

Saimaa University of Applied Sciences
Faculty of Business Administration Lappeenranta
Degree Programme in International Business

Elina Pelkonen

Leading a team in the 21st century

Thesis 2019

Abstract

Elina Pelkonen

Leading a team in the 21st century, 45 pages, 2 appendices

Saimaa University of Applied Sciences

Faculty of Business Administration, Lappeenranta

Degree Programme in International Business

Leadership

Thesis 2019

Instructor: Senior Lecturer Anu Kurvinen, Saimaa University of Applied Sciences

The objective of the study was to map out the current trends in team leading nowadays and find out the skills and features a 21st century team leader must possess, and which skills are valued in the modern world. The study also explains leadership in general and the formation of teams.

The study shows various theoretical aspects related on the studied subject, with a support of empirical research at the end. The empirical study was conducted among current leaders providing a practical viewpoint on the subject.

The thesis begins with theory and concludes to the empirical analysis and conclusion. Suggestions for further research are also presented in the end. The information was gathered from books, online articles, websites and interviews.

The results of this study indicate that the demands for a team leader have somewhat changed over the last decades and leaders are expected to possess wider range of expertise than before. The skill requirements have shifted more towards on social side, but not forgetting the professionalism. There is not a single key way to lead a team in the 21st century, but leadership styles have become more communicative and involving. Leaders are expected to involve the team members more into decision-making and goal setting amongst other processes, when before it was considered more of a sole managerial duty.

Keywords: leadership, team, leadership styles, team leading, leadership skills, communication, involvement, decision-making

Table of contents

1	Introduction	4
1.1	Research question and objective of the study	4
1.2	Research method.....	5
1.3	Theoretical framework	6
1.4	Delimitations	7
2	Team.....	7
2.1	Teams in general	8
2.2	Tuckman's stages of team development.....	8
3	Teams in the 21 st century.....	9
4	Team leader.....	10
4.1	Being a team leader.....	10
4.2	SMART goals.....	11
5	Leadership	13
5.1	Definition of leadership	14
5.2	Leadership vs management.....	14
6	Leadership styles.....	15
6.1	Kurt Lewin's leadership styles.....	15
6.2	Action-centered leadership (John Adair)	17
7	21 st century leadership.....	20
7.1	Current trends in leadership.....	20
7.2	Self-leadership.....	23
8	Team leading now and then.....	25
8.1	Challenges of leading a team	26
9	Findings of the interviews	28
9.1	Theme 1: Team leader.....	28
9.2	Theme 2: Team.....	31
10	Summary	32
11	Conclusion	35
	Figures.....	38
	List of references	39

Appendices

Appendix 1

Interview questions

Appendix 2

Haastattelukysymykset

1 Introduction

Over the past years, leadership has changed to a more cooperative and involving style, compared to the 20th century, where leadership was mostly about control and sole decision making from the management's side. Collaboration between leaders and team members has become more common, as there is more and more acceptance towards different leadership styles and utilization of creativity in organizations. Leadership styles in the past century were more authoritarian, whereas nowadays they are described as more participative, inspirational and transactional, which are then adjusted by the needs and features of the team being led. (Ayers 2017.)

Transparency and inspiration are some of the key trends in leadership nowadays. Leaders are inspiring their employees by being more and more transparent about their purposes and actions, whilst involving the team members more into the actual decision-making. In the current world, a great leader must be able to combine various leadership styles and qualities and mold them into their personal way of leading. (Ayers 2017.)

The topic of 21st century leadership and the qualities and skills of a modern leader itself is important to any future leader. A great leader must be able to define the leadership qualities they already possess and create new ones and develop the existing ones through a process of self-development. Self-development itself is a wide topic, and it has a vital meaning in both personal and working life.

The study has a focus on modern-day leadership and leadership styles to have the best advantage for leaders nowadays.

1.1 Research question and objective of the study

The following chapter introduces the research questions. The thesis has one main research question with two minor sub-questions. The research questions will be answered with support from theoretical sources and empirical data gathered from interviews.

The main research question creates the basis and framework for the whole study, and the biggest purpose is to gain an answer for that.

- What skills and features does it require to be and become a successful team leader nowadays?

The main research question needs the support from minor sub-questions, which narrow down the studied field and aim to gain more specific knowledge on the studied subject.

- What are the current trends in leadership and team leading?
- What makes a team leader good or bad?

The objective of this study is to provide the current perceptions and trends in team leading nowadays. The study is relevant to those acting in team leading positions currently, and whom are looking to develop themselves as a team leader. The thesis provides a general view on the topic.

1.2 Research method

The empirical study part of the thesis consists of a set of questions, the research method explained thoroughly and analysis and interpretation of the results.

The thesis is executed as a qualitative research. The purpose of qualitative research is to gain and provide knowledge via gathering and analyzing theories and qualitative research material, such as interviews (Lapin AMK, n.d).

The research is mostly theoretical with a minor support of empirical data from interviews. Theoretical research is presented first, followed and concluded then by the empirical data and analysis. The study only processes teams from an organizational viewpoint.

Empirical study means collecting and analysing primary data gathered from direct observation of actions of the studied field or profession. The collection can be executed for instance via interviews, direct contact or group discussions, which

are referred as qualitative research. Empirical study can show multiple observations, including data of the current status of the field, the specific features of the field and suggest hypotheses to be tested. (University of Copenhagen, n.d.)

The empirical research for this study was conducted by interviewing Finnish team leaders currently acting in leadership position of different sized teams. The interviewees all work in the same industry and were contacted beforehand, and the questions were sent to all of them at the same time. The interviewees all had the same time (one week) to answer the questions the best possible way and then the question file with answers was emailed for analysis and interpretation.

The interviews were implemented in Finnish and then freely translated in English by the author. Two thirds of the respondents lead a medium-sized team (6-10 employees) and one third leads a large team (over 10 employees). The interviews were carried out fully anonymously, as the industry and the identity are irrelevant for this particular study.

The research was conducted by structured interviews, which consists of the set of exactly same questions, in most cases presented in the same order. A structured interview works best in studies where the questions are asked from certain themes/areas and the interviewee is not allowing or needing much deviation from the themes. (Saaranen-Kauppinen & Puusniekka 2006.) A structured interview's basic idea is that all the questions are prepared beforehand and there is a little or no room to open questions. (Reddy 2016.)

The purpose of gathering empirical data for this study is to support the theoretical research gathered on the 21st century team leadership and map out how actual modern-day team leaders experience the phenomenon. The empirical data provides a minor support to the theory on the 21st century leadership found on the thesis.

1.3 Theoretical framework

This chapter introduces and elaborates the theoretical framework of the thesis, explaining also the key concepts of the thesis.

The theoretical framework gathers theories to understand the topic more as a whole. The main theories presented in this study are the following: Bruce Tuckman's stages of team development, Kurt Lewin's leadership styles and John Adair's action centered leadership.

The key concepts of the thesis are as follows:

Team	Limited amount of people with similar skills who are engaged to achieve a common purpose and performance goals from which they receive mutual benefit
Leader	A leader is a person who possesses dominance or who acts in a superior position in their field over other and can utilize control or influence over others
Leadership style	Leadership style is the way a leader behaves and acts when leading others

1.4 Delimitations

The thesis' major delimitation has the focus on modern day leadership, outlining the trends shown in especially team leading nowadays. Theory is supported by interviews with three individuals, who are acting as leaders currently with various lengths of experiences in leadership positions of teams.

Even though teams occur for example in sports, the study focuses on organizational teams in working life. The study is conducted from an organizational perspective, excluding all the non-organizational teams and leaders and activities related to non-organizational matters.

2 Team

A team of commonly defined as a group of individuals connected through a mutual purpose and goal. The team members are all committed to achieve goals by working jointly, whilst committing to support one another. The agreement of working jointly creates trust, motivation and a sturdy alliance between the team members. (Sisson 2013.)

