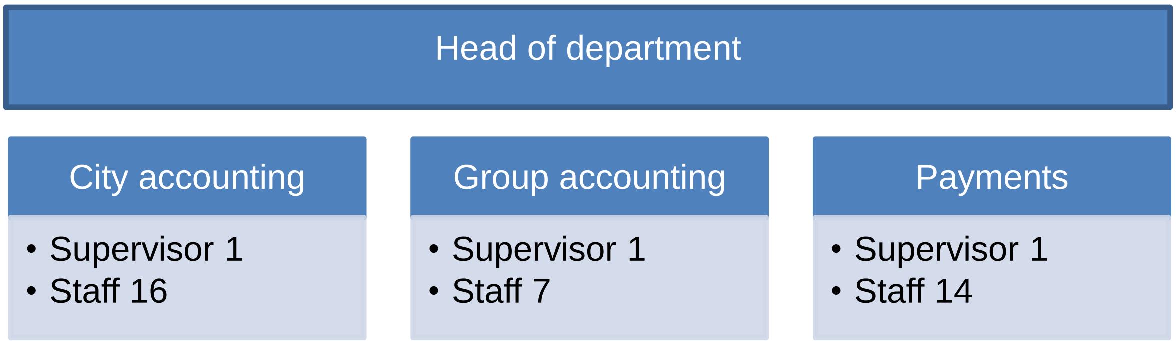

Figure 4. Talpa bookkeeping and payments department organisational chart, May 2015.

As shown in figure 4 above, the bookkeeping and payments department operates under three rather independent teams, each with their own area of expertise. While each team works independently, the Group accounting team is the one that gathers information and depends on the accuracy and work well done of the two other teams, especially when the Group level annual and financial reports are prepared. It can thus be said that the teams are mutually dependent and changes that affect one team are necessarily going to affect the remaining teams as well.

Before presenting the actual research study and its findings and subsequent action plan, the following section describes relevant existing literature that helps define and assess the central concepts of this study, namely leadership skills, team performance and motivation.

2 Conceptual framework

While the importance of leadership and training is readily recognized, many business executives are not certain that their investment in leadership and business education is well spent. Nevertheless, according to Feser, Mayol and Srinivasan (2014), the most important traits in leadership behaviour are as follows: problem-solving, being result-oriented, seeking multiple ways to view any given situation before making decisions, and being supportive of others. These traits are all such that, by their presence or absence and by the importance the leader places on them, influence the work environment and team members.

Related to the leadership behaviour traits enumerated above are the three concepts central to this study: leadership skills of supervisors, team performance and motivation. Below, each of these three concepts is explored by means of reviewing relevant past research in the field.

2.1.1 Leadership skills of supervisors

Henry Minzberg (2004) observes that formal (business) education does not necessarily equip people to be good managers. It could be said that having, for example, an MBA degree does not qualify or disqualify a potential candidate to earn his or her managerial credentials. The author takes the matter further and points out that people should earn their credentials on the job, rather than in the classroom (Mintzberg, 2004), stressing thus practical experience over learned concepts and theories.

Haslam, Reicher and Platow (2011) believe that top leaders could traditionally be described as heroic managers or as great individuals. According to this line of thought, leaders are heroes, like in an ancient Greek drama. While appealing, this idea also has drawbacks. For instance, believing that only certain types of people are capable of being leaders includes the assumption that the amount of good leaders is limited. The leaders-as-heroes model states that leaders alone can create strategy, moving it down the hierarchy chain for others to implement. In addition, the heroic leader model holds that leaders are responsible for picking up the facts necessary for decision-making and deciding on resource allocation based on these facts. In essence, this model sees leaders as agents that try to subjugate others to their will (Haslam et al., 2011).

On a contrasting note, Haslam et al. (2011) also suggest that a consensus-oriented new leadership model would be a better way of approaching leadership and managing people. The authors outline that consensus-oriented leadership thinking is a non-individualistic, group- and influence-oriented means of leading people. The perspective of this type of thinking is flexible and it is crucial to recognize that one excellent leader may not always be the best choice for all leadership posts. Most importantly, both the empiric analysis required of the leadership behaviour and the necessary data required for decision-making are part of this consensus-oriented model of leadership (Haslam et al., 2011).

Like Mintzberg (2004) before him, Howe (2005) also stresses the importance of practical experience over theoretical education. Howe (2005), writing about military and law enforcement leadership, points out that most performers in the field of battle would rather have a person with four years of experience to lead them as opposed to a leader who has four years of college education, but little or no practical experience.

However, one specific feature with the military professions is that practitioners receive more intensive training than that of most individuals in business or governmental administrative tasks. A military type of training often enables every individual to be immersed in leadership roles from day one. Further on, the selection of team leaders in the armed forces is somewhat more simplified, as new worker quotas are larger than most companies or public organisations generally have. Nevertheless, stressing on practical experience in leaders does not rule out the importance of pushing the leadership principles down to lower levels throughout the whole organisation.

With many different styles and schools of managerial practice to choose from, one could even argue whether leadership is an art form or if it is in fact a scientific practice. Minzberg (2004) suggests that, for an optimal leadership model, three leadership styles should be combined, in order to bring about the best managerial results. To begin, one must take into account the importance of science, meaning using and benefiting of thorough analysis and assessment in decision-making. Then, art should not be overlooked, as it is characterized by vision and insight for strategic planning. Finally, craft plays a central role in efficient management, through visceral experience and utilising a dynamic hands-on style, and through the manager's ability to do the work himself or herself (Mintzberg, 2004).

Scarnati (2002) also emphasizes the importance that leaders of any level have in the organisation and how other people are keen to observe any problems their superiors might have. A leader’s private life is in fact not private, but rather public, reflecting on everything a leader does. For leaders, there is no such thing as an informal occasion. Leaders thus need to exercise good self-regulation and control in all their actions and need to appear confident in any situation. Qualities such as attitude, etiquette and protocol are important, and are there to keep everybody on the correct path (Scarnati, 2002).

Overall, it can be said that most managers are intelligent and resourceful people and if they have free time on their hands, they will usually proactively seek ways to learn something new or develop a new skill. An example of behaving proactively could be the observation of team practices or even venturing into self-observation of own managerial traits. According to Mintzberg (2004), experiences of skilful observation can be useful to managers in any circumstances.

2.1.2 Employee and team performance

Peter Drucker (1992) argues that the most effective leaders never say “I”. Moreover, they do not seem to place excessive emphasis on using the first personal pronoun in thinking about their role and their organisation. Rather, effective leaders think with the *team* concept always in mind. Thus it is the leaders’ work to make the team function and enable the organisation to complete its tasks (Drucker, 1992).

Sometimes, the human resources and management departments have differing ideas about managing and rewarding performance inside a team. According to Allen (2015), it is managers who should define, live by and develop the leadership of the company, starting with their own team. The role of the human resources department is then best suited in analysing employee data, sharing it, helping managers to build managerial skills and generally developing efficient leaders. This would then allow managers to be fully responsible for hiring new personnel, evaluating performance, determining compensation and releasing underperformers from their teams (Allen, 2015).

Pearce, Wassenaar and Manz (2014) believe that some organisations might consider sharing leadership, which in a responsible organisation can be a viable alternative to a more traditional model of managing people. While all leadership could be considered shared leadership, at least to some extent, actually sharing power can facilitate greater transparency and help promote healthy organisational practices, better than in organisations which rely on traditional top-to-bottom leadership models. Pearce et al. (2014) point out that shared leadership can unleash long-term performance potential while also being beneficial to the organisation, from both a stakeholder and a corporate social responsibility point of view.

Differentiating between classes of worker teams, Chamorro-Premuzic (2015) is of the opinion that so-called B-performer teams can do just as well as A-performer teams, maybe even surpass them in terms of commitment and joint achievements, if they possess an A-class leader. In other words, leadership matters a great deal. This is even truer if the team in question is one of “ordinary” people, consisting of neither exceptionally talented nor very skilled performers.

According to Chamorro-Premuzic (2015), the crucial component in leading B-performer teams is vision. This means the leader must explain his or her goal and outline the strategy necessary for achieving this goal. Feedback is important, in addition to engaging the team members and reviewing strategy as necessary. Naturally, a good manager also needs useful knowledge and data to cut through the biases and old ways of doing things (Chamorro-Premuzic, 2015).

Katzenbach and Smith (2005) believe that whether a team works in customer service or in other specialized tasks, it is crucial that all team members know the common goal, and ensure a winning mind-set in the team. This might come from within the team or from outside. First, it is important that the goal be clearly and concisely set. Next, the goal needs to be separated into smaller mid-term goals or checkpoints. These can be either team-performance goals or individual targets. These checkpoints help the team and individual members on their way to attaining the final goal.

