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DEFINITION OF SITUATIONAL LEADERSHIP ROLES IN A MODERN EXPERT ORGANIZATION

– The Leadership Style

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The world, as well as leadership is changing. In today´s rapidly changing world managers adapt and change their leadership style in line with the current situation. What kind of leadership style should be applied in a modern technology organization, what are the leaders own experiences and can leadership be evaluated somehow? The basic tenets of leadership are still valid in the modern technology organizations. The leaders must be able to motivate their subordinates on a more individual basis than before. Management of experts is largely competence management and, therefore, it can be counted as management of people i.e. leadership.

The present master's thesis discusses the situational leadership theories, and the impact of the relationship between the leader and the subordinates from the perspective of leadership. The leaders belonging to the target group participated in a survey with a focus on clarifying the leaders' conscious understanding of the working roles in leadership. How do the leaders evaluate their competence in managing people in various jobs? The study highlights the situation engagement by asking the respondents to differentiate in their responses between the current situation and target situation. The target group of the study consisted of leaders from the Faculty of Technology, Environment and Business at Turku University of Applied Sciences.

The approach of the present study is based on the situation engagement, and on the coordination of various approaches and theories in different situations. The study focuses on a variety of leadership approaches and theories, as well as on which prerequisites they can occur simultaneously.
The thesis focuses on how the leaders take into account these prerequisites in their practical work, and on how leadership can be improved by taking these issues into account.

The ultimate aim of the leadership styles is to improve the productivity of the employees. The limits for situational leadership are set by the job, working people and the relationships between the leader and the subordinates. Leadership style is rarely pure, but rather a mix based on the classical styles with different focuses depending on the situation. By using emotional intelligence the leader can adapt his/her leadership style to the situation attentive.

KEYWORDS:

Leadership, situational leadership, leadership style, emotional intelligence.

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TILANNESIDONNAISEN JOHTAJUUDEN ROOLIEN MÄÄRITTÄMINEN NYKYAIKAISESSA ASIANTUNTIJAORGANISAATIOSSA – JOHTAJUUDEN TYYLIT

Maailma muuttuu, samoin johtaminen. Nykypäivän nopeasti muuttuvassa maailmassa esimiehen on kyettävä muuttamaan ja sopeuttamaan johtamistyylinsä vallitsevan tilanteen mukaiseksi kuitenkin niin ettei ennalta asetetut tavoitteet kärsi. Millainen sitten johtamistyylin tulisi olla nykyaikaisessa korkean teknologian asiantuntijaorganisaatiossa, miten johtajat asian itse kokevat ja voidaanko johtajuutta jotenkin arvioida? Johtajuuden perusopit pätevät asiantuntijaorganisaation johtamisessa edelleen. Esimiehen on kyettävä motivoimaan alaisiaan yhä yksilöllisemmin aiempaan verrattuna. Asiantuntijoiden johtaminen on pitkälti osaamisen johtamista ja näin ollen ihmisten johtamista.

Tutkimuksessa tarkastellaan tilannesidonnaisen johtajuuden teorioita sekä esimiehen ja alaisen suhteen vaikutusta johtamiseen ja johtajuuteen. Kohderyhmän johtajille teetetty kysely keskittyy selvittämään johtajien tiedostavaa ymmärrystä johtajuuden työrooleja kohtaan. Miten esimiehet arvioivat kompetenssiaan erilaisissa työtehtävissä liittyen ihmisten johtamiseen. Tutkimuksen tilannesidonnaisuutta korostettiin pyytämällä kyselyyn vastanneiden eriyttämään vastauksissaan nykytilanne sekä tahtotila. Tutkimuksen kohteena oli ryhmä, joka koostuu Turun Ammattikorkeakoulun tekniikan, ympäristön ja talouden- tulosalueen johtajista.

Näkökulmana kaikkeen tutkimuksessa on tilannesidonnaisuus ja eri lähestymistapojen sekä teorioiden yhteensovittaminen eri tilanteissa. Tutkimuksessa perehdytään erilaisiin johtajuuden lähestymistapoihin ja teorioihin sekä millä rajaehdoilla ne ovat mahdollisia yhdessä. Lisäksi selvitetään miten johtajat ottavat huomioon näitä rajaehtoja käytännön työssään ja miten johtamista voidaan parantaa ko. asiat huomioimalla.

Johtamistyylien perustavoitteena on työntekijöiden tuottavuuden parantaminen. Tilannesidonnaisessa johtamisessa rajaehtoja asettavat työ, työtä tekevät ihmiset sekä ryhmän ja esimiehen välinen vuorovaikutus. Johtaminen harvoin on kuitenkaan ns. tyylipuhdasta vaan pikemminkin klassisten tyylien sekamuoto, jonka painotus vaihtelee tilanteesta riippuen. Myös tunneälyn käyttäminen tekee johtajuudesta tilanteen huomioivaa.

ASIASANAT:

Johtajuus, tilannejohtaminen, johtamistyyli, tunneäly.

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1 INTRODUCTION

The purpose of the study was to explore how the Anglo-American situation leadership models and theories can be applied to the environment of Finnish expert organizations. It is also interesting how the leadership models are realized in organizations, and how well leaders recognize the models in use. What is the leader's/the superior's role in a Finnish expert organization today. What kind of significance the leadership has in modern organizations. The styles have been delimited so that attention will be paid only to the situation bound styles/ theories. The purpose is to lead properties and know-how, which, a leader, suborder or the organization must have and must know in order to fit the styles together. Claims which serve as an empiric material of the study and with the help of which the organizations and persons' as a research subject situation is analyzed are traced from the properties and know-how.

It has not been possible to point at the clear dependence between the success of companies and the used leadership model but the leadership models help to understand one's own and the others' leadership behavior. The leadership style refers to the supervisor's behavior, by which he/she is trying to influence the subordinates in order to promote the achievement of a common goal. (Northouse, 2004).

The leadership styles can be classified into the feature theories which emphasize for example the personal properties of the leader, into the behavior theories which emphasize the leader's action and behavior, into the situation theories which estimate situation-specific leadership behavior and to the theories which emphasize the different sectors and points of view of the leadership. (Goleman, 2012).

The present belief is that the properties of the leader and situation factors both have an effect (Northouse, 2004). In the studies one has not been able to prove that the successful leader would have properties of a certain kind but the leader

must be able to estimate the situation factors and must be able to change his management style according to the demands of the situation (Järvinen, 1999).

Leadership research has started by comparing the characteristics of leaders. The purpose has been to determine the one working in the management tasks what properties affect success. These feature theories gave way quickly, because they did not correspond to the reality. Leadership is participating and it underlines the importance of human relationships. Managerial skills have a direct impact on the well-being in the organization; on work motivation, job satisfaction and effectiveness of the working. Today organizational structures have changed in such a way that a large proportion of workers are working in expert and coordinator positions. The leader does not need to focus so much on the supervision of the actual work and the workers establish more autonomous teams than before. The physical load of the work has diminished and today the problems in the organizations relate more and more to human relationships. (Lindström, 1994).

2 LITERATURE REVIEW

The superior characteristic of the behavior has sought to explain the behavioral theories. One of the best known theories divides the leaders into three different behavior models: to authoritarian leadership, to democratic leadership and laissez-faire- leadership. (White, 1975).

Another study was conducted to get answers to what factors affect productivity and job satisfaction within the workplace. The study focused on managers' leadership behavior differences and identified three different management styles: task-oriented leaders, relationship- oriented leaders and participate- leaders. (Likert, 1967).

Based on these previous models, a leadership model, where leadership is described in two- axle four- pitch, was developed. The Axes of the leader's task orientation and the leader`s human orientation. (Blake & Mouton, 1977). Reddin (1970) developed the grid of the leadership by adding still the third dimension to it: effectiveness. The behavior theoretical models were found too to be simple to explain even so complex concept like leadership. (Northouse, 1997; Yukl, 1989).

The social interaction edits the leadership and it was indeed next concentrated here in the developed leadership theories. The best known situation bound leadership theories are the Contingency model (Fiedler 1967), Situational Leadership (Hersey and Blanchard 1977) and "the path-goal" -theory (Evans, 1970, and House, 1971).

The interaction between a leader and a team-member can be roughly divided into three types: The autocratic/authoritarian management, where the leader makes the decisions, keeps discipline and gives orders from above using power alone. The leader often underestimates his/her subordinates and puts pressure on them to work as s/he wishes. The subordinates obey under duress but they are frustrated and suffer from a lack of motivation. In the democratic management the workers may participate in the decision-making and the

majority uses the decision-making power. It increases the confidence and the cooperation, and raises motivation. A problem is the slow decision-making. Decision-making process gets strongly influences from the profit motive. In the team management everyone can participate in the preparation of decisions and in the continuous evaluation of the results, in other words in the decision-making process. The group aims to find the best solution together. Usually this results in the growth of the feeling of confidence and solidarity. (DuBouis, etc. 2015).

As long as we are in business, we will continue to pick apart the underlying ingredients of true leadership. And thus there will always be as many theories as there are questions. No one can just copy the behavior of another leader. The challenge for the leaders is to be themselves, but with more skills. There cannot be any advice more difficult to follow than that. (Goffee, 2011).

"A leader needs to communicate in a way that makes people feel what they need to do. As a leader of a large group you have to keep in mind that people need to believe in you and know that you are behind any given message. It is not only what you say but truly what you feel and believe. This rule reminds all of us, and the leaders in particular, that emotions are a powerful motivator -- or, in some cases, a de-motivator. We are social creatures who need interaction, which is used to make points when they are important enough. When you deliver a message face-to-face, it is strikingly different than when you do some kind of mass communication. If we are going to have an impact as leaders, we have a responsibility to communicate directly, eyeball-to-eyeball, and with authenticity". (Jim Guyette, 2004).

