



Leader's role in creating engagement during change

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ABSTRACT

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The pace of change has increased globally in virtually any line of business. Therefore, organizations could derive remarkable benefits from focusing on employee engagement already during change. This research aimed at gathering information on leadership behaviours that have positive effect on employee engagement during change, and through this define which behaviours leaders should enforce. The research was conducted as a case study.

A questionnaire and semi-structured interviews were used to collect data. The questionnaire was distributed to the whole unit (27 employees and 3 leaders) and the interviews were conducted with the leaders. Employees also had a possibility to take part in the interview. Anonymity was provided in the questionnaire, because the subject was delicate and sample-size small. Analysis was conducted with the help of coding and categorizing. During the analysis, the head of the unit was re-interviewed in order to get a more comprehensive picture of the situation in the unit, and this way avoid misinterpretations.

The results indicated that features of transformational leadership were seen as an effective way to increase employee engagement also during change. Most respondents stated that clear and honest communication was vital during change, and every respondent felt that ability to listen was very important. Increasing feeling of control, acting trustworthily & ethically, involving others, supporting and treating people individually proved to be other crucial behaviours for leaders. Another significant finding that arose from the respondents was that they felt leaders should use the above mentioned behaviours to create feeling of appreciation. The results suggested that if leaders succeeded in this, employees would feel engaged.

Considerably more research could be done to determine how differently people interpret the behaviours presented in this thesis. It would also be interesting to do further research on leader's role juxtaposed with other aspects affecting employee engagement that the leader has no control over.

Key words: leadership behaviour, organizational change, employee engagement

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1 INTRODUCTION

1.1 Background

Today, changes in organizations are inevitable and the pace with which they occur is increasingly fast. There are various studies on change leadership in terms of how to make employees accept the change, but less scientific proof of how a leader can influence employee's engagement towards the whole organization during change (Battilana, Gilmartin, Sengul, Pache, & Alexander, 2010; Gilley, Gilley, & McMillan, 2009; Herold, Fedor, Caldwell, & Liu, 2008; Lüscher LS. & Lewis MW., 2008). Therefore, this research aims at identifying those leadership behaviours that are most efficient during change in creating engagement.

It has been proven through research that employee engagement correlates with organization's profitability and productivity, as well as customer satisfaction and employee turnover. Leader also seems to have a substantial role in enforcing engagement among employees. (Harter, Schmidt, & Hayes, 2002, 269.) Organizational change often causes distress, feelings of lack of control and ambiguity, which can lead to poor engagement and unwanted loss of valuable employees. Therefore, putting effort on leadership behaviours that increase the level of employee engagement and well-being already during organizational change can lead to better end results, productivity and increased employee engagement. (Bordia, Hunt, Paulsen, Tourish, & DiFonzo, 2004, 15; Sharif & Scandura, 2014.) Often companies are too busy implementing change strategies and they forget employees' well-being, then after the change has been implemented many resources to increase employee engagement are introduced. More efficient and long-lasting results could be established by putting effort in leadership behaviours that increase engagement already during change.

1.2 Case company

This thesis is conducted for one unit of a Finnish based international company. Need for this research emerged from the company's target to concentrate on employee engagement during organizational change. The head of the unit that ordered this research wanted to provide support for her subordinates to be able to

concentrate on the best possible leadership behaviours that have a positive effect on creating engaged employees.

This unit consists of three teams of approximately ten employees in each team. The unit was first founded in the spring of 2018, as a result of major organizational change. Before this, employees have been working on similar roles in different units without colleagues nearby. The main goal when founding this unit was to gain effectiveness and improve processes through centralized way of working. Even though the organizational change occurred in 2018, the processes of this unit are still under continuous development and ways of working continue to change. Thus, it is fair to say, that the employees of this unit have been under continuous change since the unit was founded. This resulted in the need to create well-being and engagement among employees, as employer wants to avoid employee turnover.

It is unsure what kind of changes the future will bring on, but most likely this unit still must go through a period of new change. For this reason, the leaders of this case unit are provided with a possibility to identify which sort of behaviours their followers see as positive and leading to increased engagement. For ethical reasons the name of the company and the unit are not mentioned.

1.3 Objectives of the study

The goal of this thesis is to investigate how leader's behaviour during change is linked with employee engagement and through that identifying best leadership behaviours that support and increase engagement. According to findings suggestions are given that not only the case organization can use, but any other organization going through changes could learn from leadership behaviours that should be emphasized and developed in order to increase engagement.

Figure 1 represents theoretical framework of this thesis. It visualizes three main themes of the thesis and their correlation.

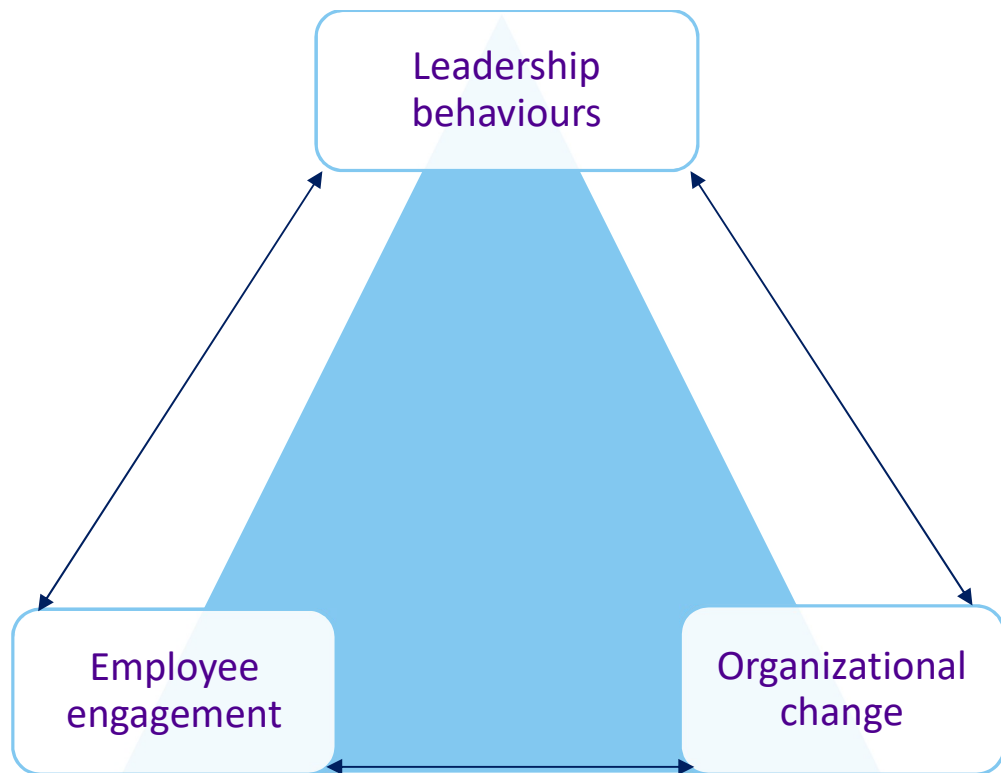


FIGURE 1. Core terms of the thesis in a correlation triangle

1.4 Research question

The core focus of this research is on employee engagement during change. Therefore, the research question is:

What leadership behaviours a leader should enforce to increase employee engagement during change?

This study concentrates on answering the research question from the case unit's perspective with the hypothesis that although people react differently to change, there are some common behaviours that have positive effect on engaging employees and people in general.

2 EMPLOYEE ENGAGEMENT

Employee engagement can be defined as a long-term positive emotional and motivational state of mind where an employee has a positive attitude towards his or her job and organization, a situation where an employee enjoys going to work each morning, is proud of his or her job and is persistent even in tough times (Hakanen, 2009, 9). Hakanen (2009, 9) reminds that as vigorousness, dedication and absorption describe well engaged employee, it is important to remember that engagement is always seen as a positive issue, and must not be confused with the obsessive dedication of absorption of a workaholic.