According to Katzenbach and Smith (2005), the last element of a successful team is interaction. A smaller team has its benefits as interaction and communication is easier if a group consists of between five and 25 individuals. Finding the right size for a team is important. Nevertheless, equally important it is to have a good mix of complimenting talent. When the manager knows each member of the team and each individual each other’s skills and specialities, distributing tasks and working towards accomplishing the final goal are greatly facilitated (Katzenbach and Smith, 2005).

2.1.3 Motivation

Individual performance is affected by many factors; one of them being motivation. According to Goleman, Boyatzis and McKee (2001), motivation is often triggered by the leader’s mood and behaviour. Managing one’s internal life and moods is not always easy, yet business leaders are often the mechanism that binds the organisation together. Thus, it is absolutely necessary to remember what moods are contagious and will affect the atmosphere of the whole organisation. Tense and terrified workers are not very productive in the long term (Goleman et al., 2001).

Howe (2005) writes candidly about motivation and how important it is to sustain the belief that what you are doing is important, whether as a leader or as a worker:

> Believe in your cause. The stronger your belief, the stronger your motivation and perseverance will be. You must know it in your hear that it is a worthwhile cause (…). Whether it is the need to contribute or the belief in a greater good, for your buddy, for the team or for your country, find a reason that keeps your fire burning (Howe, 2005).

Howe’s (2005) quote shows the importance that the military or law enforcement arena casts on each individual team member working in that field. In a line of work where one’s life might be at the risk and quick, calm, timely decisions are needed, it is very clear that one needs to be able to trust one’s nearest colleague. The issues to be dealt with and decisions to be taken in an ordinary office environment are somewhat calmer, less relating to life-and-death questions, yet the importance of being in a good and functioning team can greatly affect why people want to work in a certain place or not. As Goleman et al. (2001) stress, work itself can be routine, monetary remuneration not sufficient, even equipment lacking, yet a group of good colleagues or an enthusiastic, influential manager at work can make a world of difference to how a person’s motivation if affected.

Lack of motivation and a decrease in productivity are especially apparent in times of organisational change. As Atkinson and Mackenzie (2015) point out, there is an undeniable link between changes in an organisation, leadership and consequent motivational levels of the workforce. For numerous reasons, investments made in improving leadership practices will show positively on the bottom line.

According to Atkinson and Mackenzie (2015), one thing to consider when analysing leadership qualities, is the manager’s own power of influence through action. The manager influences his or her people and the employees take notice of what the boss is doing. Leaders communicate goals, give feedback and clarify strategy. What is more, good leadership practices can provide drive in the organisation, so that they become a competitive advantage in their own right (Atkinson and Mackenzie, 2015).

As Kets de Vries (2001) observed over a decade ago, the roles of the organisation and those of the individual have changed a lot in past:

> The popularity of business reengineering has resulted in the breakdown of the psychological contract between employer and employee. No longer is organizational loyalty rewarded with steady, predictable salary increases, regular promotions and lifelong job and financial security. Given the changing organizational paradigm, companies no longer provide the haven of security they did in the past. People who count on the organization to take care of them for the long term are destined for deep disappointment. Furthermore, many executives disappoint themselves as they progress up the career ladder. They see, at 40 or 50, that some of their dreams for advancement simply aren't going to happen (Kets de Vries, 2001).

Trends and changes, which take place at global, national and organisational levels, can also negatively reflect on levels of motivation. This can for instance be observed in the behaviour of small units, such as departments or teams. Individual workers fail to see meaning in their everyday tasks and even work itself has become somehow fragmented (Tuominen and Pohjakallio, 2012).

Seppälä (2015) argues that compassion and curiosity bring out better results from team members than venting one's frustrations. Compassion incites trust, whereas responding to frustration with anger erodes loyalty. Workers also get nervous and avoid experimentation if they worry about the potential negative consequences their experiments might lead to. Often, learning new skills requires trying new methods of doing things. If experimentation is stifled, no new improvements will be made, or at least not improvements stemming from the workers' initiative (Seppälä, 2015).

The following section will present the research methods used in this development project. As the research aimed at developing the leadership practices in the target department, the method used was qualitative in nature, utilising structured questionnaires and semi-structured interviews.

3 Methodology

This section presents the two methods employed for collecting primary data for this research, as well as the process of collecting the data. The two methods employed were a structured employee questionnaire sent to all employees of the target department and semi-structured interviews with the four supervisors of the department. A semi-structured questionnaire was used both for the first and the second cycle of the research project. The three tools utilised are described below.

3.1 Employee questionnaire

The questionnaire employed for the collection of employee data contained a set of 12 qualitative questions. The preparations for the questionnaire were done in April 2015. This questionnaire was sent to all 35 members of the target department who were present at work during the research time, excluding the supervisors. The questionnaire aimed at finding how the employees felt about the department functions (including leadership) and how interaction and innovation took place both inside the department and outside, in dealings with other Talpa departments.

The questionnaire was sent to the employees on May 6th 2015, with two weeks response time. The members of the target group were given a chance to write their answers anonymously, if they preferred to do so. After the set two-week period, 14 questionnaire forms were returned, bringing the total answer percentage to 40 per cent. A 15th answer sheet was returned in August 2015. This answer was not used when analysing the general themes presented to the management team in the summer of 2015, but was taken into consideration in later supervisor discussions and the creation of the action plan.

Both the questionnaire answers and the supervisor interview results were themed and analysed using a colour-coded four-theme model, centred on the main research topic, how supervisors manage employee performance and motivation (grouped under the umbrella term of *excellence factors*). The colour-coded model for the employee questionnaire results can be found in Appendix 4 at the end of this paper.

3.2 Supervisor interviews

The four supervisor interviews were held in June and July 2015. The interviews were held in Finnish and the interviewees were not presented with the questions in advance. Each interview session lasted between 60 and 90 minutes. The interviews were recorded and notes were also made during the discussion.

When analysing the interviews, the researcher made use of the notes taken at the time of the interview, in addition to re-listening to the original recordings and making further notes. The interviews were transcribed and the answers were then grouped and themed. The grouping of the answers was achieved using a similar colour-coded model to the one used when analysing the first employee survey. The colour-coded model for the supervisor interviews can be found in Appendix 5 at the end of the study.

3.3 Second employee questionnaire

Considered already at the beginning of the study in April 2015, it later became obvious that a second questionnaire would yield more accurate data to determine the usefulness of the steps proposed in the first research cycle, and to assess any management changes. By August 2015 this need became certain and in September questions for a second survey were prepared. The new questions were only slightly modified from the original questionnaire. The second questionnaire form can be found in Appendix 3.

The second questionnaire form was sent to all 35 members of the bookkeeping and payments department on November 2nd, with answering time until November 13th. By the end of the answering period, only 10 questionnaire recipients had handed in their filled questionnaire forms. The total answer percentage was 28,5 per cent. The questionnaire results were also group by categories, but a colour-coded model was no longer used. The second questionnaire findings are analysed in chapter 5, alongside all other data.

The low response rate of the second research cycle questionnaire, as compared to the first cycle of research, may have been partially due to the upcoming organisational change that also consisted of several physical work-unit moves of the employees of the bookkeeping and payments department.

4 Current state analysis

The Current State Analysis (henceforth referred to as CSA) of the target research entity, Talpa's bookkeeping and payments department, focuses on the functions of the department in question, its resources, the roles it needs to fill, and how it achieves its tasks and goals. Management and leadership practices are especially under focus here.

The CSA is based to a large extent on the qualitative data gathered for the research, namely the interviews with the supervisors and the head of the department. In addition, background information on the department was gathered directly from Talpa's Internet webpages as well as its Intranet platforms. Moreover, the researcher used his knowledge from dealings with the department for completing the current state analysis of the target entity. As the CSA is the analysis of the existing situation without critique and not connected to the research findings as such, it is presented in this section and not as a part of chapter 5, data analysis and findings.

The bookkeeping and payments department operates under three different teams: City accounting, Group accounting and Payments. The department as a whole is responsible for all customer bookkeeping, handling the accounts and payments of both other City departments and those of City-owned limited company clients. In addition, the same department handles value added tax -related matters as well as travel management costs. Moreover, the department plays an important role in the City organisation, as many City -wide projects require participation from the bookkeeping and payments department in all accounting related issues.

The leadership of the department is in the hands of three supervisors, who manage each of the three teams (see figure 4 in chapter 1). Over its more than 10 year existence, the bookkeeping and payments department has experienced small internal changes, mostly relating to ICT systems. For instance, October 2014 saw a small organisational change when SAP ICT-specialists moved from Talpa's administrative department to the bookkeeping and payments department (Talpan vuosikertomus, 2014). This change concerned not only bookkeeping and payments, but also other departments that use SAP as their main tool (for example, invoicing department).