2.1 Theoretical background

The scope of the present study is restricted to the situation bound styles/ theories (Hersey situation management in which the leadership style is solved by analyzing the situation based on the readiness of team member. Two factors are connected to the readiness: firstly, does the team member have the

necessary information and skills and, secondly, does the team member have sufficient self-confidence, experience and education. The team member has to have committed him/herself and be motivated (Appendix 1)).
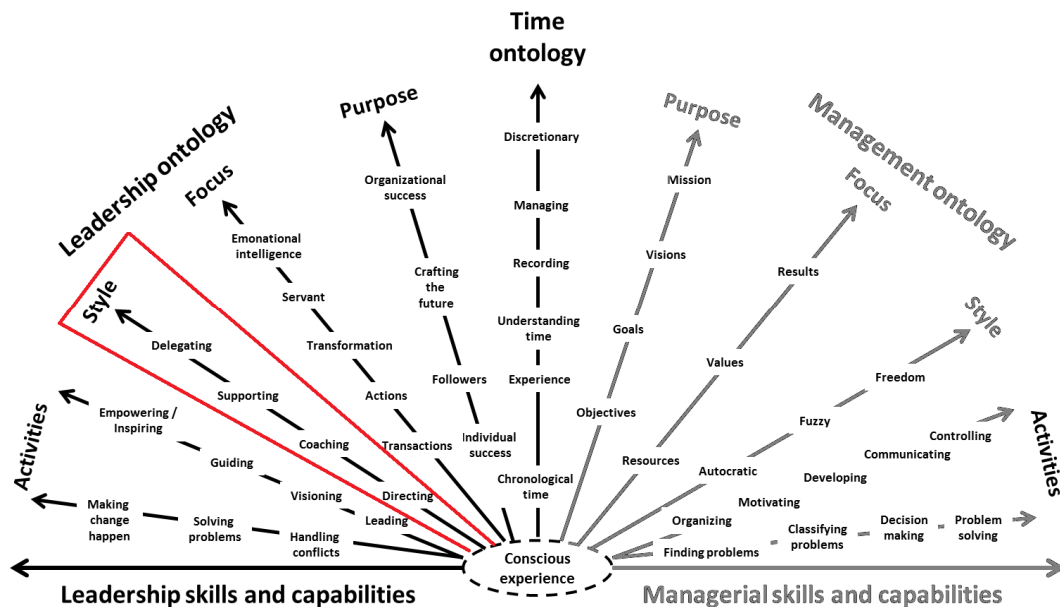
Picture 1.Management Windshield (Vanharanta, 2008; modified Reunanen, 2015).

The base for the study is shown in picture 1. The study focuses on the leadership style and applies both qualitative and quantitative methods. The target group of the study consists of the directors, managers and leaders of organizations. The purpose is to lead properties and know-how, what a leader, team member or the organization must have and must know so that the styles will be possible to fit together. Claims which serve as an empiric share of the study and with the help of which the organizations and persons' as a research subject situation is analyzed are traced from the properties and know-how.

2.2 Leadership behavior

There are made a lot of research on how the leader's behavior affects the efficiency of the leading. Leadership behavior can be divided into a simple one-

dimensional authoritarian, deliberative democratic model and a two-dimensional task-oriented and relationship-oriented model. However, these descriptions are too limited to explain all management situations and, therefore dimensions related to the situation and the angle have been added. Since the 1980s, the trend has been towards integrating the viewing angle, which has been combined with different theories into an integrative model. (Yukl, 1989).

According to Nicholls the leadership concept has two aspects. Firstly, the leadership will be seen that the effect on individuals as a process that does not include the use of power and authority. People follow the leader on a voluntary basis, as the leader´s goals are compatible with their own ones. Secondly, viewed from another perspective, leadership is seen as an incentive that drives the organization to the achievement of their goals. The focus is on activities and achievements, without the use of power and / or authority is forbidden. (Nicholls, 1987).

TASK-ORIENTED	RELATIONS-ORIENTED	CHANGE-ORIENTED	EXTERNAL
Clarifying	Supporting	Advocating Change	Networking
Planning	Developing	Envisioning Change	External Monitoring
Monitoring	Recognising	Encouraging Innovation	Representing
Problem Solving	Empowering	Facilitating Learning	
EFFICIENT/RELIABLE	INCREASE QUALITY	LEARNING/INNOVATE	INFORM/CONNECT

Table 1.Hierarchical taxonomy of leadership behaviors (Yukl, 2012).

Table 1 shows differences between leadership behaviors. Task-Oriented Behavior is focused on reliable outcomes and efficiency of the work. Relations-Oriented Behavior is focused on increasing the quality of the people who do the work. Change-Oriented Behavior is focused on increasing collective learning and innovation. External Behavior is focused on acquiring the relevant (external) information and on defending the interests of the team/organization. (Yukl, 2012).

By personal characteristics, a director has been found to be essential for managerial effectiveness: self-confidence, a sense of balance, energy level,

proactiveness, content and resistance to stress. Other characteristics that correlated positively with the performance features include a high level of motivation, pragmatism and result orientation. Leadership roles are not always in harmony with each other and cross - strife may occur between their own needs, values and abilities. The needs of the individual and the environment do not always meet the expectations of each other or the individual experiences the expectations differently. The diversity of roles increases leader imbalances in the workplace (Yukl, 1989; Tannenbaum, 1973).

2.3 Multiple Linkage Theory

Multiple Linkage Theory includes ideas from several earlier contingency theories. In addition to short-term leader actions in response to the current situation, the model includes longer-term efforts to change the situation to make it more favorable. Leaders can reduce the need for some types of behavior by increasing "substitutes" for it. For example, one way to reduce the need for direct supervision is to select experienced subordinates and delegate authority to them for resolving problems in their work. The multiple-linkage-model describes how leader behavior influences the performance of individual subordinates and the leader´s work unit. The model identifies six variables, including: subordinate effort, ability and role clarity, organization of work, cooperation and mutual trust, resources and support services, and external coordination. Leader behavior can influence each of these variables (Yukl, 2012).

Short-term (tactical) actions to correct deficiencies in variables:

- ✓ subordinates discouraged by, in their work
- ✓ subordinates are confused about what to do or how to do their work
- ✓ the group is disorganized and it uses weak performance strategies
- ✓ there is little cooperation among the members of the group
- ✓ the group has inadequate resources to do the work
- ✓ external coordination with other subunits or outsiders is weak.

Long-term (strategic) have impact on group performance:

- ✓ gain more access to resources needed for the work
- ✓ gain more control over the demand for the unit´s products and services
- ✓ initiate new, more profitable activities for the work
- ✓ initiate long-term improvement programs
- ✓ improve selection procedures
- ✓ modify the formal structure of the work unit.

More recently Gary Yukl (1989) presented a detailed taxonomy of effective leadership behaviors which included the following 11 categories of behavior applicable to any leader (table 2).

Broad Behavior	Mid-Range Behaviors	Special Behaviors
	Supporting	Being friendly, showing concern, listening problems, giving advices and supporting.
Building Relationships	Networking	Developing and maintaining positive relationships with influental others.
	Managing conflict and Team building	Reducing and solving disputes, facilitating communication, encouraging to teamwork and cooperation.
	Motivating	Influencing subordinates to achieve work goals, setting good behavioral examples.
Influencing People	Rewarding and Recognizing	Providing valued rewards, praise and recognition for performance; expressing appreciation, respect and admiration for achievement.
	Problem solving	Identifying and analyzing problems and solutions.
Making Decisions	Planning and organizing	Determining objectives, strategies and actions needed to improve efficiency.
	Consulting and delegating	Discussing decision options with subordinates, asking for input from subordinates and allowing some autonomy in decision making.
Giving-	Monitoring	Collecting information on work progress and quality, determing opportunities.
Seeking	Clarifying	Providing direction: what, how and when to do certain tasks.
Information	Informing	Providing information for subordinates.

Table 2.Leadership behaviors (Gary Yukl, 1989).

2.4 Situational leadership

The situational leadership suggests that there are no "one size fits all" approaches to leadership. It´s necessary, at various levels of leadership, to be dependent on the situation. The leaders need to identify their most important tasks or priorities. Second, the leader must consider the readiness level of their subordinates by analyzing the group´s ability and willingness. Depending on the level of these variables, the leader must apply the most appropriate leadership style according to the given situation. (Blanchard, 2008).
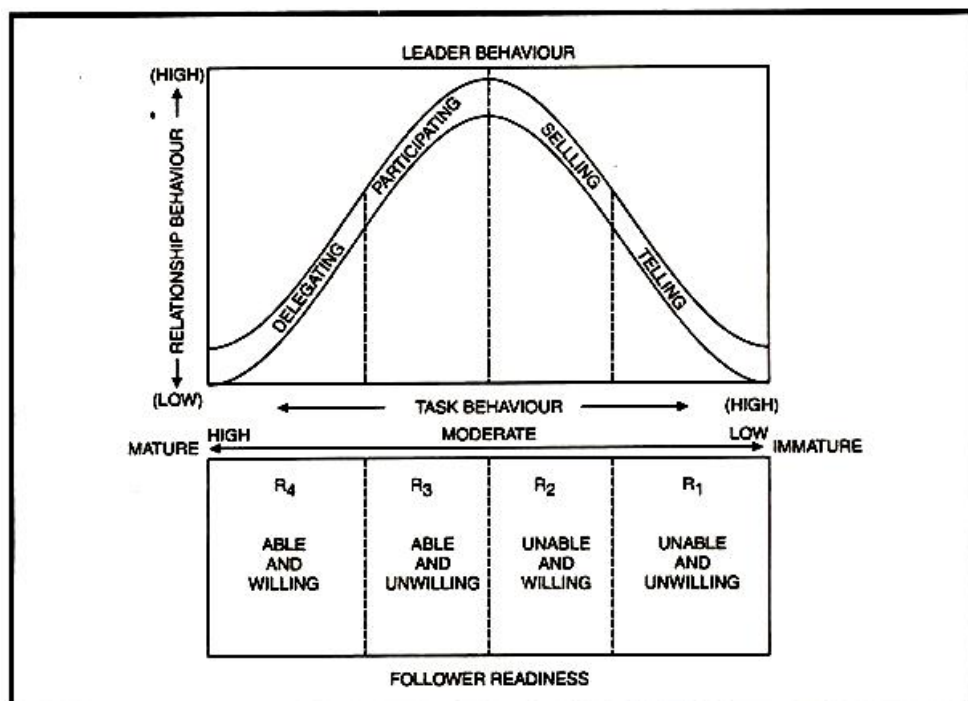
Figure 1.Situational Leadership (Hersey and Blanchard,1977).