Work well-being and commitment are closely linked with engagement; hence these terms will appear in the study, but the study is not concentrating on the details of them, in order to avoid the pitfall of making the research too broad. It is important to understand that in this thesis employee engagement means an employee who is committed to the organization, has positive feelings towards his or her work and the organization they work for, has the urge to continue working in that company, feels motivated and has pride of his or her employer (EI-Nahas, Abd-El-Salam, & Shawky, 2013, 71; Harter et al., 2002, 269; Saks, 2019, 601-602). In other words, engaged employee has high level of well-being and commitment.

In a way engagement is a deeper level of commitment. Therefore, it is important to understand how different researches define commitment: it is loyalty towards and involvement in the organization, and it can lead to better results, though there is no clear linkage for automatically better performance. Committed employees have three significant characteristics: 1. desire to stay in the company now and in the future 2. high level of acceptance of company values and goals and 3. willingness to work vigorously for the company. Commitment results from similar values and interests that employee can relate to. (Armstrong, 2014, 185-186.)

Generally speaking an engaged employee is committed to his or her organization and seems to enjoy life outside work more than those who do not feel engagement at work (Hakanen, 2009, 9). Therefore, engaged employee is seen as more productive and effective and thus, is a desirable state of mind.

The main difference between commitment and engagement is that engaged employee is supposed to have positive attitude towards the organization whereas committed employee can still be dissatisfied and commitment can befall due to lack of options for instance (Armstrong, 2014, 195). Commitment however, is an important term to understand when talking about employee engagement, as there cannot be engagement without commitment.

According to Armstrong (2014,195) employee engagement consists of three parts: *motivation*, *commitment* and *organizational citizenship behaviour -OCB* (meaning willingness to be flexible, work extra, help colleagues, be positive about the company and give 100% for the organization's goals). As Harter, Schmidt and Hayes explain (2002, 269) "The term employee engagement refers to the individual's involvement and satisfaction with as well as enthusiasm for work."

Often engaged employee has a high level of work well-being. Figure 2 represents the different phases of well-being at work. When an employee is enthusiastic and satisfied with his or her work, they tend to get engaged. It is also possible to be less excited yet satisfied. On the other hand lack of excitement and feelings of depression lead to serious burn out. (Hakanen, 2009)

The literature review of this thesis shows that employee engagement has numerous definitions. The terms *engagement*, *employee engagement*, *work engagement*, *commitment* and *organizational commitment* are all used to some extent in the same context in different researches. In this thesis the term employee engagement is used to mean all the terms above.

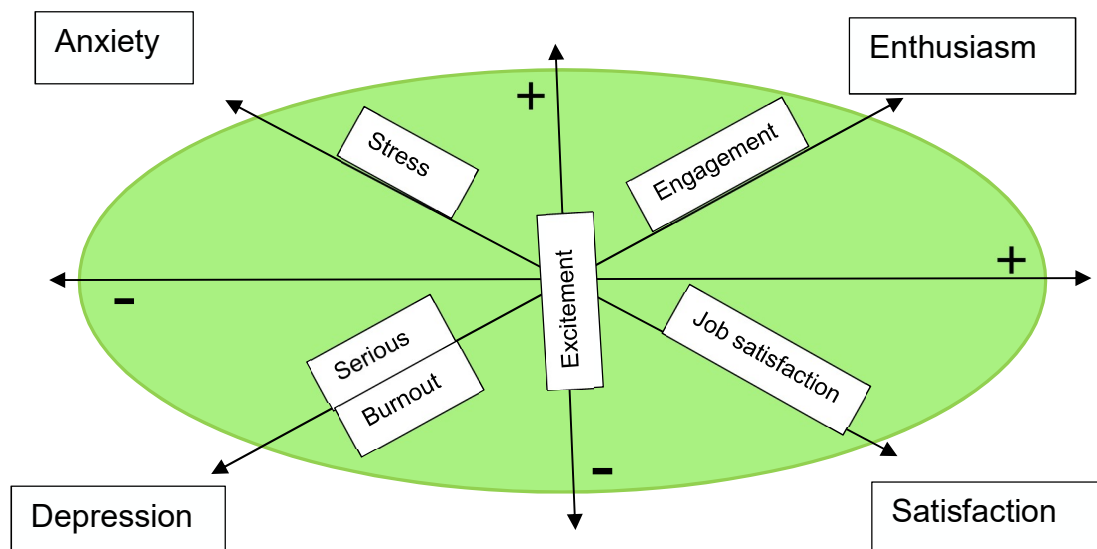


FIGURE 2. Different phases of well-being at work (Hakanen, 2009, 8)

2.1 Meaning of employee engagement for organizations

According to an international survey conducted by Tower Watson in 2012, only approximately 35% of employees are engaged in their work and 43% feel they are disengaged (Laloux, 2014, 62). In other words, merely half of employees are ready to seek challenges from different organizations, as they do not feel positive engagement towards their job or organization.

It has been researched that engaged employees who experience well-being at work are more productive (Ahola et al., 2018, 9) and that the influence of supervisor is significant on employee engagement (Harter et al., 2002, 269). Hence, it is important to consider employee well-being and engagement as tools to increase productivity. In other words, by engaging employees, organizations are more likely to increase their productivity and keep productive employees working for the organization.

According to HR.com research on employee engagement, the biggest influence on employee engagement is reached through leadership and relationship with immediate supervisor (Stevens, 2019, 14). Thus, it cannot be overtaken that leadership behaviours that increase engagement should aim at a genuine and authentic relationship between immediate supervisor and employee.

Creating engagement during change is very important, as it has been researched that highly engaged organizations are twice as more likely to be top financial performers in their industry (Stevens, 2019, 24). Change is always a time of vagueness in organizations and it is not unusual that financial performance deteriorates during or right after change. Thus, it can be hypothesized that focusing on creating engagement already during change, the change is overcome faster and more successfully, with less unwanted employee turnover and the organization normalizes faster.

Another crucial reason to have engaged employees is, that it increases employer reputation and provides better possibilities to attract top level employees. This is industry dependant, but especially on those industries where workforce is sparse resource, having good reputation is vital. There is a saying that employees do not leave jobs, they leave bosses. Therefore, the role of leader is essential in increasing engagement and creating charismatic employer image (Armstrong, 2014, 197).

2.2 Aspects of engagement

It is possible to split engagement into various detailed elements. As mentioned above, engagement consists of motivation, OCB and commitment. Figure 3 describes how engagement is composed out of three components that can be separated into different actions. Later, in this thesis, when talking about engagement, that includes these three components presented in figure 3.

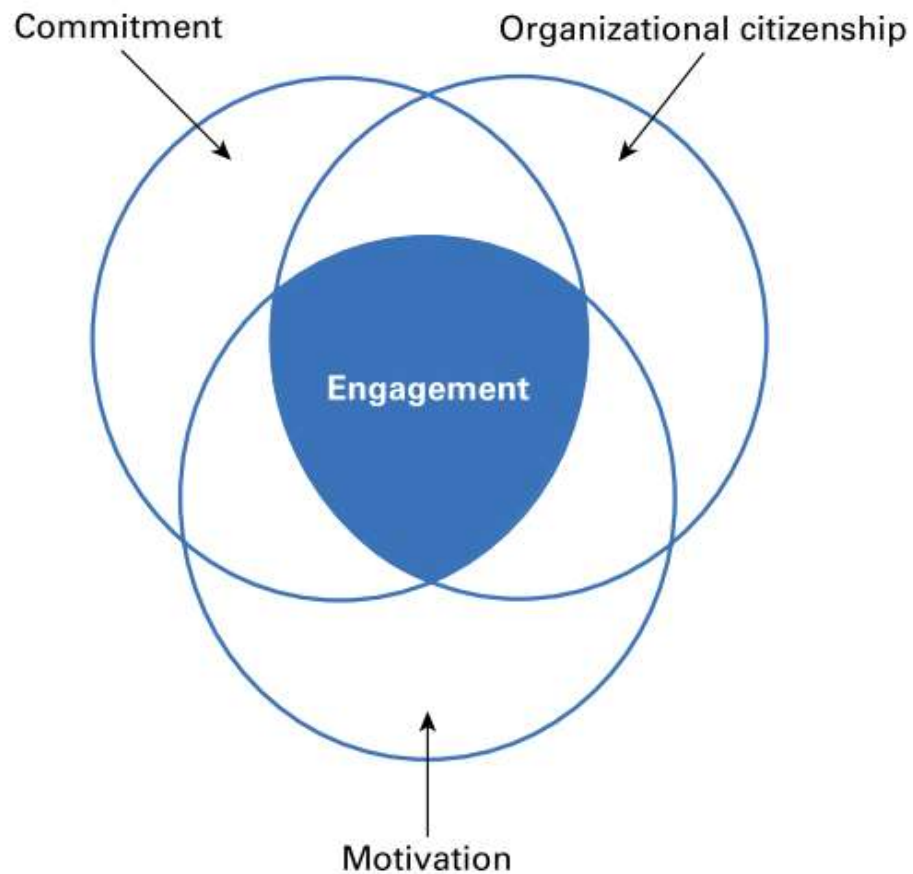


FIGURE 3. Model of employee engagement (Armstrong, 2014, 195)

Engagement can also be divided into different types: organizational engagement and job engagement. Below both terms are explained, to gain deeper understanding of the differences. However, later the term engagement in this thesis refers to organizational engagement.