Another ICT change that took place during 2014, as a result of co-operation with the City Executive Office, and which is expected to become a standing practice in the future, is the production of monthly follow-up data. The monthly follow-up data consists of data gathered from different ICT systems into one online platform. This tool, practically an Excel spreadsheet, provides a list of tasks to accomplish every single month, as well as the timeline for accomplishing these tasks, either by Talpa or by its client bureaus. Naturally, both parties had already been performing the functions stated on the spreadsheet, yet the novelty lies in the transparency and ease of follow-up when the list of necessary to-do tasks started being shared online for everyone to consult and comply with.

During June 2015, another small organisational change took place that affected two of the three bookkeeping and payments teams (City accounting and Group accounting) and their functions. The new arrangement aimed for a clearer division of tasks between tasks done at bureau level and those that affect the whole City of Helsinki Group. This rearrangement affected to a greater degree the City accounting team, which is the larger of the two accounting teams, before and after the June departmental reshuffle. At the time of the interviews conducted for this research, none of the supervisors had a clear vision about how effective the new division of labour had proved to be.

At a more strategic level, the department has been developing its operations with the help of outside consultants, with respect to the functioning of its inside processes and the risks involved. These days, the degree of automation when following, for example, bank account transactions, is one of the processes that are constantly monitored. Moreover, the department has been involved, already since 2014, in various City -level projects, and in which it continues to participate in 2015 and in the future years to come as well. Some of these projects include the SAP system harmonization project, *From order to payment* – project in co-operation with the purchase invoicing department, and the *Tasku* -financial planning tool development project (Talpan vuosikertomus, 2014).

With respect to leadership and managerial day-to-day work in the bookkeeping and payments department, one of the team managers keeps monthly check-up talks with the members of her team, reviewing goals and assessing whether they had been met or not. Regular and more formal team meetings are also kept, in accordance with Talpa's general practices. The frequency of the team meetings varies somewhat inside the department, as team meetings are generally held every other week by two of the interviewed supervisors and weekly by the other two.

Also concerning the work of the supervisor, all four interviewed managers considered the importance of information as a crucial part of their work. Information sharing and providing guidance as well as receiving feedback were seen as three key information-related practices in their managerial work.

Nevertheless, the directions that come from the higher level management are sometimes contradicting and may change rapidly, making it challenging to share information and guide team members. The interviewees also pointed out that such contradicting information changes had become more frequent in recent months. A lack of openness and clear communication in Talpa was mentioned as being both de-motivating and disturbing to everyday functions.

Overall, it can be said that the bookkeeping and payments department was at the moment the research was conducted undergoing both large and small changes, with frequent interruptions to its functions and a less than clear picture of departmental long-term strategic and operational goals. The department managers were under constant pressure to ensure the timely and faultless functioning of their teams’ tasks while providing adequate supervisory support and guidance to their workers.

5 Data analysis and findings

The present research is the result of the personal interest of the researcher in studying leadership practices of managers, combined with a research request commissioned by the Talpa CEO. The main goal of the study, as outlined by the CEO and presented in the introductory chapter of this paper, was two-fold: first, the study set to find out how the supervisors of the target department (bookkeeping and payments) used leadership practices to manage performance and motivation in their teams and, second, how co-operation was handled between the target department and other departments inside Talpa.

Even if later in the study the second goal was modified to focus almost exclusively on co-operation inside the department (as described in chapter 1), the research methods utilised in the research followed this original two-step goal. In order to achieve the goal set above, employee surveys and supervisor interviews were used, as described in chapter 3 above. The data from the first research cycle questionnaire and the interviews is analysed in the following two sections.

5.1 Analysing the data – employee questionnaire

The data gathered from the employee questionnaire was firstly grouped in four different categories, based on the types of answers provided by the questionnaire recipients. These four themes were: co-operation, work environment, projects/ time management and, finally, role of supervisor. Table 1 below shows the frequency with which a certain theme occurred in the employee questionnaire answers. So, for example, the role of the supervisor was mentioned 35 times in the 14 questionnaire answer sheets.

Category	**Frequency**
Co-operation	21
Work environment	25
Projects/ time management	25
Role of supervisor	35

Table 1. Themes found in answers of questionnaire in Talpa, May 2015.

The questionnaire answers were then arranged in two different Excel spreadsheets for further analysis and study. The spreadsheets were used for presenting the findings to the management of the target department and will not be attached to this study.

The first level of grouping the questionnaire answers was to divide them into two categories, according to the nature of the answers: content with or discontented with the current organisational/ team situation. In other words, the two categories included either the topics and questions people agreed with and supported or those towards which they were most critical. Another level of grouping used in the study was to find similarities between answers. This was achieved by gathering answers that were, for instance, supporting of the existing situation. Moreover, the converse method was applied, highlighting answers that were totally opposite to the other (supporting) answers.

Table 2 below presents the four themes the interview answers were grouped by. The findings are placed under the umbrella term of *excellence factors*. The table mirrors the original four-colour matrix developed by the researcher when analysing the data. The original matrix can be found in Appendix 1 at the end of this study.

Excellence factors (employee perspective)			
Work environment/ atmosphere	**Role of supervisor**	**Projects/ time management**	**Co-operation**
Information management	Knowledge in occupational specialisation	Service delivery	Organisational structure and design
Flexible work time	Leadership	Challenging tasks - Job rotation	Improving results - Can-do -attitude
Ergonomics	Management - HR policies and practices - Reward systems	“Doing right things”	Networking
	Applied strategy		

Table 2. Talpa employee questionnaire answers by themes.

The *work environment* theme of the questionnaire contained answers, which highlighted the importance of information, its timeliness, relevance and quality. If there is no timely and accurate information, work might be substandard or not done at all. Lack of information also creates insecurity. Two of the respondents saw flexible working hours as a positive impact on the quality of their work and wellbeing as well as a job perk. Six respondents mentioned the importance of team spirit and pleasant workmates, as stressed, for example, by Howe (2005). The importance of ergonomics was mentioned by seven of the survey respondents and five of them were critical towards the increased use of open-plan offices (e.g. Tuominen and Pohjakallio, 2012).

The *role of supervisor* theme contained the most answers. All 14 respondents had a clear opinion of whether the supervisor was or was not supportive of their own work and role in the organisation. The majority of the answers were generally positive, with few countering opinions. Most respondents pointed out that their supervisor was supportive of their work. Ten survey participants were of the opinion that their supervisor was helpful and trusting. Both of these findings are in line with Feser et al.'s (2014) study, which stresses the importance of caring and supportive leaders. Equal treatment was also mentioned in the answers four times as a central element of good management (e.g. Drucker, 1992; Feser et. al., 2014, Chamorro-Premuzic, 2015). On the opposing side, three questionnaire respondents criticised the unclear communication of their supervisor.

The *projects/ time management* theme contained development suggestions as well as general observations as to what was important in building an effective workplace. One respondent expressed the opinion that the department ought to streamline its core functions; the respondent believed that too much time was spent on unnecessary projects (e.g. Chamorro-Premuzic, 2015). Three individuals stressed the fact that regular matching of bookkeeping accounts was an important key to timely matching and closing of the accounts at the end of the fiscal year. Also three respondents felt that an important part of motivation was being able to develop one's own work and have a say in handling daily tasks and routines (e.g. Pearce et al., 2014; Seppälä, 2015). Two respondents believed that having a customer-oriented attitude at work was of great importance.

The final theme, *co-operation*, contained the least answers, yet highlighted important issues. For example, the respondents pointed out elements that were important when organising good meetings and what was necessary for fostering co-operation. Other important elements in this theme included peer support and employee skills, meaning being aware of what duties and responsibilities are required of the employee.

The City of Helsinki offers and encourages training for supervisors, but just as important as supervisor training are the interaction skills that good team members and creative employees have (Howe, 2005). Face-to-face meetings were generally viewed as a useful and effective method when solving problems, particularly between Talpa's departments. This was in contrast with Laudon and Laudon's (2010) suggestion for using more virtual meetings to solve problems. Four individuals highlighted high-interaction and low-hierarchy meetings as a good way to deal with challenging issues.

5.2 Analysing the data – supervisor interviews

The four supervisors were asked questions relating to their professional background in the organisation, what means they used to manage and motivate their teams and how they viewed their role as supervisor and the functions of their team in Talpa's larger context. The data gathered from the supervisor interviews was grouped in four different categories, based on the types of answers provided by the interviewees. The categories mirrored those used when analysing the employee questionnaire. The four themes, placed under the umbrella term of *excellence factors*, were as follows: work environment, role of supervisor, projects/ time management, and co-operation.