Hersey and Blanchard call their four leadership styles: "Directing", "Coaching", "Supporting/Participating" and "Delegating". The leaders should adapt their style to the degree of maturity of the team members. There are four maturity/development levels from a low maturity level to high maturity. Low maturity followers require a different leadership style than high maturity followers. The strength of Hersey & Blanchard´s model is that it provides a goal for the individual. Situational leadership styles can also be categorized

according to their nature into three categories; authoritarian, democratic, and Laissez – Faire (Hersey & Blanchard, 1977; Lewin, 1939).
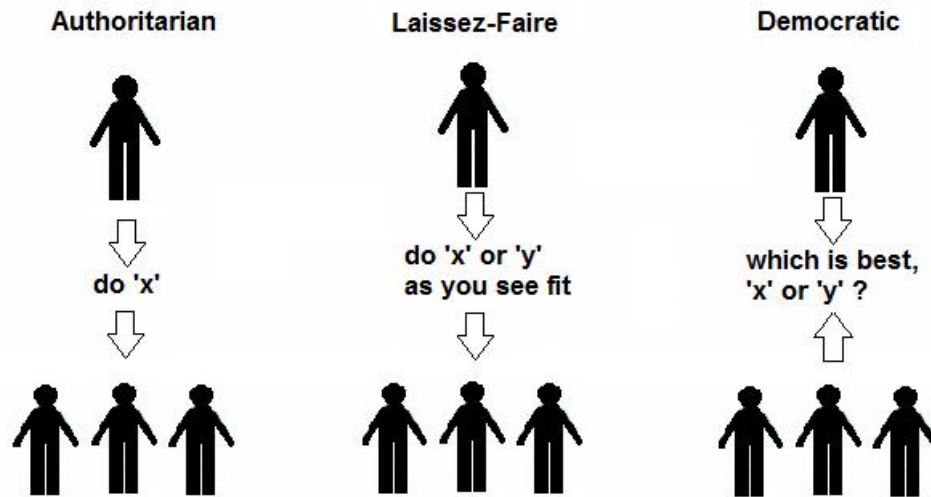
Figure 2. Leadership styles (Business Studies Notes, 2012).

These leadership styles can also be called behavioral leadership theories. One major advantage of the behavioral leadership to trait theories is that the behavior is learned, making it possible to train people to become leaders. Behavioral leadership theories focus, above all, on the behavior of the leader, and on the way this behavior is linked to good leadership. (Yukl, 1989).

2.4.1 Authoritarian leadership

Hersey & Blanchard's leadership style "Directing" corresponds largely to authoritarian leadership, where the leader tries to control his/her subordinates´ all action. The authoritarian leader takes the main responsibility for planning tasks, monitors and controls them during the implementation phase as accurately as possible. The followers have low maturity, low willingness and low ability for the task at hand. The leader has a high focus on tasks and low relationship focus. The leader defines the roles of the individuals or the group and provides the what, how, why, when and where to do the task. The leaders need to take highly directive role and supervise their subordinates very closely.

The decisions are made by those in charge and communication is only one-way. If the leader focused more on the relationship in this situation, the subordinates would become confused about what must be done. The leader maintains a directive position to ensure all required actions are completed. (Blanchard, 2008).

The authoritarian style is offensive and distant, often causing resentment, fear and strife. The leader is feared more than respected. Authoritarian leadership can refer to a lack of trust in the team. These types of leaders are critical of the others´ achievements and not encouraging. The style can work, for example in special situations; such as when the business changes direction of putting into circulation, or in an emergency when clear direction guidance is necessary. If used improperly or too frequently the style can have a very negative impact on efficiency. (Viitala, 2007).

2.4.2 Democratic leadership

In Hersey & Blanchard's leadership styles, the terms Coaching and Supporting are close to the democratic style of leadership. Employees have the opportunity to express their views to the leader, and to contribute to the final plans and tasks. The leader has a high task focus and high relationship focus. The leader still provides the direction but uses also two-way communication. The leader shares the decision making about how the task is accomplished and provides less task behaviors while maintaining high relationship behavior. While coaching, the leader spends time listening, advising and helping the group members gain the necessary skills in order to do the task autonomously next time. The key to the supportive leadership is motivating and building confidence in people. The clarification of the details of the progress is not important as the subordinates already know what to do but lack the motivation to act. Supportive leadership involves listening, giving positive feedback and making the subordinates feel good when they show the necessary commitment for success. (Blanchard, 2008).

As the name implies the democratic leadership style means that "the majority is always right". The democratic leadership style is a people-centered management style, and the human needs are more important than production. The leader is often a warm character and he/she wants to help his/her own group. No one in group wants to spoil the "atmosphere", and conflicts are often moved aside without considering them. However, the democratic leadership implemented in the right manner can create a positive atmosphere where people feel they are involved in implementing the company's vision. (Viitala, 2007).

2.4.3 Laissez-Faire leadership

Hersey & Blanchard's leadership style Delegating corresponds to the term Laissez - Faire- style, in which the decision-making power and authorization to act in given to the subordinates, and the director interferes as little as possible, or not at all. The employees at this stage are capable of working on their own. Having confidence, strong skills and commitment, they are able to finish the tasks on their own. The followers have high maturity but the leader has a low task focus and low relationship focus. However, leader is still involved in the decisions, but the process and responsibility have been passed to the individual or group. This style can also be seen as avoiding responsibility for the leadership. The leader not only avoids interfering with anything, he/she has given the leadership over to the group. (Viitala, 2007).

2.5 LMX (Leader-Member Exchange theory)

Leadership consists of relationships between people. It is based on the individual bilateral relationships between the leader and the group members. In the research literature this aspect has been studied via the Leader – Member Exchange (LMX) theory. The theoretical name emphasizes the idea that each party expects something from the other party, and each party also gives and receives something from the other party. LMX -theory is based on the idea that

the LMX ratios vary from low-quality to high-quality relations. High-quality LMX - relations, in-group, is characterized by open sharing of information, delegation of tasks and interaction based on trust. The leader and the subordinate trust each other and communication is open, intense, two-way and a mutually beneficial performance. In low-quality relations, out-group, communication relates mainly to carrying out the duties and neither party feels that they receive from the other party all that much. Poorly supervisory relationships are based mainly on the treatment of essential, operational labor and feature interaction is limited, and typically a one-way. If the employee is constantly looking for opportunities to improve the operation of the group, to develop him- or herself as a worker and makes sacrifices in front of the organization, he's more likely to be part of the inner group of the employee, who is to avoid taking responsibility. (Mäkelä, 2013).

LMX –theory describes the relationship progress between the leader and subordinate as follows:

- ✓ **The stranger phase** – The phase is also described as the role taking, since both the leader that the suborders firmly commit to the roles that they have been given in the organization. The leader sets a variety of tasks for the employee and monitors the performance. If the employee is performing his/her duties well, the leader's confidence in the employee grows.

- ✓ **The acquaintance phase -** Working roles no longer regulate the behavior of the parties as strictly as in the past. In successful relationships between the leader and the subordinate the mutual trust and respect deepens.

- ✓ **Mature partnership -** The interaction is on a high level, and there is a deep mutual respect, trust and reciprocal sense of duty between the parties. The supervisor and the subordinate are linked to each other in a

way that goes beyond the usual hierarchical relationship. (Northouse, 2004).
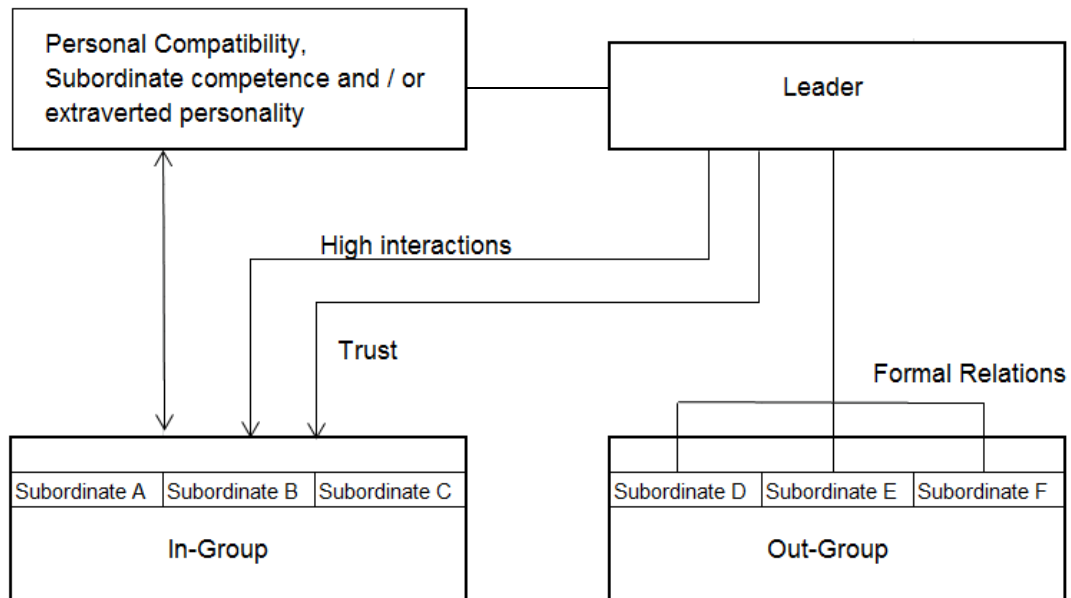
Picture 2: Leader-Member Exchange Model

The quality of the supervisory relationships has a significant number of spill-over effects in the organization. In-Group –members experience, for example, general job satisfaction is better and they are more satisfied with their leaders, organization and remuneration than Out-Group -members. LMX -relationship quality has been linked to innovation and creativity, as well as the tasks performance.

The quality of the supervisory relationships has an impact on the willingness to change job, as well as the experience of work due to depression. (Mäkelä, 2013).

LMX -theories discuss the relationship between the employee and the leader, the exchange and the related dimensions such as commitment and confidence. Both, the leader and the subordinate, have opportunities to influence the interaction in the relationship and its operation. Employees seeking attitudes and behavior by means of the consideration relation with the leader depending on how to which extent they feel that the leader is committed to them as individuals. The leader and the employee have a two-way relation, and the

exchange ratio has an indirect impact on the organization's productivity (Keskinen, 2005).

The relationship between the employee and leader is very important from the point of view of the employee´s skills i.e. organizational citizenship behavior. In-Group –relationship builds social interaction and communication between the parties. The employee and the leader build and shape their relationship constantly. An effective relationship between the leader and the employee is connected to the satisfaction, commitment and career development as well as to the employee´s creativity and the leader efficiency. (Sias, 2009).

