



VAASAN AMMATTIKORKEAKOULU  
VASA YRKESHÖGSKOLA  
UNIVERSITY OF APPLIED SCIENCES

Anna-Katariina Ojala

# LEADERSHIP STYLES AND TRAITS IN THE PUBLIC SECTOR

Study in Vaasa Central Hospital

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## **FOREWORD**

An idea for this study has come to my mind several years ago. After starting to work in Vaasa Central Hospital in year 2008 as a ward secretary, I have gained experience both from the actual work and several leadership styles in different departments of the hospital. Doing the survey of the quality of leadership and management in the case organization, I decided to conduct a research in order to examine the opinions of other subordinates also. I hope that this survey encourages the decision-makers to want to promote and support good leadership styles and traits in the public sector.

I want to thank my family and friends for all the support and encouragement that I have needed during the school years. Also I would like to thank Vaasa University of Applied Sciences for the patience and understanding in my process of graduation, and the case company Vaasa Central Hospital, especially the Eye Disease Unit. My thesis supervisor, Rosmeriany Nahan-Suomela also deserves lots of gratitude for her valuable opinions and suggestions for this research.

VAASAUNIVERSITY OF APPLIED SCIENCES  
International Business

## **ABSTRACT**

Author	Anna-Katariina Ojala
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Managing and leading in the public sector can be defined somewhat challenging task. In the situation, where the legislation and bureaucracy are commanding the roles and duties of the leaders is often the development for quality managerial and leadership traits and styles underestimated. A good leader should have positive personality traits for instance openness, agreeableness with the ideas of the subordinates and an ability to show emotions. The leadership styles, like the democratic grip and transformational way of acting may have an influence to the employee satisfaction. This study important because the quality of the leadership skills in the public sector's middle management is often underestimated and downsized.

The main research problem of this study is the comparison between the head nurses' and their subordinates' opinions what are the demanded traits and styles of a leader. Background for the study is chosen such as the studies of Ohio State University about consideration and initiation of structure, Tannenbaum and Schmidt research findings concerning styles of leadership and the theory of personality traits by Hogan and Hughes. The empirical part of the study is conducted in Vaasa Central Hospital by quantitative questionnaires for the head nurses and their subordinates in three different departments regarding what traits and leadership styles a professional leader should have.

The study results are that a leader in those departments should have a consultative and democratic approach to leadership and use transformational style actively. Also the conceptual state of thinking and a legitimate power are important factors. The strong interpersonal abilities, for instance agreeableness and bonding relationships with the subordinates are valued among the respondents. The outcome of this study should increase the effort on educating the leaders to the desirable standards in the middle management.

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Key words	Traits, Styles, Management, Leadership, Public Sector
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VAASAN AMMATTIKORKEAKOULU  
International Business

## TIIVISTELMÄ

Tekijä	Anna-Katariina Ojala
Opinnäytetyön nimi	Johtamistyyli ja taidot julkisella sektorilla, tutkimuskohteena Vaasan Keskussairaala
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Johtaminen julkisessa hallinnossa voidaan kuvata hankalaksi tehtäväksi. Tilanteessa, jossa lakipykälät ja byrokratia vaikuttavat myös johtajan tehtäviin ja rooliin, unohdetaan valitettavan helposti johtajan luonteenpiirteiden ja tyylien kehittäminen. Hyvällä johtajalla tulisi olla positiivisia luonteenpiirteitä, kuten avoimuutta päätöksenteossa, kykyä kuunnella alaisiaan ja halua näyttää tunteitaan. Myös johtajuustyyli, esimerkiksi demokraattinen ote johtajuuteen ja muutoksenhaluinen asenne voivat vaikuttaa työntekijöiden viihtyvyyteen. Tätä tutkimusta on pidettävä tärkeänä, koska valitettavan usein julkisen sektorin keskitason johtajan taitojen kehittämistä ei pidetä tarpeellisena ja arvokkaana.

Tutkimusongelmaksi on asetettu kysymys, eroavatko osastonhoitajien ja heidän alaistensa mielipiteet siitä, mitä luonteenpiirteitä ja tyyliä johtajalta vaaditaan. Tutkimuksen taustaksi on valittu johtamistyyliä ja luonteenpiirteitä määrittäviä teorioita, kuten Ohio State yliopiston tutkimushavainnot johtajatyypeistä, Tannenbaum ja Schmidtin määrittämät johtajuustyyli ja Hoganin ja Hughesin tutkimukset hyvän johtajan luonteenpiirteistä. Tutkimuksen empiirinen osuus on suoritettu Vaasan keskussairaalassa kolmella eri osastolla kvantitatiivisella kyselykaavake-menettelyllä verraten osastonhoitajien ja heidän alaistensa mielipiteitä mitkä luonteenpiirteet ja taidot määrittävät hyvän johtajan.

Tutkimustulosten perusteella johtajalla tulisi olla sekä konsultatiivinen että demokraattinen ote johtamiseen ja halua johtaa muutosta. Myös ongelmanratkaisijan asennetta ja korkeaa auktoriteettia pidetään tärkeinä. Luonteenpiirteitä, kuten kykyä uusien ideoiden vastaanottamiseen ja pyrkimystä luomaan vahvoja suhteita alaisiin arvostetaan. Tulosten perusteella johtajakoulutusta keskitasolla olisi syytä kehittää kohtaamaan työn vaatimukset.

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Avainsanat

Luonteenpiirteet, tyyli, johtajuus, julkinen sektori

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## 1. INTRODUCTION TO THE TOPIC

*Tell me and I'll forget; show me and I may remember; involve me and I'll understand.*

Chinese proverb

Managing and leading in the public sector can be defined a somewhat challenging task. In the situation, where the country's legislation and organizational bureaucracy are commanding the roles and duties of the leaders the quality of managerial and leadership skills and methods is often underestimated. When a private company has a profit-making factor as its motivator, the public sector has to find other ways of guiding the decision-making and motives in the development. The needs of an upscale leadership in both sectors are equal. (Pardey, 2007, 102-103)

Also defining what are the traits and methods an accomplished leader is using can be somewhat problematic. There are plenty of theories and statements on which are the qualities of a successful leader, and there are no right or wrong answers. According Eleanor Roosevelt, "*A good leader inspires people to have confidence in the leader; a great leader inspires people to have confidence in themselves*". A leader can have traits like understanding and listening to its subordinates, emotional capabilities, openness and assertive and determined leadership skills. The demand for these traits can vary depending on the situation, in what field the company is and who the subordinates are. So a great leader has the ability to convince the followers and create a friendly environment in the work place. Leadership methods, for instance using persuasive and democratic style in leading and the agreeableness are the ones that define a combination a great leadership. (Kara Ohngren, 2011)

There have been several researches done concerning private sector's management and leadership qualities, but only a few in the public sector. So there is a major gap in that part. It is quite astonishing that there are not that many studies for the public sector, because developing competitive and functional units in that sector is demanded in this financial situation. The need of examining the most profitable and most beneficial leadership styles and skills that are required from a successful leader is extremely high.

Leadership styles and traits in the public sector study is conducted in Vaasa Central Hospital by questioning head nurses and their subordinates. This study is important because the power of leadership skills in the middle sector is often underestimated and downsized. Based on own experience by working in different departments from the year 2008, the quality of management and leadership traits and styles have varied considerably. The outcome of this study should increase the effort on studying the need of educating the leaders to the desirable standards.

### **1.1. Aim of the Study**

Ideas on what defines a great leader or a manager may vary considerably when different perspectives are examined. The aim of this study is to analyze what are the most valued managing styles and traits in Vaasa Central Hospital when questioning the head nurses and their subordinates. The comparison between the answers of the leaders and the subordinates can give new ways of thinking and acting more efficiently in the public sector. In some cases the quality of managerial or leadership skills may be underestimated and how high impact it has on the working environment.

The leadership styles and traits study is conducted from the point of view where both the opinions of leaders and their subordinates are taken into consideration. It is interesting to examine if there are any differences in the opinions of the respondents and how they differ.

## **1.2. Research Problem and the Research Methods**

The main research problem of this study is the comparison of the head nurses' and their subordinates' opinions what the managerial styles and traits that are the most valued ones among the respondents. For the background of the research are chosen the most well-known leadership theories, for instance the MBTI-test by Myers-Briggs, Ohio State University studies about consideration and initiation of structure, the personality traits by Hogan and Hughes and the six different types of leaders who have the best changes to become a successful leader. The study aims at finding out if it is possible to act according to the main theories of what describes a great leader in middle-management in non-profitable organization. There are 16 different specialized fields and several supporting service units In Vaasa Hospital district, so the organizational structure is extremely complex and there are many leaders and managers in this public administration.

In the study the quantitative research method is used both for the head nurses and the subordinates. The goal is to question three head nurses from the Vaasa Central hospital through questionnaires. The study units are Eye Disease Unit, Ear, Nose and Throat Diseases and Dental and Oral Diseases Clinic. After that their subordinates including nurses and ward secretaries, are examined through questionnaires based on the answers of the head nurses.

In this study the concepts and theories of a great leadership and management styles and skills are complementing each other, because in the case company, Vaasa Central Hospital the examinees, in this case the head nurses act as a leaders and managers in their departments. The hierarchy of the decision-making organs in the case organization is discussed later in part II.

## **1.3. Outline of the Study**

This study is divided into four different parts. First the theoretical part of the management and leadership methods and traits are presented by different scholarly statements. Although there is a mass of different theories about what

makes a great leader, in this study the most important and suitable ones are chosen to complement the study. After that, in part II the case company is presented and its organizational structure is reviewed. In part III the actual study is conducted and the results are revealed. In the final part the outcome of the study and suggestions for the future are discussed.

#### **1.4. Restrictions of the Study**

A good research has to exceed particular standards. The limitations and restrictions of the study have to be clearly defined in order to have a valid research.

The theoretical framework of the study has to somewhat correspond to the thoroughly processed research findings. The purpose of the study with the accurate research problem has to be presented in the study and the actual research has to have an answer or a solution to the research problem. The study has to be objective and reliable so that the reader can trust that the findings of the research are truthful. Also the research findings have to be replicable and the research process has to be clarified for the reader. Another researcher has to be able to conduct this survey again and confirm the results to be similar. Good research requires also high ethical standards from the researcher, for instance protecting the survey participants with the anonymity. More accurate and thorough analyze of the study restrictions are discussed in part IV. (Sachdeva, 2009, 7-9)

## **PART I**

The theoretical framework for this study will be presented next. To this research are chosen the most well-known leadership skills theories such as the studies of Ohio State University, Tannenbaum and Schmidt research findings, the theory of personality traits by Hogan and Hughes and six different types of leaders who have the best chances to succeed are presented. All these theories are projected to suit to the public sectors management challenges.

There is a considerable number of theories and handbooks that state the “right” way of leading people. The literature chosen for this study supports the research findings. Written literature, articles and digital information are resources that are used for this study. More information about the references is found in the end of this research.

First in part I the definitions of manager and leader are presented and after that the history of the management and leadership research is gone through with discussion of the challenges of today’s leadership and management research. The leadership and management style theories are presented third, and after that the trait researches are revealed. Finally, at the end of part I, the public sector’s aspect of leadership and management is discussed.

## **2. DEFINING A LEADER AND A MANAGER**

*If one wishes to distinguish leadership from management or administration, one can argue that leaders create and change cultures, while managers and administrators live within them.*

Edgar Schein

In literature leadership and management are described to be somewhat different compared from each other. A distinct separation of these two terms cannot be done though, because the definitions and duties of those two head players of the company are overlapping and complementing each other. Also the organizational structure has an effect on the duties of a manager and a leader; in some companies the manager may have more legitimate or influential power than the leader. Sometimes the roles are portrayed so that the manager of a company focuses on the daily routines in the workplace and the leader is the representing the company to the surrounding environment. A good metaphor in order to compare these two roles is that the manager uses the brains and the leader the heart in the decision-making process.

In the case company the examinees, head nurses are both managers and leaders. They run the daily routines in the department but still use time to develop the structures of the unit, motivate the subordinates to better results and represent the department outwards.