2.1 Teams in general

According to Sisson (2013), a team cannot be built unless it possesses pre-set purpose and goals. The goals are bound to challenge the team members, and they must be specific for each and every member to comprehend their level of input affecting the ultimate performance and success of the team. Additionally, the value of a tailored strategic plan for the team plays a largish role. The plan should outline the objective, values and team targets, which help the team become more coherent and simply a better one. It is of great worth to include the members into the process of creating the strategy. Involvement to planning and decision-making by the team leader helps the members to comprehend and commit more in initializing the strategy in practice and achieving the goals.

2.2 Tuckman's stages of team development

Bruce Tuckman's model of stages of team development introduces five stages (in some cases only four stages): **forming, storming, norming, performing and adjourning**. The fifth stage, adjourning, is sometimes left out when discussing about the model.

The first stage, forming, is basically the team getting together. The new team is filled with individual with anxious but also expectant emotions. Nevertheless, most members are feeling positive and acting polite. The team leader has a premier role at this point, as the situation is new, and the roles and responsibilities are not yet clearly defined. This stage is not permanent but might last some time as the members begin to work as a team and getting to know one another.

After forming, the team moves into the storming phase. Team members begin to question and challenge the set boundaries in the previous phase, and unfortunately at this point many teams fail. Conflicts occur when various working styles clash, and the members might become overwhelmed due to the new situation without enough support. The team can also begin storming by challenging the leader's authority and the division of roles. At this point, the leader can also face difficultness in maintaining their position, which is why clear direction and purpose of the team is vital.

The next stage for the team is norming. The team members begin to resolve their conflicts, acknowledge the features and strengths of the other members and pay respect towards the team leader. The team members start to work better together as they are getting to know one another and are not afraid to confront the other members with feedback but also ask for help if needed. Often, the team might fall back to storming when new challenges appear, but simultaneously the team becomes stronger as they start to work towards the common goals.

When the team starts performing, it starts to achieve the goals with hard work. The structures and processes set by the leader bring great support to this, and it even lets the leader delegate their work amongst the team and focus on developing the members. The members feel comfortable in the team and perform well together. This stage is very satisfying for both the team members and the team leader.

The final stage, adjourning, will be reached by a great deal of teams eventually. For instance, if the team is only gathered to work for a fixed period or will be rearranged or broken apart due to organizational changes, will reach this stage. The team members might find the stage tough as they have adjusted with working together and due to the possible uncertainty of their future. (Tuckman 1965.)

3 Teams in the 21st century

A successful 21st century team should possess certain features to perform well; team goals, commitment, defined roles, trust, reward system, respect towards team members and communication. Not all the elements are a must, but they increase the success potential of the team.

Obviously, a team must have goals which are clearly defined. Goals bring focus and clarity of the team's agenda to the members, who are then committed to jointly achieve the goals. Achieving the goals leads to rewarding the team members. Without rewards, the members might lose their purpose within the team and ultimately lose their motivation towards the common goals.

The meaning of roles in a team is highly important, since it clarifies the specified task of each member. Without a clear role, the team member might not be able to perform the best possible way – the whole team will become unorganized again and the goals are not achieved.

Any successful team's members should trust one another and gain mutual respect. Members who trust and respect each other perform well and increase the focus towards the team's purpose. Lastly, communication plays a vital role in any team. Members must be able to communicate with one another in order to perform well. (Hofstrand 2009.)

All the above-mentioned elements support one another – all of them are not mandatory for a successful team, but as elaborated above, they relate to each other. After all, the meaning of a team is to work well together and succeed. In a well-working, functional team, all members enjoy being a part of it – ultimately leading to the best possible performance.

4 Team leader

Each team has a fundamental right to a leader. The purpose of a team is to delegate the leader's responsibilities to the members, not meaning, however, that the team would not have a party responsible for the boundary conditions within which the team operates.

4.1 Being a team leader

A team needs outstanding leadership to succeed. Management and the team leader ensure that the team possesses clear goals and strategy. Eventually, the team will only succeed if it operates closely in accordance to the organizational strategy and the goals led from it. (Salminen 2017.)

The team leader is held responsible for the internal leading. The leader must be able to ensure team development and that its goal-oriented, but also keep track of the overall performance. All the previously mentioned factors are best executed if deliberated jointly with the members of the team. (Salminen 2017.)

A bad leader influences the whole team and often also the performance. A bad leader blames their subordinates instead of providing support and solving problems jointly with the team, they do not accept mistakes and tend to shame the ones making honest mistakes. They also cannot put themselves into the position of the team member when mistakes or poor performance occurs. A bad leader does not have any empathy towards making mistakes and does not care about the team as humans, instead they only judge by the concrete performance. This often ultimately leads to even worse outcome.

A bad leader is selfish, does not give good feedback or credit to those who success and only sees themselves as the great performer and the successor. They might even use the team and its performance as a way to achieve something only for themselves, such as a higher position in the organization, giving no credit to the actual performers. The leader only manifests their performance as successful, not giving any attention to the team's motivation or appraising the members' achievements. A good leader participates in the "dirty work" and personally identifies each member and their performance, whereas a bad one just hands out the tasks and leaves. (Anderson 2019.) Positive feedback and giving credit is important in motivating the members to thrive.

No team is the same. A bad leader treats all teams the same, not adjusting the leadership style, communication etc. according to the different teams. This kind of leader does not want to learn or develop themselves, but they only have their one style which they expect to work to each team and each member. Mutual respect is also needed to perform successfully. (Anderson 2019.)

4.2 SMART goals

Goal setting is one of the most vital actions for a team leader. The goal setting process may be executed for example via the usage of SMART goals, which can be quite easily tailored to match the specific needs of a certain team.

SMART goals are:

- **Specific**
- **Measurable**

- **Achievable**
- **Relevant**
- **Time-bound**

Some authors and studies also refer to SMARTER goals, which include in addition to the previously mentioned two more; **E**valuated and **R**eviewed. The two additional goals refer to the importance of performance evaluation and the process of giving and receiving feedback. (Mind Tools Content Team 2019.)

Goal-setting process for a team is a challenging task for the team leader. The most important aspect is that the goals are well-customized for the team, they cannot be too challenging or aimed too low. Too challenging goals may ultimately cause lack of motivation, and too low goals may cause the team members to feel as if they have no purpose to thrive for. Achievable, yet challenging and productive goals challenge the team and keep it motivated, but also emphasizes the importance of team work. (Impraise 2019.)

SMART goals are elaborated as below:

Specific

The set goals must be to achieve something specific, they lead to higher performance in comparison to easy, abstract goals or no goals at all. Both the leader and the member should be aware of the specific aim towards which they are working. Being specific is also important due to that too broad of a goal might be overwhelming for the parties involved, therefore too complicated to concretely achieve.

Measurable

As the specific goal is set in motion, it is of high importance to be able to measure the success rate of achieving it. It can be done in multiple ways, not only by numeric measures or statistics, but the point is that it must be measurable somehow in order to determine whether the goal is already reached, or the team is working towards the right direction. Depending on the goal, of course, this is an exquisite way of tracking the process of team success.

Assignable

The goal should be assignable somehow, may it be the leader themselves, the team or some individual of the team. Commonly the goals are assigned for the whole team (and the team leader), but some minor goals such as documentation or tracking process may be specially assigned personally to a specific team member.

Relevant

The relevance of the goals refers to the goals being relevant to the organization as well. Consequently, the goals are only really beneficial when they contribute to organizational success somehow. It is the team leader's duty to particularly emphasize this matter by helping the team connect their goals in a wider spectrum. This also acts as a motivator to the team members – they feel more motivated and meaningful when knowing that the work they do also contributes in a larger scale company-wide.