LMX theory also contains a few gaps. For example, the theory does not fully explain how the high level LMX -relations develop. The theory has disregarded the impact of conflicts in different stages of relationships. However, these weaknesses have no effect on the validity of the theory in practice. LMX -theory is still one of the most widely used to review the relationship between the leader and the subordinate. (Northouse, 2004).

2.5.1 Organizational Citizenship Behavior

Organizational citizenship behavior i.e. employee skills, can be seen as opposed to supervisory skills. Employee skills have been described in the literature as a bundle of many properties. Employee skills can be seen in relation to oneself, the working community and the supervisor. Employee skills can be described as the art of being lead, and the means and opportunities to influence the leadership. The concept of employee skills ("organizational citizenship behavior (OCB)") is neutral, while it is perceived as a pair for leadership skills (rather than self- management as a rule). In this case it is interesting to study being led as it applies to everybody in the workplace, because every leader is a subordinate to his/her own superior.

Organizational Citizenship Behavior – breakdown:

- ✓ Performing your own work well
- ✓ Interaction with superior
- ✓ Interaction with working group
- ✓ Development, giving and receiving feedback
- ✓ Construction of communality, nurturing atmosphere.

Employee skills can be developed by clarifying job goals and expectations of the leaders to the employees, by increasing the mutual feedback and interaction. Professional expertise and doing your work well is not enough to cover the definition of employee skills. Professional expertise creates the base for the concept, but actually employee skills refer to a range of skills, such as courtesy, orderliness, innovation, responsibility and thoughtfulness that go beyond the role of formally agreed limits. Employee skills include special skills, in particular communication skills, as well as settling oneself in the superior´s position and a reasonable attitude towards the superior. A skilled employee interacts with the leader, giving him/her feedback and acts in a fair LMX - relationship between the subordinate and the leader. The roles of the leader and the subordinate converge in relation to helping, as the responsibility for the whole functionality of the work community mutual. (Keskinen, 2005).

Employee skills consist of individual properties, relating to the working community interaction skills, as well as the skill of being led. A skilled employee is a team player who contributes to the objectives of the group. It is essential to the organization's efficiency, that employees feel that they are part of a group and are able to recognize the impact of their own actions to team. Leaders and led relationship is formed on the basis of a common group membership. Effective leadership is based on team work, where the leader and subordinate feel that they are on the same side. The feeling of cohesion between leaders and led, enables the realization of the objectives of the group. (Keskinen, 2005).

2.5.2 Subordinate in an expert organization

According to Maslow's view of needs experts are at the highest levels of the hierarchy levels: the contents of the work, its attractiveness and challenges are the most important motivators. Other motivators are the results and the learning cycle, skilled colleagues and an inspiring working atmosphere, individualized feedback, the appreciation of work and wages. (Akava, 2007).

Although the experts themselves are best to assess the quality of their work, the feedback received from others is an important factor in coping at work. The experts assess their performance from their own perspective, the leader evaluates the work performance as well as co-workers and will give positive feedback and recognition for successful tasks. The feedback is also achieved position in the organization and in the workplace, the salary and any other fees. Giving feedback is again a private interaction process that requires knowledge, understanding and interpersonal skills from both, the giver and the recipient. (Tuomivaara & Leppänen, 2005).

The expert work is often independent and based on, their own abilities and skills. Also, the learning and development potential is high. On the other hand, combined with poor organization and management of the same characteristics it can lead to coping at work. (Hynninen, 2005).

It should also be noted that the work of experts is based on a high level of expertise and it may depend on the success of the operation of the unit - or the entire strategic success. The essential task areas of management are thus the constant renewal of knowledge and development of experts, the objectives of engagement, retention, and increasing motivation and to promote working ability. (Viitala, 2007).

2.5.3 Ability and preparedness for leadership

To develop in the managerial work the leader must have his/her own enthusiasm for the mission as well as be committed to the organization's mission or ideology. The required information on the organization can be acquired by an adequate familiarization and by genuinely listening to the members of the working community. The leader needs the capability to assess the most relevant factors that influence the success of the organization. The leader should have the capability to face negative events in addition to the positive aspects. Everyone is able to develop these features him- or herself, but in most cases it requires intent in addition to adequate support and the right kind of forum. (Ollila, 2006).

Leadership readiness can be described as the will, ability and capacity. Will is the strength to act in a certain way, for example by adopting, by controlling or rejecting the changes. The leader´s attitudes, personal values, norms and goals, as well as the desire to use the power of built around the strategic intent. Ability is a skill to act in a complex environment. It is the know-how to operate in the problem-solving situations in the organization. Capacity is measuring the amount of work which the supervisor can perform. Skill is the capacity to change the information into action that leads to the desired result. Readiness consists of an individual's training and experience. Professionally capacity is linked to knowledge and skills i.e. experience. Willingness is the psychological readiness, which is connected to the motivation and responsibility. It is associated with self-confidence and commitment. Capacities can be achieved through practical experience, i.e. the experience can be gathered by learning from one´s their successes and mistakes. In addition, the leader needs a social competency, which means the ability to create and maintain relationships, and the ability to show appreciation in a fair way. (Ollila, 2006).

Leadership requires specific skills which are consistency, caring and fairness, as well from the perspective of people as overall. Leadership is also building the value base, choices and decisions are made as well as the responsibility taken

for them. Leadership always involves clarification of roles and responsibilities. The leaders must constantly evaluate their own relationship with their subordinates. Leadership is also a matter of self- management, one´s own self-esteem and independence. Trust and acceptance of diversity are the prerequisites for a good co-operation. (Yukl, 2012).

A basic requirement for successful leadership is that the leader has self-motivated tasks and considers them important. To be able to motivate the subordinates, the manager will have to find his/her own motivation. The leader´s lack of motivation will paralyze the entire working community. A good leader adapts to situations and is resolute, makes decisions, is energetic and has self-confidence. He or she will be open to the social environment and is cooperative. The leader works with an ambition to reach the goal, has the courage to take risks and with it also carries responsibility for them. A good leader must also have good resistance to stress. (Yukl, 1989).

The leader properties are defined as belonging to the technical capabilities, interpersonal skills and conceptual skills. Technical skills encompass information on methods, processes and techniques and procedures to lead action. Interpersonal skills include knowledge of human behavior, the ability to understand the others' feelings, attitudes and motives, as well as the ability to communicate and be more cooperative. A person who has good interpersonal skills, has a strong self-awareness and the ability to inspire confidence in other people. (Yukl, 2012).

The leader should be an active listener to develop his/her skills and to create a supportive climate for communication. The key to a better functional ability is better communication capability throughout the organization. Leadership skills can also be defined as an act of decision, problem solving, coaching staff, to evaluate the performance of the employees and job guidance. The daily leadership consist of controlling the workers, support, coaching, delegating and doing things together. In the context of human resources management learning from feedback is essential to the development of a leader. The analysis of the received feedback is important, and requires cooperation with the other

members of the group. The staff is the most important asset of an organization and the competitiveness of the organization consists essentially of the staff´s competence and motivation. The most important part of leadership has thus become leader of expertise. (Lindström, 1994).

2.5.4 An expert organization leader

Traditional management functions are planning, coordination and control. An expert organization has specific characteristics and it cannot be led in a traditional way: experts are working on a strategic level, they supervise their own work, do the actual work, as well as by observe its quality. Effective and successful specialist work depends largely on how well the leader understands the requirements for expert work and recognizes the independent nature of the work. (Akava, 2007).

In an expert organization leaders are also experts themselves and rise to managerial positions often from inside the working group, sometimes even against their will. It is often difficult for new leaders to give up the past, and they will carry specialist tasks with them. Expert tasks and the administrative task take all the resources, and the presence, giving feedback and discussions may be forgotten completely. (Tuominen, 2005).

Experts leadership one challenge is the traditional way of operating, where the leader tries to do everything yourself instead that he would focus on leadership, to acquire the best talent to do the job and make yourself then the last amendments to the whole point of view. The challenge is, therefore, utilization, coordination and development of other skills. (Piili, 2006).

2.6 Emotional intelligence

Good leadership that requires good emotional intelligence of the supervisor. Emotional intelligence is all about discovering and understanding emotions and managing relationships and related emotional states. Emotional intelligence

refers to the ability to use emotional information in a manner that improves the working environment, performance and results of the operations. Emotionally intelligent leader takes into account the workplace and the different people of different ages and their individual needs in the development of skills and organization of work. Encouragement and inspiring leadership by example creates a positive atmosphere and brings out the best abilities of each employee. The positive atmosphere releases creative thinking, positive feelings and joy of work, increases people's energy, vigor and activity, contributes to the willingness to learn and to the implementation of the changes favorably. Negative emotions, joyless atmosphere and hampering the activity chagrin and absorb the individuals and organizations vitality. According to international studies the impact of management and leadership on the organization´s atmosphere is 50-70%. The atmosphere explains 20-30% of the company's operating results. (Kotter & Cohen, 2002).

According to Goleman emotional intelligence is one of the main characteristics of the leader, in terms of effective leadership. There are many definitions for emotional intelligence, but perhaps the best known definitions is Solovey´s and Mayer's theory (1990), and the theory of Goleman (2012). Solovey and Mayer argue that emotional intelligence means the ability to recognize and express your feelings, use the feelings to help thinking, understand how emotions work, as well as manage and regulate them. Goleman, on the other hand, divided emotional intelligence into five categories;

- ✓ **Self-awareness**. The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotional state and to correctly identify and name one's emotions.

- ✓ **Self-regulation**. The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

- ✓ **Internal motivation**. A passion to work for internal reasons that go beyond money and status (which are external rewards), such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. A propensity to pursue goals with energy and persistence. Hallmarks include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

- ✓ **Empathy.** The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.)

- ✓ **Social skills**. Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams (Goleman, 2012).

Emotions are highlighted at work, and the statement: "I work because I like it" conceals the emotional charge, which is directly proportional to the commitment and quality of work. The leader's job is to maintain this emotional charge and motivate better performance. Emotionally intelligent activity means also to a sense an emotion, which does not bring out, because people manifest their feelings in different ways. Thus emotional intelligence must be found both in the

recipient and the sender. Emotional intelligence seems sometimes, that how the matter is said, is more important than what is actually said. (Sydänmaanlakka, 2006).