Organizational engagement means employee's engagement to the entire organization. Employee is committed to work for the organization and has positive attitude towards the organization. Minor negative issues in organization do not diminish employee's engagement and generally employee is willing to see the organization in a positive light. (Armstrong, 2014, 194.)

Job engagement is less intense and means that an employee is passionate about his or her current job instead of the organization as whole. (Armstrong, 2014, 194). Employee engaged with his or her job does not necessarily see other opportunities in the organization and is bound to have stress if something ought to happen to his or her job. In change situations this can cause extra pressure on

employees engaged only with their job and results can be disastrous. In other words, it can be said that job engagement is related to completing tasks well, fewer absences and need for less supervision (Armstrong, 2014, 187).

2.3 Factors affecting engagement

It would be too broad topic to cover all the factors affecting employee engagement in this thesis, since there are many non-job-related factors that influence engagement. Thus, those the leader has most effect on will be covered in this chapter and factors that are out of the leader's reach will be left with less attention.

There are still various factors with which the leader can affect employee engagement: for example job challenge, autonomy, variety, feedback, job development, support from boss and peer groups and work environment (Armstrong, 2014, 196; Hakanen, 2009, 12). Challenging job brings engagement when responsibility is high enough and provides possibility for personal growth, autonomy gives a sense of independence and ownership, whereas variety in job allows an individual to use different set of skills (Armstrong, 2014, 196). Support from peers and the supervisor create trustworthy and psychologically safe work environment that encourages and engages employees (Hakanen, 2009, 12).

In a psychologically safe work environment employees are not hindered by fear, but rather can contribute, be themselves, speak up and share knowledge. Managing by fear is not present in organizations where the environment is psychologically safe. (Edmondson, 2019, 6, 14).

A leader has significant role in creating an environment of psychological safety. In order to allow employees contribute fully, the work environment needs to be safe (Edmondson, 2019, xiv). Psychological safety offers employees an environment where it is easier to trust the organization, as lack of it may stop employees from talking and thus creating conflicts (Edmondson, 2019, 154).

For leadership behaviours psychological safety means that a leader dares to be authentic and trustworthy. For example, a leader is willing to admit he or she does not know something and openly tells that to employees. Adding good listening

skills and allowing failures to this stress even more the positive outcome of psychologically safe environment on employee engagement. (Edmondson, 2019, 114-116.)

2.4 Employee engagement during change

Change situations cause ambiguity and may lead to deteriorating well-being and unwanted turnover (Bordia, Hunt, Paulsen, Tourish, & DiFonzo, 2004, 2). Hence leaders should focus on behaving in a manner that strengthens employee engagement. Engaged employees are less likely to leave the company and more willing to accept change (Armstrong, 2014; Harter et al., 2002).

During organizational change, employees often feel uncertainty and lack of control over their work and future. Control has a significant effect on employee well-being (Bordia et al., 2004, 6), therefore lack of control may cause disengagement. Leader and work community has 60% chance to affect how employees react to change, and only 40% is based on personal qualities and factors independent from the situation (Salmimies & Ruutu, 2013, 181).

Leadership behaviours have a strong effect on OCB (organizational citizenship behaviour), and during change the effect is even stronger. Therefore, concentrating on ethical behaviour – such as honesty and trustworthiness – increases employee OCB, which is an important part of employee engagement. (Sharif & Scandura, 2014, 191).

Engaged employees provide organization with stability and possibility to concentrate on the business. In today's rapidly developing world it is occasionally difficult to find workforce fitting properly for the job. This is emphasized on certain lines of business with high demand for special skills. Adding the fact that to stay alive in the business world, renewal and change need to be constant. Therefore, organizations should focus on creating good employer image and nourishing engaged employees. (Hyppänen, 2013, 43)

2.5 Engagement through leadership behaviours

Engagement can be reached through various leadership behaviours. Behaviours that have been proven to have a positive influence on employee engagement include involvement of employees, communicating vision, offering support, being an example, increasing optimism, increasing feeling of control, persistence, motivating, coaching, listening, treating people individually and having positive attitude. (Gilley et al., 2009, 78; Salmimies & Ruutu, 2013, 179, 181.)

What is expected from leaders changes as the world evolves. Nowadays requirements for leaders include being able to motivate and excite, abilities to support and show respect and being able to set goals. (Hyppänen, 2013, 32). These characteristics have a positive effect on employee engagement (Armstrong, 2014, 197.)

The following chapters on leadership go deeper into the leadership behaviours that can increase employee engagement during change.

3 LEADERSHIP AND CHANGE

This part of the study aims at providing a profound linkage between leadership behaviours and change, and to identify the key leadership behaviours that recent researches have proven having positive effect on engagement during change.

Leadership in today's world comprehends several levels, that each require different set of skills. It is different to lead complete organization than an individual or small team. Figure 4. shows different levels of leadership and emphasizes those levels (leading individuals and leading a team) that this study concentrates on.

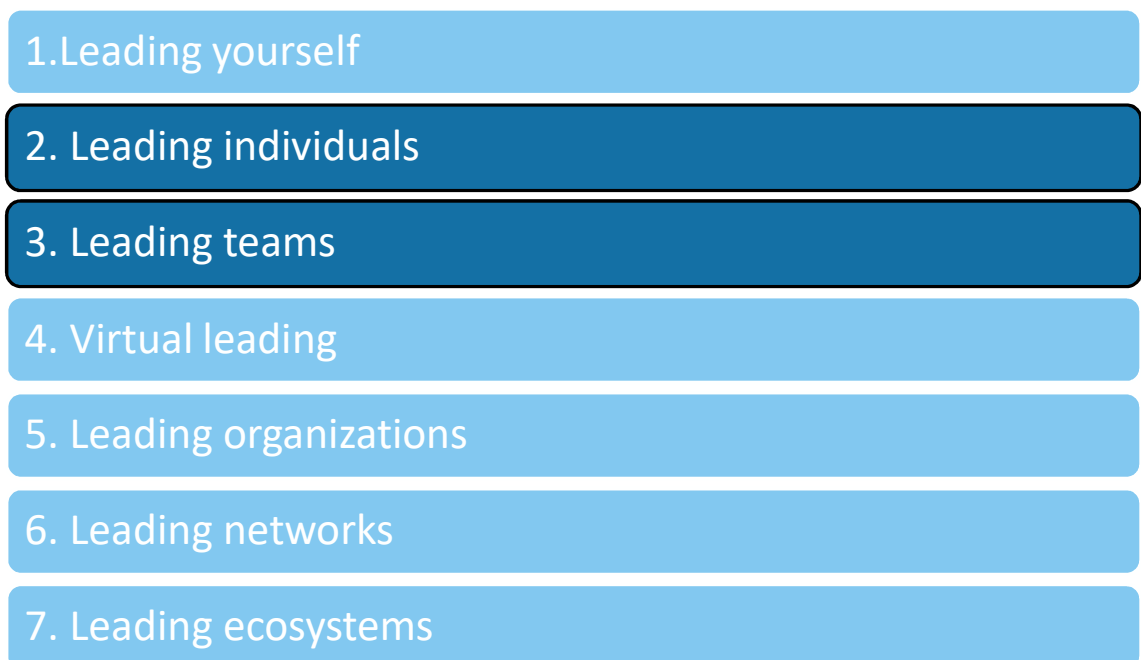


FIGURE 4. Leadership levels (Sydänmaanlakka, 2014, 41.)