Timely

Finally, the goals are bound to be time-related, meaning that they should have realistic deadlines and presented on a relevant timeline. The deadlines for each goal must be set accordingly depending on how complicated or simple the task actually is. The members must be given appropriate amount of time to achieve the goals, depending on the complexity of the task. The manager should be able to estimate the time frame spent on different tasks, simultaneously considering keeping the employees motivated towards achieving the goal. Too much time on a simple task may make the lose interest quickly, and too little time on a very demanding task leads to stress and possible demotivation. (Impraise 2019.)

5 Leadership

A great leader is open, curious, determined, charismatic, accepting towards making errors, flexible amongst a variety of other qualities. A great leader does not stress out easily and makes sure that their subordinates have the chance to develop themselves. (Karlöf 2002, p.115.)

5.1 Definition of leadership

The term leadership can be used when referring to the action of leading approved by subordinates in an organization. Leadership can be simplified with a split into three different parts: creating the guidelines for actions taken, the ability to get people involved and the ability to have people work hard to accomplish their goals. (Karlöf 2002, p.114.) According to Karlöf (2002), the most important role of a leader is to continuously intensify, adjust and amend their actions according to what is happening in the environment, leading to the concept of strategic leadership. Communication is also a key element in modern-day leadership, since the leader must be convincing and credible in order to justify their actions and decisions as a leader.

5.2 Leadership vs management

Roughly speaking, leadership is more a set of abstract actions and **people**, whereas management is more concrete actions and responsibility of **things**. Leadership includes tasks such as creating visions and targets, organizational development, inspiring and empowering others, deciding what needs to be measured and reported etc., whereas management includes, for example, the following tasks: detailed budgeting, taking rules and policies into action, the actual measurement and reporting of performance and productivity improvement. Nevertheless, management may also include people-managing aspects and responsibilities, but leadership always includes responsibility of people.

The largest similarity between leadership and management could be said to be that great leadership always includes responsibility for managing. The leader may spread the management duties across the team or to others, but always has the fundamental responsibility of ensuring effective and proper management. (Scouller 2011.)

6 Leadership styles

The following chapter introduces two different theories on leadership, Kurt Lewin's three styles of leadership and the action-centered leadership by John Adair.

6.1 Kurt Lewin's leadership styles

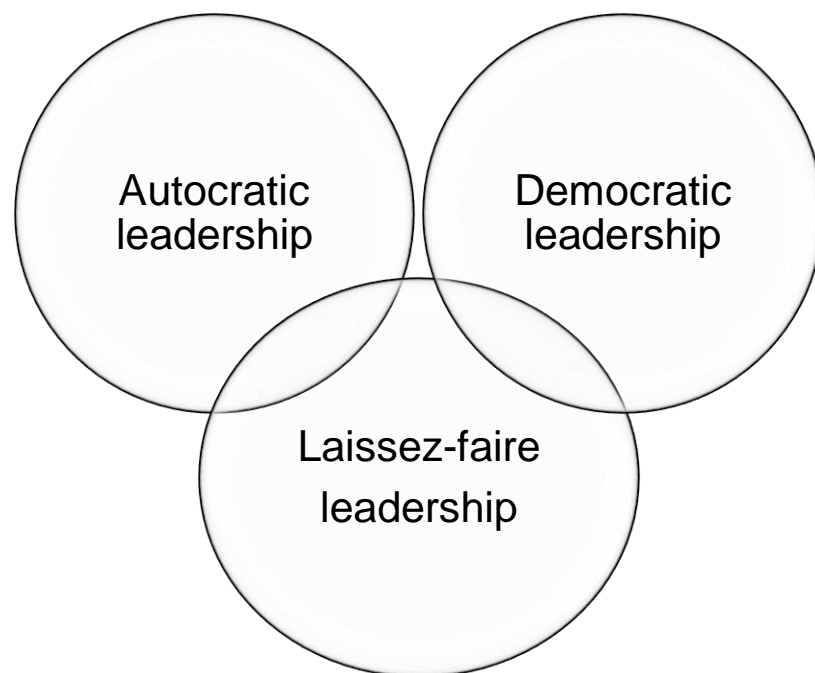


Figure 1 Kurt Lewin's leadership styles (Created by the author)

Figure 1 shows the interconnected three leadership styles according to Kurt Lewin: Autocratic, democratic and laissez-faire.

Autocratic leadership is no longer a trend in the 21st century, leadership has transformed more into a democratic direction nowadays. Autocratic leadership style (sometimes referred as **authoritarian**) is commonly known as the leader individually controlling all the decisions and accepting only a little input and participation from the team members – they commonly make decisions based solely on their

own opinions and knowledge and practice absolute control over the team. (Atlas of Public Management 2019a.) There is a clear division between the team leader and the team members, and the leader provides prompt guidelines of what is to be done. (Cherry n.d.) An autocratic leader sets all the boundaries and processes for the team, hardly involves the team members to any decision-making thus showing no trust towards them. When abused, this style is seen as very dictatorial and bossy, as often the team members are not involved properly. It ultimately might lead to disagreements, lack of creativity in problem-solving and even slow down or damage the performance of the group. (Atlas of Public Management 2019a.) Autocratic leadership is not very suitable for team leading due to the beforementioned reasons, team members need to be involved in decision-making and sometimes in the actual leadership processes as well, creating a sense of trust between the team leader and the team.

Positive autocratic leadership can and should be applied in some situations. For instance, it can work effectively when the team leader is the person with the most knowledge in the team and/or has access to sources of information to which the team members do not. (Atlas of Public Management 2019b.) Autocratic leadership is also very useful in situations or projects involving a large number of participants where decisions need to be made rapidly and efficiently. Autocratic leadership often occurs and is acceptable in the military world. (Cherry n.d.)

Democratic leadership (sometimes **participative** leadership) highlights the interaction between the team leader and the members. The members take a participative role in making decisions jointly with the leader, which is common nowadays in team leadership. (Cherry n.d.) Each member has an equal opportunity to participate and make sure their ideas are shared and jointly discussed. The leader acts as a supporter and controls the team. (Atlas of Public Management 2019c.) This has found to be an increasing factor to team productivity and input of the members and increase the overall motivation and morale of the team as a whole. The team leader, however, has the final say on the decisions made. Nevertheless, the team members feel more involved and active and are more motivated to work towards the goal. (Cherry n.d.)

When exercising democratic leadership, it is important to have clear roles, well-defined plan and reasonable schedule as “too much freedom” may lead to failures and unfinished tasks. The members already need to be skilled and possess knowledge to be shared amongst the team. (Cherry n.d.)

The last leadership style presented by Lewin is laissez-faire (also known as **delegative** leadership). A laissez-faire leader let's go of the authority and allows shifts the decision-making to the team members. The leader provides only very little guidance, gives total freedom for the team to make all the decisions, but provides the resources needed for the task. Hence, the team members are expected to solve the issues and problems on their own. Nonetheless, the leader is also often available for the members if consultation or feedback is desired. (Cherry n.d.)

Unfortunately, this style often causes the lowest productivity on the team. The members must already possess enough needed information and knowledge and motivation to perform independently. Setting their own schedules may cause distractions and even lead to missed deadlines and failed tasks. (Cherry n.d.)

Hence, the laissez-faire style only works with highly-skilled team members with extremely high level of independency.