Excellence factors (supervisor perspective)			
Work environment/ atmosphere	**Role of supervisor**	**Projects/ time management**	**Co-operation**
Information management	Knowledge in occupational specialisation	Service delivery	Process understanding
Trust	Leadership -Support -Motivate	Challenging tasks - Job rotation	Improving results - Can-do -attitude
Occupational health & recreation	Management - HR policies and practices - Reward systems	Developing products & services	Networking
Organisation's values	Strategy	Developing processes	Inside & outside customers
	Applied strategy	Pricing	Innovations
		Cost-benefit analysis	

Table 3. Talpa supervisor interview answers by themes.

The *work environment/ atmosphere* section contained topics that the interviewees considered important when creating a healthy and well-functioning workplace. The supervisors thought that trust was a very important part of leadership, in addition to openness and respecting one another. Fair and just treatment was thought to bring out the best results in workers and, vice versa, distrust and dishonest practices would bring out the worst qualities. Co-operation skills were seen as necessary in the everyday work environment; and good communication skills were considered one of the mandatory skills to possess at work, not only for supervisors but also for everyone else in the team. One interviewee stressed the importance of being resilient and embracing change:

> Generally we need to be more active in developing things, our services. I guess that more changes are needed, other than the great system change when SAP came in 2012. (Interviewee 2)

One supervisor mentioned with some pride that her team was fortunate to include some truly outstanding individuals, and wondered whether the team realized the value of such human assets to the wellbeing and performance of the group. According to the interviewee, teams consist of many individuals and it was seen as highly demotivating if a worker did not seem to embrace any changes or have new ideas, but rather acting and doing one's job in a very passive way.

In the bookkeeping and payments department some of the teams or workgroups inside the three teams are so small (consisting of two or maybe three individuals) that two of the interviewees expressed their worry that there was a constant risk looming about what might happen if one small-group member were to fall ill.

Another important topic that was mentioned by three of the supervisors was that of overall strategy and reaching set targets. In the interviewees' opinion, if the so-called big lines of leadership were not clear or were constantly in a flux, the resulting work situation would be difficult and exhausting. One supervisor summed the topic by pointing out that strategy shouldn't change all the time. Clear directions and general guidelines were seen as important for managers, who in their turn need to give clear goals to their own teams.

The *role of supervisor* theme contained topics such as management, HR and rewards as well as strategy and leadership. Meeting practices differed between the four supervisors: two of the interviewed supervisors held their team meetings weekly, while two held team meetings twice a month. Two of the supervisors also held monthly check-up talks with their workers, reviewing team goals and assessing whether they had been met or not. This goes in hand with Chamorro-Premuzic's (2015) advice that it is important to have a good relationship with the team, gather precise performance data and hold the people in high esteem.

With respect to motivation, the interviewees believed that only by knowing what people do, could one develop the work. New challenges and getting to move projects forward were seen as motivating factors. Asking a lot of questions was seen as helpful. One supervisor saw the motivating of her team as an important part of her daily work, while another pointed out that worker motivation might be boosted through rewards, either individual or team -wide. At the same time, it was acknowledged that the criteria for employing rewards were not very uniform at department level.

In the public sector there are fewer means of increasing motivation, when compared to the private one. The interview questions brought up some important answers that highlighted intrinsic motivation and personal values that acted as a guiding star to one of the interviewees. Another interviewee held important having a personal goal, and always trying to develop work with a creative spirit. A third supervisor outlined the core necessities of good leadership: one must to be active and one must discover the core of the matter. In addition, prioritising skills were deemed essential in managerial work.

The *projects/ time management* theme contained ideas on the development of Talpa's service offering. First, cost-benefit analysis was considered important. The interviewees were of the opinion that there was no need to automatize a process if it could be done manually at a similar cost. Moreover, cost accounting was thought as not being very developed in the City. Three supervisors brought forth the opinion that Talpa needed to adjust and align its functions to reflect changing situations. One interviewee was of the opinion that Talpa needed to make sure that it responded to great structural changes in the right manner. Another held that the most important development issue would be to remove financial specialists from the client bureaus, centralizing functions in Talpa.

As one supervisor observed, the road map of Talpa for the years 2015-2020 aimed to acquire more corporate customers and thus the thinking of "I only do my work" simply should not be enough anymore. The same supervisor especially stressed the opinion that Talpa's product offering and pricing would need to be reviewed. Currently, all of the department´s supervisors are involved in creating products and services that would enable the client (bureaus) to entrust some tasks and duties to Talpa. Honing the necessary skills to analyse and provide relevant results and possible outcomes to clients from the masses of numbers and data were seen as necessary.

The last theme, *co-operation*, refers to co-operation as an internal skill and as a practice of working with clients. Co-operation skills are needed in the everyday work environment; and good communication was seen as one crucial part of successful co-operation. One interviewee mentioned that financial processes were still controlled by the bureaus, even though the decision was taken, when Talpa was created in 2004, to move financial experts from bureaus to Talpa and handle the bulk of the financial process from there. However, City bureaus continue to hire and maintain their own financial staff. As all rules and regulations for the bureaus and budget units still come from the City Hall, it would be easier to handle financial processes in a centralised manner, in Talpa.

Another interviewee remarked that Talpa’s supervisors were the key. In her opinion, supervisors played a strategic role in the organisation. This means that acting both with specialists inside Talpa and with higher management, inside and outside bureaus, as well as with experts from financial and ICT firms, gives a wider scope to business. Co-operation thus means participating in meetings and City -wide projects. Sometimes the supervisors are the ones that go to meetings and are consulting the City bureaus or the City Hall, other times ICT specialists and system main users cooperate with professionals from other departments. This is not specifically sharing leadership, as advocated by Pearce et al. (2014), but it does mean sharing information and skills, which enhances the chances of professional success (Pearce et al., 2014).

Considering co-operation channels, one supervisor pointed out that when practical advice was required, answers were often needed promptly, via telephone or e-mail. Another supervisor lamented that some of the staff were genuinely not interested in the larger scope of their work or where Talpa was heading. In her opinion, basic knowledge of Talpa’s core processes ought to be a requirement for the job for every single worker. Another supervisor mentioned that client bureaus and public utility clients were not very demanding and simply got accustomed to the services they received, just as they were. However, the expectations that bookkeeping and payments should know everything were definitely there, because the department has contacts with many entities in the City.

5.3 Building the development plan

The preliminary summary of results, along with a draft of recommendations, was sent to the managers of the bookkeeping and payments department, as well as the CEO, in mid-July 2015. This summary was then discussed with the head of the department on July 20th 2015. The research and preliminary results and recommendations were discussed on a general level with the head manager, and the desired impact and change timeline were also considered. Due to the July summer holidays that usually affect the departmental supervisors' calendars, it was agreed that the joint sessions of planning and discussion and choosing what measures to use for improving motivational practices would be held in two parts in mid-August 2015.

There were in fact three joint sessions of planning and discussion, held during the last three weeks of August 2015. During these sessions, the researcher, together with the three supervisors and the department head, plus the employee representative, devised a three-point action plan to be adopted by the managers in the following two months. The purpose of this plan was to adopt certain change practices that would help improve management skills and employee motivation.

The first planning session was held on August 19th 2015. The meeting started with the researcher outlining the employee survey results (as summarized in Appendix 4). As a result, two categories were chosen as the most important development areas: the *work environment* –category and the *role of the supervisor* –category. The main development actions and improvement proposals were thus drawn from the answers of these two categories. The decision to do so was partly due to the upcoming organisational change that is scheduled to take place at the beginning of 2016 and which concerns the whole of Talpa. Thus, it was viewed less important to concentrate efforts on, for example, co-operation with other departments, as the invoicing, purchase invoicing and bookkeeping departments would be merged in the new organisation.

During the first planning session, seven main action points were picked up, based on the features enumerated in the two chosen development categories. These points were: 1) co-operation skills and supervisor work, 2) supervisors as processors of negative reactions, 3) goal setting and achieving, 4) topics, not people, 5) group support of managers and ICT specialists, 6) everybody is responsible for their own learning, and 7) communication and change management.

The second planning session was held on August 26th 2015. This session was spent reviewing the seven main action points chosen during the first session, as well as deciding possible actions based on these recommendations. Also during this meeting, the seven points of interest were narrowed down to three, for a more concise and clear action plan. The three points of interest chosen concerned the following: 1) meetings, 2) leadership, and 3) time management/ purposefulness.