### **2.1. What is a Leader?**

A company leader plays an important role in the front of the company. The leader has to be charismatic and emotionally intelligent in order to lead the subordinates. A great leader has to have intuition and the ability to convince the employees. Without motivation and any commitment to the company, the subordinates would not dedicate themselves to the organizational values and would not want to reach the set goals. (Sadler, 2003, 5-24)

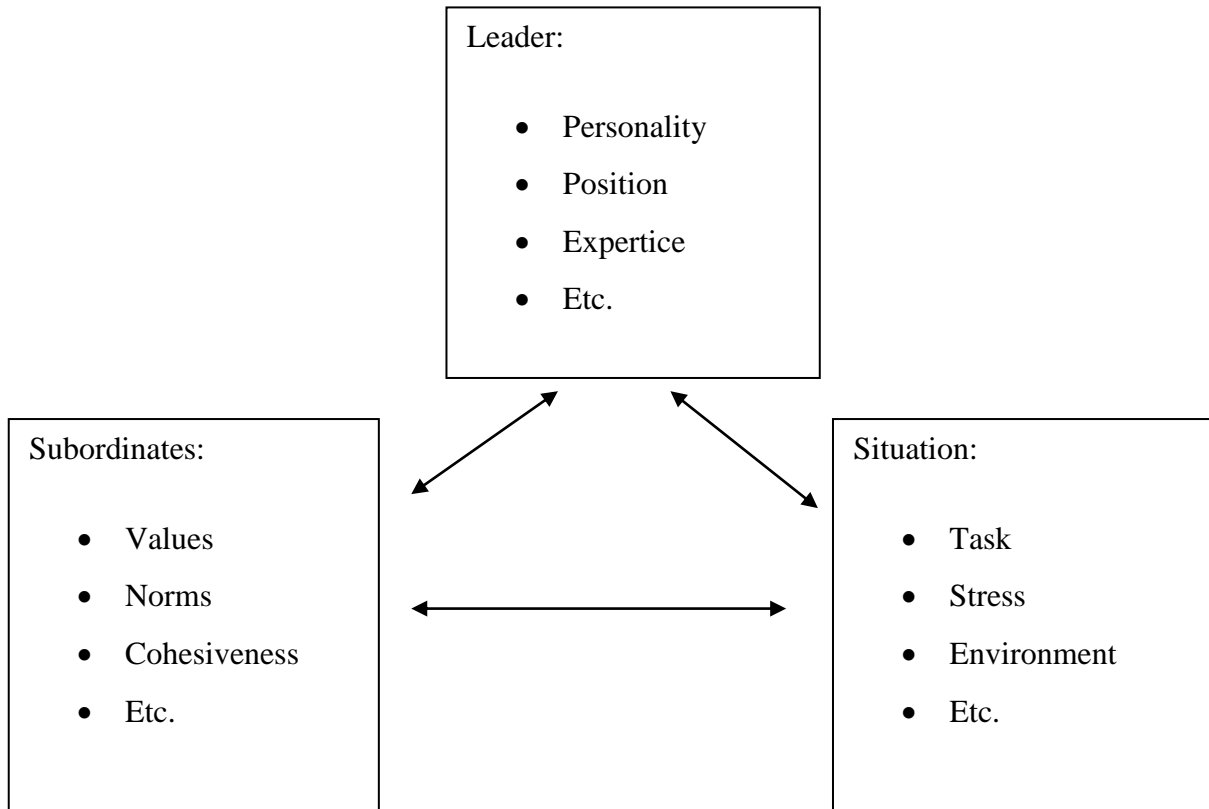
The role of the company leader is relatively nonspecific, but knowledge of human nature and talent to create innovative visions are needed for a successful leader. (Sadler, 2003, 5-24)

### **2.1.1. The Interactional Framework for Analyzing Leadership**

Leadership is not just a position or occupation to stand in; it is a complex process which involves the leader, the subordinate and the situation. In order to evaluate a successful leader, the personality and expertise are not the only ones to take into consideration. The followers' values and team cohesiveness are important such as the situation itself, for instance what the actual task of the group is and where the group is located. (Hughes et al, 1996, 62-63)

In Figure 1 the roles of the leader, follower and the situation are portrayed by Hollander (1978). The three players are complementing each other rather than being individual ones in the puzzle.





**Figure 1. An Interactional Framework for Analyzing Leadership. (Hughes et al, 1996, 63)**

## **2.2. Managerial Outlook**

In the past the managers and leaders were chosen to lead the other people in the organization solely by their technical professionalism and expertise in the field. Often the manager was promoted into the position from the workforce. Today more and more emphasize is given to the overall interpersonal abilities and skills when choosing a manager. It is said that not only supreme technical know-how makes a successful leader. (Hunsaker, 2005, 4-5)

A manager focuses on leading things with planning and budgeting, recruiting the right people and supervising the whole process. Kotter emphasizes that both leadership types are needed in a successful company in private and public sector. (Strömmer, 1999, 69-70)

On the contrary, a manager is involved in company's daily routines. A competent manager executes a leader's strategies from the paper to the reality. Also the capabilities to solve problems and control the work on daily basis are important. Fluent verbal and numerical skills are needed likewise and the ability to hire and look after the professional staff. (Sadler, 2003, 5-24)

### **2.2.1. Management Functions**

In every company, the work description of a manager varies according to the company's field, the political environment in the company and the country's legislation. Though it is defined in the literature that the managerial work is divided into four different categories:

- Planning
- Organizing
- Leading
- Controlling

The first one involves the process of defining the organizational and department's goals and developing strategies in order to achieve these goals. Organizing involves the decisions what needs to be done, who is to do them and in what teams. The leading function demands the manager to hire the right people, train to people to the work and motivate them to the set goals, use efficient communication styles with the work teams and apply the interpersonal skills intensively. The last function is to monitor that the work is done and the set goals are met. (Robbins, Coulter, 2003, 7-9)

### **2.3. History of Management and Leadership Research**

Defining good leadership and management skills have been under a scientific research from the 20<sup>th</sup> century. Before that the description of a great leader have been contrasted with the "great men", worshiping exceptional skills of leading people, like Alexander the Great, Napoleon Bonaparte and Jeanne D'arc. First the

researchers tried to analyze the inherited abilities of a great leader, for instance the amount of charisma and appearance. (Van Wart, 2011, 5-6)

Over time the studies have been divided into three different categories depending on the point of view. First category was focusing on finding out the personality traits and what are the characters of a successful leader. The studies state that some people are more suitable to lead than the others due to their personality traits. This study method was popular in 1930-1940's. (Strömmer, 1999, 74-78)

The second faction was seeking the right style to lead people, trying to answer to a question, how the leader should lead its followers. The findings of the studies have divided the leadership methods into three different groups: democratic management, where the emphasis is on the subordinates' well-being and involvement and the authoritarian management, where the leader has the supreme decision-making power and does not hesitate to use it. The last leadership method is the laissez-faire management, where the leader lets the organizational events to go with its own weight. This research has been popular in the 1940-1960's. (Strömmer, 1999, 78-81)

The final category of leadership research was studying the situational circumstances of the leadership. These studies were trying to answer to the question what situational factors effect to the leading, and how the leader should act in different conditions. Situational factors can be for instance the subordinates and the content of the work task. Situational leadership research was created in the 1970-1980's. (Strömmer, 1999, 82-86)

Focusing on just one theory or way of managing people makes the leaders blind and that is when poor management occurs. Worshipping or imitating another leader is also an unsatisfactory way of leading people. In this case the last category, situational research would be the best one to choose, because the

working conditions and different types of subordinates may vary considerably between the departments.

#### **2.4. Leadership and Management Research Today**

Nowadays the research of leadership and management focuses on managing in the changing environment, where the economical, political and environmental factors are part of the decision-making process. Modern leader has to have the ability to transform and act rapidly, without forgetting the ethical issues in management. Quality of being flexible but still loyal to the organizations values and mission creates a challenge to every leader and a manager. Often today's leader has been contrasted with having entrepreneurial and technological skills without concentrating too much on the details and devoted to the service. (Sadler, 2003, 153; Strömmer, 1999, 99)

Kanter (1992) presented a modern time leader, who are not bind with the organizational structure and avoids the self-sufficiency. This type of leader is able to work without the help of strong hierarchy and also sharing high ethical values. Modern leader has the abilities to compete with improving co-operating and also agrees that there is always more to learn, today's knowledge and knowhow is never enough. The leader also understands that the process is more important than the result, and values its employees. (Sadler 2003, 156)

Ethical leadership is becoming a major issue in the research. Including skills in the human resource management to the traditional leadership is becoming more and more important. Gary Dressler in his book 'A Framework for Human Resource Management' introduced two different aspects in ethical decisions made by the leader; the normative judgment, and morality of the decisions. A modern leader should act more objectively than personally in his or her actions and take into account the subordinates' thoughts and wants. (Dressler, 2009, 264)

Treating employees fairly is demanded from the leader, who will act ethically. Often subordinates, who are treated equally and with reverence, are acting less unethically in the organization. Therefore, in an ethical organization the employees are treated with respect and they are trusted. This creates a healthy and motivating working environment, where everyone is equal. The influences of the leader's own actions cannot be underestimated. When the leader is acting ethically, the level of misbehavior of the employees will decrease. Beneath are some examples of falling points of ethical leadership: (Dressler, 2009, 264-269)

- Commanding the employees to do whatever is needed to reach the set goals
- Using the top performers only to make sure that the set goals are reached
- Not intervening to the misbehavior
- Transferring the blame and taking the credit for others' chores

Today's leader in the public sector has to have experience both from the private sector and from the public enterprises. A successful leader has the courage to execute changes and is interested in developing the structures of a bureaucratic organization. Also the ability of having a clear vision and skills of selling it forward are important definitions of a modern public sector manager. (Santalainen et al, 1993, 180)

### **3. LEADERSHIP AND MANAGEMENT STYLES**

The theories and statements of what is the most successful management and leadership style can vary considerably when changing the perspective of the situation. The perspectives can be for instance looking only at the personal behavioral skills of a leader, evaluating the leader's actions through the atmosphere among the subordinates, or just examining the whole situation, where the management process is done. In this study the emphasis is on examining the managerial styles and skills of a successful leader, whose subordinates feel comfortable with their tasks. In order to conduct the research and give it a theoretical framework, the leadership and management styles studies are presented next.

#### **3.1. Consideration and Initiation of Structure**

The research in Ohio State University has had a great influence in the field of studying leadership behavior. The study was performed to the subordinates, who were asked to define their leader's behavior with questions about the amount of positive feedback from the leader, consideration to the employees as individuals, clear goal setting and creating a good working environment. The studies led to two distinct roles of a leadership behavior: consideration and initiation of structure. These two terms divide the behavior of a leader into concern for people and concern for results. (Sadler, 2003, 69; Hughes, Ginnett, Curphy, 1996, 220)

Consideration is used to define a leader, who has concern for members of the group. Descriptive behavioral styles of a considerate leader are giving credit to the employees, building trust with the subordinates, giving positive feedback and motivating to active participation. In other words, the considerate leader has been described as friendly and democratic to the subordinates. (Sadler, 2003, 69)

Initiating structure is opposite behavior type of a leader. This type of leader emphasizes more on to the task organizing the group with specific roles. Initiative

leader takes care of the deadlines and sets a clear goal to reach to the group. That is to say the leader is more authoritarian. (Sadler, 2003, 69-70)

The results of this study shows that a leader who has more considerable style of leading, has more satisfied and motivated subordinates. On the contrary, a leader with initiative behavior has more efficient working units. All in all a professional leader or a manager has to use both styles in order to create a pleasant working atmosphere and have maximum input. (Hughes et al, 1996, 221)

This research tries to examine whether the head nurses would prefer consideration or initiation to structure in the base of their leadership styles, and which one is more valued according to the subordinates.