6.2 Action-centered leadership (John Adair)

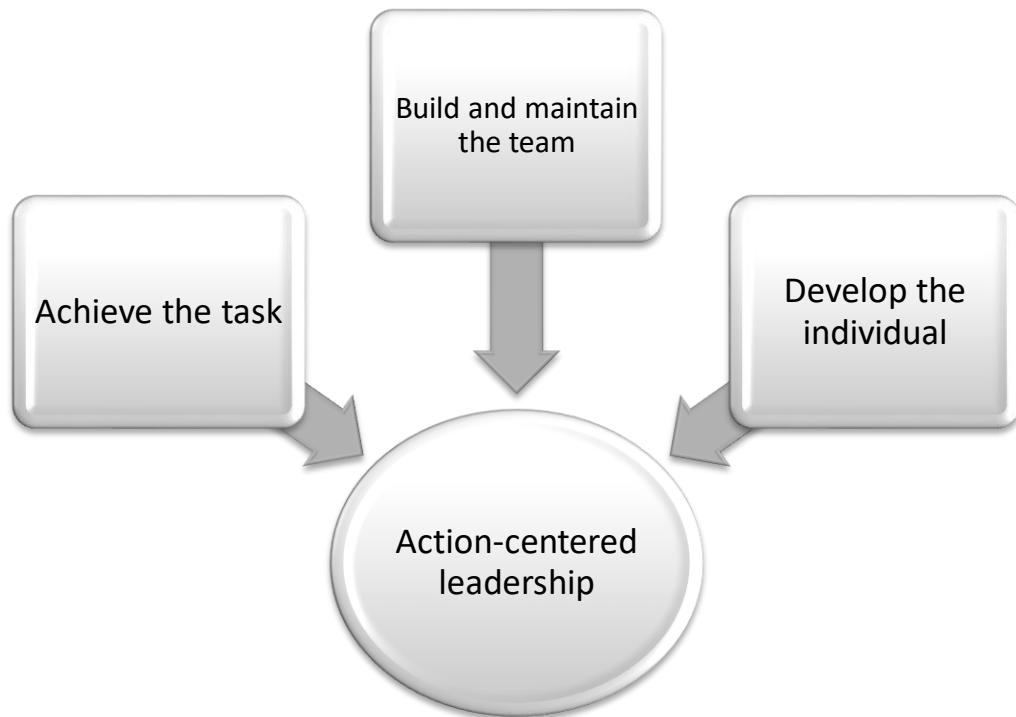


Figure 2 Action centered-leadership (Created by the author)

Figure 2 describes the action-centered leadership framework by John Adair. The world-wide acknowledged model of leadership and management is easily adjustable around various kinds of situations, teams, groups or organizations.

The action-centered leadership model concludes to three key areas; achieving the task, developing the individual and building and maintaining the team. Team leader should find the balance between the areas and choose them in accordance to the changing and various needs and situations when managing a team. When the areas are adapted and balanced, the team leader should be able to perform the following: achieving strong results, develop powerful teams, increase productivity, improve work quality and build morale. (The Team Building Directory 2019.)

The team leader is always looking for to achieve the task. The related duties begin with outlining the direction, purposes and visions of the team. The team leader defines the objective of the team and outlines and gathers the usable resources, including the members and physical assets, for example. After this, the

next step is to create the strategic plan for achieving the task. Roles and responsibilities will be divided, and standards and goals set in order to be able to do performance monitoring. The beforementioned are a valuable asset in progress reporting and overall performance evaluation, but also help the manager to adjust the goals and processes, if needed, to head towards achieving the task.

The starting point of building a new team is to set standards of behavior and performance in the beginning and ensure that they are agreed and communicated across the entire team. Simultaneously, team culture should be established, and the leader should follow and maintain closely the focus, concentration and discipline of the managed team. Managing the team includes team performance monitoring while consider the leader's own objectives towards the team. All disagreements, conflicts and issues must be addressed and resolved cooperatively. In the process of maintaining the team, the leader emphasizes the importance of effective external and internal communication and motivates the team, providing also the appropriate amount of feedback. (The Team Building Directory 2019.)

The importance of communication within the team and between the leader is emphasized throughout the study. Open communication allows both the team members and the team leader to get their voices heard and point out both positive and negative issues. It also provides the chance to giving and receiving feedback, which is considered to be one of the most important tasks for a 21st century team leader.

In addition to leading the team as a whole, the team leader should consider the members as individual beings and appraise their personal features and skills. Furthermore, the appreciation of each individual's strengths, needs, aims, skills, personality and concerns is of high value in regard to individual development. The leader's duty is to bring recognition of good performance, but also provide constructive, personalized feedback. Outstanding performance within the team should be rewarded and the leader should initiate development of key capabilities and strengths of each team member. (The Team Building Directory 2019.)

7 21st century leadership

Each employee and team has the fundamental right to a good leader. According to Dr. Pentti Sydänmaanlakka, modern day leadership patterns should be developed into a harmonized entity combining well-being, efficiency and regeneration. A great modern-day leader is efficient and willing to adapt to constantly changing and developing situations, as the environment may change rapidly. The requirements from leaders alter constantly. A great leader must keep track of and support the well-being of their employees – only a healthy and affluent personnel can keep up with constantly altering environments. (Mehiläinen 2019.)

Modern leaders are bound to be adaptive to rapidly evolving and changing situations and must be able to stay adaptive – “expecting the unexpected”. (Mickyates 2017)

7.1 Current trends in leadership

Some of the key trends in leadership in the 21st century, listed by Bill George, are aligning, empowering, serving and collaborating. A modern leader will succeed by aligning the subordinates and team members around the mission and values of the organization while empowering other leaders and focusing on serving customers the best possible way. The leader must also thrive in making an efficient collaboration entirely within the organization. (George 2010.)

Firstly, the leader has the challenging mission of aligning the employees with the organization’s values and mission, which is according to George (2010), especially challenging in global organizations where a large number of cultures collide. People have the tendency to act according to their inherited cultural practices, even in the world of business. Aligning the employees to company’s mission and values is truly helpful achieving the greater good.

A leader can empower others by delegating some amounts of power and responsibilities to others. 21st century leaders empower more at many levels, in comparison to historical ones.

Serving the customers is a key value to company's and leader's success in the 21st century. Employees tend to be more motivated to serve customers properly than the actual financial figures of the company. Nevertheless, excellent and highly motivated customer service leads to high level of customer satisfaction – eventually leading to the ultimate goal: business revenue.

George (2010) emphasizes the importance of cross-organizational collaboration as a method of success. Leaders must possess a collaborative spirit instead of focusing on internal issues and co-operations solely. He states that in a modern business world the issues are of such complexity that they cannot or are extremely difficult to be solved by only individuals or sole organizations. The collaborating should extend to customers and suppliers, at least, and possibly even competitors to achieve changeless solutions to issues.

The ultimate extent of productiveness of leaders is the ability to maintain outstanding results over a great period of time. Many leaders in various organizations possess the abovementioned features, but only true and authentic leaders can maintain success in long-term performance. (George 2010.)

Team leader is expected to ensure that the operating conditions of the personnel are in order. The most common factors expected from team leader nowadays are described amongst the following concrete actions: clear and equal distribution of responsibilities and roles, unambiguous goals, efficient decision-making and prompt justifications, giving constructive and positive feedback, equal division of workload and resources and the chance for team members to influence the way of working in their personal roles. Furthermore, the leader is expected to acknowledge the social aspects in working life, such as ways of motivating the members, processing insecurities and fears, encouragement, openness and readiness to have conversations with the members and providing support in difficult situations. (Salminen 2017.) The role and spectrum of the leader is constantly widening and reaching even beyond organizational environment, including social aspects and well-being.

Alahuhta (2015) brings up five key principles of modern leadership:

- clear direction and unambiguous goals

- openness and being candor
- focus
- simplicity
- timeliness.

Clear direction and goals are highly important due to numerous amounts of reasons. Firstly, they indicate that the purposes are thought through carefully and they increase the employees' ability to do their best with full force to achieve the common goals. It is not only the leader's task to acknowledge the purpose and direction of the organization, it is also vital that the whole personnel is fully aware of it, which then increases the level of independency and taking initiative within the employees. Additionally, clear direction in the organization brings safety to the employees and reduces the risk of hasty decisions and reactions for instance in a difficult market situation. Clear communication between management and employees also takes a role in tough situations.