There are several studies made on how leaders can engage employees, and on successful change management, but combination of these two – leadership behaviours during change aiming at creating engaged employees – has been less studied. According to these recent studies, it is justified to expect that engaged employees are more ready to accept change, have positive attitude and perform better (Banks, McCauley, Gardner, & Guler, 2016; Battilana et al., 2010; Herold et al., 2008; Hughes, 2014; Jones, 2019).

Following chapters give an overview on what is leadership, how does leadership in times of change differ from general leadership (or does it), what leadership styles and behaviours there are and why one specific leadership style seems to be very effective in creating engagement among employees.

3.1 Leadership in general

Leadership has practically as many definitions as there are researchers and authors working around this subject. One definition of leadership is that leadership is actions that influence people's emotions and thoughts and are based on creating vision and cooperation (Hyppänen, 2013, 14).

Another good, more profound description of what leadership is, is explained in Peter Northouse's book *Introduction to LEADERSHIP Concepts and Practices*. Northouse explains that leadership is a trait, an ability, a skill, a behaviour and a relationship. In other words, leadership is the acts and behaviours, traits, skills and abilities of how the leader – a person who others follow – by which he or she leads followers. Northouse highlights that leadership can mean different things to each one of us, some see leadership as behaviours, others as skills and abilities. (Northouse, 2009, 2-3).

Various authors and researchers agree that leadership is a service occupation, where leader's role is to serve and provide proper ground for employees to be able to succeed (Hyppänen, 2013, 13-15; Maxwell & Mikkonen, 2009, 78). John C. Maxwell (2009, 35-36) emphasizes that leadership is influencing on people, with the aim to make them follow. Leadership has developed and changed during decades and nowadays it seems to be more important to foster employee well-being and engagement, than it used to be hundred years ago. In his book *Reinventing organizations* Frederic Laloux (2014, 14) explains that the predominant view of world and changing the way of thinking has had direct influence on what kind of organizations exist.

Leadership is not something one can learn by heart and apply anywhere in the same way. Doctor of Philosophy Mr. Sydänmaanlakka (2014, 39) reminds us in his book *Tulevaisuuden Johtaminen 2020* that leadership needs to be linked with

the organization in order it to be effective, hence leadership is always situation-bound. Depending on the situation certain measures can prove to be effective, whereas others could be destructive.

An experienced keynote speaker on leadership, Mr. Anderton quotes Eleanor Roosevelt as follows “A good leader can inspire people to have confidence in the leader. A great leader inspires people having confidence in themselves” because they understand that leadership is not about you, it is about the people (Anderton, 2016).

Figure 5 creates a general picture of core leadership skills. A leader needs to be skilful in various areas of life, but according to this figure people skills are a major part of leadership. This thesis studies only the people skills of leaders. On the other hand, taking a closer look at the figure 5 it can be seen that each part of the core leadership skills – conceptual, interpersonal and administrative – include people skills.

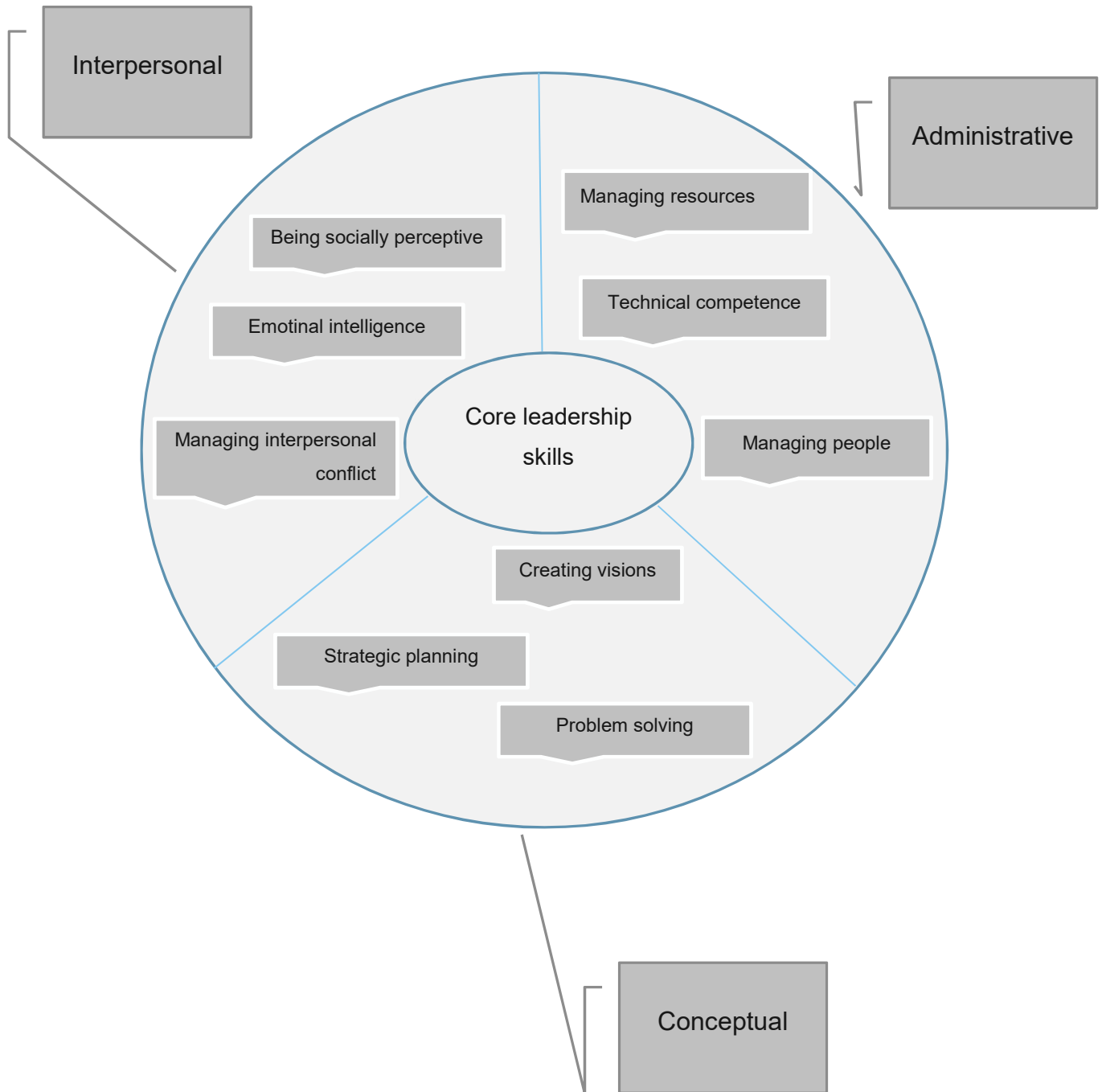


FIGURE 5. Core leadership skills (Northouse, 2009, 66)

3.2 Leadership styles and behaviours

Leadership styles can sometimes be mixed with leadership behaviours. It is important to make distinction between these two, to avoid misunderstandings in this thesis. Leadership style is a general way of acting as a leader. It includes various behavioural patterns whereby each leadership style is named after. In other words, leadership behaviour is the way leaders behave (Northouse, 2009, 3). For example, how they talk, how they use their body language, what actions they make to get job done, how they treat employees, how they communicate and even things that are left undone. Basically, leadership consists of behavioural patterns that leader repeats daily. Generally, leaders have their unique style of leading, that often depends on their personality and background. It should be understood, that it is possible to adopt new style of leading and change one's behaviour (Eagly, Johannesen-Schmidt, & Van Engen, 2003, 570).