### **3.2. Tannenbaum and Schmidt: Styles of Leadership**

Tannenbaum and Schmidt (1958) presented a theory which adds two more perspectives to the Ohio State University Studies, where the consideration and initiation of structure were discussed. The types of leaders are divided into four different categories:

- Autocratic leader
- Persuasive leader
- Consultative leader
- Democratic leader

The more democratic leader, the more participation and involvement of the subordinates increase. Depending on the situation, the demand of a certain kind of a leader is appropriate. Tannenbaum and Schmidt stated that skilled leader would use these leadership styles complementing each other according to the situation, rather than trusting solely to one style. (Sadler, 2003, 65-66)

An autocratic leader makes precise decisions, announces them and expects that the set goals are followed with no questions by the subordinates. This style is

appropriate when a company faces a crisis and fast decisions have to be made rapidly. A persuasive leader is a slight step to more democratic style of leading. This type of leader tries to persuade its employees to reach the set goals defined by the leader and also puts some effort to motivate the subordinates. This style is suitable when big decisions are made and also a high level of commitment of the employees is needed. (Sadler, 2003, 65-66)

A consultative leader takes the time to listen the subordinates thoughts and feelings before making the decisions, even though he or she may not act according to the opinions of the employees. This type of leading is appropriate, when there is time to consult the followers' thoughts about the upcoming changes in the organization. (Sadler, 2003, 65-66)

The democratic leader is the final style in this theoretical framework, where the leader is playing a part of listener and conversation director, rather than boss. The democratic leadership style is accepted, when the leader can take the responsibility of a decision, even though he or she has not done it personally. (Sadler, 2003, 65-66)

The Research Department of Ashridge Management College designed a study where 1500 of respondents were questioned, what kind of leadership style they would prefer. The most popular choice was the consultative style of leadership with 67% of the total responses. Only 2% of the respondents thought that a democratic style would be the best option. (Sadler, 2003, 66-67)

The volume of different kinds of styles is measured in this study. The research findings, in other words the satisfaction of the subordinates in the department should reflect to the style of the leader is having. It is interesting to see, if there are any differences in the examinees' responses on what sort of leadership style they value. Also the comparison with the head nurses' and their subordinates' thoughts may lead to surprising conclusions.



### **3.3. Transactional and Transformational Leadership**

James MagGregor Burns (1978) introduced two different kinds of leadership methods: transactional and transformational leadership. These two styles are based on the relationship between the leader and the subordinates. Transactional and transformational leadership has been contrasted with the difference between a manager and a leader. (Sadler, 2003, 24; Pardey, 2007, 14)

Transactional leaders are focused solely on the task and a relationship with the subordinate is often described as transaction or exchange. Transactional leader values the importance of giving rewards and recognitions to successful employees. Transactional leadership is often referred with management. (Sadler, 2003, 24; Pardey, 2007, 14)

On the contrary, transformational leaders are committed on motivating and building strong relationships the employees and rather than focusing on giving rewards on commendable subordinates. Creating trust is pictured as long-lasting process with the leader and the subordinate, who both share mutual corporate values and vision. Transformational leaders are sometimes compared with leadership. (Sadler, 2003, 24-25; Pardey, 2007, 14-15)

The differences between the transactional and transformational leaders are also taken into consideration in the research findings. Whether the head nurse is transformational or transactional leader, it should have some kind of impact to the subordinates. If the subordinates would appreciate more of the transformational style in leading, it would suggest that the need of leadership kind of a leader is more demanded than the managerial style.

### **3.4. Badaracco and Ellsworth: Style and Personal Philosophy**

Leaders' and managers' own philosophies of their personal life were the basis on Badaracco's and Ellsworth's (1989) theory of resolving problems in the workplace. This theory is a continuum to the James MagGregor Burns

transactional and transformational leadership research. They stated three different leadership styles:

- Political leadership
- Directive leadership
- Values-driven leadership

These philosophies measure the relationship between the leader and the subordinate, classical human nature assumptions and what effects on the organization's success. (Sadler, 2003, 77)

Using a political leadership method, the leader has a clear goal and vision where the organization is heading in the future, but still wants to keep the plans flexible and crosswise involving the subordinates in the process. In this situation the leader is locked in the organization and may satisfy only less than the actual development could be. (Sadler, 2003, 77-78)

The directive style of leading people is more active than the political one. In this case the leader has a clear goal, which he or she presents to the subordinates, follows the implementation and has trust on the organizational structures and systems. Directive leaders have autocratic power to their employees and they are personally dedicated to the decision-making. (Sadler, 2003, 78)

The third and final type of leadership method is named as value-driven leadership. It combines those two earlier leadership methods, political and directive leaderships. This leadership style involves motivating the employees to the decision-making process and also trusting on the order and organizational structure. (Sadler, 2003, 78)

This theory about leadership styles is also examined when revealing the results of the study. It is interesting to see, what kind of style the followers value and if it corresponds to the head nurses' answers.

## **4. LEADERSHIP AND MANAGEMENT TRAITS**

In this chapter the emphasis is moving on to examining the leadership and management traits. When in the previous chapter the main focus was to introduce the main theories about the leadership styles, in this the perspective is changed to presenting the theories concerning the personal qualities of a leader, traits and preferences.

The demand of strong and competent leadership abilities, traits and skills is extremely high from the manager. Without the required personality traits the lack of respect from the subordinates is guaranteed and the working atmosphere suffers.

### **4.1. Personal Qualities of a Leader**

There has been countless number of surveys and researches about what qualities a successful leader has. Every person has their own opinion of what defines a great leader, but some similarities have been able to point out from the questionnaires. Management Centre Europe surveyed 1500 middle and top managers across Europe in 1988, 'What qualities the ideal CEO need? '. These were the findings:

- Capability to build successful teams
- Listening skills
- Decision-making skills
- Capability to hang on good people
- Capability to hire and invest on professional people

With these findings the research has been able to bring out the most important factors, which describes a successful leader. (Sadler, 2003, 29)

The personal qualities of a leader can be divided into five different groups: personality traits, the character of a leader, temperament, cognitive ability and special skills. Next these all qualities are discussed more carefully. (Sadler, 2003, 39-40)

#### **4.1.1. Personality Traits**

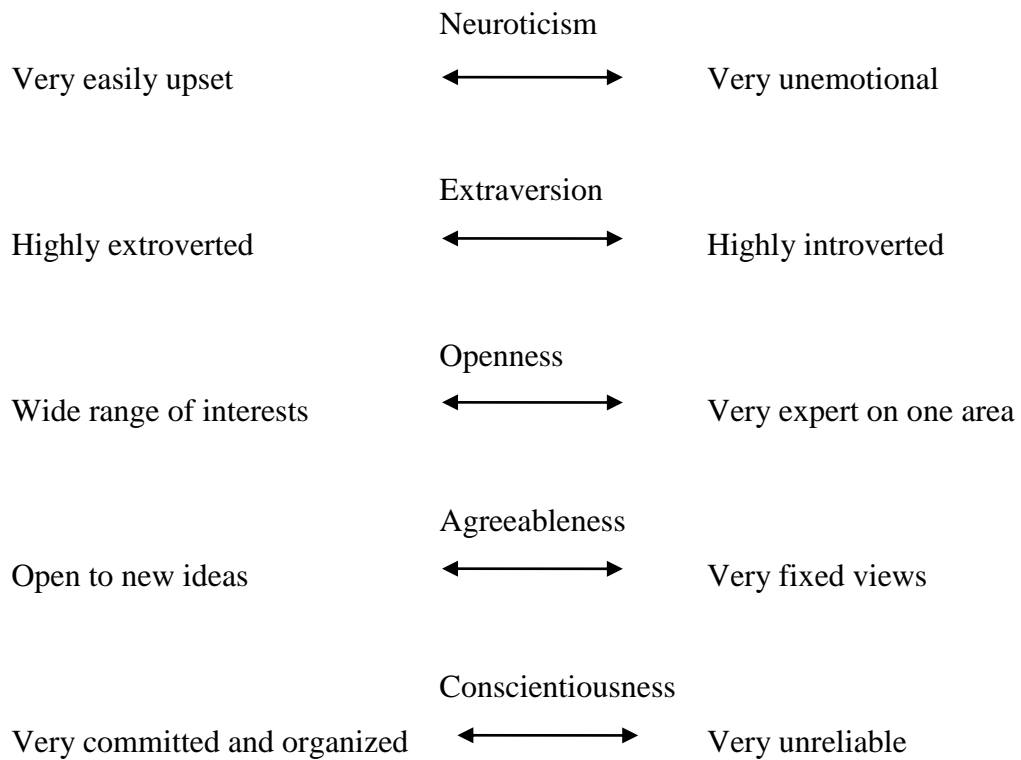
*Traits refer to recurring regularities or trends in a person's behavior.*

(R. Hogan, 1991)

When we try to define what the word personality stands for, it can be quite a hard challenge. Robert Hogan (1991) tried to describe with how a person is seen by others. This may mean person's social reputation and popularity by others' eyes. Personality can be also defined by inner structures and processes of a person, which cannot be seen. A relationship between good leadership skills and personality has formed a trait approach, which is extremely important in this study. (Hughes et al, 1996, 172)

The trait theory suggests that people act the way they do depending on their personal abilities, in other words traits that they own. It is impossible to see traits with eyes, but can be evaluated from questionnaires and interviews. In a new, unfamiliar situation, often called weak situations, the traits are an excellent measurement when determining how and why people act that way. For instance in a job interview or learning how to use a new software program raise the traits on a person's behavior. On the other hand, when the situation is strict and ruled by authority, in other words a strong situation, the traits are not controlling the behavior. For example a leader surveying employee's working habits in action can create a strong situation, where the influence of the employee's personal traits will disappear. (Hughes et al, 1996, 172-176)

The Big Five Model of Personality (Hogan 1991) is an important research method of finding out the personality dimensions, that is to say, personality traits of an individual. There are five dimensions in the puzzle as seen in Figure 1.



**Figure 2. The Big Five Model of Personality (Pardey, 2007, 49)**

Using these five dimensions the leader can define the standing point and begin to develop his or her behavior and personality. Different leadership methods are needed in different situations, so there is no universal method to use. Most of the leaders fall into the middle in this model, in other words, there are not that many leaders that are both for instance highly extroverted and have fixed views. Also it is stated that a successful leader implements the four first dimensions, in this case

showing emotions, being extrovert, open to new ideas and have a wide range of interest. (Pardey, 2007, 46-51)

In the empirical part of this study and in the questionnaires the Big Five Model of Personality is examined.

#### **4.1.2. Character and Temperament of a Leader**

A leader's character can be defined by a person, who has known him or her a longer period of time. Also the need of surveying a leader's actions in several different situations needs to be done before the character of a leader can be described. The character of a leader can be for instance courage, honesty and persistence. (Sadler, 2003, 40)

The temperament of a leader can be measured in time, when a crisis occurs. Is the leader's behavior calm or emotionally unstable? Surveying leader's temperament is related with the emotional factor, so the research can be quite complex and the findings can be somewhat subjective. (Sadler, 2003, 40)

#### **4.1.3. Cognitive Ability and Special Skills of a Leader**

Cognitive ability, in other words intelligence is a necessary ability of a successful leader. Research has shown that leaders have more intelligence than the general population and high intelligence makes better leaders. Cognitive able leaders are better problem solvers and can pick up information more quickly than less smarter ones. (Hughes et al, 1996, 142-167)

A high aptitude of a leader is one personal quality which is also essential when defining good leadership skills. The leader possesses a great deal of expertise and with that can influence its subordinates more efficiently. These skills are important in some fields, for instance a leading at war. (Sadler, 2003, 40)

## 4.2. Preferences of a Leader

Preferences are an important factor, when examining how people mingle with each other and how well they receive and handle messages. The Myers-Briggs Type Indicator (MBTI) test measures the preferences and it is used also as a physiological test in the working life. (Hughes et al, 1996, 187-188)

The MBTI-test has four different preference dimensions:

- Extraversion - introversion
- Sensing - intuition
- Thinking - feeling
- Judging - perceiving

Extraversion-introversion defines how outgoing the person is and represents the first preference indicator. The second dimension is sensing-intuition. A sensing person bases his or her decisions on facts. A person, who is more intuitive, tries to look at big picture, rather than focusing on details. A sensing person has feet on the ground compared than the intuitive person, who has the ability to be more creative, sometimes impractical. Thinking-feeling is the third MBTI-test dimension, where the person tries to look things objectively, and on the contrary the feeler makes the decisions personally attached. The final dimension in the puzzle is judging-perceiving. Judging type of person like things to be organized and is uncomfortable in surprising situation. Perceiving person is more spontaneous and does not plan that much beforehand. Perceiving person manages well in unexpected situations and is more open to new ideas. These four dimensions create 16 different kinds of personalities. (Hughes et al, 1996, 190-191)