Openness and being candor adds trust within the organization and cuts off any kind of politics and acting for one's own interest. Especially top management must be transparent by setting an example of being open and honest, even negative issues must be presented directly with no sugar-coating.

It is of high value for a leader to focus on their area of expertise to maximize the performance value of the company. Alahuhta (2015) describes the importance of focus with the following statement: *Whatever you do, do it well.*

It does not make a lot of sense to have complex strategies and visions when no one is able to comprehend them fully. Simplicity and clarity are the best ways to achieve the greater good. Having things done in a complex way is a clear indication of hastiness and often leads to misunderstanding and ultimately not performing successfully. Lastly, timeliness conceptualizes as spotting the "winners" from the others. The basic principle of timeliness is being at the right place at the right time (Alahuhta 2015.)

7.2 Self-leadership

“Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential.” — Warren Bennis. (Medium 2014)

A supportive leader is able to lead themselves. Fundamentally, self-leadership is based on knowing oneself, knowing personal strengths as a leader and pinpointing personal areas of development. A great self-leader is able to manage their own well-being personally and professionally whilst setting their own boundaries to their work. (Mehiläinen 2019.)

Dr. Pentti Sydänmaanlakka (Mehiläinen 2019) sees burnouts in organizations as a concrete threat, which is why it is extremely vital as a leader to be able to set personal boundaries. It is not necessary to push oneself to the ultimate limit of well-being, as often organizations only seek efficiency in short-term, which increases the risk of burnout for both employees and leaders. The leader must take a role in managing their teams' wellbeing.

It is of high importance to recognize the balance in self-leadership. All the aspects of well-being should be taken into account, not neglecting any area with the best possible capability. When establishing a balance amongst all the areas, it creates a much better environment for efficiency, regenerating and coping as a leader. A human is whole, where everything has an effect on everything. Sydänmaanlakka points out the term “being fit overall”, which includes the aspects of being fit mentally, physically, emotionally but also mentally and the ability to maintain a good professional spirit and being able to develop. Work cannot define the whole existence of a person – it will quickly lead to exhaustion. (Mehiläinen 2019.)



Figure 3 Self-leadership (Bradley n.d.)

Self-leadership is an ongoing and a long-term process of self-reflection, it develops constantly and helps to achieve success in the long haul. As a person develops their self-leading skills, they become more mature as a leader. (Ng 2008.)

A bad team leader is not aware of the consequences and impact of their actions in the team or the organization – they do not have the needed self-awareness. If the leader has not enough self-awareness, it may block them from seeing the weaknesses of the team and whether the bad performance is partly due to their unacknowledged behavior. (Anderson 2019.)

Consciousness is the keyword for self-leadership. Great modern leaders begin with self-awareness and self-management and only after that move on to managing and awareness of others. When a leader truly knows themselves, acknowledges their weaknesses and strengths, they can start leading and appreciating others. (Mehiläinen 2019.)

Self-leadership is all about making choices, planning, setting personal goals and making great choices repeatedly. Mostly self-leadership is about making yourself

feel good, both in your personal life and in the working life, executed step-by-step. Careful planning and scheduling and taking care of basic human needs (sleep, nutrition and exercise) lead to better performance at work and increase the level of leader's wellbeing. (Seuri 2018.)

8 Team leading now and then

As the society has transformed more into knowledge intensified and working in teams has become more common than before, more pressure of efficiency has been set on leaders and leadership. The extent of the pressure not only reaches the team leader, but also the team and the team members. Team leading used to be more one-way from the leader to the team members but has transformed into an interactive process and shared responsibility between both parties. Modern day team leading is highly concentrating on leading interactively. (Saaranen 2017.)

In the 20th century, autocratic leadership was extremely common in organizations – solely managers made all the decisions and includes the employees/team members very little on the decision-making process. The manager was the sole source of information based on their experience and viewpoints, possessing all the control. Nowadays, organizations have adapted more of a collaborative culture, which includes the team members and employees also in the decision-making.

Additionally, the constant development of technology has had a huge impact on team leaders managing modern teams. Working remotely has become more common, which requires the leader to communicate even more with their subordinates and makes performance and engagement monitoring more complicated. Moreover, technology makes rapid communication even remotely simple and quick, but some leaders use it as a tool to avoid traditional direct contact. Nonetheless, technology has brought out multiple modern tools for monitoring and communicating. (Mickyates 2017.)

As mentioned before, technology has also allowed flexibility for both leaders and team members regarding their working conditions. Flexibility in leadership styles

is also nowadays more acceptable than before – modern leaders must even be able to adapt various leadership styles to their way of leading and learn how to adjust them to fit different situations with various kinds of personalities.

Some trends in team leadership now are:

- **Democratic and participative leading:** Team members' input is highly valued, and it is utilized when making decision concerning the team.
- **Transactional leading:** Rewarding accomplishments and appraising good performance
- **Inspirational/transformational leading:** Team leader inspires the members to seek motivation from within to achieve the jointly set team- or personal goals. Leaders nowadays desire to inspire their subordinates into success instead of showing the direct way of working, simultaneously encouraging autonomous working and independent problem-solving, naturally providing support when needed.

Great modern team leaders also possess and show transparency in their actions and communicate openly within the team on their success and share information. Leaders are open to both individuals and the whole team, engaging themselves into the daily operations of the team. (Mickyates 2017.)

In the 21st century, soft skills are trending over hard skills for leaders. Moreover, nowadays, compared to 20th century, the traditional concept of authority has transferred more on to involvement and possessing credibility. Serving others and relationship management arise, when employees tend to value networks over hierarchies, integrated work-home life over workaholism and separation of work and home, but also require more soft leadership over hard, authoritarian leadership. (Strock 2018.)

8.1 Challenges of leading a team

The role and requirements of a modern team leader are extremely versatile. One massive challenge is emotional leadership – possessing emotional intelligence leads to the capability to motivate and inspire the subordinates/team members.

An inspiring leader utilizes emotional intelligence in depth while motivating employees and helping them seek the true meaning of their work. In addition to emotional intelligence, cultural intelligence is also an important feature for a modern leader. Work communities and teams consist of various types of individuals, who all deserve to be respected and valued through their divergencies. It's often a challenge and requires the leader skills to lead a diverse environment, but it can provide the source of innovation and creativity. (Mehiläinen 2019.)

Not every team is the same, the team always consists of individuals with various skillsets and backgrounds, which makes it difficult to lead all the members the same way.

A great leader shares the responsibility of leading amongst multiple selected parties – exercising shared leadership. Shared leadership is a functional way of arranging and organizing the tasks and relationships of the team. Consequently, the members themselves can cooperate and share their areas of responsibility and exercise leadership in their specific area. This brings out again the aspect of active interaction within the whole team. The leader has the challenge of creating the possibility and giving the chance to shared leadership to the team, leading ultimately to better performance and outcomes. (Saaranen 2017.)

When utilizing shared leadership, each team member carries the responsibility of team performance and progress, but also acknowledge their personal input on the general atmosphere, success and team spirit. The leader and the team also share the responsibility of evaluating and developing the actions of the team.

The challenge of shared leadership arises from the members' capabilities of both lead and being led – mastering both of the beforementioned is the only way to a successful and efficient shared leadership. (Saaranen 2017.)

Motivating employees/team members is an important leadership duty – often enough attention is not paid to it. It is an ongoing, challenging process that needs to be performed throughout the whole lifecycle of the team. (Craig 2019.)

Giving feedback and offering presence as the leader are one way to motivate the employees towards the goals. The leader should provide timely feedback on the

members' performance, but also be willing to accept feedback from the members' side. This way there is a clear pathway to open communication and the members feel like they are listened, and their opinions and input are valued. Simply, talking and communicating leads to a motivated team. (Craig 2019.) Being able to also give feedback back to the leader works as a motivator as the employees feel their voices are heard and their thoughts and feelings matter.