Different leadership styles can include same behaviours, but there are always some distinctions that make each style unique. Some commonly mentioned leadership styles include task-oriented and person-oriented leadership, authoritarian (sometimes called autocratic) leadership, democratic leadership, laissez-faire leadership, strategic leadership, democratic (sometimes called participative) leadership, transactional leadership, situational leadership. All together these leadership styles may overlap and have similarities (Eagly et al., 2003; Yasir, Imran, Irshad, Mohamad, & Khan, 2016).

Leadership style comprehends from behaviours leader adopts. These behaviours are to some extent inherent, yet leaders can consciously develop how they behave. Northouse (2009, 35) explains why leaders behave on a certain way:

Each of us approaches leadership with a unique set of beliefs and attitudes about the nature of people and the nature of work. This is the basis for our philosophy of leadership. For example, some think people are basically good and will happily work if given the chance. Others think people are prone to be a bit lazy and need to be nudged to complete their work. These beliefs about people and work have a significant impact on an individual's leadership style. In fact, these beliefs probably come into play in every aspect of a person's leadership.

Each leadership style has its pros and cons. There are several ways for leader to affect employee engagement, yet the behaviours of some leadership styles are proven to have more positive effect on employees than others (Yasir et al., 2016, 4). Naturally with those leadership styles that have more positive effect on employees in any level, a leader is likely to have better chances to create engagement.

Leadership is about supporting your subordinates to provide the means to do what they should do. According to Hayes (2015) the most important behaviours of an excellent leader are listening and asking questions. Lesley Hayes (2015) describes leadership as a circle, out of which you can see only half – behaviour, how you act and talk. The other half is what is going on in your head – your thoughts and emotions. Leslie suggests that the fewer decisions leader makes, the better leader he or she is, implying that leading is not all about leaders making decisions.

Positive attitude, optimism, persistence, determination, satisfaction, feeling of control. Behaviours that lead to acceptance of change. Employee with positive attitude towards change is more positive and engaged. (Salmimies et al., 2013, 181.)

Next sections cover some basic differences in leadership styles with examples from authoritarian, laissez-faire, transactional and democratic leadership styles. The aim is to give an understanding of how drastically leadership can differ depending on behaviours of the leader, and thus, the reasoning why one specific leadership style is selected as the basis for this thesis. It is also possible to look at leadership behaviours without considering which style they represent. However, this thesis concentrates on behaviours that reflect mostly transformational leadership, as many researchers have found out that transformational leadership is very effective leadership style to create positive outcomes. (Eagly, Johannesen-Schmidt, & Van Engen, 2003; Herold et al., 2008; Jones, 2019; Yasir et al., 2016) However, to avoid the pitfall of ignoring effective leadership behaviours that increase engagement, other leadership behaviours than those from transformational leadership are studied in this thesis as well.

3.2.1 Authoritarian leadership

Authoritarian leadership style includes behaviours such as commanding and giving orders, holding the power on leader's hands, strong control on how and what is done and very independent decision making (Cherry, 2019b). A leader who represents authoritarian leadership style is often seen as bossy and strict. The behaviours of authoritarian leader are adequate in situations when fast decisions have to be made and leader is the one with most knowledge on the subject (Cherry, 2019b). Otherwise it is likely that employees feel less engaged with their leader or the organization.

3.2.2 Laissez-faire leadership

Laissez-faire leadership style is also called delegative leadership, which describes well what it is about: the leader behaving typically for this style is master in delegating. Behaviours typical for Laissez-faire leader include: avoiding giving guidance and decision-making, keeping hands off the work and allowing employees to cope on their own. (Cherry, 2019b.) Giving employees complete freedom to make all the decisions during times of uncertainty influences negatively the change process and does not create engagement (Yasir et al., 2016, 9). Of course, there are situations when laissez-faire leadership style is good, but it is not suitable for creating engagement during change as uncertainty requires leadership (Yasir et al., 2016, 8).

3.2.3 Transactional leadership

Transactional leadership style focuses on performing tasks and giving rewards and compensation or punishments, depending on outcome. Leader concentrates on monitoring how tasks are completed and directs the way of working, expressing what to do, when to do and how to do it. The attention is on tasks, not on people. (Cherry, 2019a.) Although this can be a productive way to get tasks completed, according to several studies it is not as effective way to build trust, commitment and engagement as transformational leadership (Eagly et al., 2003; Macit, 2003, 94; Yasir et al., 2016). Therefore, this thesis does not concentrate on behaviours of transactional leadership.

3.2.4 Democratic leadership

Democratic leader embraces behaviours such as giving guidance and coaching, encouraging everyone to participate, creating feeling of importance and acknowledging employees (Cherry, 2019b). To some extent, democratic leadership is similar to transformational leadership. In times of need for fast decision making this style is not most effective. Research of some authors (Saks, 2019, 602; Sharif & Scandura, 2014, 185) shows that concentrating on people instead of tasks is more effective way to create engagement.

3.3 Transformational leadership

Transformational leadership was first established by Mr. James MacGregor Burns in 1978, and further developed by Bernard M. Bass in 1985. This leadership style consists of four components: idealized influence (also mentioned as charisma), inspirational motivation, intellectual stimulation and individual consideration (Jones, 2019, 9). Communicating organization's vision, motivating employees to work towards it and inspiring employees to extraordinary performance are all typical behaviours for transformational leaders (Jones, 2019, 5).

The focus of transformational leadership is on leader's influence on followers (Jones, 2019, 9) and it has been proven to accumulate high level of satisfaction among employees (Banks, McCauley, Gardner, & Guler, 2016, 643). Several researches correspondingly show that transformational leadership leads to positive outcomes for employees and organizations (Yasir, Imran, Irshad, Mohamad, & Khan, 2016, 2; Banks et al., 2016, 643) and that transformational leadership also has a direct positive effect on employee engagement (Jones, 2019, 29). Therefore, this research uses transformational leadership as the main framework for behaviours that increase employee engagement. Another good reason to focus on transformational leadership is that instead of the current state, transformational leaders focus on creating a vision of better future and communicating it clearly. (Wedell, 2012.) Hence, studying behaviours of transformational leader during change makes sense. However, the goal is to avoid the risks of narrowing down the research to only transformational leadership behaviours. Hence, while transformational leadership seems to be one of the most effective leadership

styles in terms of creating engagement, other single behaviours that have positive effect on engagement are studied as well.

The four behaviours aim at creating a strong bond and mutual trust with employees and leader. To get a full picture of what these four categories of behaviours stand for, here are few examples on each of them. Idealized influence stands for showing positive example, aiming to be a strong role model, emphasizing common vision, having high moral and working diligently and ethically. Inspirational motivation includes clear, authentic and honest communication of the future vision through vivid images and inspirational stories, making emotional appeals to work beyond expectations and aiming at engaging employees. Intellectual stimulation stands for allowing employees to be engaged in problem solving and using creativity in it as well as supporting outside the box -thinking. Individualized consideration consists of coaching, providing supporting environment, listening carefully, offering resources and providing guidance – all this according to individual needs of employees. (Academics, 2018; Wedell, 2012)

Transformational leaders build strong relationships by behaving authentically and future consciously. They have a growth mindset and they favour creativity. Focus is on engaging employees through vision, communication, showing example and inspiring team to creatively seek for solutions. (Train in A Day, 2015; Wedell, 2012.)

Table 1. summarizes the four key factors of transformational leadership with typical behaviours of each factor.

TABLE 1. Four factors of transformational leadership

Idealized influence	<ul style="list-style-type: none"> • Lead with example • High morale
Inspirational motivation	<ul style="list-style-type: none"> • Communicate goals and vision • Motivate to reach goals • Optimism
Intellectual stimulation	<ul style="list-style-type: none"> • Allow creative thinking • Seek for differing perspectives
Individual consideration	<ul style="list-style-type: none"> • Coaching • Treat everyone as individuals • Promote self-development • Listening

3.3.1 Idealized influence

Idealized influence stands for leading with example (Jones, 2019, 9). A leader needs to be able lead with example to gain trust and respect from followers. Furthermore, a trustworthy leader with high morale is in upright position to influence followers.