2.6.1 The six leadership styles based on emotional intelligence

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader´s modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds amotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now."	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, selfcontrol	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration team leadership, communication	Conscientious-ness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear directions is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop longterm strenghts
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Positive	Positive

Table 3.The six leadership styles, emotional intelligence (Goleman, 2012).

Each of these styles has a different effect on people's emotions, and each has its strengths and weaknesses in different situations. Four of these styles (Visionary, Coaching, Affiliative, and Democratic) promote harmony and positive outcomes, while two styles (Commanding and Pacesetting) can create tension, and should only be used in specific situations. (Goleman, 2012).

Table 3 above summarizes the basic features of each style, explains their impact on the working atmosphere and the organization's performance as well as shows when each style works best. Studies have identified six different styles of leadership arising, from the basis of the different components of emotional intelligence. These leadership styles are shown on figure 3. The most effective leaders do not rely on only one of these styles, they are able to use several styles, depending on what kind of style the situation demands i.e. Situational leadership. (Goleman, 2012).

3 METHODS OF THE STUDY

The target organization of the study was the Turku University of Applied Sciences Faculty of Technology, Environment and Business. The theoretical part of the study is based on the scholarly literature, as well as on published academic articles. The scholarly literature lays the foundation for the research problem reflection. Interview propositions (appendix 4) consisted of research questions, which were based on the objectives and theoretical framework of the thesis. The questions are based on the theoretical framework and their aim is to structure the research problem better. The leaders of target group commissioned survey focuses on clarify to leaders conscious understanding of the working roles of leadership. How do leaders assess their competence in various jobs related managing people. The study highlighted the situatedness by asking the respondents to differentiate in their responses between the current situation and target situation.

The online questionnaire was sent to 27 recipients from the Turku University of Applied Sciences Faculty of Technology, Environment and Business steering group. The survey results were collected as a Webropol -survey which had claims related to different management situations. In the survey, the respondents were asked to evaluate the current state and the target state. The survey was designed in order to collect and analyze the leaders experiences of leadership. The present master´s thesis was commissioned by the Turku University of Applied Sciences, Business Competence and Process Management RDI Group. In the study the research material derived from the survey was analyzed against the existing theoretical framework and its theories. The questions had already been divided according to the type of leadership behavior   as   mapped. The survey mainly followed the breakdown of Hershey & Blanchard's situational leadership division: Directing – Supporting – Coaching – Delegating. Due to the nature of the questions they may also be classified by Kurt Lewin leadership styles accordingly; Autocratic - Democratic - Laissez – Faire.

4 RESULTS AND DISCUSSION

Situational leadership emphasizes that the leader must adapt his/her leadership style according to the situation of the leader´s team or organization. The motive for a situational leader is not self-serving, but rather team and organization development and effectiveness. By Hersey, et.(2008), the leader identifies tasks, sets goals, determines the skills level and the maturity of the group or group-member, selects an appropriate leadership approach, and modifies the approach as change evolves.

Irrespective of the atmosphere of the job the relationship between a leader and a worker is different from the one of the workers among themselves. The work community operates together but in the end the leader makes the decision. Even though the authoritarian attitude has given way in most organizations, the supervisor is still needed. Leadership competency means that leader have ability to build and maintain good relationships and provide the direction for team. The emotional intelligence is the key to high level leadership.

In this survey, the respondents represent a group of experts or the so-called, knowledge workers. Knowledge workers are more highly educated than average, their work is intense and it is often perceived as more stressful mentally and physically. In an expert community appropriate management is often described as non-hierarchical and cooperative. The expert is often the best or even the only one who is aware of the content and development needs of their assignments. They often work in the self-directed environment and the content of their work motivates them most.

Leaders at all levels of the organization are in critical positions to support their subordinates´ skills. An organization formed by experts is therefore a very complex one to lead. While experts do not have the leadership in the traditional sense, the expert community is characterized by of a constant change and the need for learning, therefore the work community needs to support leadership. In

the Finnish leadership rational and technical management doctrines are emphasized.

4.1 Leadership styles in practice

The survey focuses on discovering the leaders´ conscious understanding of the work roles in a leadership position and aims to explore which leadership approaches and theories are applicable together in any given situation, and to discover the leaders´ ability to take these contexts bound factors into consideration in everyday work.

It is justified to look at the leadership of an expert organization as an interactive activity, where the leadership and expertise are linked to each other. Both are associated with the diverse roles, and as established job descriptions and organization charts are not a part of the present-day environment, leadership is considered to be shared. Therefore, taking responsibility for the outcome and the commitment of experts are the key issues in expert organization to achieve results.
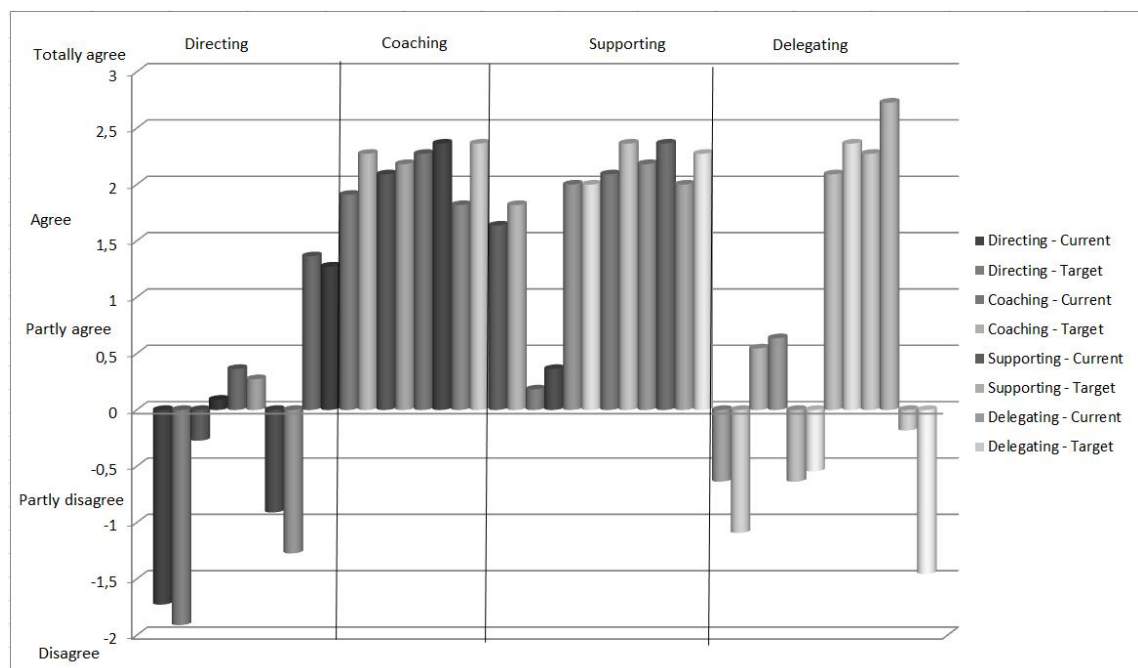

Figure 3. Average chart from interviewed leaders responses

Figure 3 above shows the distribution of the survey responses on the leadership styles. The responses "totally disagree", "disagree" and "partly disagree" are given a negative value, because the layout of the question is "what leadership styles the leaders can identify in their own leadership". The responses "partly agree", "agree" and "totally agree" are given a positive value, because they support the question layout searchable data. The extreme are thus the values -3 ("totally disagree") and 3 ("totally agree").

The lighter color bars represent the defendant target space compared to a darker column the current state (Figure 3). Authoritarian leadership is the only management area the respondents do not feel as a purposeful option. Similarly, all the other styles can be seen as the target state to be progressive. On the basis of pattern it can be concluded that the Finnish leadership style is democratic and people-oriented.

Based on the responses (Appendix 5) it can clearly be seen that the Finnish leaders see that both the current state of the leadership and the target state of the leadership is strongly Coaching & Supporting. The leaders want to highlight that the workers are taken into consideration and they are committed to their jobs. Their professional competence is trusted and they are given responsibility for prioritizing their own duties. The only caused divergent opinions on the matter was a claim that would be superior response to help subordinate find the motivation to work. This is clearly shown in Figure 3. in the two lower columns for "Supporting".

The least supported style was "Directing". This authoritarian leadership style was hardly identified in the respondents´ own leading styles and the aspiration to use this type of leadership was also further reduced. Regarding this style of management the only argument that the supervisors shared was, that clarifying the tasks received relatively more support. The average for this leadership style is "partially disagree" i.e. the leadership style statements chosen were partially disagree. It is also possible that the leaders do not recognize this style in their own leadership style. The statement the respondents showed the most disagreement with was delegation and rewarding relationship. Some of the

respondents were strongly of the view that the subordinates are able to self-prioritize their duties. The same leaders disagree also with the observing and motivating the subordinates to work by rewarding or punishing. Some leaders, however, felts that the employees needed close supervision and motivating by rewarding and punishing in order to reach the best outcome.

4.2 The LMX-theory in practice

Based on the Survey responses (Appendix 5) it can be concluded that the Finnish expert organization leaders are able to conduct a dialogue with their subordinates. Listening to the subordinates often requires patience, but it is worth it because a satisfied team-members can focus on their own work when the leader listens to the concerns, and attempts to manage them or help with them. Leadership requires listening skills when the leader keeps a continuous dialogue going on with the group.

The respondent´s gender did not affect the responses, but the managerial experience had an impact. The younger leaders understand the importance of the personal leadership. They appreciate the employees´ know-how and are willing to support their own teams. An expert organization leadership can be quite invisible, or hard to identify. Leadership becomes visible, when a group or organization is successful beyond expectations or it is subject to negative changes e.g. company result collapse or weakening of the competitiveness.

According to the Leader-Member Exchange -theory (LMX), effective management processes take place when the leaders and subordinates are able to develop a mature partnership. According to the theory, the leader does not treat all subordinates in the same way, but due to social resources and the lack of time the leaders of certain subordinates create better relationships with them than the others. If an employee is classified as an out-Group member, the leader tends to trust him/her less than an in-Group classified employee. In general, the higher confidence is between the leader and the subordinate, the more freely the leader lets the subordinates work. In some cases the in-group

leadership style may be democratic, while the out- group leadership style can be even authoritarian in the same team.

The survey responses show that the managers have a strategic intent to increase, and support the independent performance of the employees' duties. Giving and receiving feedback was rated the most important. Managerial work in an expert organization is perceived to be more coaching or consultative than traditional commanding. This is because a leader working in an expert organization does not manage, subordinates work today and, in the future even less. As a result, the leaders' strong intent is certainly to increase the subordinates' commitment to their work.