Flexibility is one of the key words nowadays in employee motivation. Employees may feel unmotivated as they feel like they cannot do their job as they wish but hope to have that opportunity. As a leader, offering mobility options, such as working from home, brings more work-life balance to the employees and helps them regain motivation as they have the chance to impact their working conditions and methods. Additionally, employees who have the chance to do this, feel more engaged, motivated and happy with their career. (Craig 2019.)

9 Findings of the interviews

The interview questions were divided into two main themes: the team leader and the team. The interview started by general questions asking for what period of time the respondent has acted in their current position and defining the size of the team.

Two respondents lead a medium-sized team, which in this study is defined as the size of 6-10 subordinates, and one respondent leads a large team of over 10 subordinates. The lengths of acting in this position also varied amongst all the respondents: one has worked in their position less than a year, the other more than five years and the last over 10 years.

9.1 Theme 1: Team leader

The respondents described the qualities of a **good** team leader with the following characteristics:

A great team leader is trained, professional, credible, trustworthy and trusting and appreciative towards their subordinates. The leader takes good care of the even distribution of assignments, is aware of the current tasks of their subordinates,

hardworking, fast, provides advice and support, listens to the employees, resolves any issues occurred within the team and takes responsibility. A great modern team leader masters their field of expertise while being able to follow progress, is objective and prudent – not jumping rapidly into new ideas and situations but considering and justifying the reasons utilizing different perspectives and follows an anticipated line in problem-solving.

The features of a great leader follow with the **skills** expected and needed from a 21st century team leader. The respondents pointed out that the expectations are extremely various and wide, the leader should possess both social and practical skills. The social skills the respondents pointed out were patience, ability to encounter the subordinates as individuals, “people skills” and mastering both verbal and written expression. Strock (2018) points out that currently soft skills are actually trending over hard skills on leadership. Nevertheless, hard skills, such as IT skills, professional and academic trainings and supportive actions, such as recruitment and procurement are added into the already various field of leadership and management, as pointed out by one of the respondents.

Ultimately, according to the respondents, the leader holds the responsibility for the final decision-making, hence taking initiative, holding responsibility and problem-solving skills are needed. The team members rely on the leader to provide support with problem-solving. Regardless, the respondents mostly feel that a leader does not need to justify all the decisions to their subordinates but must be able to if needed. If the decision concerns matter that concern the whole team, it is beneficial to present justifications, if they are not self-explanatory. The leader does not need to justify the sole managerial duties, such as division of tasks, to their subordinates, as the leader is solely responsible for those.

A bad leader does not listen to its employees and is absent and unreachable most of the time. Listening is a very low priority for them, and they do not pay attention to what the subordinates have to say. (Hearst Newspapers LCC 2019.) The beforementioned themes were also shown on the descriptions of bad leaders of the interviewees:

A **bad** team leader is an improper individual, who lets other factors besides valid justifications affect the way they lead.

A bad team leader does not care, takes no stand on issues, does not provide support or guidance, possesses no ability or does not dare to make decisions. Is always unavailable, avoids responsibility and does not solve issues in a proper manner.

The interviewees brought up the qualities they feel are needed for a 21st century team leader. One respondent emphasized especially **patience**. The leader must be able to understand the changing and evolving circumstances and conceptualize causalities between different issues. The leader is brave, determined, trustworthy, approachable, fair and empathetic but sturdy. They are also capable of accepting their own errors – making errors is natural for each human being. A great leader can this way lead an example that it's acceptable to make mistakes – just admit them and make corrective actions.

One respondent also brought up that a great leader has the skill of putting their own benefit over the team's – meaning that the leader does not have to develop personal interest towards the subordinates to succeed as a leader. The preceding shows that even if leadership is transforming nowadays into more personal and open entity, the leader can still maintain some power distance to the subordinates as a professional.

All the respondents feel that leadership skills are a key component influencing the success of the team, both positively and negatively. Poor leadership harms the team's performance and leads to lack of motivation and ultimately could lead to completely ruining a well-working, professional team. Great leadership skills do not compensate the lack of professionalism in a team, but through support by trainings, demands and guidance, the leader could build a path to success.

The research also mapped out the leadership styles of the respondents, how they experience theirs and do they feel it's working or not working. The respondents described their personal leadership styles with the following statements:

“Focused on key issues, but not too bureaucratic.”

“I do my best to lead with examples, motivating and democratic but also demanding.”

“Frontline exemplary leading.”

One respondent feels like their leading style is working well for them, one felt that it is working on a moderate level and the last describes their style to both work and not work. The last respondent felt that the style works well for those “who can do their job” but does not work for those who do not exercise full professional skills, i.e. have worked “incorrectly” during their whole employment period and are not that willing to accept change. This is a big challenge for a team leader, who tried to make the older employees also change their habits without forcing them to do it.

The last section of this theme is requirements of a team leader. The respondents were asked if they felt that the requirements have changed over the years and how. It turned out that it is a difficult theme – one felt that possibly the professional skills are needed and valued more nowadays, which contradicts with the theory on soft skills valued over hard skills. The respondent felt that team members might be less independent, requiring more leadership potential and courage to gain more stronger leadership. The other pointed out that the responsibility area of the leader has become more and more wide over the years, and more versatile skills need to be mastered. In addition to the actual managing and leading, the leader can also be responsible of for instance recruitment. This is considered to be hazardous to the actual core task and areas of strength, to which the leader is originally recruited. It also may create more stress on the leader, which then harms the well-being of the individual.

9.2 Theme 2: Team

Motivating the team and maintaining motivation is a complicated task for a team leader. One of the respondents feels only a little need to external motivation (motivation to this field of work must come from within), whereas the others utilize feedback, for instance, to motivate the team members. Positive feedback is often provided so that the whole team is present, in a team meeting for example,

whereas negative feedback is given privately. One also motivates their employees by offering support and advice and making sure no one is left out.

The respondents wish also to receive feedback from their team members, both positive and negative, both of which they do not receive much. One mentions that the team members show their appreciation by thanking the leader for good lessons, advices and decisions, the other points out that feedback is received mostly through employee wellbeing surveys, but not so much directly. Direct feedback would be beneficial considering self-development and adapting new courses of action.

10 Summary

The following chapter summarizes the findings on the empirical research and draws a summary on how the theoretical aspects presented on the thesis correlate with the findings on the interviews. The purpose of the interviews was to link theory on 21st century team leading to actual acting team leaders' perspective on it.

The biggest conclusions that can be drawn from the study are that leader's field has expanded as time has passed, a great modern leader must possess a wide range of skills including both hard and soft skills, but also features that make the leader open, easy to communicate with, trustworthy and appreciative. The leader must be professional, skilled and excel in decision-making. The interviewees felt that there should be a power distance to some extent between the leader and the subordinate. This contradicts with theory in some sense, as it showed that nowadays leader is expected to be approachable and set themselves on an employee level and equalize themselves with the subordinate if necessary.

All the respondents highlight the value of appreciation, involvement and support of a modern team leader. The skillset of a leader needs to be wide and diverse. The respondents pointed out that changes appear sometimes very rapidly in different industries, and the leader must be able to adapt to those and keep up with the change, even if the changes are not personally desirable. The leader must be open, communicative and offer help and guidance, so the leader must also be

able to adapt themselves into the team and put themselves into a member's position. Ayers (2017) also sees the aforementioned as a requirement from a modern leader – they need to be adaptive to rapid changes and changing situations. This requires the leader to be very transformational and versatile.