Leaders who practise behaviours that are linked to idealized influence instil pride in followers, who can easily identify themselves from their leader. This type of leader behaves in a way that he or she is ready to work for the benefit of the group. Trust, values, beliefs and common goal are issues that transformational leader talks about. (Hughes, 2014, 8.)

The relationship build by behaving ethically and in trustworthy manner and leading with example carries through afflicting times (Jones, 2019, 25). Therefore, during change showing these behaviours could result in increasing – or at least not decreasing – employee engagement.

3.3.2 Inspirational motivation

According to Jones's Doctoral Dissertation (2019, 9) "Inspirational motivation is the ability to provide followers with a clear understanding of the shared goals and their importance." It includes strong communication, with emphasis on inspiring and motivating others to reach organizational goals and setting a clear vision of the future. Confidence in reaching those goals is a characteristic of transformational leader. By talking confidently and clearly of organization's vision, transformational leaders uses inspirational motivation to engage employees to both change and the organization (Hughes, 2014, 9).

3.3.3 Intellectual stimulation

Transformational leader using intellectual stimulation encourages followers to be creative in problem solving and looking at the problem from different perspectives (Hughes, 2014, 9; Jones, 2019, 10). The aim is to allow employees look at problems from many angles and seek for new ways of thinking. This can lead to new ways of solving problems and hence getting better results.

3.3.4 Individual consideration

Individual consideration is present when leader treats employees as individuals, aiming at recognising their individual needs and capabilities. In order to do this, leader has to listen carefully and help develop strengths. Coaching is one method often used by transformational leaders. By coaching it is easier to promote self-development and consider team members' differing needs and abilities. (Hughes, 2014, 9-10.)

3.4 Leadership during change

Different phases of change require different leadership behaviours in order to succeed carrying out change (Salmimies & Ruutu, 2013, 183). There are few commonly recognised behaviours that leaders should embrace during change: Involvement of employees, communicating vision (repeatedly), offer support and be an example (Salmimies et al., 2013, 179). Employees who are motivated to change, are more likely to engage themselves with the organization. Therefore, to increase engagement during change, leadership behaviours should aim at increasing employees' optimism, feeling of control, persistence, positive attitude, motivation, hopefulness and meaningfulness. (Salmimies et al., 2013, 181.)

Reflecting these behaviours to transformational leadership we can see that a transformational leader accentuates each of these behaviours (Banks et al., 2016, 636; Jones, 2019, 25). Therefore, it can be assumed that transformational leader has great possibilities to increase employee engagement during change. On the other hand, these behaviours known from transformational leadership can be applied in any situation, independent from leadership style. Regardless of leadership style a leader can focus on for example clear communication, providing listening ears and involving others in times of changes. All these have been proven to have positive effect on employee engagement (Gilley et al., 2009, 79; Saks, 2019, 602; Stevens, 2014, 14) .

Successful change begins with employees agreeing with the need to change. Leader has substantial role in this, however, merely accepting the change is not enough to create engaged employees. But as the studies of the creator of Transformational leadership, Mr. Bass show, transformational leadership tends to lead to higher level of engagement and give positive results in change situations (Jones, 2019, 30-31).

People are more efficient and productive, stress less and have a feeling of control when they know the surroundings they live in and work at (Kotter & Rathgeber, 2008, 123). Changes in organizations often shake the surroundings, create stress, contingency and feeling of losing control. These negative feelings reel

employee engagement and in the worst-case scenario can lead to unwanted turnover. Often, the reason for change resistance among employees is lack of clear vision, which makes the change feel unnecessary (Salmimies et al., 2013, 179). These feelings can be overcome faster, more effectively and with long-lasting positive effects with the help of transformational leadership (Hughes, 2014, 6).

During a large-scale change that has greater impacts on employees, leadership behaviours affect more employees' attitudes towards change and the organization. If a change has only a minor impact on an employee, leadership behaviours also play a smaller role in employee engagement. (Herold, Fedor, Caldwell, & Liu, 2008, 349, 354). Yet, in times of changes -small or large - it is eminently important to be able to inspire people believing in themselves. An ambiguous work-environment may cause employees to question themselves, their leader and the whole organization. Thus repetition, clear communication of the vision and ability to listen to followers' concerns are of great importance. (Gilley et al., 2009, 77-78, 80.)

3.5 Creating engagement through self-management

Self-management is an upcoming trend in many organizations. This type of organizations do not have a leader within a team, but power is distributed in the team, decisions are made collectively and hierarchies are natural (Laloux, 2014, 65, 68). Without top-down control employees are involved more, the level of trust is higher and employees seem to be generally more committed (Laloux, 2014, 107, 125, 182). Figure 6 visualizes different structures of self-managed organizations.

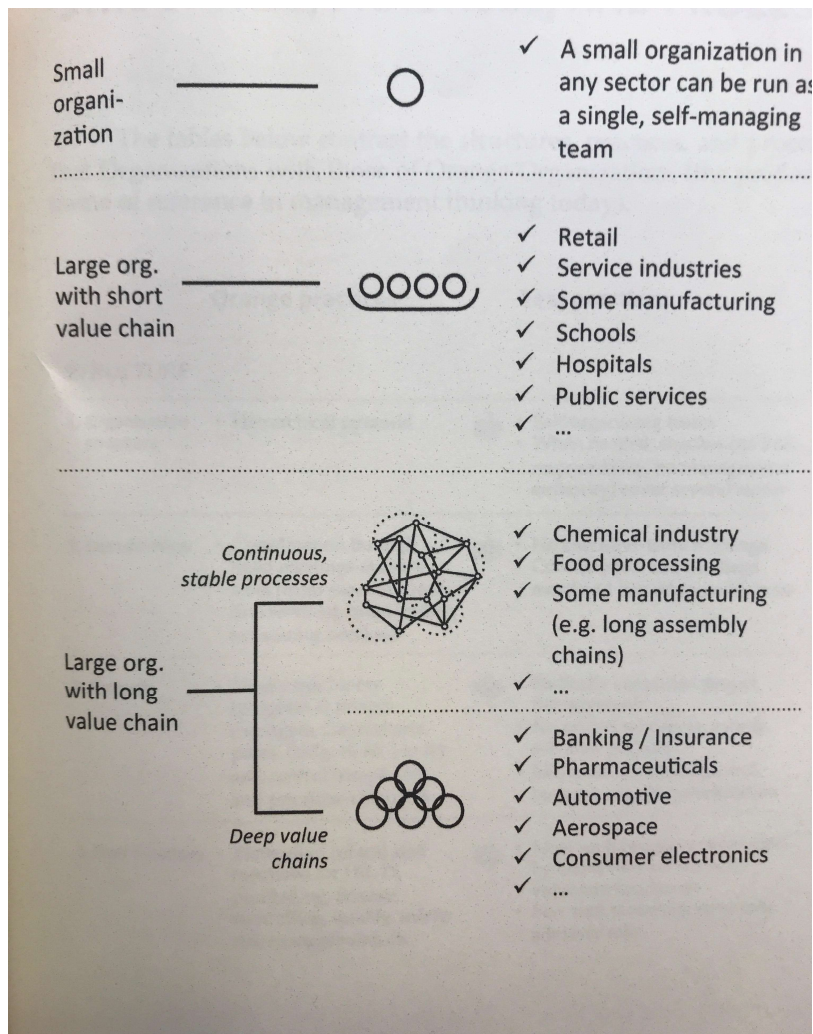


FIGURE 6. Structures of Teal Organizations (Laloux, 2014, 325)

Any type of organization can be run this way, but obviously it requires different set of skills and measurements in different types of organizations. Self-managed organization seems to provide tools for increasing engagement. The modern organizations that strive for high level of trust in employees and aim at self-management often achieve higher level of employee engagement (Laloux, 2014, 62). This is a desirable stage in many organizations: less middle-management, more homing, increased productivity and engagement. However, the transition from a traditionally led organization to a self-managed team is a profound, long-lasting process (Laloux, 2014, 14), and not the fastest way to increase employee engagement. If an organization is ready to set a course away from traditional management, that requires careful planning and implementation, and enough resources.