The third and final planning session took place on September 2nd 2015. This session saw the three chosen action points being given six concrete sub-actions, for supervisors to adopt and put into practice for the following two months. The six steps agreed upon are listed below and they will be described in more detail in chapter 6. The six steps were:

1) drawing up an ABC of working in an open-space office,
2) drawing up an ABC of meeting practices,
3) tackling one issue at a time,
4) writing down issues of concern/ to-do tasks in a long list and booking time to achieve them,
5) writing down three important things to achieve in the next X period of time,
6) planning how to work for four effective hours in a regular day.

In addition to the concrete six-step action plan, the researcher also suggested that the supervisors reserve enough time for taking care of their health and recreation. Hunt and Cangemi (2014) point out that there might be a connection between chess and leadership. According to the authors, chess helps enhance the potential for creative thinking and helps improve leadership skills. Relaxing and unwinding were thus advised.

The selection of the six steps enumerated above was not easy, yet through discussion and negotiation, all involved parties agreed that the result was satisfactory. Equipped with these six tools to use in constantly changing work situations, the supervisors embarked upon a two-month trial period. The goal of setting up the above action plan was to develop the leadership practices of the managers involved. Putting into practice this plan was to be a test for the researcher – to see whether the tools would help the supervisors in the following months, before the second cycle questionnaire to the whole department staff was due in November 2015.

6 Implementation

As described in chapter 5 above, the six-step development plan was built based on the questionnaire and the interview findings. The concrete actions were planned in co-operation with the departmental management team, which also included a representative of the workers. Below are presented the validation and follow-up of the development plan.

6.1 Validating the development plan

The development plan was the result of the discussion and negotiation meetings with the management of the target department. Over the nearly four hours of planning that took place in August and September 2015, it was decided that the target department supervisors and head manager would, over the course of two months, take six concrete steps to improve their managerial skills and promote the wellbeing and performance of their workers. The plan was to take the six steps into immediate use to improve team performance, achieve better meetings, plan or gather existing rules for working in an open-space office, in addition to changing and improving their own use of time and the way the handle managerial tasks. The recommendations for action were based on both the questionnaire results and on relevant literature regarding managerial practices, employee participation and developing supervisor day-to-day work (e.g. Mintzberg, 2004; Pfeffer and Sutton, 2006; Tuominen and Pohjakallio, 2012).

Goleman et al. (2001) believe that a leader's mood is quite contagious and will spread through the organisation quickly. The mood and accompanying behaviour of the leader are potent drivers for team success and even the performance of the larger organisation. It can be an inspirational experience to work under an upbeat manager, but a rather gruelling experience if the boss is bad-humoured. As the authors highlight, emotions are primal, irresistible and compelling (Goleman et al. 2001).

Below are detailed each of the six action steps the managers agreed to follow for a two-month trial period. It must be nevertheless pointed out that the upcoming 2016 organisational change was an influencing factor in choosing these actions, and one that was not known when the research began in spring 2015. Hence, two action steps were chosen to help organise and manage supervisory work and four steps to improve time-management and self-leadership skills.

The first of the six actions and the one that was greeted with the most enthusiasm was *drawing up an ABC of working in an open-space office*. One important factor, outside the scope of the research, affecting the physical working environment of everybody in the organisation, was the fact that all Talpa departments were told that moving physical workspaces and re-organizing work would be done already before the end of 2015 and the new structural organisational change. Thus, with the moving on the way, drawing up functioning rules for an open-space office was deemed very important. One team supervisor pointed out that her team already had something very similar to an ABC in practice, a list of agreed rules of co-operation inside the team.

The second main point of action was *drawing up an ABC of the meeting practices*. While most members of the management team spend large amounts of their weekly working time attending meetings, they also chair meetings of their own. The pre-preparation for these meetings was deemed very important, as well as making sure what kind of meetings were necessary for each team and who should participate in them. Methods of discussion, participation and ergonomics while attending meetings were also brought up in the planning sessions. As Chamorro-Premuzic (2015) points out, managers need to be able to do things differently and cut through existing old methods.

One immediate action concerning meeting practices was taken right away during the second September planning session. This was the decision to divide the departmental weekly management team meetings into two different categories of topics to be discussed and decided. Thus, every other week the meetings would deal with ICT-related and practical development issues, having more ICT specialists attending the meeting. It was also decided that meetings on alternate weeks would be dedicated more to planning and management, which then removed the ICT specialists from the list of attendants. This division of labour was aimed at targeting and tackling to-do issues in a more effective way and involving only the necessary people, allowing other team members to do take care of their daily tasks.

The four remaining actions were undertaken to hone the time-management and self-leadership skills of the departmental management team. Thus, the third step was to try *tackling one issue at a time*, while acknowledging the amount of thoughts, ideas and information filling a supervisor's brain. In order to try and allow the subconscious mind to assess ideas in peace, the decision was to portion all information, that is take any important decision, idea or meeting one-at-a-time, for planning and thinking over.

Inner reflection over different concepts and various ideas and suggestions growing out of daily work are important for a manager and all this information could be put on paper, if so desired (Minzberg 2004). Any good idea should, according to Tuominen and Pohjakallio (2012), be considered then pushed away, only to be returned to, at a later date. The idea could even consciously be removed completely from the work environment. As the best ideas often occur in unexpected places, the practice of thinking of work issues outside work and using the subconscious to nurture ideas in their own good time was deemed a step worth trying.

The fourth action step was in direct contact with the third one, as the large amount of ideas and things to do, dates to set and plethora of matters to settle requires *an organized and thorough planning list*. As time management can be challenging in any business environment, the supervisors agreed that handling so much information should be done promptly and decisively. The appropriate action was thus considered to be using a long list – whether on computer, in online calendars or simply using pen and paper – to write down ideas and things to do, so that they would no longer cloud the mind and disturb from more immediate tasks. Even more importantly, based on the recommendations by Tuominen and Pohjakallio (2012), supervisors were then advised to book time in their personal online calendars to do the tasks that they had written down.

The fifth action to be decided upon was to acknowledge and *write down the three most important issues, topics or decisions* that the members of the departmental management team would be most proud of in their work. These might be the biggest achievements in their work or the main requirements that their work description entails. The supervisors were advised to again use their online calendar as a planning tool to make time to tackle these issues in the long run as well.

In practice, the fifth step was seen as prioritising three goals. These might be, for example, the three things that the supervisor will achieve during the fall of 2015. Like Cicero pointed out already in Ancient Rome (Jones, 2006 translation), *three* is a good figure when presenting issues and one that is still easy for people to remember and understand. Following this logic, planning what to include on the three-item list can mean taking five minutes in the morning to plan the work day ahead, half an hour to plan for a week, and a day or two, maybe even a week, to plan ahead for the next six months.

The sixth and last action was to *recognise the rhythms and patterns in personal effectiveness* or the use of work time and personal alertness. As Tuominen and Pohjakallio (2012) suggest, this means that supervisors should observe and find out what are the most efficient moments during their workday, and plan their work accordingly. This also means questioning the conventional wisdom of what the right way to manage is and at what time during the working day (Pfeffer and Sutton, 2006).

In their *925-redesigning the workweek* research project, Tuominen and Pohjakallio (2012) observed that 75 per cent of the target sample considered their workday to be busy. However, only 25 per cent planned their workday in advance. Similarly, 84 per cent thought that it would be useful to keep an eye for what the competitors were doing and what happened on the global markets. Still, only 24 per cent actually followed this tip. In other words, the surveyed professionals recognised the problem and yet nothing was done to overcome it (Tuominen and Pohjakallio, 2012).

There are naturally many things that need to be accomplished in a supervisor's normal day at work, some requiring more proactive and others more reactive skills. Routine and creative tasks vary indeterminately from person to person and even from day to day. The target here is to have, for example, four effective hours during one day in which to achieve the results desired and handle scheduled tasks (Tuominen and Pohjakallio, 2012). This does not however mean that the workday should be only four hours long, but rather employ the workday to do the necessary tasks when the time is ripe for them. It should also be noted that four hours is more of a target, as well as a metaphor. As each one is different, an effective work day could include three or six good hours, depending on person and situation. The importance here is in understanding personal rhythms, planning tasks and knowing when to schedule necessary breaks.

6.2 Follow-up during research cycle

Following the three planning and discussion sessions and the devising of the six-step plan of action, the target department supervisors were given a two-month trial period to take into use the suggested action plan. The supervisors would, in addition to their own personal managerial practices, utilise the six-step action plan to assist them in managing their teams and hopefully help them change some practices and improve their own personal time-management and task handling skills.

One month into the trial period, a brief mid-point situation overview was held on September 30th 2015, to see how the supervisors were doing and whether any assistance or further action would be required from the researcher. During that meeting, it was discovered that while the first two action tools (*drawing up an ABC of working in an open-space office* and *drawing up an ABC of meeting practices*) had been more or less applied and taken into use in two teams out of four (counting the whole department as a team as well), the final four tools had not been utilised at all. Sudden tasks and projects and general business at work were blamed for the failure to put into practice these actions.