The respondents had mixed responses to whether their leadership styles were working, as mentioned earlier. At this point, the leader should exercise self-leadership and find out why their style is not working. One respondent felt that the members with the longest history in the team are not as adaptable to changes as they are desired to be. A modern leader must be adaptable for changes and will adjust their leadership style according to different teams. This is difficult, if the team remains the same – it gives the leader little to no room for self-development. However, the leader may adjust their style even if the team remains the same – especially if they feel like their style is not working well. This requires self-development skills with willingness to change oneself.

To the author's surprise, no interviewee mentions goal-setting as a way to motivate the team or as an important skill needed for a modern-leader. Goal-setting is mentioned to be one of the core tasks of a team leader and goals are definitely needed to gain a purpose for the team. According to Sisson (2013), team cannot be built without clear purpose and goals. Reaching goals and getting appraised for working towards them also acts as one of the motivators to the members. Hofstrand (2009) also highlights the meaning of goals, as they bring focus to the team and reaching the goals lead to rewarding the members. Perchance the goals and process of setting goals are such obvious matters to the team leaders, that they don't consider them as ways to motivate the team or as specific skills that a modern leader must possess. Also, setting goals is not a new requirement from a team leader, so it cannot be really considered to be a skill a modern leader needs – it's something every team leader needs.

In both theory and interviews manifested the fact that a great leader shouldn't stress out easily (Karlöf 2002) and they should be patient. Team leader often faces difficult situations and has to solve them sometimes alone and sometimes cooperating with the team. The interviewees pointed out that a great leader solves any problems and issues that may occur in the team or between the team

members, which correlates with the previously mentioned. The leader is not able to solve issues if stressing out and losing their patience when facing a difficult situation.

A bad leader is uncaring, unsupportive and not brave enough to make decisions, but also is not there for the employees when needed. According to Anderson (2019) a bad leader is highly judgmental towards mistakes, also the respondents felt the same way. The respondents mentioned that a great leader accepts mistakes as they are natural, so the implication is that a great leader supports and accepts even mistakes and sees them as a learning opportunity.

It was mentioned that usually positive feedback is provided in front of everyone, in a team meeting for example, and only negative feedback is provided privately between the team leader and the team member. It would be beneficial to also provide some positive feedback in private, so that the employee really feels personally appreciated and acknowledged by the leader. Craig (2019) points out that motivating the team is amongst the most important leadership duties, but it's often unfortunately neglected. All the respondents saw this as well, with differences on how to motivate the employees. Providing regular feedback, positive and negative, was one way to motivate them for performing better.

The leaders also pointed out that they are willing to receive both negative and positive feedback on their leadership performance, but do not receive enough direct feedback even though being open to it. There might still be a certain stigma to giving negative feedback to your superior, but as leadership has evolved more into an open and interactive process, constructive and even negative feedback is also accepted. Feedback is very important for leader's development – it is impossible to develop if not knowing if whether you're acting well or bad. The leader can develop themselves through proper and timely feedback – ultimately leading to better leadership. Bradley (n.d.) points out in his study on self-leadership, that by **knowing yourself** and **taking effective action**, the leader can lead themselves, too. The leader may have some perception of themselves and their leadership, but the team members/subordinates may have a whole different one, which again brings out the significance of two-way communication and feedback. The empirical research showed that the leaders truly are open and accessible to

both giving and receiving feedback, but regrettably do not receive as much as they give.

The study shows that it is a complicated task to lead a team, requiring a mixed and wide-ranging skillset. After all, no team and individual are the same, so the leader really must be adaptable. It is common nowadays to lead the team with inspiration and examples. Inspirational leadership is a trend nowadays and the members expect to receive examples and inspiration from the leader to act better as a team. The team members expect more guidance and inspiration, instead of cold rules and giving out orders. A great modern leader is transparent in their actions and is able to justify their decisions for the team if needed.

It can be deducted that the field of leading a team is wide. A great modern leader is responsible, trusts the team and is being trusted by the team, convincing, communicating, equal and fair. The role of feedback plays a significant role and a great leader communicates in multiple ways with the team and is truly present for the team. The leader must be able to show the way and with expertise and examples lead the team into success. The leader's got to ensure that the members also understand the reason they are doing their job and seek inner motivation through this, for example. The leader can also offer external motivation through positive appraising and feedback.

The most desired leadership style nowadays is a mix of open communication, transparency, inspiration and democratic. Autocratic and even dictatorial leadership is history – a great leader sees the team members as valuable particles of the process of reaching goals.

11 Conclusion

Throughout the study, the needed skills and features of a modern leader are pointed out: a great leader is pointed out to be open, charismatic, possessing focus, timely, but also trustworthy, professional, hardworking and open to listening to their subordinates. The current trends in leadership are presented with introduction to good and bad team leader. The latter is mostly showed via the data gathered from the interviews.

When assessing the relevance and reliability of the empirical data, it is important to keep in mind the fact that the research sample was very small, which could be considered as a weakening factor to the reliability. In general, the study is valid even if the research sample is quite narrow, as the respondents still managed to provide multiple viewpoints on the topic. It would have been beneficial to interview leaders from various industries to widen the perspective, as sometimes the answers were highly related to the interviewee's personal field of work. This makes it difficult to analyse the data from a general point of view.

It is determined that leadership and the ways to lead have truly changed over the time. Leaders are expected to be more people-oriented instead of only worrying about the performance. More and more are expected from modern leaders, they should possess social skills in addition to professional success, and employee wellbeing is highly valued these days. Nowadays the needed expertise and support reach beyond professional acquirements. The responsibility area has eroded beyond only working hours. Not being compulsory, however, leaders are to some extent expected to care about their employees' wellbeing outside work as well.

The interviews gave a superficial touch on 21st century leadership in teams. Even though the respondents were thorough in their answers to the interview question, the empirical study does not provide a very wide perspective on the topic. Nonetheless, the study provides answers to the research questions sufficiently and gives out a general view on 21st century leadership in teams. The main research question and the sub-questions are answered and presented in the study, so the study fills its purpose sufficiently.

Further studies are needed and recommended by the author, if desired to gain a profound conception of the current trends in leadership. For further studies, a bigger sample from various industries would be recommended to increase the validity and providing more diverse data. Also, samples could be gathered from various industries and fields to get a more comprehensive image of the overall sensations and feelings on modern leadership. Many industries have different organizational cultures and working environments, which often affects how leadership is experienced and what kind of leadership styles are appropriate. The further study could also include interviews from the team members as well to gain

a deeper perspective from both sides, especially on how the team members see the meaning of different skill sets and employee motivating, for example. The team members play a key role in team leadership; hence it is highly important to gain their perspective as well.

Further research should include more deeper commitment to leadership styles and theories, as this study only presents little of those. However, the study shows quite many sides of leadership, including the various leadership styles, self-leadership and shared leadership. This study touched base with employee well-being and motivation, for both the team and the team leader, which is an interesting topic as well and definitely worth researching. The topic leadership itself is extremely wide, so future research should be carefully limited from unnecessary fields and/or multiple studies conducted on all the fields.

Figures

Figure 1 Kurt Lewin's leadership styles (Created by the author)	15
Figure 2 Action centered-leadership (Created by the author)	18
Figure 3 Self-leadership (Bradley n.d.)	24

List of references

Alahuhta, M. 2015. Johtajuus – Kirkas suunta ja ihmisten voima. Jyväskylä: Bookwell Oy. Pp. 121-126.

Anderson, C. 2019. Bad leader: 10 poor leadership qualities and characteristics. <http://www.cianblog.com/miscellaneous/bad-leader-10-poor-leadership-qualities-and-characteristics/>. Accessed on 27 October 2019.

Atlas of Public Management. 2019a. Autocratic Leadership. www.atlas101.ca/pm/concepts/autocratic-leadership/. Accessed on 14 October 2019.