	Average	Deviation	%	Variation %
11. Employees are taken into account in decision-making - Current situation	4,91	0,7	81,8	
12. Employees are taken into account in decision-making - Target situation	5,27	0,47	87,9	6,06
15. Supervisor asks subordinates ideas and feedback for future projects - Current situation	5,27	0,65	87,9	
16. Supervisor asks subordinates ideas and feedback for future projects - Target situation	5,36	0,5	89,4	1,52
17. Workers are self-employed and committed to their duties - Current situation	4,82	0,75	80,3	
18. Workers are self-employed and committed to their duties - Target situation	5,36	0,67	89,4	9,09
37. The leader must be able to rely on subordinates own assessment of ability the performance of duties - Current situation	5	0,77	83,3	
38. The leader must be able to rely on subordinates own assessment of ability the performance of duties - Target situation	5,27	0,65	87,9	4,55
39. The supervisor will give feedback to subordinates - Current situation	5,18	0,98	86,4	
40. The supervisor will give feedback to subordinates - Target situation	5,55	0,69	92,4	6,06

Figure 4. The main claims of the survey

Figure 4 above shows the most prominent claims of the survey. The original questionnaire was in Finnish (Appendix 4), and these main claims (Figure 4) are translated into English for this study. The claims are related closely to the relationship between the superior and the subordinate. The closer the claim average value of six, the more the respondents have agreed on it. The percentage values are interpreted in such a way that a zero value for the claim is "totally disagree" and the value of 100 corresponds to "totally agree".

The variation is shown as the percentage difference between the current state and target state. The five most important statements, emphasized the leader and the subordinate relationship. From leader this requires emphasizing the role of an observer, as well as the sharing of responsibility. The relationship between the manager and the subordinates should be maintained, because

Hersey & Blanchard ´s Delegating Style leadership or by Kurt Lewin Laissez Faire –leadership, requires a deep sense of confidence, open atmosphere, honest and uncomplicated relationship to succeed.

One of the propositions was related to motivating subordinates by rewarding and / or punishing, and it divided, surprisingly, the respondents' opinions across the board. Some people interpreted proposition to mean: "make a mistake and you will be punished", while the others understood the proposition, so that the good work can be rewarded e.g. different bonus systems, additional free time, etc. The punishing is understood to refer to the use of different warning systems. The difference in the interpretation is thus quite understandable because the question layout gave freedom of interpretation.

Managerial work in an expert organization is perceived to be more coaching or consultative than traditional commanding. This is because a supervisor working in an expert organization does not manage, subordinates work today of even less in the future. As a result, the leaders' strong intent is without doubt to increase the subordinates' commitment to their work. On the other hand, the answers can be read also as leadership paradoxes. The leader is expected to be robust and keep the strings in his/her hands but at the same time, he/she should be confident and give space. In managerial work, coping with paradoxes eats up energy and resources, as well as increases the level of uncertainty and stress. The leader, however, is considered to be the leader, not a colleague.

4.3 Current -situation versus Target -situation

The survey identified two modes: the current situation and the target situation. The leadership style of the current state encompasses the following concepts: encouragement, involvement, consultation and teamwork. The employee has the capacity to perform his/her duties, but is experiencing uncertainty.

On the basis of the survey it could be concluded that the most commonly used leadership style is Coaching & Supporting i.e. democratic leadership style (Figure 5). To a certain extent also Delegating i.e. Laissez Faire -style

leadership can be identified in the respondents´ own supervisory work. This is very consistent with what has been written about leadership in expert organizations and of experts. As a result, in the Figure shown "other" includes the Supporting and Delegating because it best supports the intent required by the style of leadership in question. The leader roles in these leadership styles are mainly a coach and a facilitator. To reach the target -situation a leader should be, increasingly, also an empowering figure, who encourages the members of the community and motivates them to learn. The leader must understand the relationships between people. The core of leadership is the interaction: questioning, listening, feedback, discussing goals, guiding, advising and to empowering.

The development of employees starts from the employees´ skills; the interest towards the company and the organization, understanding one´s own role in the company's context´s, the desire to develop one´s own professional skills, the intent to give and receive feedback and self-management. In an expert organization, the relationship between the subordinate and the leader needs to evolve in order to raise the employees´ maturity level. Increasing employees´ task -specific preparedness refers largely to the support on the emotional side, so unsure experts will begin to trust themselves and their own capability. The subordinates´ interpersonal skills must be developed, which will deepen the LMX –relationship with the leader. The LMX -relationship should be at least on the acquaintance level, and evolve towards a mature partnership–level.
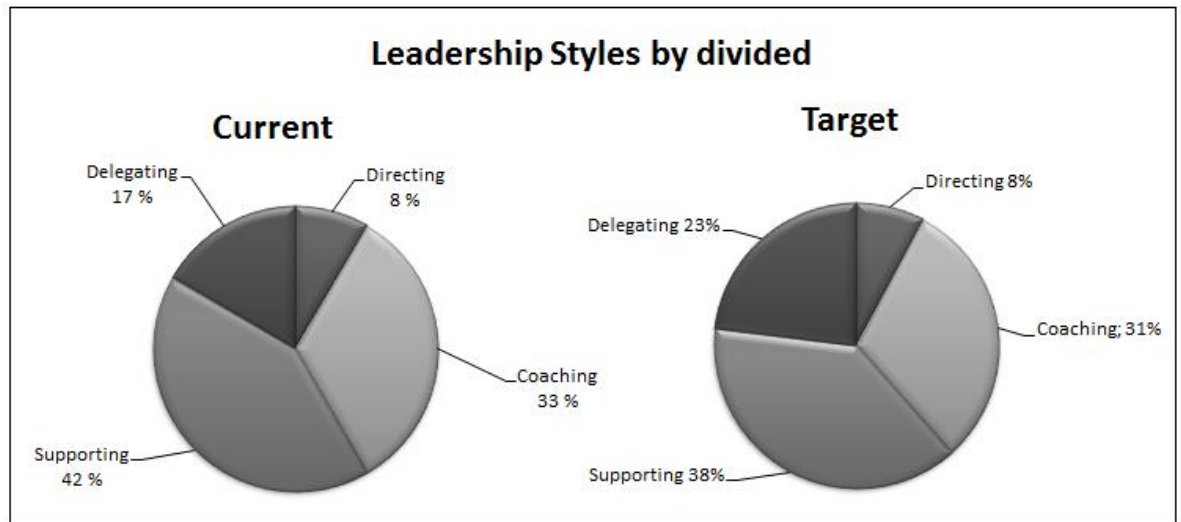
Figure 5. Leadership Style distribution based on the survey responses

The leader needs to share responsibility and to respect the employee's skills. The starting point for leadership situation is to identify the employee's level of preparedness. Besides, the employee's level of preparedness may change due to the job or life situation.

As a result, the pursuit of target -situation must be continuous. There is no one right way to select the style of leadership, as situational leadership changes in time and space. The leader cannot change the management style "on the fly" to another, because then his/her credibility suffers.

 The leader must be able to apply more than one of the leadership styles side by side, because a single leadership style makes the leadership too narrow. The target situation leadership style aims to bring out the following concepts: trust, empowerment and responsibility. The relationship between the leader and the subordinate must develop into a deeper one so that the leader can rely on the employee. The progress of the relationship quality is required for mutual action and activity. Self-awareness, interpersonal skills and self-management development tasks are important for the both parties, i.e. the leader and the experts, in an expert organization.

5 CONCLUSIONS

Leadership is not measured by titles, roles or authority. Leadership is about providing guidance and direction for the team and the team members. Good business results are not the only important element, but also empowering culture where the team members are inspired by a common purpose, paly a significant role in succeeding. The leader needs not only technical knowledge, but also positive values, vision, the ability to lead change, morality, personal capability, emotional intelligence and "out-of-the-box thinking".

The leadership styles discussed in this thesis explains what types of leadership styles are effective in different contexts. The main idea in situational leadership is that the leader changes his/her own leadership style according to the situation. The leader therefore works in a different way in different situations.

The ability to reading situations and use emotional intelligence makes managerial work more attentive to the situation and it will also help the leaders develop their own skills. The problem of how the leaders can be democratic in their relations with the team members and at the same time maintain the necessary authority and control in their own organization has become more and more prominent in recent years. Often the leaders are not quite sure how they should behave and/or how they are expected to behave.

The survey results show that the managers recognize the leadership style as well as their development needs. Managerial work in an expert organization requires listening skills, the ability to motivate and encourage, and consideration of the others. The leaders want to develop their leadership style in the direction of coaching leadership, where leadership is not so much addressing the daily work performance, but rather perceiving the entity and sharing responsibility. Coaching – type of leadership is designed to spar and develop the employees by simultaneously giving the space to the subordinates, and encouraging them to creative problem-solving. Coaching -leadership is also one of the Hersey and

Blanchard (1977) and Goleman (2012) emotional intelligence -based leadership styles.

To succeed the leader requires the ability to distinguish between the non-essential and the essential, the ability to influence people and make them to commit themselves to the tasks assigned to them. The best way to influence people and their behavior depends on the situation and on the people's level of maturity to be led and to do their job. Leadership is difficult, if not impossible, without the approval of the group – the subordinates´ transfer of authority to the leader.

The study identifies the intent to sharing leadership, and highlights the importance of discussing and listening. The leaders recognize the importance of consultation with the subordinates in the decision-making process, and the leaders also wanted to increase this in the future. Consequently, discussions and listening is an important part of leadership.

This study did not define the manager's relationship with his/her subordinates. Generally speaking, each of the leader - subordinate relationships is unique, and this should be taken into account when leading people. The diversity of the relationships between the leader and the subordinates creates need for situational leadership. This way of thinking is close to the LMX-theory, where the leader creates different types of relationships with his/her subordinates, and these relationships affect the way s/he leads these subordinates. In LMX – relations the leader needs emotional intelligence to take into account the subordinates individually.

Even though the workers are the best experts of their own work it is the leader´s task to perceive the entity: what matters and what is important. The leaders are there for the subordinates, not vice versa. Most leadership experts agree on that leadership is all about the activities of team or working group goal-oriented processes.