This is an excellent test for leaders who want to know what kind of leader they are and also want to develop their managerial skills. (Hughes et al, 1996, 187-188)

### **4.3. French and Raven: A Taxonomy of Social Power**

The amount and source of social power of a leader towards its employees is the factor how efficiently the followers are influenced. French and Raven (1959) introduced a theory, where five different categories of influential power were presented:

- Expert power
- Referent power
- Legitimate power
- Reward power
- Coercive power

A leader, who has the expert power, can influence its subordinates with supreme knowledge. This type of leader may not have a legitimate authority over its employees, but the superior skills create an expert to be a leader. For instance in Vaasa Central Hospital a surgeon who has a rare specialization has the overpowering expertise in this field and this is how an expert is born. A new leader stepping into an organization, where its subordinates have expert power over him or her, has to develop knowledge actively in order to gain respect and influence in the work unit. (Hughes et al, 1996, 123-125)

Referent power is a different source of creating a bond with the subordinates. A referent leader has strong relationship with its employees, and the leader is seen as a target of admiration and as a role model. Also the leader's ties with other decision-makers create a referent power, not only the knowledge the leader has. This type of influential power takes time to develop, and it may cause some problems. It is hard to maintain discipline with the subordinates to whom the leader has strong ties. (Hughes et al, 1996, 125-127)

A legitimate leader has the power to influence its subordinates through the role in the organization. The leader has the authority to decide and govern the community



with the position it is holding. It is important to remember that a legitimate leader is not the same as a successful leader, because the leader has only hired to be on that position. The examinees, the head nurses are chosen to that position through qualification and education. Sometimes it can be the wrong way of choosing the leader. (Hughes et al, 1996, 127-128)

Leader, who is using reward power, has the ability to grant its subordinates with rewards, like compensation raises, pay check bonuses and promotions. The reward type can be both physical and non-physical acknowledgement to a productive subordinate. This is an effective influential power source in order to motivate the employees to better results. The problem with this tactics is that the leader has to evaluate, when the rewards are appreciated and needed. Another important fact is that a reward does not always increase the subordinate's commitment to the organization. (Hughes et al, 1996, 128-130)

Last but not least is the coercive leader power. This is an opposite version to the reward power, where the leader has the ability to punish its employees with sanctions. Maintaining order with disciplinary actions is sometimes needed in extreme cases. (Hughes et al, 1996, 130-131)

According to the researchers, the more different kinds of power sources leader uses, the better the outcome is. Also a successful leader, who has a strong respect among to the subordinates, is open to be influenced by them also. A professional leader understands the influence of the power to the subordinates and wants to delegate and share the responsibilities with them. In this study the power sources are examined. It is interesting to see what the most valued power indicators are and are there any differences among the responses. (Hughes et al, 1996, 120-132)

#### **4.4. Managerial Traits**

Phillip L. Hunsaker (2005) has studied the managerial skills that are required from a successful manager. He divides the abilities of a professional manager into four general skill areas, six specific skill areas and seventeen functional skills. First we

take a look on the general skill areas, which every manager or a department leader should have in order to succeed in the eyes of the subordinates:

- Conceptual abilities
- Interpersonal abilities
- Technical abilities
- Political abilities

The first skill is important for a successful manager. The ability to analyze the big picture and solve problematical situations is connected to the whole organizational system. The interpersonal abilities, in this case motivating other people, communicating efficiently and delegating the tasks for the right people makes a professional manager. Expertise in the field is extremely important in order to build trust with the subordinates. Technical know-how as well as knowledge of the whole industry makes a great manager. Finally, the political skills for instance building a power base and developing right connections are important and valued. (Hunsaker, 2005, 6-7)

After the general skills, Hunsaker presents six specific skill areas, which include controlling the organization's environment and its resources by a decision-making in the right moment. The second specific skill is organizing efficiently the work tasks and coordinating the subordinates' daily routines. Third is handling information by identifying problems. The fourth skill is that the manager provides the opportunities for growth and development for the subordinates and fifth skill is motivating the work force and handling conflicts. The final specific skill for the successful manager is strategic problem solving. (Hunsaker, 2005, 6-7)

Seventeen functional skills that define a great manager are more precise than the previous general and specific skills. The functional skills require that the manager is self-aware, knowing the strengths and weaknesses and developing the first ones. Also the ability to acknowledge what is the individual know-how and what

areas should be developed is important. The career development and human resource upgrades are needed for a professional manager. Communicating efficiently, interpersonal skills, general integrative skills and valuing diversity are also valued. Ethical guiding in order to maintain the reputation of the organization and managing in stressful situations builds a trust to the subordinates. Planning and organizing efficiently, setting clear goals, solving problems and managing conflicts should be included in every manager's daily routines. Selecting the right people to the right positions, designing and developing the work tasks and building up efficient work teams are also important. Leading with motivation and managing change are among the seventeen functional skills of a great manager. (Hunsaker, 2005, 7-12)

The theories state, that more and more emphasis is given to the education of the managers in the leadership skills, in this case developing the manager's conceptual and interpersonal abilities. When 20 years back the technical skills were the only demand from a manager, it is not enough anymore. (Hunsaker, 2005, 5)

## **5. LEADERSHIP AND MANAGEMENT IN THE PUBLIC SECTOR**

When managing in the public sector the efficiency factor can be quite a challenge, because the organizational structure is somewhat different compared to the private sector. Bureaucracy and procedures are more complex and often the public organizations' actions are bound by the law, so one renewal in the private sector may not be possible to execute in the public company. Rapid changes are hard to make, because the decision-making chain is broader, for instance one reformation can take months instead of weeks. Special skills and knowledge for legitimate issues are demanded both from the leader and the manager in public organization.

When comparing private and public sector organizations, there is a distinct difference between them. When a private company has profit-making factor as its motivator, the public sector has to find another ways of guiding the decision-making and motives in the development. So a public sector organization needs to define its purpose, and find out why it exists. Without any clear vision, the organization may lead to problems. The individuals, in this case the subordinates' own needs and wants go ahead the organizations purpose and the quality of the services and efficiency of the staff decreases. (Pardey, 2007, 102-103)

The competitive management should be taken into account in the public sector also. Competition in public sector is less evident, but still focusing on recruiting the best managers, developing the human resources of the organization and concentrating also to the efficiency and economy, should bring better leaders and satisfied followers. (S. Horton, Annie Farnham, D., 2002, 173-174)

### **5.1. Introduction to the Theories**

The Great Man theory has had an influence in the public sector's management styles. These leaders have been great visionaries and strategists, for instance in America the president John F. Kennedy and in Finland the president Urho Kaleva Kekkonen. It is still hard to examine, which makes a great leader in public sector

and according to a research of Santalainen (1992), leading people in a bureaucratic organization is seen as a major development challenge. (Santalainen, Huttunen, 1993, 179-180)

In the public sector, the experts are the ones who lead people. Therefore the role of consultancy is emphasized, when a manager is chosen. The problem is that the public sector's compensation for a leader is much more minor than in the private corporations, so it may be quite difficult to find a suitable leader for a certain position. Also the lack of education and no interest in developing the leaders and managers in the public sector may cause problems. (Santalainen et al, 1993, 180)

## **5.2. The Most Productive Leadership Types in the Public Sector**

Research conducted in Canada (Luhtans 1988) could reveal six different kinds of leaders, who have the best changes to succeed:

1. Visionary
2. A leader able to symbolize
3. Innovator
4. Executor
5. Inspector
6. Ambassador

These six roles define what kinds of leadership methods are worthwhile and what kind of actions from the leader will carry to a desirable career. (Santalainen et al, 1993, 180-181)

The first leadership type, a visionary has the ability to understand the reality and where the organization is needed to head to. This type of a leader has also strong linguistic and verbal skills, and is not afraid to use those in order to influence the subordinates. A leader who is able to symbolize, has the expertise to present the vision through symbols. Symbolical leader is open-minded and motivated to his or her task as a leader. The third leadership type, innovative leader is not sensitive on

trying new things and developing the systems, and do not have any fear of failures. Innovators motivate their employees to be creative. Executor makes things happen in organization and is able to see the processes that need to be developed. The fifth type, inspector takes care of, that the set goal is reached in every level in the working teams and is able to follow the development both inside and outside the organization. The final type of the most productive leadership type is the ambassador. He or she is able to create networks outside the company and can naturally represent the organization to the stakeholders. (Santalainen, 1993, 181)

The Canadian research also examined the factors that have an effect on the productivity and success. Sharing the power and responsibilities with the subordinates was one important characteristic of a good leader. Also the human resource issues, for instance paying regard to the employees' well-being and development of the staff were important. (Santalainen, 1993, 181-182)

### **5.3. Demands of a Manager in the Public Sector**

The findings made by Malcolm Prowle (2000) stated that a manager in the public sector should have several skills in order to succeed in the eyes of the subordinates and carrying out the demands of the organization. These skills nowadays should include both knowledge from the private sector's management styles and public sector's bureaucratic operations. (Prowle, 2000, 254)

The required skills of a successful leader are divided into three categories:

- Specialist technical skills
- Managerial skills
- Interpersonal abilities

The specialism in that area the manager is stationed is extremely important. Without the expertise, the manager would lack the confidence to lead. Also the

subordinates would suffer from this, because without any proper leader, the department will not develop. (Prowle, 2000, 254)

The leader should be a specialist in strategic planning, know the main points on financial and human resource management. The leader should also have the ability to market the organization and should be able to run the public relations. The desire to develop these skills should be one of the abilities of a successful leader as well. (Prowle, 2000, 254)

The interpersonal skills, for instance motivating and inspiring the followers is the final skill required from a successful leader in the public sector. Also the vision for the future and encouraging the employees to the wanted results are important skills. Knowledge about the private sector's ways of doing things is important and emphasizing the team working across the sectors makes a great leader. (Prowle, 2000, 254-255)

In this study the aim is to find out, if these factors are fulfilled. It is extremely important that the leader is an expert in the field. Also the abilities to lead, for example motivating the subordinates and being the spokesman of the department, should be in order.

## **6. SUMMARY AND CONCLUSIONS OF THE THEORETICAL FRAMEWORK**

Now the concepts and theoretical framework for the study have been presented to the reader. First the definitions of manager and a leader were discussed and after that a brief presentation of the research from the historical point of view to today's challenges. After that the theories about the leadership styles and traits were revealed and lastly the public sector aspect was brought up into the puzzle.

A distinct separation of the terms manager and a leader cannot be done, as the definitions and duties of those two head players of the company are overlapping and complementing each other. Also the organizational structure has an effect to the duties of a manager and a leader; in some companies the manager may have more legitimate or influential power than the leader. Managing in the public sector is influenced by stiff bureaucracy and often the public organizations' actions are bound by the law. The complexity of the sector can be seen also in the leadership and management. Rapid reformations and changes are harder to make, because the decision-making chain is broader. Special skills and knowledge for legitimate issues are demanded both from the leader and the manager in public organization. The duties and responsibilities of the case organization's examinees are discussed more accurate in part II.

According to the theories of leadership styles, in this case the Ohio State University Studies about consideration and initiation to structure, Tannenbaum's and Schmidt's four leadership style categories, the transactional and transformational leadership styles and Badaracco's and Ellsworth's findings of the leaders' and managers' own philosophies are claiming that the more democratic and value-driven leadership style, the more participation and involvement of the subordinates increase. Also a leader, who has a more considerable style of leading, has more satisfied and motivated employees. On the contrary, a leader with initiative behavior has more efficient working units. All in all a professional



leader or a manager has to use both styles in order to create a pleasant working atmosphere and have maximum input. (Hughes et al, 1996, 221)

Also the leadership trait theories, for instance personal qualities of a leader, the Big Five Model of Personality, MBTI-test and the taxonomy of social power are encouraging the leaders to test their strengths in management and develop the weaker ones. According to the researchers, the more different kinds of power sources the leader uses and the more positive personal traits the leader has, the better the outcome is. The aim is to examine in the empirical part of the study, what are the positive leadership traits according to the subordinates and in that way the leaders can focus on developing and overemphasize those.