This thesis will only cover the basis of self-managed teams to provide a glance of other ways to increase engagement, as the case company is not striving for

self-management yet. On the other hand, leaving this out would bring major limitations to this study, as Mr Laloux has proven in his book (2014) that self-managed teams are the future of organizations that aim at being effective. More profound research on creating engagement through self-management would be necessary.

3.6 Leadership behaviours affecting engagement

The study of state of employee engagement 2019 proves that organizations where employee engagement level is high, have leaders with behaviours typical for transformational leader: good communication of vision, clearly set expectations, coaching, building trust and good listening skills (Stevens, 2019, 30). In other words, these behaviours seem to have direct linkage with engagement.

When considering what is leader's role in creating engagement, it sounds reasonable, that Anderton's first rule is as simple as "It is not about you!". Rule number two is "It's ONLY about you!". With this Anderton means that if a change is needed, it always starts from within, from you. A leader should never mistakenly think that a change can be carried out without him or her having to change. (Anderton, 2016.) In other words, a leader must understand the meaning of listening and supporting as well as being an example during change. These actions then can lead to creation of trust, which enforces engagement.

Those leadership behaviours that have the strongest effect on creating engagement can be derived from simple psychology. Human being feels connected to others when they feel they have become heard and they are accepted as they are. Hence, creating engagement among employees requires strengthening relationship between leader and follower. The novel purpose of transformational leadership is to influence employees through relationship with followers (Hughes, 2014, 3).

To sum up the literature review of this research, here is a list of behaviours that recent studies have shown to have a positive effect on employee engagement during change:

1. Create & communicate vision
2. Concentrate on people
3. Listen
4. Act trustworthily and ethically
5. Be future oriented
6. Offer support, repeatedly
7. Treat people individually
8. Lead with example
9. Involve others
10. Practice clear and honest communication
11. Increase optimism
12. Have positive attitude
13. Increase feeling of control
14. Motivate
15. Coach

By adopting these behaviours, a leader has great chances to increase engagement among employees during change. In fact, these behaviours work both during and after change. When a leader behaves ethically, creates trust and is open in his or her communication, that gives room for errors. Every leader makes mistakes and can still be worth trusting. Important is how the leader behaves once a mistake, error or failure is made. By admitting it, it is possible to gain back the trust of people (Maxwell & Mikkonen, 2009, 93.)

In other words, it does not mean that a leader must adopt all of the above-mentioned behaviours all the time to increase employee engagement. Most likely, that would be impossible. However, it is important to keep in mind these behaviours, practice them and work on adopting them into your personal toolkit.

4 RESEARCH METHODS AND METHODOLOGY

In this chapter, the methods and methodology of this research are covered. The below mentioned methods and methodology were chosen as the best ones to find out an answer to the research question of this thesis:

What leadership behaviours a leader should enforce to increase employee engagement during change?

Figure 7 shows different approaches to research in general. This research is a mixture of scientific research and development based on research. It utilizes traditions of scientific research, is based on working-life development needs and has both practical and theoretical basis.

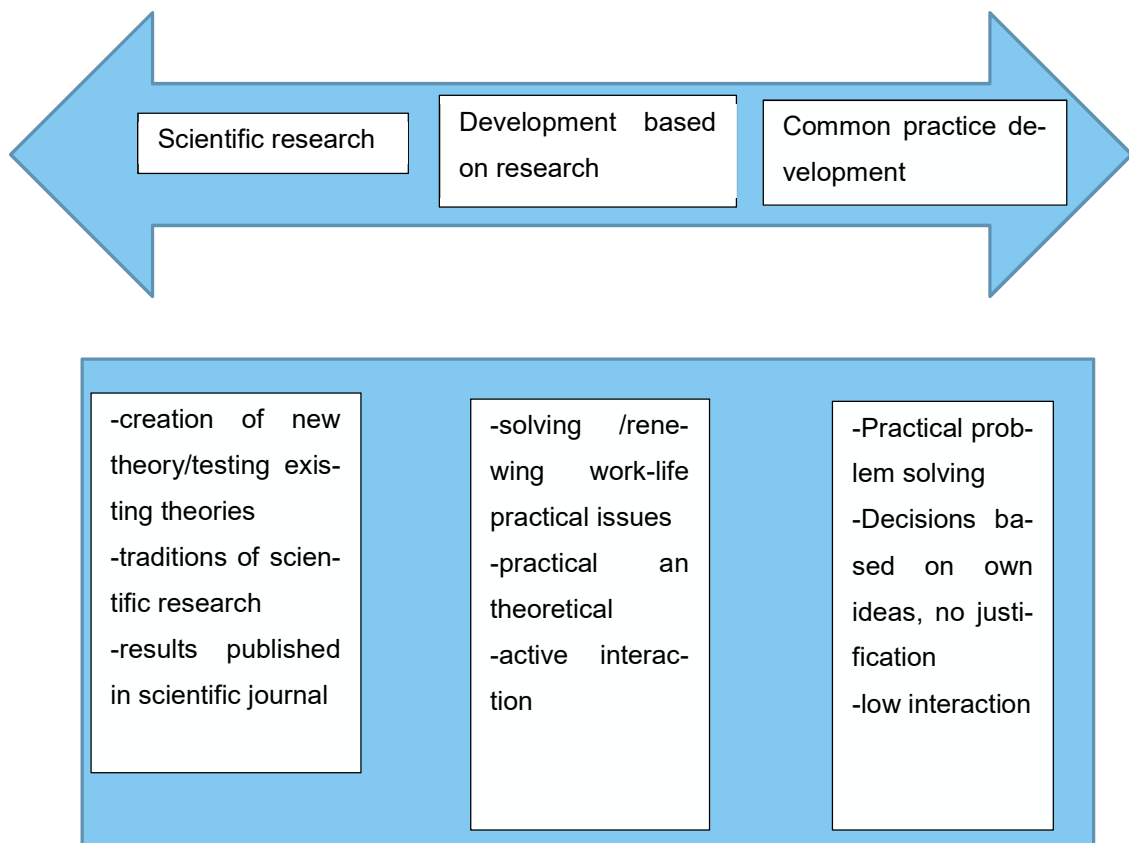


FIGURE 7. Different approaches to research (Ojasalo, Moilanen, & Ritalahti, 2014, 18)

4.1 Research method

Even though this research was conducted as a case study, the working life problem – how to increase employee engagement during change – is universal. Therefore, the outcome of this study – identifying best leadership behaviours that increase employee engagement during change – could be useful for any organization that is planning or going through a period of change or have undergone major change recently.

The different parts of this research are portrayed in detail in figure 8, to give a comprehensive view on how the research was conducted.



FIGURE 8. Research approach for this thesis

The study for this thesis was conducted as a qualitative research, as the case unit is relatively small for quantitative study. Case study was chosen, because the aim was to identify profoundly the situation in the case organization. According to Myers (2009, 73) case studies aim at answering *how* and *why*, by describing – not intervening in - the situation. Therefore, this approach seemed logical.

According to Ojasalo et al (2014, 53-55) case study consists of a limited research targets, it is often used in studying human behaviour and it helps to understand profoundly behaviours and relationships in an organization. In this research, selecting case study as the method provided most authentic data on current leadership behaviours and the wishes of employees. Case study requires profound research on the case unit in its own environment to get a comprehensive picture of the situation (Ojasalo, Moilanen, & Ritalahti, 2014, 37). The research of the particular case then leads to conclusion about the phenomenon more generally (Myers, 2009,74).

By studying the case unit, the researcher could also provide data for future specific development plan for leadership behaviours. The development plan was not produced, put into action or tested in this thesis, but the possibility was given for the case unit to utilize the results later, when they can create a development plan themselves.

The researcher decided to study both leaders' and employees' views on leadership behaviours and therefore, she wanted to look at the topic from different angles: how the employees see the leader's role in creating engagement, and how the leaders view their role. This allowed to get more in-depth view on the case unit.