Leadership style is a classification of the main ways in which real-life leaders behave. The leaders should adapt their leadership style to the followers´

development style. This is based on how ready the follower is to perform the required tasks. The strength of Hersey´s model is that it is gives guidelines for responding to various situations. Situational leadership styles can be divided in such a way that the supervisors´ ability to read the situation and the necessary leadership styles meet. It´s important for leader to know how to change their own leadership style according to the situation. Thus, the effectiveness of a leader depends on his/her ability to adjust the leadership style according to the situation.

On the basis of the research results it can be concluded that the leadership should strive to move away from the authoritarian management culture towards the management style where the work and the decisions are made together with the working group. In this case, the manager is the one who shows the way, but things are done together with the staff. Change towards this type of leadership has already begun, but in the future leadership will probably move further into this direction.

Leadership is a special skill which can be developed and learnt. Leadership development starts from the leader him- or herself, his/her own personality and perception. Firstly, the leader must learn to know him- herself and learn self-management, only after that, the leader is able to lead the others. The development of one´s owns leading skills is a continuous process that should never be allowed to expire. The leader and subordinate relationship is constantly changing, the leader must be able to change his/her own leadership style when needed. The leader´s emotional intelligence is a great help in inhaling the atmosphere. Leadership situations change all the time and consequently the leadership styles must change according to the situational demands.

The present study focused on the expert organization leaders' conception of situational leadership. In this case, the perspective is only recognized by the leaders themselves. For the future research, e.g. the same subject from the perspective of the experts would be an interesting topic for comparison. How do the leaders and the subordinates understand the encounters in terms of

leadership. Also, comparing several expert organizations with each other would be interesting.

The results of the study are situational and related only to the Turku University of Applied Sciences Faculty of Technology, Environment and Business steering group. The results and conclusions are not directly comparable to other expert organizations. Results of the study can be used to a certain limit terms of comparison. If the results of the study are used the extent of sampling, must be taken into account. When making generalizations based on the results of the study, it should be noted that the context was the situation engagement.

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Appendix 1.

The theoretical model of leadership style

LEADERSHIP STYLE THEORIES			LEADERSHIP STYLE						
Leadership Style Kurt Lewin (1930)	Leadership Style Daniel Goleman (2000)	Leadership Style Hersey & Blancard		Description	Maturity	Follower "situation"	Leader	When to use	Leadership Styles Questionnaire
Authoritarian Style (autocratic) Autoritäärinen johtaminen / Neuvova johtaminen	Authoritative	Directing (telling)	Structure, organise, teach and supervise.	The leader makes the decisions in the organizations and informs others of the decision. This style is also referred to as micromanagement due to the high involvement of the leader.	Low Maturity	Comprised of employees who lack expertise, knowledge, skills and confidence. They often need to be told what to do and constantly be pushed to take the task.	High task focus, low relationship focus.	Leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task.	•Employees need to be supervised closely, or they are not likely to do their work. •It is fair to say that most employees in the general population are lazy. •As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives. •Most employees feel insecure about their work and need direction. •The leader is the chief judge of the achievements of the members of the group. •Effective leaders give orders and clarify procedures.
Participative Style (Paternalistic) Neuvona johtaminen / Valmentava johtaminen	Coercive / Democratic	Coaching (selling)	Direct and Support.	Decisions lie on the leader, but it is no longer a one-way relationship; inputs are expected from the employees before the implementation of the decision.	Medium Maturity, Limited skills	Although employees have the drive and willingness to work on the task at hand, they lack certain skills to successfully complete the task.	High task focus, high relationship focus.	While the leader is still providing the direction, he os she is now using two-way communication and providing the socioemotional support to "sell" their message to get people on board.	•Employees want to be part of the decision-making process. •Providing guidance without pressure is the key to being a good leader. •Most workers want frequent and supportive communication from their leaders. •I ask for staff members ideas and input on upcoming plans and projects. •Staff members will exercise self-direction if they are committed to the objectives.
Participative Style (Democratic) Valmentava johtaminen / Osallistuva johtaminen	Coach / Pacesetter	Supporting (participating)	Praise, listen and facilitate.	This style implies more responsibilities to the employees or followers; the decision now lies on the employees, with guidance from the leader. Providing feedback, increasing confidence and motivation are roles of the leaders.	Medium Maturity, Higher Skills	They posses more skills, willing to do the task at hand, but they are not confident about their abilities.	Low task focus, high relationship focus.	Leader shares decision-making about aspects of how the task is accomplished and the leader is providing less task behaviors while maintaining high relationship behavior.	•Leaders need to help subordinates accept responsibility for completing their work. •It it the leader´s job to help subordinates find their "passion". •I like to use my leadership power to help subordinates grow. •People are basically competent and if given a task will do a good job. •I allow my staff to set priorities with my guidance. •People on my staff know how to use creativity and ingenuity to solve problems in our district.
Delegative Style / Laissez-Faire (free reign) Osallistuva johtaminen / Laissez-Faire	Affiliator	Delegating (observing)	Turn over decisions	Although the leader provides feedback and direction, they have low involvement as employees are in charge of making decisions and choosing direction for the organization.	High Maturity	Employees at this stage are capable of working on their own. Having confidence, strong skills and commitment, they are able to finish the task at hand.	Low task focus, low relationship focus.	Leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.	•In complex situations, leaders should let subordinates work problems out on their own. •Leadership requires staying out of the way of subordinates as they do their work. •I allow my staff to determine what needs to be done and how to do it. •As a rule, leaders should allow subordinates to appraise their own work. •Leaders should give subordinates complete freedom to solve problems on their own. •In most situations, workers prefer little input from the leader. •In general, it is best to leave subordinates alone. •My staff can lead themselves just as well as I can.

The Cover letter of the survey

Arvoisa vastaanottaja,

 Tule mukaan rakentamaan näkökulmaa suomalaiseen esimiestyöhön!

Tämän kyselytutkimuksen tarkoituksena on koota ja analysoida esimiesten kokemuksia esimiestyöstä. Kyseessä on opinnäytetyö, jonka tilaajana on Turun ammattikorkeakoulun Liiketoimintaosaaminen ja prosessien johtaminen –tutkimusryhmä.
Kysely on kohdistettu Turun Ammattikorkeakoulun Tekniikka, ympäristö ja talous-tulosalueen yhteistyöyritysten johtaja- ja esimiestehtävissä toimiville henkilöille. Tämä kyselykutsu on lähetetty yrityksenne henkilöstövastaavalle, jonka toivomme jakavan kutsun sähköpostilla muille yrityksessänne työskenteleville soveltuville vastaajaehdokkaille.

Kyselyyn vastaajien anonymiteetti on suojattu ja kerättävää tietoa tullaan käyttämään aineistona vain tässä opinnäytetyössä.
Koska tähän kyselyyn mukaan valittujen henkilöiden määrä on jo lähtökohtaisesti suhteellisen pieni, toivoisimme mahdollisimman monen vastaavan kyselyyn.

Lomakkeessa on n.70 kysymystä, joista suurin osa on monivalintakysymyksiä. Kyselyyn vastaaminen kestää alle 15 minuuttia.

Toivomme teidän vastaavan kyselyyn 5.10.2015 mennessä.

Kiitoksia yhteistyöstä ja vastauksistanne jo etukäteen.

Marko Junno
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The Reminder letter of the survey

Arvoisa vastaanottaja,

Lähetimme Teille 21.9.2015 sähköpostitse kutsun kyselyyn koskien Turun ammattikorkeakoulun Liiketoimintaosaaminen ja prosessien-tutkimusryhmän tilaamaa johtamisen alan opinnäytetyötä. Mikäli olette jo vastanneet kyselyyn, tämä viesti ei koske Teitä.

Kysely on kohdistettu Turun Ammattikorkeakoulun Tekniikka, ympäristö ja talous -tulosalueen yhteistyöyritysten johtavassa asemassa toimiville henkilöille. Kyselytutkimuksen tarkoituksena on koota ja analysoida johtajien ja esimiesten kokemuksia työstään. Kyselykutsu lähetettiin Turun AMK:n tiedoissa olevalle yrityksenne yhteyshenkilölle, jonka toivoimme vastaavan sekä jakavan kutsun myös muille yrityksessä työskenteleville soveltuville vastaajaehdokkaille.

Koska kyselyyn valittujen yritysten määrä on jo lähtökohtaisesti suhteellisen pieni, toivomme saavamme vastauksia kyselyyn mahdollisimman monelta yrityksestänne. Ystävällisesti pyydämme Teitä myös vastaamaan kyselyyn mahdollisimman pian. **Vastaaminen kestää alle 15 minuuttia.**
Kyselyn voi täyttää nimettömänä ja vastaukset käsitellään luottamuksellisesti tilastollisin menetelmin. Mikäli vastaaja haluaa lyhyen analyysin vastauksistaan voi yhteystiedot antaa kyselyn viimeisellä sivulla olevalla lomakkeella. Se on kuitenkin siis täysin vapaaehtoista.

Vastauksenne ovat ensiarvoisen tärkeitä tutkimuksen onnistumiselle, ja vastaamalla voitte auttaa Turun ammattikorkeakoulua ymmärtämään yhteistyöyrityksiään ja alueen yritysten johtamiskulttuureja paremmin. Halutessanne voitte myös saada ilmaisen, lyhyen henkilökohtaisen palautteen ja arvion kehittämisen alueistanne.

Toivomme Teidän vastaavan kyselyyn alla olevan linkin kautta **9.10.2015** mennessä.

Kiitämme yhteistyöstä ja vastauksistanne jo etukäteen.

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Webropol- questionnaire, contains only a leadership style

TURKU AMK
TURKU UNIVERSITY OF
APPLIED SCIENCES

Johtajuuden ja johtamisen mahdolliset kombinaatiot modernin organisaation kontekstissa.
Johtajuuden ja johtamisen alan opinnäytetyötutkimus.