As seen in the theories concerning the public sector's leadership and management, the experts are the one that lead people. Successful leadership demands specialist technical skills but also managerial skills and styles as well as the interpersonal abilities and traits. The importance of upscale leadership styles and traits are the factors that can be easily forgotten and that is when poor leadership occurs. The lack of empirical research in this part also leads to an interpretation that there might be some problems in the quality of leadership and management styles and traits in the public sector.

These theories are implemented in the empirical part of the study in order to examine, if the needed traits and styles of a leader are fulfilled and what actually are the most valued skills. Also the comparison between the leader's, in this case the head nurse's and his or her follower's opinions can reveal the need on developing and motivating to the upscale leadership. The empirical part of this study can be found in part III after the presentation of the case organization, Vaasa Central Hospital in part II. The conclusions with the reflections to the theoretical framework are discussed in part IV.

## **PART II**

In the next chapter the case company, Vaasa Central Hospital is presented. The hospital is located in Vaasa, and it takes care of almost 170000 inhabitants when the whole district is taken into account. First in the presentation the whole health care system in Finland is discussed briefly and after that the concentration moves on to the case company itself. In the third part of this presentation the structure of the decision-making organ of the case company is presented and finally the examinees are studied, the head nurse's duties and responsibilities.

## 7. INTRODUCING VAASA CENTRAL HOSPITAL

In Finland the municipalities are responsible for offering public health care. There are almost 200 municipal health centres in this country without taking into account the private and occupational health clinics. Among these municipal primary health clinics there are specialized units, called also district central hospitals. Specialized health care nurtures the patients that cannot be taken care of in primary health care. In Finland there are 21 hospital districts. Within these 21 hospitals, five have the status of a university hospital. Patients with rare diseases and special care are treated in the university hospitals. In Figure 3 is shown the public health care cycle.

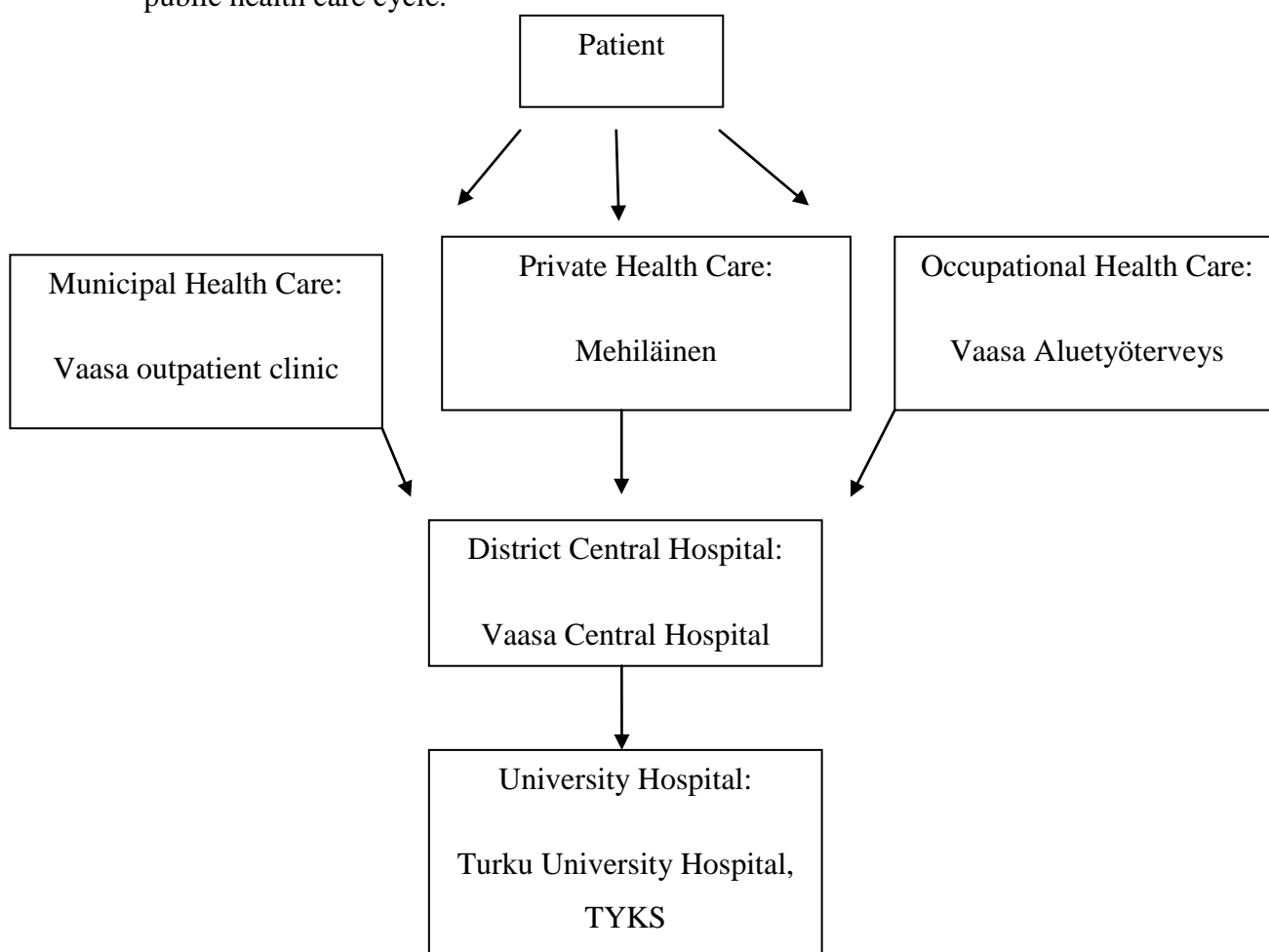


Figure 3. Vaasa District Public Health Care Cycle.

### 7.1. Vaasa Central Hospital's District in Brief

Vaasa Central hospital is the main hospital of the coastal cities of Ostrobothnia. The area of Vaasa Hospital District begins from Kristiinankaupunki in the south and ends in Luoto municipality in the north, with 13 owner municipalities. The hospital has two unit locations, one in Vaasa and one in Kristiinankaupunki. A majority, 51% of the districts inhabitants have Swedish as their mother language. All in all the population in this area exceeds to 167,000 inhabitants. The task of Vaasa Central Hospital is to offer specialized health care to its residents. The aim is to offer service the patients also in their own language. In Picture 1 is the Vaasa Hospital District illustrated. (VSHP, yleistä, 2013)



Picture 1. Vaasa Central Hospital District.

Administratively the Vaasa Central Hospital is divided into three main fields depending on how the patient is treated and two supporting services. These main fields are medical field, operative field, psychiatric field and the supporting ones are the medical services and administration and the maintenance. Underneath these upper fields there are 16 specialized units:

- Internal medicine
- Surgical ward
- Gynaecology and birth control
- Paediatrics
- Eye diseases
- Ear, nose and throat diseases
- Oral diseases
- Skin diseases
- Oncology
- Psychiatry
- Youth psychiatry
- Child psychiatry
- Neurology
- Child neurology
- Lung diseases
- Physiatics
- General medicine

Vaasa Central Hospital employs over 2300 professionals, who include the doctors, nursing staff, research, administrative and maintenance personnel. Within this amount the nursing workforce stands out to be the most numerous one in the hospital, over 1300 employees. (VSHP, yleisesite, 2013)

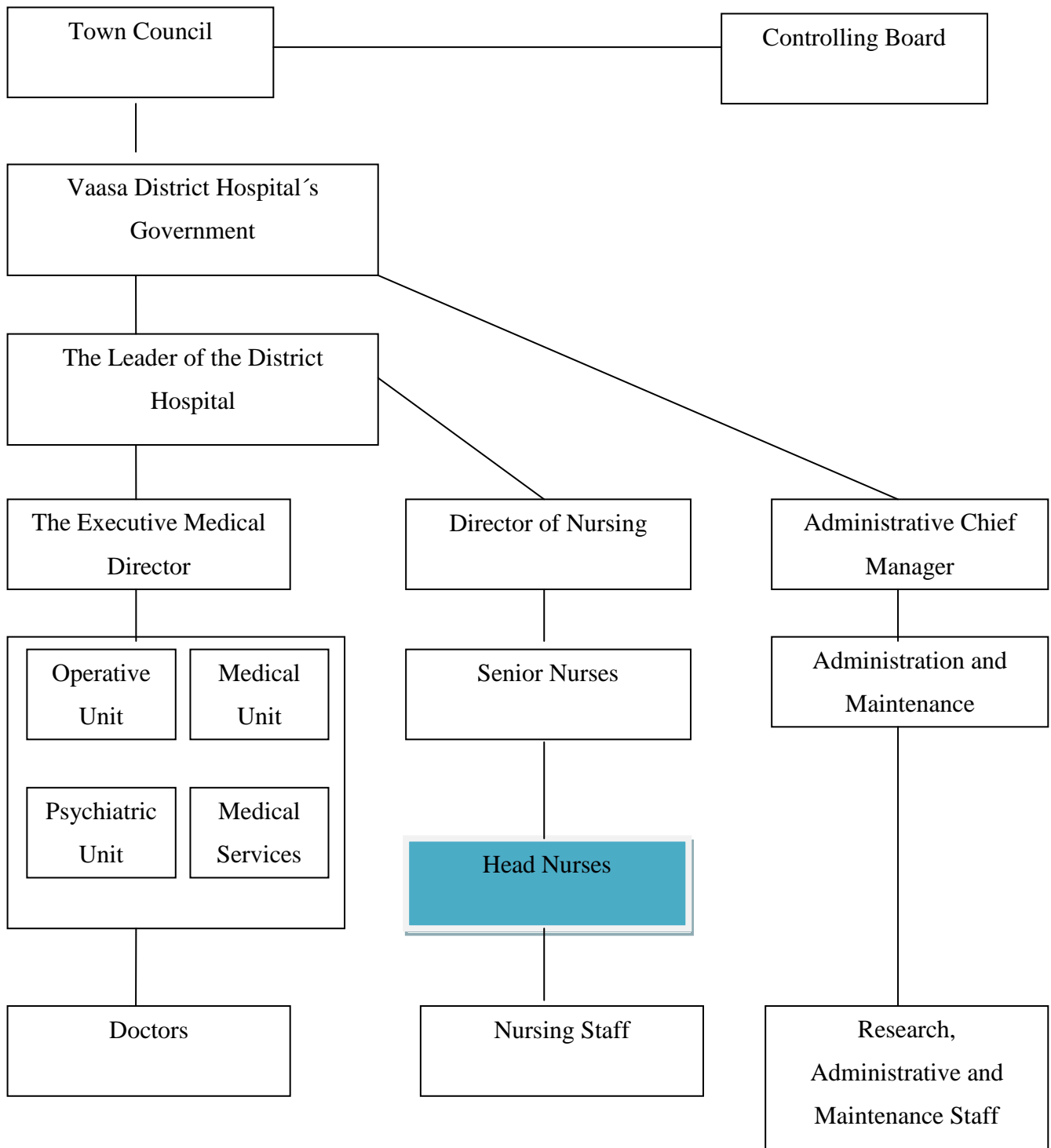
## **7.2. Administrative Power and Structure of Vaasa Central Hospital**

The major decision-making power in this hospital is given to the town council, which is chosen for four years per one period. The town council is monitored by the Controlling Board. Vaasa District hospitals government has the executive power and it follows the guidelines of the town council. It makes the economical reviews, budgets and action plans to the hospitals future. The government has 11 members. (VSHP, hallinto, 2013)

The hospital has also managerial officials, who execute and run the decisions made by the town council and the government. These officials are the leader of the district hospital, the executive medical director, the director of nursing and the administrative chief manager. Vaasa Central hospitals executive boards' task is to build up initiatives to the town council and to the government as well as monitoring the daily routines and solving problems actively. In this board the managerial officials are included with the senior nurses and the staff manager. (VSHP, hallinto, 2013)

The senior nurses are responsible for their wards and they execute the orders from the upper administrative bodies. They handle their wards' managerial tasks with the help of their subordinates, head nurses. In this study, the head nurse's management skills are examined. (VSHP, hallinto, 2013)

In Picture 2 the decision-making staircase is illustrated. The examinees are highlighted in blue.