It is, however, important to point out that exactly these four tools, suggested that the supervisors should use during the trial period, were chosen for the benefit of the supervisors' own time and task management, to tackle the constant hurrying from one meeting to another. It is interesting to discover that individuals who cannot afford to spend thirty minutes to plan a project two weeks before it takes place, can somehow find time for five hours of planning the night before the presentation given to finish the project (Torkki, 2006).

6.3 Second research cycle

The second research cycle, conducted in November 2015, looked particularly at the perspective of the employees and attempted to assess how the six-step plan agreed in September had been followed and if and how it showed in the employees' answers. Moreover, in order to gain insight into the supervisors' point of view regarding the action plan, the researcher adopted a less formal way of gathering data, by utilising short informal discussion sessions and informal e-mail conversations with the department leaders.

In this second survey, the same employees of the bookkeeping and payments department were questioned once more on how they viewed the existing status of team leadership and whether they had noticed any difference or improvement as compared to a few months earlier. The questionnaire was sent to 35 individuals on November 2nd, with a response time of two weeks. The questionnaire answers were thus due to be returned to the researcher by November 13th. By the due date, 10 questionnaire forms were returned, bringing the answering percentage to 28,5 per cent.

A climate of change had been affecting Talpa almost since the origination of this research. Although the upcoming organisational change was not known of when the research process started in spring 2015, once the first research cycle was over in June the whole climate in Talpa begun to change and focus was generally shifted towards this change and what it would mean for both the workers and the existing managers.

This upcoming change also affected the answers the workers gave in November 2015, during the second cycle of research. The issue that appeared to be on the employees' minds related mostly to the physical move of their workplace, which took place in October and November 2015, and to the upcoming organisational re-shuffle that would also affect the teams they would be part of or even the tasks they would be handling in the coming year. Due to these events, it was almost to be expected that the employees would perceive any change or lack of change more critically and in a less positive light.

The general perception among the employees was that their supervisor's behaviour had hardly changed at all and that no noticeable difference in any of the usual practices had been noticed. Table 4 below showcases the frequency of the issues raised by the employees in the second cycle of the research, based on the results of the second questionnaire. The four categories mirror those used in the first research cycle.

Category	**Frequency**
Work environment	9
Role of supervisor	9
Co-operation	4
Projects/time management	4

Table 4. Talpa second cycle interview questionnaire answers by theme.

Five out of ten respondents mentioned that they had noticed no change in leadership practices. The organisational change due to happen at the beginning of 2016 was mentioned six times in the answers. Two individuals went as far as indicating that there was no need to try and develop anything with the current team/ department.

Nevertheless, all other questionnaire respondents used the opportunity to voice their opinion on how existing functions could be improved. In line with previous research suggestions presented in the chapter above, one respondent suggested system developments, while other two respondents emphasized concentrating on the main work and daily duties as opposed to developing projects and innovating.

One questionnaire respondent noted that the most important issue that required development was co-operation with clients. Another respondent voiced her support for in-house personal meetings as opposed to online chat meetings or asking questions via e-mail. She also highlighted her support for increasing professional know-how in the areas of limited liability accounting and real estate accounting.

Overall, the tone of the answers was rather tense. As one respondent remarked, wellbeing at work had not improved and the upcoming organisational change was viewed in a very negative light. On the other hand, four questionnaire respondents were of the opinion that their supervisor had provided them with clear rules and targets for individual work, something that was clearly seen as a positive development.

Concerning the managers' own view of the effectiveness of the action plan, the largest difficulty in applying the six-step plan agreed upon with the researcher seemed to be in implementing parts three to six. Those four actions were the ones concerning the self-leadership and time management practices of the managers. Most of the departmental supervisors were experienced managers, yet they must have felt the topic get uncomfortably close and too challenging for their personal style of leadership.

The supervisors themselves, when being questioned about their own work and efforts to follow the action plan and how well the two-month trial period had gone, admitted that the concrete first two steps of the action plan were the easiest to put into practice.

Drafting an ABC of working in an open office was, for the supervisors, one of the easiest things to do. During the fall period, the bookkeeping and payments department moved into a different wing of Talpa’s main building. This move meant that most of the department was under the same roof, in one large open office, in contrast to its more compartmentalised location before the move.

Three of the four managers said that they had created and implemented the first step of the action plan, especially in light of the move. Some supervisors already had something very similar in place before the research started or then they created such an ABC during the fall trial period. Taking others into consideration was also a part of the ABC of working in an open office. It was stressed that one must be mindful with using strong fragrances, as some individuals might be over sensitive to smells and get adverse reactions.

Of the six-step plan, creating and implementing an ABC of meeting practices was the single step, which all four managers had accepted and taken into use. The supervisors pointed out that their team meetings had become slightly more planned, keeping the important role of chairperson in mind. Some supervisors also revised the list of discussion topics, by making the list more concise and to the point.

The third step of the action plan consisted of thinking over one issue at a time, and allowing it to move to the subconscious mind to let it mature. Two of the four supervisors admitted that they had tried practicing this method. Even if the idea of making use of the subconscious mind might sound to some extent “new age”, the purpose of thinking over one issue at a time only referred to allowing the mind to wander around the same issue freely, rather than actively seeking for a quick solution. The aim of this step was to encourage supervisors to ponder upon the same task, project or idea without a set goal in mind to help them get more ideas for any one single project.

Step four of the six-step action plan consisted of creating a to-do list and booking time in one’s personal calendar to get the tasks listed done. The feedback given by the four managers was varied with respect to this action. Some actually made use of this tool, while most had at least tried to book some tasks and their respective due dates in their calendars. However, being constantly on the run and hurrying from one meeting to another appeared to still greatly challenge the departmental managers. One manager pointed out that she had created a to-do list, but that this list contained 48 things to accomplish by the end of November and the beginning of December, a daunting task.
The fifth step of the action plan advised managers to write down, and attempt to fulfil, the three most important things in their working life. This was taken to mean learning to

prioritise, rather than learning to discover the deeper meaning of one’s profession. This action seemed to have remained distant and to have been misunderstood. Only one supervisor of the four interviewed had done something to prioritise her tasks in groups of three. The others lamented that choosing only three items to focus on seemed rather limiting, and that there were more important things than focusing on so few items.

The sixth and final step of the action plan, aiming for four effective working hours every day, was the second most misunderstood point. One supervisor had understood this action as self-reflection, realising that the hours after three o’clock in the afternoon were the most effective for her. On the other hand, she had strived to make weekly meetings shorter, freeing more time for actual work. One of her colleagues had meanwhile understood the whole idea of the sixth step to be aimed at her personal wellbeing, and referring to workout, breaks and exercise.

Overall, the second research cycle confirmed the researcher’s expectations that the concrete actions steps (step one and two) would more likely be adopted than the more personal, less tangible steps (steps 3 through 6). Self-leadership and time management can be difficult tasks to undertake. Even more difficult it might be to try and evaluate whether something has indeed changed for the better or not, especially from another person´s point of view. While there were some very genuine attempts to tackle time management issues, the old ways of doing things remained. Fortunately, the interviewed supervisors appeared willing to continue with the tools given to them during the first research cycle, which could mean they would stand a chance to see some progress if following the plan for a longer period of time.

7 Recommendations

While the supervisors of the bookkeeping and payments department have changed their meeting practices and laid down some rules for behaviour in the open office workspaces, a lot remains to be done. As shown earlier, one of the department supervisors remarked that she had been writing down a list of to-do topics, yet she lamented that her list of things to do in November - December 2015 was 48 items long. In such cases, some help could be had by grouping items on the list into different categories and booking time to tackle some of the issues, one at a time if need be.

Building trust is what the new teams will need. Hill and Lineback (2015) suggest that the best way managers can spend the little time they always seem to have is by cultivating trust. Building trust is not only in the hands of managers either, as practices of teambuilding should include everyone in the team. Learning to relate to your work and to your colleagues seriously will make tackling daily tasks different and more rewarding.

The concept of emotional intelligence, as defined by Goleman (2005) is a quality that should be mentioned, even if it did not come up in the interviews or in the answers to the employee questionnaire. Goleman (2005) defines *emotional intelligence* using terms like *controlling the impulses*, *self-awareness*, *personal motivation*, *empathy* and *the capability to build functioning relationships*. In the workplace, emotional intelligence could mean that a supervisor is able to give constructive feedback in different situations, using his or her knowledge of the team members, their skills and expectations.