1. **Työntekijöitä tulee valvoa tarkoin, jotta nämä tekevät työnsä.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

2. **Työntekijöitä motivoidaan palkitsemalla ja/tai rankaisemalla.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

3. **Työntekijät tuntevat epävarmuutta ja tarvitsevat ohjausta työtehtäviensä hoitamiseen.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

4. **Esimies edustaa ylintä päätäntävaltaa suhteessa työntekijöihin ja hän voi tehdä päätöksiä ilman työntekijöiden kuulemista.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

5. **Esimies jakaa ja tarvittaessa selventää työtehtävät.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

6. **Työntekijät otetaan huomioon päätöksiä tehtäessä.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

7. **Työntekijöiden ohjaus ilman painostamista on avain hyvään johtajuuteen.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

8. **Esimies tiedustelee alaisiltaan ideoita ja palautetta tulevia projekteja varten.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

9. **Työntekijät ovat itsenäisiä ja sitoutuneita tehtäviinsä.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

10. **Esimiehen pitää tukea työntekijää ottamaan vastuuta työn loppuunsaattamisessa.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

11. **On esimiehen vastuulla auttaa alaistaan löytämään motivaatio työhön.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

12. **Esimiehen tulee tukea alaistensa ammatillista kasvua.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

13. **Työntekijät ovat yleisesti ottaen ammatillisesti päteviä ja hoitavat työnsä hyvin.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

14. **Esimies sallii alaistensa priorisoida työtehtäviään valvotusti.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

15. **Työntekijät osaavat ratkoa ongelmia luovasti omissa työtehtävissään.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

16. **Monimutkaisissa tilanteissa esimiehen tulee jättää työntekijät ratkomaan ongelmia keskenään.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

17. **Esimiehen tulee olla puuttumatta alaistensa toimintaan näiden työskennellessä.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

18. **Työntekijöiden tulee saada itse päättää mitä tehdä ja kuinka se tehdään.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

19. **Esimiehen pitää luottaa alaisen omaan arviointikykyyn työtehtävien hoitamisessa.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

20. **Esimiehen tulee antaa palautetta alaisilleen.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

21. **Alaiset osaavat johtaa itse itseään yhtä hyvin kuin esimies.**

	Täysin eri mieltä	Eri mieltä	Osittain eri mieltä	Samaa mieltä	Täysin samaa mieltä
Nykytila	○	○	○	○	○
Tavoitetila	○	○	○	○	○

Summary of survey

Legend (Kysymys asteikko):

- 1=Täysin eri mieltä
- 2=Eri mieltä
- 3=Osittain eri mieltä
- 4=Osittain samaa mieltä
- 5=Samaa mieltä
- 6= Täysin samaa mieltä

Leadership Style	Kysymys	Määrä	Keskiarvo	Keskiarvon luottamusväli	Mediaani	Keskihajonta
Directing	1. Työntekijöitä tulee valvoa tarkoin, jotta nämä tekevät työnsä.: Nykytila	11	2,272727	1,81 – 2,74	2	0,786245
	2. Työntekijöitä tulee valvoa tarkoin, jotta nämä tekevät työnsä.: Tavoitetila	11	2,090909	1,6 – 2,58	2	0,831209
	3. Työntekijöitä motivoidaan palkitsemalla ja/tai rankaisemalla.: Nykytila	11	3,181818	2,2 – 4,16	4	1,662419
	4. Työntekijöitä motivoidaan palkitsemalla ja/tai rankaisemalla.: Tavoitetila	11	3,454545	2,53 – 4,38	4	1,572491
	5. Työntekijät tuntevat epävarmuutta ja tarvitsevat ohjausta työtehtäviensä hoitamiseen.: Nykytila	11	3,818182	3,03 – 4,6	4	1,32802
	6. Työntekijät tuntevat epävarmuutta ja tarvitsevat ohjausta työtehtäviensä hoitamiseen.: Tavoitetila	11	3,727273	2,98 – 4,48	4	1,272078
	7. Esimies edustaa ylintä päätäntävaltaa suhteessa työntekijöihin ja hän voi tehdä päätöksiä ilman työntekijöiden kuulemista.: Nykytila	11	2,727273	2,08 – 3,38	2	1,103713
	8. Esimies edustaa ylintä päätäntävaltaa suhteessa työntekijöihin ja hän voi tehdä päätöksiä ilman työntekijöiden kuulemista.: Tavoitetila	11	2,454545	1,79 – 3,12	2	1,128152
	9. Esimies jakaa ja tarvittaessa selventää työtehtävät.: Nykytila	11	4,454545	3,97 – 4,94	5	0,8202
	10. Esimies jakaa ja tarvittaessa selventää työtehtävät.: Tavoitetila	11	4,454545	3,84 – 5,07	5	1,035725
Coaching	11. Työntekijät otetaan huomioon päätöksiä tehtäessä.: Nykytila	11	4,909091	4,5 – 5,32	5	0,700649
	12. Työntekijät otetaan huomioon päätöksiä tehtäessä.: Tavoitetila	11	5,272727	5 – 5,55	5	0,467094
	13. Työntekijöiden ohjaus ilman painostamista on avain hyvään johtajuuteen.: Nykytila	11	5,090909	4,6 – 5,58	5	0,831209
	14. Työntekijöiden ohjaus ilman painostamista on avain hyvään johtajuuteen.: Tavoitetila	11	5,181818	4,67 – 5,7	5	0,873863
	15. Esimies tiedustelee alaisiltaan ideoita ja palautetta tulevia projekteja varten.: Nykytila	11	5,272727	4,89 – 5,66	5	0,64667
	16. Esimies tiedustelee alaisiltaan ideoita ja palautetta tulevia projekteja varten.: Tavoitetila	11	5,363636	5,07 – 5,66	5	0,504525
	17. Työntekijät ovat itsenäisiä ja sitoutuneita tehtäviinsä.: Nykytila	11	4,818182	4,37 – 5,26	5	0,750757
	18. Työntekijät ovat itsenäisiä ja sitoutuneita tehtäviinsä.: Tavoitetila	11	5,363636	4,97 – 5,76	5	0,6742
Supporting	19. Esimiehen pitää tukea työntekijää ottamaan vastuuta työn loppuunsaattamisessa.: Nykytila	11	4,818182	4,13 – 5,51	5	1,167749
	20. Esimiehen pitää tukea työntekijää ottamaan vastuuta työn loppuunsaattamisessa.: Tavoitetila	11	5	4,3 – 5,7	5	1,183216
	21. On esimiehen vastuulla auttaa alaistaan löytämään motivaatio työhön.: Nykytila	11	3,545455	3,14 – 3,95	4	0,687552
	22. On esimiehen vastuulla auttaa alaistaan löytämään motivaatio työhön.: Tavoitetila	11	3,636364	3,24 – 4,03	4	0,6742
	23. Esimiehen tulee tukea alaistensa ammatillista kasvua.: Nykytila	11	5	4,63 – 5,37	5	0,632456
	24. Esimiehen tulee tukea alaistensa ammatillista kasvua.: Tavoitetila	11	5	4,63 – 5,37	5	0,632456
	25. Työntekijät ovat yleisesti ottaen ammatillisesti päteviä ja hoitavat työnsä hyvin.: Nykytila	11	5,090909	4,77 – 5,41	5	0,53936
	26. Työntekijät ovat yleisesti ottaen ammatillisesti päteviä ja hoitavat työnsä hyvin.: Tavoitetila	11	5,363636	5,07 – 5,66	5	0,504525
	27. Esimies sallii alaistensa priorisoida työtehtäviään valvotusti.: Nykytila	11	5,181818	4,83 – 5,54	5	0,603023
	28. Esimies sallii alaistensa priorisoida työtehtäviään valvotusti.: Tavoitetila	11	5,363636	5,07 – 5,66	5	0,504525
	29. Työntekijät osaavat ratkoa ongelmia luovasti omissa työtehtävissään.: Nykytila	11	5	4,63 – 5,37	5	0,632456
	30. Työntekijät osaavat ratkoa ongelmia luovasti omissa työtehtävissään.: Tavoitetila	11	5,272727	4,89 – 5,65	5	0,64667
Delegating	31. Monimutkaisissa tilanteissa esimiehen tulee jättää työntekijät ratkomaan ongelmia keskenään.: Nykytila	11	3	2,3 – 3,7	3	1,183216
	32. Monimutkaisissa tilanteissa esimiehen tulee jättää työntekijät ratkomaan ongelmia keskenään.: Tavoitetila	11	2,636364	1,83 – 3,44	3	1,361817
	33. Esimiehen tulee olla puuttumatta alaistensa toimintaan näiden työskennellessä.: Nykytila	11	3,909091	3,42 – 4,4	4	0,831209
	34. Esimiehen tulee olla puuttumatta alaistensa toimintaan näiden työskennellessä.: Tavoitetila	11	4	3,47 – 4,53	4	0,894427
	35. Työntekijöiden tulee saada itse päättää mitä tehdä ja kuinka se tehdään.: Nykytila	11	3,090909	2,37 – 3,81	3	1,221028
	36. Työntekijöiden tulee saada itse päättää mitä tehdä ja kuinka se tehdään.: Tavoitetila	11	3,181818	2,35 – 4,01	3	1,401298
	37. Esimiehen pitää luottaa alaisen omaan arviointikykyyn työtehtävien hoitamisessa.: Nykytila	11	5	4,54 – 5,46	5	0,774597
	38. Esimiehen pitää luottaa alaisen omaan arviointikykyyn työtehtävien hoitamisessa.: Tavoitetila	11	5,272727	4,89 – 5,65	5	0,64667
	39. Esimiehen tulee antaa palautetta alaisilleen.: Nykytila	11	5,181818	4,6 – 5,76	6	0,98165
	40. Esimiehen tulee antaa palautetta alaisilleen.: Tavoitetila	11	5,545455	5,14 – 5,95	6	0,687552
	41. Alaiset osaavat johtaa itse itseään yhtä hyvin kuin esimies.: Nykytila	10	3,2	2,38 – 4,02	4	1,316561
	42. Alaiset osaavat johtaa itse itseään yhtä hyvin kuin esimies.: Tavoitetila	10	3,5	2,66 – 4,34	3,5	1,354006
	43. Sukupuoli 1=Nainen, 2= Mies	11	1,727273	1,45 – 2	2	0,467099
	44. Ikä, 1=18-30, 2=31-40, 3=41-50, 4=41-50, 5=61-	11	3,454545	3,05 – 3,86	4	0,687552
	45. Koulutustaso, 1=Perusaste, 2=Keskiaste, 3=Alin korkea-aste, 4=Alempi korkea-aste, 5=Ylempi korkea-aste, 6=Tutkijakoulutusaste	11	5,363636	5,07 – 5,66	5	0,504525
	47. Johtamiskokemus vuosina, 1=0-5, 2=6-10, 3=11-20, 4=21-30, 5=31-	11	2,636364	1,79 – 3,48	3	1,433369