**Picture 2. Decision-making Staircase in Vaasa Central Hospital.**

### **7.3. Duties of the Head Nurse**

The head nurse is responsible for the department's actions, how the daily routines are conducted and acting as a spokesperson to the higher levels of the organization. As in the Picture 2, the head nurses are responsible for the senior nurses, who are responsible of different blocks, for instance the surgical and medical departments. The senior nurses are guided from the director of nursing, which is responsible for all the different blocks in the hospital.

#### **7.3.1. Education of the Head Nurse**

The head nurse has to have at least nursing education in the background and also an administrative degree, for instance from the university or university of applied sciences. The main goal is that the head nurse understands the administrative view of the organizational structures. Also the leadership and management studies are valued when choosing a head nurse into the position.

Vaasa Central Hospital also offers introduction schooling for a beginning head nurse. This schooling is divided into seven different packages:

1. General schooling
2. Responsibilities – authorization – duties
3. Human resource system
4. Managing the personnel
5. Economy
6. Acquisitions
7. Vaasa District Hospital's management

In these parts the head nurse is introduced to the daily routines of the work, the strategic principles of the hospital, human resource matters, cooperation procedures and duties of the occupant, economical aspects and acquisitions of the organization and introducing the decision-making organ of the district hospital. The schooling lasts only for a week, after that the head nurse is assumed to take the placement in the head of a department. (HR-yksikkö, 11-18)



### 7.3.2. Main Responsibilities

The head nurse's responsibilities are divided into six different categories:

- Human resources
- Basic tasks and visualization
- Designed collaboration
- Developing health care services
- Ethicalness
- Financial control

Human resources control is an important responsibility of the head nurse's tasks. Developing and maintaining a good environment to work in, educating the personnel's professionalism and reinforcing the information systems in the health care are necessary. Being rightful, solving problems and using interpersonal skills in management makes the workplace more pleasant. Individual staff politics in human resources is also an important factor. Also arranging development discussions with the staff is a part of the head nurse. (Kanste, 2006)

Visualization is required of the head nurse. In an ideal situation, the head nurse is planning for the future in collaboration with the personnel. The head nurse is responsible for guiding actively the staff to the wanted results. Although the main strategic planning is coordinated in higher levels of the organization, the head nurse is participating into the designing. The main issue here is that the head nurse has to implement the strategic visions to the daily level. (Kanste, 2006)

Collaboration and networking with other departments and organizations are also in the hands of the head nurse. Developing the health care services and promoting the functionality of the services are other responsibilities of the head nurse. Comprehensive quality control, which involves both the staff and the management, quality of the customer service and monitoring and developing the

health care system's standard are important tasks of the head nurse's work. (Kanste, 2006)

Also the ethical factors, for instance the transparency of the decision-making process, openness to the staff and acting ethically are defined in the work of the head nurse. The financial control, staff transparency and using a balanced scorecard in the help of management are used by the head nurses. (Kanste, 2006)

In the future the demand for a great management of a head nurse is expanding. Innovation, creativity, managing change, interpersonal skills and social capability are growing. It is important to notice that head nurse's work is extremely demanding, since it is influenced by different interest groups' demands. (Kanste, 2006)

### **PART III**

In this part the actual empirical research is conducted based on the theoretical background. The study in Vaasa Central Hospital has been executed in April 2013 with more than 30 respondents.

First in part III the study goals and methods are presented to the reader more accurate than in the theoretical section of the thesis. After that the questions are divided into pieces and results are expressed one by one with a division where the basic information of the respondents comes first and finally the leadership styles and leadership traits questions.

## **8. STUDY DETAILS**

There are several different types of methods to use when conducting research. The point of view of the study differs depending on the method used and that affects to the results. That is why the study conductor has to evaluate what the results might be before the actual research is constructed. For instance in qualitative and quantitative research the findings may differ considerably. (Ghauri, Gronhaug, 2010, 104)

In this chapter the empirical study details are presented to the reader, including the research goals, introduction to the study methods and finally the data sources.

### **8.1. Study Goals**

The goals are clear in order to solve the research problem. The research tries to find out what the traits and styles of a successful leader which are most valued by the respondents are, in this case the head nurses and the subordinates in the case organization. These factors are examined based on theoretical framework of the study. If the similarities are found, the survey has been successful.

Also another goal is to present good and practical suggestions for the future, so that the case company can actually have a benefit from this study. The study is conducted as objectively as possible so that the outcome would be reliable.

### **8.2. Selection of the Right Research Method**

In the study the quantitative method is chosen in order to support the theoretical framework. Quantitative research is a systematic investigation of phenomena by using statistics and mathematics. This research method is used to prove that some phenomena or statement is whether true or false. (Ghauri et al, 2010, 104)

In this case the quantitative method is used by questionnaires for the head nurses and their subordinates. It is chosen for its benefits. The quantitative study method focuses on facts, not to understand the individual respondent's point of view. Also

the amount of respondents, in this case 29 staff members and three head nurses, it was convenient to use the quantitative method. This study method gives a critical and logical approach to the research and also the outcome is more objective. The numbers do not lie, so the results are more credible. The quantitative method is used also to a certain sample of the total membership of some kind of group, so the generalization for the whole population is easier. (Ghauri et al., 2010, 105)

The structured questions were conducted for three leader respondents, the head nurses of Eye Disease Unit, Ear, Nose and Throat Diseases and Dental and Oral Diseases Clinic first by using paper and pen technique with ten different questions. After that their subordinates, who include nurses and ward secretaries, were asked to answer to a questionnaire by slightly different questions in Internet-based program called E-lomake.

In the questionnaire there were ten different questions concerning the research problem with a division where the three first questions aimed to find out the basic information of the respondents, including age, gender and the department the respondent is working. After that there were two questions concerning the leadership styles with one follow-up question and three questions concerning the traits with one continuation question. Some of the questions had multiple choice alternatives. The questionnaires for both to the head nurses and their staff can be found in Appendix I and II.

The findings are processed with the statistical programs SPSS and Excel. The actual survey time was in April 2013 and continued for 10 days.

### **8.3. Data Sources**

The data used for this study are both secondary and primary information. Secondary data means that the data is collected previously from another researcher for a different purpose. The theoretical framework is constructed from the literature review and case studies. This information is secondary data. Also the private and public sector's main studies are presented. Although the data is

collected primary for other purposes, it also serves and supports this study. (Ghauri et al, 2010, 90-94)

After the theoretical information, the data from the case company is collected from a few different manuals for leadership in that organization. The problem was that there is not that much of that kind of information. So in this case the research acts as a primary data for the organization. Learning the useful leadership methods and teaching the leaders for the right styles of leading is somewhat inadequate in the case company. A careful interpretation of this is that the leadership success and personnel satisfaction is resting solely on the natural personalities, attitudes and interpersonal skills of the head nurses.

## 9. STUDY IN VAASA CENTRAL HOSPITAL

Below the research findings of the case organization are revealed, discussed and analyzed. The study was conducted in three different departments in Vaasa Central Hospital, in the Eye Diseases Unit, Ear, Nose and Throat Diseases, and Dental and Oral Diseases Clinic.

In the Eye Diseases Unit there are 15 staff members, which include six ward secretaries and nine nurses. Staff amount in the Ear, Nose and Throat Diseases Clinic is 12 with four ward secretaries and eight nurses. In the third study department, the Dental and Oral Diseases Clinic there are two ward secretaries and six nurses, all in all eight members in the staff. The response rate of these three departments can be seen in figure 4. Also the response rate for the three head nurses was 100%.

<b>Department</b>	Eye Diseases Unit	Ear, Nose and Throat Diseases	Dental and Oral Diseases Clinic
<b>Head Nurse</b>	1	1	1
<b>Members</b>	15	12	8
<b>Responses</b>	14	11	7
<b>Rate of answers</b>	88 %	85 %	78 %

Figure 4. Response Rate of the Case Departments.

The presentation of the results of this study is divided into three different parts. First the basic information of the respondents is revealed and after that the questions are divided into two different categories. In the first category are the questions concerning leadership styles, and after that the examination of

leadership trait questions are revealed. The actual questionnaires can be found in the Appendix I and II.

### 9.1. Basic Information of the Respondents

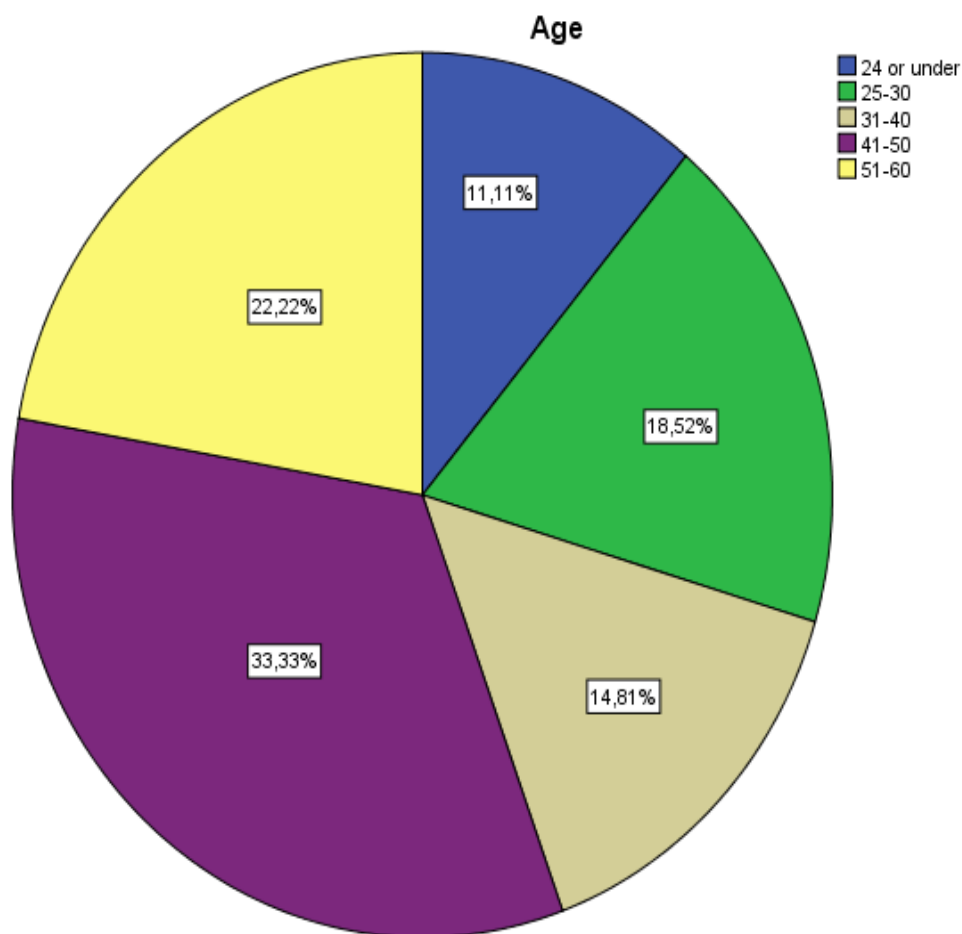
The basic questions for examining the respondents' background were about their gender, their age group and in what department they are working. The majority of the respondents were females, all in all 96 % of the responses. The accurate calculation of the examinees gender can be seen in Figure 5. Figure 5 does not include the head nurses, which were all females.

		Frequency	Percent
Valid	Female	28	97
	Male	1	3
	Total	29	100,0

**Figure 5. Gender Division of the Examinees.**

Also the age structure of the study group was quite evenly divided. In Figure 6 can be seen, that the majority of the respondents were in age 41-50, all in all 11 respondents. In the second biggest group, in ages 51-60 were 6 respondents and in the third group there were five respondents, aged 25-30. There were no respondents who were over 61 years old and only three examinees were under 24. All the calculations include the head nurses as well.





**Picture 3. Age Division of the Respondents.**

Notifications of basic information of the respondents are that they were mostly women and in the age of 41-50. The best response rate was in the Eye Disease Clinic, 88%.