Atlas of Public Management. 2019b. Laissez-Faire Leadership. www.atlas101.ca/pm/concepts/laissez-faire-leadership/. Accessed on 14 October 2019.

Atlas of Public Management. 2019c. Participative Leadership. www.atlas101.ca/pm/concepts/participative-leadership/. Accessed on 14 October 2019.

Bradley, D. n.d. What is self-leadership? <https://davidjbradley.com/self-leadership/>. Accessed on 27 October 2019.

Cherry, K. N.d. Leadership styles. <https://www.verywellmind.com/leadership-styles-2795312>. Accessed on 14 October 2019.

Craig, W. 2019. How to motivate and inspire your team to achieve better results? <https://www.forbes.com/sites/williamcraig/2019/04/09/how-to-motivate-and-inspire-your-team-to-achieve-better-results/#5a475e16c7b3>. Accessed on 27 October 2019.

George, B. 2010. The new 21st century leaders. <https://hbr.org/2010/04/the-new-21st-century-leaders-1.html>. Accessed on 15 August 2019.

Hearst Newspapers LCC. 2019. The top signs of poor leadership. <https://small-business.chron.com/top-signs-poor-leadership-31537.html>. Accessed on 14 October 2019.

Hofstrand, D. 2009. Designing successful business teams. <https://www.extension.iastate.edu/agdm/wholefarm/html/c5-114.html>. Accessed on 1 September 2019.

Impraise. 2019. SMART goals at work – examples for what, how & why. <https://www.impraise.com/blog/smart-goals-in-the-workplace-what-how-and-why>. Accessed on 1 October 2019.

Karlöf, B. 2002. Johtamisen käsitteet ja mallit. Porvoo: WS Bookwell Oy. Pp. 114-115.

Lapin AMK. N.d. Opinnäytetyön toteuttaminen. <https://www.lapinamk.fi/fi/Opiskelijalle/Opinto-opas,-AMK-tutkinto/Opinnaytetyoohje/Opinnaytetyon-toteuttaminen>. Accessed on 23 March 2019.

Medium. 2014. What is Self-leadership? <https://medium.com/leaders-of-the-future/what-is-self-leadership-6c2991969f0a>. Accessed on 8 October 2019.

Mehiläinen. 2019. Tasapainoinen itsensä johtaminen on hyvän johtajan tunnusmerkki. <https://www.mehilainen.fi/yrityksille/tasapainoinen-itsensa-johtaminen-hyvan-johtajan-tunnusmerkki>. Accessed on 3 October 2019.

Mickyates & Ayers, R. 2017. How Leadership Has Changed in the 21st Century – Ryan Ayers. <https://www.leader-values.com/wordpress/how-leadership-has-changed-in-the-21st-century-ryan-ayers/>. Accessed on 13 October 2019.

Mind Tools Content Team. 2019. SMART goals – How to make your goals achievable. <https://www.mindtools.com/pages/article/smart-goals.htm>. Accessed on 1 October 2019.

Ng, J. 2008. Dim Sum Leadership - Tips for Busy Executives. Armour Publishing Pte Ltd: July 23, 2008.

Reddy, C. 2016. Structured interviews: Definition, Types, Process, Pros & Cons. <https://content.wisestep.com/structured-interview/>. Accessed on 20 August 2019.

Saaranen, E. 2017. Voiko johtajuutta jakaa? Tiimin johtaminen murroksessa. <https://www.pedacom.fi/blogi/voiko-johtajuutta-jakaa-tiimin-johtaminen-murroksessa>. Accessed on 13 October 2019.

Saaranen-Kauppinen & Puusniekka. 2006. Strukturoitu ja puolistrukturoitu haastattelu. https://www.fsd.uta.fi/menetelmaopetus/kvali/L6_3_3.html. Accessed on 30 September 2019.

Salminen, J. 2017. Onnistu tiimityössä – tiimin jäsenen käsikirja. Helsinki: Grano Oy. Pp. 139-141.

Scouller, J. 2011. The Three Levels of Leadership: How to Develop Your Leadership Presence, Know-how and Skill. Management Books 2000, August 2016.

Seuri, V. 2018. Itsensä johtaminen vie parempaan tulokseen. <https://www.ilmariinen.fi/ilmiot/2018/itsensa-johtaminen-vie-parempaan-tulokseen/>. Accessed on 27 October 2019.

Sisson, J. American City Business Journals. 2013. The difference between a group and a team. <https://www.bizjournals.com/bizjournals/how-to/growth-strategies/2013/06/the-difference-between-a-group-and-a.html>. Accessed on 8 August 2019.

Strock, J. 2018. Serve to Lead: 21st Century Leaders Manual. CreateSpace Independent Publishing Platform; Second edition: 2018.

The Team Building Directory. 2019. John Adair's Action-Centred Leadership Model. <http://www.innovativeteambuilding.co.uk/john-adairs-action-centred-leadership-model/>. Accessed on 9 October 2019.

Tuckman, B. W. 1965. Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.

University of Copenhagen. n.d. Lesson 2: Empirical studies. <http://betterthesis.dk/research-methods/empirical-studies>. Accessed on 1 October 2019.

Appendix 1 Interview questions

Interview questions

General

- How long have you worked in your current position?
- What size is the team you're leading?
 - Small (1-5 people)
 - Medium (6-10 people)
 - Large (over 10 people)

Team leader

- What kind of skills are required from a modern-day (21st century) team leader in your opinion?
- Do you think that the requirements of a team leader have changed within the past decade? If so, how?
- Please describe a great modern-day team leader.
- Please describe a bad modern-day team leader.
- In your opinion, what kind of characteristics a great team leader possesses nowadays?

Team

- In your opinion, does the leader need to justify their decisions to their subordinates?
- Do you feel that leadership skills affect the team's success?
- Please describe your leadership style shortly. For instance, is it motivating, exemplary, democratic?
 - Do you feel that your leadership style is working?
 - If not, why? If yes, how?
- In what ways do you motivate your team?
 - Do you feel that your team needs to be motivated for it to perform well?
- Do you give feedback to your team – positive and/or negative?

- Does your team give you feedback?
 - If yes, which kind?
 - If not, would you like to receive feedback?
- Anything else to add?

Appendix 2 Haastattelukysymykset

Haastattelukysymykset

Yleiset

- Kauan olet toiminut nykyisessä tehtävässäsi?
- Minkä kokoinen tiimisi on?
 - Pieni (1-5 hlö)
 - Keskikokoinen (6-10 hlö)
 - Suuri (yli 10 hlö)

Tiimin johtaja

- Millaisia kykyjä mielestäsi nykypäivän (2000-luvun) tiimijohtajalta vaaditaan?
- Onko mielestäsi vaatimukset tiimijohtajalta muuttuneet viimeisen vuosikymmenen aikana? Jos, niin miten?
- Millainen on mielestäsi hyvä tiimijohtaja nykypäivänä?
- Millainen on mielestäsi huono tiimijohtaja nykypäivänä?
- Millaisia luonteenpiirteitä hyvällä tiimijohtajalla mielestäsi on nykypäivänä?

Tiimi

- Pitääkö mielestäsi johtajan perustella päätöksiään alaisille?
- Koetko, että johtamistaidot vaikuttavat tiimin menestymiseen?
- Millaiseksi koet oman johtamistyylysi? Onko se esimerkiksi motivoiva, esimerkillinen, demokraattinen?
 - Koetko, että johtamistyylysi on toimiva?
 - Jos et, miksi? Jos koet, miten?
- Mitä keinoja käytät tiimisi motivoimiseen?
 - Koetko, että tiimiä tarvitsee motivointia suoriutuakseen hyvin?
- Annatko palautetta tiimillesi – positiivista ja/tai negatiivista?
- Antaako tiimisi sinulle palautetta?
 - Kyllä, millaista?
 - Jos ei, haluaisitko?

- Muuta, mitä?