In Talpa, emotions are generally not processed very much in the workplace, or even discussed. However, the basic leadership set of skills could be strengthened with coaching-style management, which is itself based on motivation, self-awareness and conflict resolution. Supervisors need to recognise the moods and feelings of the team members. Further on, supervisors need to know their team members, gauge their moods and constantly ask questions. As Hirvihuhta and Litovaara (2003) observed, a supervisor’s hunch is not the same as truth, yet it can be the beginning of a purposeful dialogue.

Workers in Talpa are no different than those from many other organisations and generally prefer a manager who knows her trade and who can be consulted when questions arise concerning daily work (cf. e.g. Drucker, 1992; Minzberg, 2004). Through sustained effort and occasional participation in daily tasks, a supervisor uses his or her power of motivating through example, as suggested for instance by Atkinson and Mackenzie (2015).

Haslan et al. (2011) agree that leaders represent the group they lead and that people need to identify with their supervisor to some degree for the team to function properly. Leaders must therefore remember that they are creating a sense of the whole team, with every decision they make and action they engage in, and are never acting only for themselves. Scarnati (2002) similarly stresses that leaders are never off duty and that their every move and actions are always monitored by their team members.

Employees are constantly faced with the problem of control and this attempt to gain control leads to struggle, as Pfeffer and Sutton (2006) observe. Due to countless turns and chain-reactions, the employee finally realises he or she was eventually only hurting him/ herself. This being said, there are many ways to control and influence one’s team. Scarnati (2002) proposes the model of leader as role model. Atkinson & Mackenzie (2015) on the other hand take a less idealistic approach and suggest that change requires a certain mind-set from managers and focusing on strategic goals and translating these goals into tangible targets of business operations.

According to Atkinson and Mackenzie (2015), the strictly compartmentalised culture of rather bureaucratic organisations cannot survive in the long run. In the modern business environment it is absolutely necessary to prepare for the next possible transition and the best way to do it is by building a culture that is capable to take charge during changes, being action-oriented and positively influencing events. As Talpa is going through just such an organisational change, supervisors and team-members with a can-do attitude and an open mind should be put in charge and rewarded for their efforts.

It should be pointed out that even if the work in Talpa is scattered, due to requests and new tasks arising from various channels, the situation is not likely to change, let alone improve, unless it is addressed on a systematic basis and with results in mind. Nevertheless, if there is no intrinsic need to change existing practices and strive for increased efficiency and simplicity, as well as take matters in hand, examine them and do them differently, change is not likely to happen. This is a possible result whatever new targets and methods for management are brought about by the new organisation.

Once the organisational change takes place in 2016, Talpa's management can either give in to the pressure for improvement and learning to work in new ways with new teams or they can instead work actively to build a better corporate culture, engaging team members in their effort. Ryan (2015) argues that in a broken corporate culture, blame and shame are typical topics that affect everybody's behaviour. By simple observation, it can be discovered what matters do not work as they should. Once this is uncovered, managers should initiate discussions and stir the problem towards a more creative and positive outlook.

According to Ryan (2015), it is false to believe that only the CEO or the executive team can design or do anything of influence with respect to an organisation´s culture. Every employee has the potential to bring forth ideas for development.

7.1 Suggestions for further research

The second research cycle and, more specifically, the second employee questionnaire, was conducted at the beginning of November 2015. In practice, this meant that the supervisors had around two months to adopt and put into practice the six-step action plan and utilise the agreed upon tools. In retrospect, the two-month trial period was a relatively short time to adopt some of the tools that the supervisors were given. It was, for instance, rather easy to change weekly meeting practices, but much more complicated to change one's own management habits. Had the trial period been longer, for instance six months, it is likely that more of the suggested changes would have made their way into the supervisors' daily work.

The employees could more easily detect whether the first two steps of the action plan had been put into practice, as they were more concrete and straightforward to achieve and had a direct impact on issues they were involved in (such as meetings or working in an open office). On the other hand, steps three to six of the action plan concerned measures that were aimed at improving the supervisors' handling of time-management and task-organisation. Such skills might not be immediately visible to an outside observer, even to those who are in daily contact with these supervisors. In short, and in line with the principles of the action research method, a third research cycle employing both interviews and questionnaires could be conducted six months or even a year later. Allowing for a longer time for new practices to be tried and behaviour to change could enable discovering how effective the proposed measures have been, if applied properly.

The temptations of the *heroic myth* should be resisted in most cases. First, the *heroic myth* concept allows leaders to reap the gains while blaming any failures on their team or on circumstances, situation that it is easy to fall into especially in situations of uncertainty and organisational change. Moreover, this myth gives legitimacy to anything that individuals in leadership positions do. Last, embracing the *heroic myth* model of leadership frees managers from old constrains in a manner that leaves no room for any outside advice or alternative point of view. As Haslan et al. (2011) point out, any leader who is tempted to cut him- or herself off from the group should remember that the group might cut their leader off first.

Supervisor and staff training is common in Talpa, but the usefulness and success of the courses for employee efficiency or supervisor leadership skills have as yet not been measured or quantified. Training the supervisors and staff could be included in a well-thought education plan, with concrete goals to be achieved. Such education plans and viewing human resource management as developing social capital could be one of the strategic tools for leadership in the whole of Talpa, and not only in the studied bookkeeping and payments department.

8 Conclusions

The purpose of this research project was to study the methods of leadership used by supervisors in Talpa’s bookkeeping and payments department and analyse how these supervisors managed the performance and motivation of their workers. Second, the study set out to explore how interaction inside and outside the department affected both worker and manager motivation. The target unit for the study was the bookkeeping and payments department in the City of Helsinki Financial Management public utility. The research methods utilised was an action research study in two cycles using qualitative data-gathering tools, such as structured questionnaires and semi-structured interviews.

Following the first research cycle data analysis of the employee questionnaires and supervisor interviews, it was discovered that leadership roles and practices as well as group cohesion in Talpa’s bookkeeping and payments department would benefit from a boost in leadership skills, co-operation and motivational practices. The researcher, in co-operation with departmental management team, created a six-step action plan to improve the leadership and time management skills of managers. This plan included actions ranging from drawing up an ABC of meeting practices to operating in an open office environment to prioritising and creating to-do lists.

The action plan was taken into use in September 2015, for a two-month trial period. The second cycle of research was initiated at November, after the trial period. The purpose of the second research cycle was to find out whether the employees had noticed any improvement or any change at all in their supervisor’s management style, team meeting practices or other work-related practices.

The results of the second research cycle were influenced by the upcoming organisational change that is to take place in Talpa at the beginning of 2016. What transpired was that the bookkeeping and payments were somewhat exhausted after moving their physical workplace, waiting for the upcoming organisational change and in the anticipation of the closing of the accounts, which generates stress and extra work. In light of this situation, the response percentage was low (28,5 per cent) and the answers were short, stressed and focusing to a large extent on the 2016 organisational change. Overall, it was felt that little or no change had taken place.

8.1 Leadership, power and influence

The current study attempted to draw conclusions as to how leadership practices matter and as to how they can improve the working conditions of real life leaders and of their teams of workers. It is important for the supervisor to constantly keep in mind the concept of behaving like an owner (Howe 2005), which means doing one's job like one knew that it was the right way to do it.

The current research also showed that leaders should behave as if they have control of the situation, even if they actually have only a small impact onto what is actually going on (e.g. Pfeffer and Sutton, 2006). Managers must project confidence, appear to be at ease and talk about the future, while recognising organisational realities. As Adams (2015) summarizes the matter, when the right individuals are in charge, the structure of governance is not crucial.

Leaders cannot possibly make all operations run smoothly from day one and there are always going to be functions that would simply not conform to known or decided patterns. However, it is the job of any leader to make sure that the people they are working with are learning and doing their tasks efficiently. As Pfeffer and Sutton (2006) point out, learning is especially important and contributes to group wellbeing as well as promoting group cohesion, which in turn increases wellbeing at work and potentially decreases absenteeism.

Goleman et al. (2001) put their belief into a leader´s moods and emotional intelligence, and how moods and feelings influence managerial decisions and the general atmosphere in the office. It is thus important that the leader have time to reflect and engage in self-observation, so that decisions are the result of thoughtful reflection rather than on-the-spot reaction. More importantly, what matters is how these moments of self-assessment are translated into (small) actions that address the problematic issues of the work environment.

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Appendix 1. Employee questionnaire

KYSELYLOMAKE 6.5.2015

Taustatiedot

Nimi (ei pakollinen)

Palvelualue / yksikkö

Toimenkuva

Kuinka kauan ollut edellä mainitussa toimessa?

Työhyvinvointi/viihtyvyys

1) Tukeeko palvelualueen esimiestyö nykyisellään sinun työtäsi?