## **9.2. Leadership Styles**

Under this subheading the leadership styles questions are presented. The leadership style can be defined depending on the personal behavioral skills of a leader, evaluating the leader's actions through the atmosphere among the subordinates, or just examining the whole situation, where the management process

is done. In this study the emphasis is on examining the managerial styles and traits of a successful leader, whose subordinates feel comfortable with their tasks.

### 9.2.1. Tannenbaum and Schmidt: Styles of Leadership

The first actual question was to find out what is the most valued leadership style according to the findings of Tannenbaum and Schmidt (1958). The alternatives were between four different types of a leader; autocratic, persuasive, consultative and democratic leader.

The first option was autocratic leadership, who makes decisions and future goals alone for the department and monitors that the set goals are met. For this option there was only one selection. The second option was persuasive leadership style, which makes decisions alone, but motivates the subordinates to the set goals. To this question there were two selections. For the third and fourth question the respondents' options were divided equally, to both 13 responses. These were about the consultative leadership, where the leader appreciates the opinions of the subordinates when making the decisions and the democratic leader, who motivates the followers actively to take part into the decision-making. In Figure 6 the answers are illustrated with numbers

Style	Options	Rate
Autocratic Leadership	1	3 %
Persuasive Leadership	2	7 %
Consultative Leadership	13	45 %
Democratic Leadership	13	45 %

Figure 6. The Most Preferable Style of Leadership According to the Subordinates..

In the comparison with the head nurses' options, these results are somewhat surprising. All three of the head nurses chose the final style of leadership to be the best option, so they would prefer a democratic leadership style. A careful interpretation of this is that not everyone in the case group would like to be led as democratically as their leaders would like.

Also the comparison with the theoretical framework, where the same study was conducted in another research group the results for this study is interesting. The majority of the respondents in the previous group stated that they would prefer a consultative leader and only 2% of the examinees appreciated the democratic style to be the best one.

The follow-up question of this for the subordinates was, if they were more productive and enjoyed being in that department if their leader used the autocratic style in the managing. Nearly 80% of the respondents answered that they would not prefer that kind of leadership. Only two of 29 examinees chose yes to that question and 17% could not answer. According to the control group made by another researcher previously, the need for that kind of leadership style is minimal.

So in order to succeed in management, the leader should use consultative or democratic leadership style or a combination of those two alternatives.

### **9.2.2. Consideration and Initiation to Structure**

The research in Ohio State University has had a great influence in the field of studying leadership behavior. The studies led to two distinct roles of leadership behavior: consideration and initiation of structure. These two terms divide the behavior of a leader to concern for people and concern for results. (Sadler, 2003, 69)

In the study with 29 respondents the answers were quite expected. 83% of the examinees answered, that they appreciate a leader who motivates efficiency,

builds mutual trust with the subordinates and bonds strong relationships with them. In this case the transformational leadership was valued to be the best option. Only two of the respondents answered that they would prefer a transactional leader, who focuses on the tasks, monitors that the subordinates follow the rules and gives recognitions when needed. In Figure 7 a more accurate calculation of the responses is presented.

Method	Options	Rate
Transactional Leadership	2	7 %
Transformational Leadership	24	83 %
Don't know.	3	10 %

**Figure 7. Leadership Styles.**

Also the head nurses agreed on the question. They prefer using transformation leadership style in the management routines.

According to the theoretical framework a transactional leadership style is reflected to be a manager and transformational style as a leader. So the need of a leadership style, in this case transformational leadership, in this study group is extremely high.

### **9.3. Leadership Traits**

The demand for strong and competent leadership abilities, traits and skills is extremely high from the manager. Without the required personality traits the lack

of respect from the subordinates is guaranteed and the working atmosphere suffers. The leadership traits questions are examined next.

### 9.3.1. Personality Traits

Defining what the word personality stands for can be quite a hard challenge. Robert Hogan (1991) tried to describe personality with how a person is seen by others. A relationship between a good leadership skills and personality has formed a trait approach, which is extremely important in this study. The trait theory suggests that people act the way they do depending on their personal abilities, in other words traits that they own. (Hughes et al, 1996, 172-176)

In the study the examinees were questioned how important on a scale of 1-5, 1 being of extremely low significance and 5 of much significance, the interpersonal skills of a leader are. The examined skills were showing emotions, extroversion, openness, agreeableness, devotion to work and temperament. In Figure 8 is shown the average values of the choices, maximum, minimum and the most selected number.

Function	Showing Emotions	Extroversion	Openness	Agreeableness	Committed to Work	Temperament
Mean	2,97	3,97	4,48	4,52	4,34	2,59
Maximum	5	5	5	5	5	4
Minimum	1	3	3	3	3	1
Mode	3	3	4	5	5	2

Figure 8. Leadership Traits Importance According to the Subordinates.

As seen in the figure, the most valued trait is the leader's agreeableness. In this case it means that the leader is open to new ideas. Agreeableness option has 4.43 average of 1-5 scale, the lowest choice is only 3 and most selected number is 5. The second most common choice is the leaders' openness, third comes devotion to work and after that extroversion, showing emotions and finally temperament. To sum up the results, a leader in the case department should be open to new development proposals, be committed to the work and also extrovert. The leader should avoid showing emotions too eagerly and be too temperamental.

In comparison with the head nurses' answers, the similarity can be pointed out. All the leaders chose that openness, devotion to work and agreeableness were important. They gave also the grade 5 to the extroversion; the subordinates gave that average 4. Also the head nurses thought that showing emotions and temperament are not that important personality traits compared to the other options.

Contrasting the results with the theoretical framework where the successful leader implements the following dimensions: showing emotions, being extroverted, open to new ideas and have a wide range of interest, the pattern is proved. The devotion to work came as a new trait to the trait theory puzzle.

### **9.3.2. Base of Respect**

The amount and source of social power of a leader towards its employees is the factor how efficiently the followers are influenced. French and Raven (1959) introduced a theory, where five different categories of influential power were presented. These were the technical skills of a leader, strong relationship with the subordinates as a power source, legitimate power and rewards and sanctions given from the leader. (Hughes et al, 1996, 123-125)

The question for the examinees was which one of these power sources makes them respect their leader. The results were quite expected from this multiple choice question. 55% of the respondents, all in all 16 answered that the legitimate

power is the most important source of building respect. After that the leader has to have supreme technical skills of the area, 52% chose that option also. A strong relationship with the subordinates and rewards from the leader were the third important respect builders, 14 respondents, all in all 48% pointed out those alternatives. Only two of 29 respondents thought that sanctions given by the leader is a good power base builder.

The head nurses chose quite surprisingly only one option of all the five different alternatives. One chose that the legitimate power is the most important base for respect and two others chose the technical skills of a leader. It is quite controversial that the leaders thought that strong relationships with the subordinates and rewards from the leader do not count when building respect with the followers.

According to the researchers, the more different kinds of power sources leader uses, the better the outcome is. So based on the theoretical framework the pattern was proved concerning the subordinates' answers, when they chose multiple power sources as a base of respect.

### **9.3.3. Social Power of a Manager and a Leader**

Phillip L. Hunsaker (2005) has studied the managerial skills that are required from a successful manager. The managerial skills were conceptual skills where the leader can envision the bigger picture and focuses on solving problems. The second social power is interpersonal abilities, in which the leader motivates the subordinates, creates a friendly working atmosphere and communicates actively with the followers. The third managerial skill emphasizes the technical abilities, where the leader has a comprehensive experience of working in that field. The last social power source is the political strength, in which the leader has a strong power base in that department and good networks to the upper levels in the organization. (Hunsaker, 2005, 6-7)

In Figure 9 the results from this multiple choice question are presented more accurately.

	<b>Conceptual Skills</b>	<b>Interpersonal Abilities</b>	<b>Technical Skills</b>	<b>Political Power</b>
Subordinates' Options	18	25	15	2
Head Nurses' Options	3	3	1	0
Rate	66 %	88 %	50 %	6 %

**Figure 9. Social Power of a Leader.**

As seen in the figure, the most important source of social power of a leader is the interpersonal abilities. The second most important is conceptual skills, which received 21 votes. As third comes technical skills of a leader and, finally, only 2 of the respondents thought that political connections of a leader is an important source of social power.

It is somewhat surprising that the subordinates value both the conceptual and interpersonal abilities of a leader more than the actual technical skills. In order to succeed in the leadership the head nurse should develop individual problem solving abilities and create a pleasant working environment before focusing on the actual technical skills when building social power.

When comparing these findings to the theoretical framework, they correspond with the results. The background theories state, that more and more emphasis is given to the training of the managers in the leadership skills, in this case developing the manager's conceptual and interpersonal abilities.

#### **9.4. Importance of Good Leading Skills**

The last question in the survey was to find out if it is important that the head nurse has the right leadership styles and personal traits. All the respondents answered to



this question positively. So 100% of the respondents think that the leader should have the abilities that are required to lead people.

The follow-up question for the head nurses was whether the case organization offers enough training regarding leadership. All the respondents answered that question neutrally, in this case 'I do not know'. This leads to a question, are they really satisfied with the education the organization is offering in leadership techniques? And have they been trained enough? Why does the organization have some unpleasant working environment, with unhappy staff? These are the questions that need to be thought about in the highest level of the organization also. In the following chapter these questions are discussed and examined in addition with all the other results.

## **PART IV**

In the final part of this research the conclusions and results for the study of leadership styles and traits in the public sector are discussed and analyzed. The results are divided into two different categories based on the leadership styles and leadership traits themes. In the third part, IV, the validity of the study is studied comparing the theoretical and empirical aspects and how well those correspond to each other. The restrictions and limitations of the research follow next and finally recommendations for further studies are revealed.

## **10. RESULTS OF THE STUDY**

The aim was to analyze what are the most valued traits and styles of the head nurses when comparing the subordinates' views with their own. The comparison of these two different aspects gave the study an interesting perspective and might develop new ways of evaluating the need of training the middle managers. In some cases the underestimation of the need of upscale managerial skills may lead to problems. This can be seen for instance in the atmosphere of the workplace.

The aim of this research has not been to point out anyone's flaws nor to underestimate the leadership skills of the head nurses. A successful leader combines thousands of different positive skills and leadership methods in order to succeed.

Below the conclusions of the study are discussed comparing the results with the theoretical framework. After that the validity, reliability and restrictions of the research are revealed for the reader and finally the recommendations for future studies are presented.

### **10.1. Conclusions and Reflections to the Theories**

The research itself was carried without difficulties. For this study 29 staff members were questioned as well as three of their head nurses. The theoretical context corresponds to the findings and the results of this research are somewhat expected in most parts. The conclusions are divided into two different parts, in which the leadership styles are discussed first and after that the leadership traits.

To the research question there are no straightforward answers. The research concerned whether there are any differences between the head nurses' and their subordinates' opinions about which traits and styles should be used by a professional head nurse. The subordinates want to be lead by an interpersonally skilled leader with consultative and democratic approach in mind and who tries to build up strong relationships with the followers. The head nurses want to lead

people only with a democratic approach and technical know-how as the power base. The responses are overlapping each other when comparing the head nurses' and the workforces' answers to the questions. So there are some similarities and few differences.

### **10.1.1. Leadership Styles**

To conclude the research findings, the most valued leadership style according to the subordinates was to use both consultative and democratic skills. Half of the respondents answered that they want to be led consultatively, where the leader appreciates the opinions of the subordinates, but makes the decisions alone. To compare the head nurses' answers, they chose the democratic leadership method to be the best option.

The interpretation of this is that not all the subordinates want to be led as democratically as their leader would prefer. Also an autocratic leadership method, where the leader makes decisions, sets the future goals and monitors that the set goals are met alone was not at all appreciated although it has been shown that with this leadership style the effectiveness in the work place would be the highest.

According to the theoretical framework by the Research Department of Ashridge Management College studies the majority of that case group preferred a consultative approach to leadership. Only 2% of that research group answered that they would appreciate a democratic leadership style. In this study the division of the majority of the responses was divided between 45% for the democratic leadership style and 45% for the consultative one. The increase in the need of a democratic leadership style approach is astonishing.

All the respondents including the head nurses thought that the transformational leadership, in which the leader motivates the subordinates to work efficiently, builds trust and strong relationships with the employees, is the best option for this kind of working environment. It supports the theoretical framework, in which the styles were compared and it was stated that a manager is using transactional style

and a leader the transformational method. So in this study group, the need of a leadership style is more needed than the managerial one.

### **10.1.2. Leadership Traits**

In the question, where the most valued interpersonal abilities were examined, the respondents had the same opinion. Agreeableness, openness, extroversion and devotion to work were appreciated. On the other hand, an ideal leader does not show emotions too eagerly and also a head nurse with who is temperamental is not respected at all. Contrasting the findings to the theories, the pattern can be proved. It is stated that a successful leader implements the four first dimensions, in this case showing emotions, being extroverted, open to new ideas and have a wide range of interests. A new trait for the puzzle was the devotion to work, which was not demanded according to the theories. In this case organization the need of commitment of a leader for the work place and tasks is extremely high.

The question, where the respondents could choose more than one option when asking the base of leader respect, the results were different between the subordinates and the leader. Two head nurses chose technical skills to be the best and only alternative for building respect. Only one leader chose that legitimate power is the most important respect builder. When comparing the subordinates' options, the basis of respect formed into four different respect builders. The legitimate power, technical skills, strong relationship bonding with the followers and rewards from the leader were the most important factors.

To interpret this, the head nurses in some departments need more authority, more technical skills, the want to build strong relationships with the subordinates and a reward system for accomplished employees. According to the theoretical framework, the more power sources, the better. It is quite controversial based on the theories, that the head nurses chose only one option for the respect building power source.

In contrast when looking at the managerial styles, the staff valued the leader's conceptual and interpersonal abilities more than the technical skills. 88% of the respondents thought that leader's fighting spirit, active communication and the ability to create a friendly working environment were more important than the actual technical know-how of the head nurse.

Comparing these findings with the theoretical framework, they correspond with the results. The background theories state, that more and more emphasis is given to the training of the managers in the leadership skills, in this case developing the manager's conceptual and interpersonal abilities.

### **10.1.3. Follow-Up Question for the Head Nurses**

The final question for the head nurses was to find out if there is enough preliminary education and support to that position they are now. All of them answered, that they 'do not know'. It is hard to conclude anything from this question.

Examining the training portfolios for the head nurses, and gathering the information to the theoretical framework, there can be seen a major gap in the data. The education for the position and emphasizing the right styles to use in the leadership might be somewhat inadequate, but that is only the researcher's opinion.

### **10.1.4. Preferable Traits and Styles for a Head Nurse**

To conclude, in non-profitable organization middle-management leader should have these styles and traits according to the results:

- Consultative and democratic approach to leadership
- Conceptual state of thinking
- Transformational leadership method
- Legitimate power in the base of respect
- Strong relationships with the subordinates

- Supreme technical know-how from the field
- Agreeableness to new ideas, extroversion and openness
- Devotion to work
- Functional reward system.

## **10.2. Validity of the Study**

A good research will have a positive impact to the organization's acts, even though the research findings would be shocking to the clients of the research. Accurately handled research findings may lead to a development in the organization, so it is extremely important to do explicit work.

The validity aspect in the research has been honored in order to gather the needed background theory to correspond with the findings. Also the results are somewhat similar to the theoretical part of the study and active reflections to the background information are done. The ability to find gaps and gather new research information has been a success in order to increase the validity. The research group have been chosen carefully, and also the questions for the study. The most convenient and effective way of studying this kind of research problem is to use quantitative method for a larger group of examinees and it succeeded well. (Hiltunen, 2009)

Also the reliability of the study is high. Repetition is possible and the results would be the at least in the mostly parts the same. The questions are built up carefully so those would not mislead the respondents to giving the wrong answers. The study is conducted with high objectivity although the researcher is working in the case company. The actual questionnaires can be found in the APPENDIX 1 and 2. The similarities in answering the research questions between different departments can be pointed out. So the continuity of the study is high. (Hiltunen, 2009)

Anonymity is a big issue in this study since the subject is somewhat delicate. The research is conducted with a high respect to anonymity, and individual answers are not pointed out. The reader cannot track anyone's opinions from the results.

### **10.3. Study Restrictions**

This study has some restrictions. All the boundaries and failures have to be presented to the reader in order to increase the validity of the results and the reader can trust on the findings.

First of all the actual study is based on individual opinions of the head nurses and their subordinates. It is quite hard to examine anyone's views of what are the demanded traits and styles of a leader and make overall conclusions about that. One subordinate prefers an autocratic leadership style and another one respects more democratic grip of doing things. The background research and theoretical framework have been presented to support the study findings, to express validity for the results and to give a back up to the opinions of the individuals.

Another study restriction is that the sampling is slightly small. The whole amount of correspondents is about 30, so it is not that large sampling. In order to make universal conclusions of a demanded management style or a trait in public sector, the sampling should be more extensive, for instance surveying the whole Vaasa Hospital District's departments and wards. To minimize the restriction of that, the background studies and theoretical statements are used to support the case research findings.

The questionnaire was conducted only in Finnish. In the case organization the majority of the staff has Finnish as their native language, but still the problem can be that the Swedish speaking personnel, who answered the questionnaire, could not fully understand the questions. Also the daily work hurry in the case departments could have lead to misunderstood question and wrongly answering. Although the questionnaires were constructed carefully with these restrictions on



mind, those faults could still have had an impact to the answers of the respondents.

#### **10.4. Further Studies**

The next step would be to conduct the survey to a larger amount of respondents. For instance the research could be directed to the staff of the whole operative unit in Vaasa Central Hospital. The unit consists of at least five specialized clinics and five wards, so there would be exponentially increased amount of respondents. In that way the findings could have more impact to the change in the situation.

Also it would be interesting to compare if there are any differences in the answers with other hospitals in the country, or even abroad. The survey is applicable to other fields of businesses as well.

With this research the successful management styles and traits would be easier and preferable to use since the leaders and managers would know their subordinates opinions about what involves in good leadership. The leader's individual development should increase to correspond with the findings. There is an actual need that the education and support for the head nurses would develop to the demands of today's working life in the case organization.

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[www.vaasankeskussairaala.fi](http://www.vaasankeskussairaala.fi)

## **APPENDIX 1: QUESTIONNAIRE FOR HEAD NURSES**

This questionnaire is developed for studying the leadership styles and preferred traits in Vaasa Central Hospital. Please answer following question. It takes only 5-10 minutes to answer.

The answers are handled with confidence and individual opinions are not discussed in the study results.

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### **1. Department**

- a.** Eye diseases unit
- b.** Ear, nose and throat diseases
- c.** Oral diseases unit

### **2. Sex**

- a.** Female
- b.** Male

### **3. Age**

- a.** 24 or under
- b.** 25-30
- c.** 31-40
- d.** 41-50
- e.** 51-60
- f.** 61 and over

### **4. Choose the best alternative, which one do You value to be the best leadership style. You can choose only one option.**

- a.** Autocratic leadership. The leader makes decisions, sets the future goals, and monitors that the set goals are met.

- b.** Persuasive leader, who makes decisions, but motivates the subordinates to the set goals.
  - c.** Consultative leadership. The leader appreciates the opinions of the subordinates when making the decisions and motivates to the set goals.
  - d.** Democratic leader, who motivates actively the subordinates to participate into the decision-making and gives positive feedback.
  - e.** Don't know.
  
- 5.** Choose the best alternative from different leadership methods. You can only choose one option.
  - a.** Transactional leadership. The leader focuses on the tasks and monitors that all the subordinates follow the rules. The leader gives also recognitions and rewards to accomplished workers.
  - b.** Transformational leader, who motivates the subordinates to work efficiently. The leader also prefers on building mutual trust and bonding relationships with the workers rather than giving recognitions and rewards.
  - c.** Don't know.
  
- 6.** How important these interpersonal skills of a leader are? Please choose from scale 1-5 (1=extremely low significance, 2=low significance, 3=some significance, 4=considerably much of significance, 5=much of significance).
  - a.** Showing emotions, 1 2 3 4 5
  - b.** Extroversion, 1 2 3 4 5
  - c.** Openness, 1 2 3 4 5
  - d.** Agreeableness, 1 2 3 4 5
  - e.** Committed to work, 1 2 3 4 5
  - f.** Temperament, 1 2 3 4 5

7. Which one of these options makes You respect Your leader? You can choose more than one option.
- a. Technical skills
  - b. Strong relationship with the subordinates
  - c. Legitimate power
  - d. Rewards given from the leader
  - e. Sanctions given from the leader
8. Which one of these options of leadership skills would You prefer? You can choose more than one option.
- a. Conceptual skills. The leader can envision the big picture and tries actively to solve problems.
  - b. Interpersonal abilities. The leader motivates the subordinates, creates a friendly environment to work in and communicates efficiently with the workers.
  - c. Technical skills. The leader has strong experience of working in that department.
  - d. Political power. The subordinates respect the leader and the leader has good networks to upper levels in the organization.
9. Do You think that it is important that the head nurse has good skills on leading people?
- a. Yes.
  - b. No.
  - c. Don't know.

**10.** Do You think that the education and training for the head nurses is adequate?

- a.** Yes.
- b.** No.
- c.** Don't know.

## **APPENDIX 2: QUESTIONNAIRE FOR THE NURSING STAFF**

This questionnaire is developed for studying the leadership styles and preferred traits in Vaasa Central Hospital. Please answer following question. It takes only 5-10 minutes to answer.

The answers are handled with confidence and individual opinions are not discussed in the study results.

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### **1. Department**

- a. Eye diseases unit
- b. Ear, nose and throat diseases
- c. Oral diseases unit

### **2. Sex**

- a. Female
- b. Male

### **3. Age**

- a. 24 or under
- b. 25-30
- c. 31-40
- d. 41-50
- e. 51-60
- f. 61 and over

### **4. Choose the best alternative, which one do You value to be the best leadership style. You can choose only one option.**

- a. Autocratic leadership. The leader makes decisions, sets the future goals, and monitors that the set goals are met.
- b. Persuasive leader, who makes decisions, but motivates the subordinates to the set goals.



- c. Consultative leadership. The leader appreciates the opinions of the subordinates when making the decisions and motivates to the set goals.
  - d. Democratic leader, who motivates actively the subordinates to participate into the decision-making and gives positive feedback.
  - e. Don't know.
5. Would You be more productive, if the leader would use autocratic method? (Please look question 4. a.)
- a. Yes
  - b. No
  - c. Don't know
6. Choose the best alternative from different leadership methods. You can only choose one option.
- a. Transactional leadership. The leader focuses on the tasks and monitors that all the subordinates follow the rules. The leader gives also recognitions and rewards to accomplished workers.
  - b. Transformational leader, who motivates the subordinates to work efficiently. The leader also prefers on building mutual trust and bonding relationships with the workers rather than giving recognitions and rewards.
  - c. Don't know.
7. How important these interpersonal skills of a leader are? Please choose from scale 1-5 (1=extremely low significance, 2=low significance, 3=some significance, 4=considerably much of significance, 5=much of significance).
- a. Showing emotions, 1 2 3 4 5
  - b. Extroversion, 1 2 3 4 5

- c. Openness, 1 2 3 4 5
  - d. Agreeableness, 1 2 3 4 5
  - e. Committed to work, 1 2 3 4 5
  - f. Temperament, 1 2 3 4 5
8. Which one of these options makes You respect Your leader? You can choose more than one option.
- a. Technical skills
  - b. Strong relationship with the subordinates
  - c. Legitimate power
  - d. Rewards given from the leader
  - e. Sanctions given from the leader
9. Which one of these options of leadership skills would You prefer? You can choose more than one option.
- a. Conceptual skills. The leader can envision the big picture and tries actively to solve problems.
  - b. Interpersonal abilities. The leader motivates the subordinates, creates a friendly environment to work in and communicates efficiently with the workers.
  - c. Technical skills. The leader has strong experience of working in that department.
  - d. Political power. The subordinates respect the leader and the leader has good networks to upper levels in the organization.

**10.** Do You think that it is important that the head nurse has good skills on leading people?

- a. Yes.
- b. No.
- c. Don't know.