2) Mitä sinun mielestäsi ovat hyvät esimiestaidot? Entä vastaavasti ns. alaistaidot?

3) Mikä vaikuttaa toimintaasi positiivisella tavalla? (ts. motivaatio eli käyttövoima)

4) Entä mikä sitä tuo alas? (ts vie motivaatiota, halun tehdä parhaansa)

Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen työhyvinvointiin ja viihtyvyyteen?

Innovaatiot/osaston toiminta

5) Kuinka näet toimintasi / palvelualueesi työn osana Talpan palvelutarjontaa?

6) Oletko keskustellut työasioiden merkeissä (palaverit, henk.koht tapaamiset ym.) naapuriosastojen työntekijöiden kanssa viimeisen kvartaalin (3 kk) aikana?

7) Mikäli vastasit “kyllä” edelliseen kysymykseen, mitä hyötyä tapaamisista on sinulle ollut?

8) Pidän tarpeellisena sitä, että työssäni on henkilökohtaisia tapaamisia Talpan muiden osastojen työntekijöiden kanssa.
Täysin eri mieltä 1 ☐ ☐ ☐ ☐ ☐ 5 Täysin samaa mieltä

9) Mikä on osastosi toiminnassa mielestäsi tärkein kehityskohde?

10) Onko toiminnan tehokkuus mielestäsi muuttunut viimeisen kvartaalin (3 kk) aikana?

Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen innovaatioihin ja osaston toimintaan?

Appendix 2. Supervisor interview

HAASTATTELULOMAKE 15.6.2015

Taustatiedot

Nimi
Palvelualue / yksikkö
Toimenkuva
Kuinka kauan ollut edellä mainitussa toimessa?

Työhyvinvointi/viihtyvyys

1) Kuinka suuri osa työstäsi on nykyisellään on palvelualueen esimiestyötä?
(Prosentit eivät ole keskeisiä, hyvä olisi saada minuutteja / tunteja päivässä –arvio)
2) Mitä sinun mielestäsi ovat hyvät esimiestaidot? Entä vastaavasti ns. alaistaidot?
(management, HR, palkitseminen, viestintä)
3) Mikä vaikuttaa toimintaasi positiivisella tavalla? (ts. motivaatio eli käyttövoima)
4) Entä mikä sitä tuo alas? (ts vie motivaatiota, halun tehdä parhaansa)
5) Millä tavoin sinä pyrit saamaan ihmisistäsi parhaan (suorituksen) esille?
Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen työhyvinvointiin ja viihtyvyyteen?

Innovaatiot/osaston toiminta

6) Kuinka näet toimintasi / palvelualueesi työn osana Talpan palvelutarjontaa?
7) Oletko keskustellut työasioiden merkeissä (palaverit, henk.koht tapaamiset ym.) naapuriosastojen työntekijöiden kanssa viimeisen kvartaalin (3 kk) aikana?
8) Mikäli vastasit "kyllä" edelliseen kysymykseen, mitä hyötyä tapaamisista on sinulle ollut?
9) Mikä on osastosi toiminnassa mielestäsi tärkein kehityskohde?
(Olisiko esim. Johtamiskoulutuksesta hyötyä organisaatiolle?)
10) Onko toiminnan tehokkuus mielestäsi muuttunut viimeisen kvartaalin (3 kk) aikana?
Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen innovaatioihin ja osaston toimintaan?

Appendix 3. Second employee questionnaire

KYSELYLOMAKE 2.11.2015

Taustatiedot

Nimi (ei pakollinen)

Palvelualue / yksikkö

Toimenkuva

Kuinka kauan ollut edellä mainitussa toimessa?

Työhyvinvointi/viihtyvyys

1) Tukeeko palvelualueen esimiestyö nykyisellään sinun työtäsi?

2) Onko mielestäsi työpaikallasi tapahtunut muutosta johtamisessa tai työhyvinvoinnissa kesän ja syksyn 2015 aikana?

3) Minkälainen muutos on ollut?

4) Mikä vaikuttaa toimintaasi positiivisella tavalla? (ts. motivaatio eli käyttövoima)

5) Entä mikä sitä tuo alas? (ts vie motivaatiota, halun tehdä parhaansa)

Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen työhyvinvointiin ja viihtyvyyteen?

Innovaatiot/osaston toiminta

6) Kuinka näet toimintasi / palvelualueesi työn osana Talpan palvelutarjontaa?

7) Oletko keskustellut työasioiden merkeissä (palaverit, henk.koht tapaamiset ym.) naapuriosastojen työntekijöiden kanssa viimeisen kvartaalin (3 kk) aikana?

8) Mikäli vastasit "kyllä" edelliseen kysymykseen, mitä hyötyä tapaamisista on sinulle ollut?

9) Mikä on osastosi toiminnassa mielestäsi tärkein kehityskohde?

10) Onko toiminnan tehokkuus mielestäsi muuttunut viimeisen kvartaalin (3 kk) aikana?

Onko mielessäsi jotakin muuta, mikä haluaisit kertoa liittyen innovaatioihin ja osaston toimintaan?

Appendix 4. Questionnaire answers by theme, employee perspective

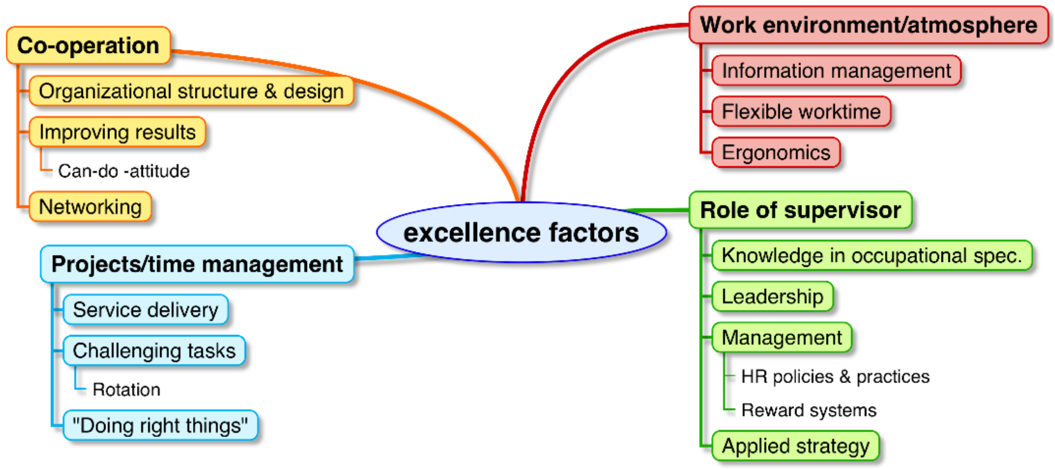

Figure 1. Talpa employee survey answers by themes.

Appendix 5. Interview answers by theme, supervisor perspective

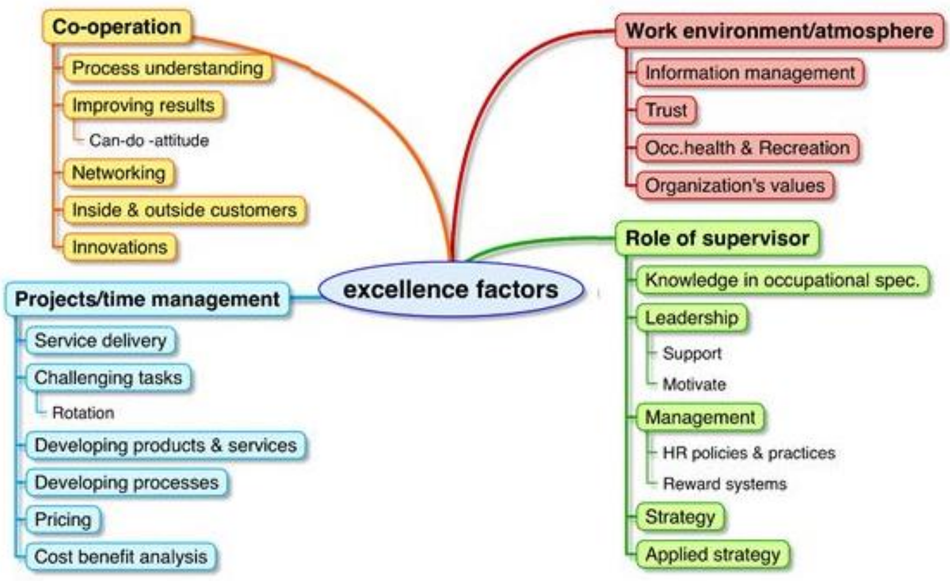

Figure 1. Talpa supervisor interview answers by themes.