According to Myers (2009, 10-11) several qualitative research methods require the triangulation of data – using more than one technique to gather data. On the other hand triangulation can cause challenges in the research if the researcher combines both qualitative and quantitative research methods (Myers, 2009, 11). Consequently, this study concentrated only on qualitative research methods, but some triangulation was done by interviewing team leaders from a leader's perspective and conducting the questionnaire from the employee's perspective.

4.2 Research process

This research began when the researcher contacted the head of the unit with a possibility to provide thorough research on work well-being and engagement. The researcher had partial access to the organization, but she did not know the unit or its employees beforehand.

The organization had work well-being as one theme of the year. After initial discussions the topic evolved into study for creating employee engagement during change, with the aim to identify best leadership behaviours that increase employee engagement.

The employees of this unit consisted of three team leaders, head of the unit and 27 experts. These people have been working for the organization from few years to almost 40 years and they all have experienced at least one major organizational change lately.

The head of the unit informed the team leaders of this research and later -in the beginning of the empirical phase- an info letter (appendix 1) was delivered to every employee of the unit. This guaranteed a more thorough understanding of the research. In addition to this, introduction of the study and the research methods were given to the whole unit in a monthly unit info skype. This increased the level of understanding before the employees took part in the questionnaire.

The empirical part of this research began in the fall of 2019 when employees were asked to answer a questionnaire. At first it was planned to make the questionnaire and interviews already in the beginning of the summer 2019, but the risk of not reaching the whole unit due to summer vacations was too big and it was postponed to the time after holidays. The questionnaire was available for every employee of the unit for three weeks, to guarantee that also those who were on a holiday could have a possibility to answer. A reminder message was sent in order to maximize the number of responses. Figure 9 describes the research on a time line.

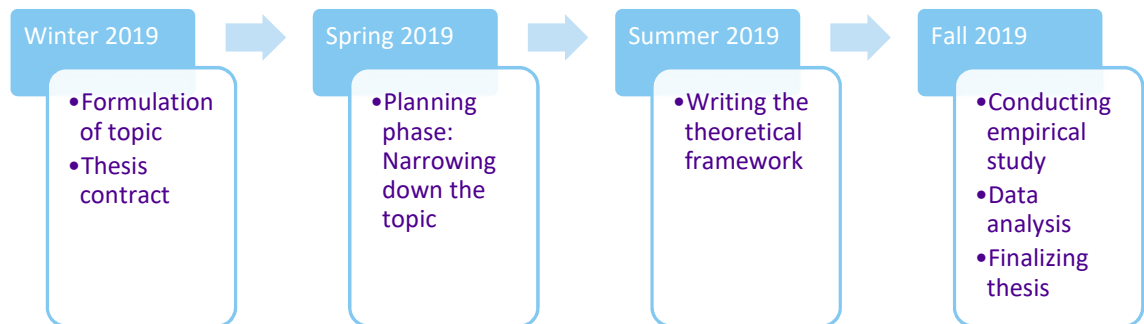


FIGURE 9. Thesis process on a timeline

4.3 Data acquisition methods

The choice of data acquisition methods depends largely on the research topic, methods and available data. The aim is to collect sufficient amount and quality of data to answer the research question. (Myers, 2009, 25). For this research it was natural to collect primary data through a web-based questionnaire and interviews, as the study was conducted on human behaviour.

The scope of the study was 30 people, including employees and leaders of the case unit. Only few people were willing to be interviewed, due to the sensitive nature of the study. Concepts of engagement and leadership behaviour were explained carefully, to avoid misinterpretations.

The literature review provided a solid base for understanding what kind of leadership behaviours have been researched to have a positive effect on employee engagement. Consequently, the questionnaire and foundation for the semi-structured interviews were based on the theoretical framework, with the intention to find out the best out of the behaviours presented in the theoretical research. The researcher did not want to guide too much the answers, thus the questionnaire and interviews also provided a possibility to name other behaviours, not mentioned before.

Individuals were provided with the possibility to decide whether they want to take part only in the questionnaire or also to be interviewed. An interview alone was not offered as possibility. Both interview and questionnaire were supposed to do individually, to provide an atmosphere of trust where everyone can speak from their heart, and to avoid misinterpretations.

Because the unit of this case study was consisted completely of Finnish employees, both questionnaire and interviews were in Finnish. The questions in the questionnaire can be seen in the appendices 2 & 3 (Finnish and English) and the questions for semi-structured interviews in appendix 4.

4.3.1 Questionnaire

It has been mutually understood, that the questions create the foundation for the empirical study and to some extent determine the success of the research, and hence if the respondent interprets the question differently, the results get distorted (Aarnos et al., 2018, 92). Therefore, some definitions of terms were given at the beginning of the questionnaire. The researcher also paid attention to how to formulate the questionnaire, to avoid leading too much the answers to certain direction.

The aim of the questionnaire was to identify the best leadership behaviours that stood out in the theoretical framework. Respondents were asked to put these behaviours in the order of importance and to evaluate how important they are for themselves. There was also a question about behaviours that have negative impact on employee engagement. This aimed at deepening the understanding of leader's role in creating engagement during change. It is mutually important to recognize the behavioural issues that decrease engagement in order to be able to avoid that kind of behaviour.

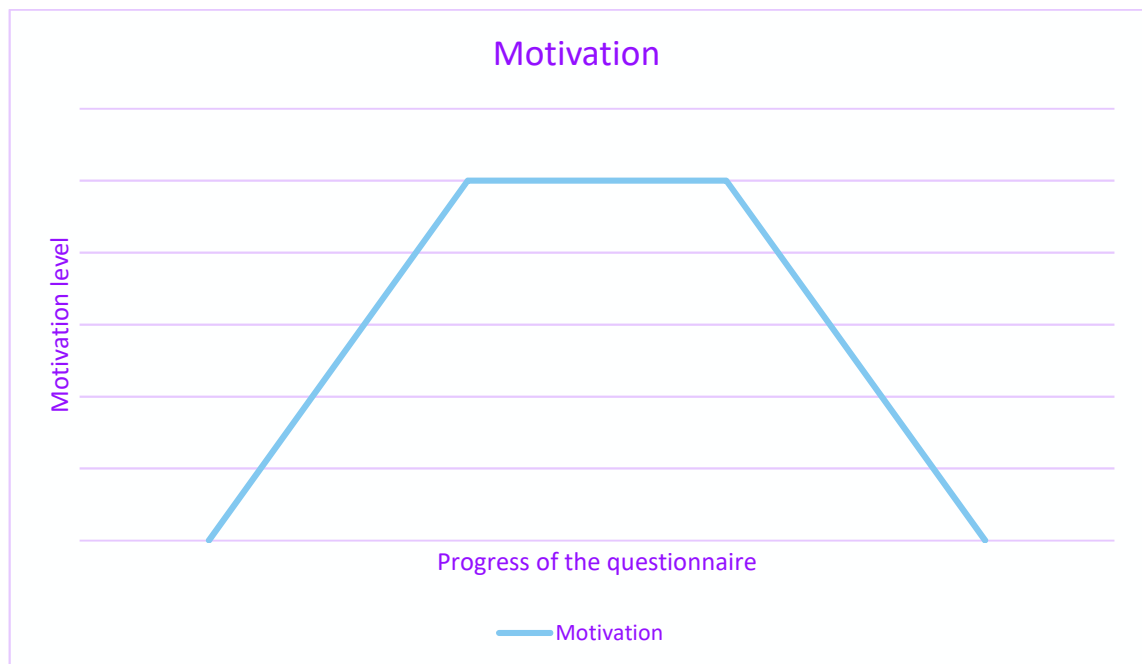
Only the last question was voluntary: "*Would you like to tell more about some leadership behaviour, that has positive effect on your engagement?*". This gave the respondents possibility to express other leadership behaviours that were not presented in the questionnaire. Other questions were compulsory. The goal was to make people think deeply and answer every question. As Aarnos et al. (2018,

102) suggest, forcing people to answer may produce more in-depth in the questionnaire, but it can also reduce the number of responses, if people do not have strong opinions and therefore do not want to answer to open question.

The questionnaire was the same to leaders and employees and everyone were asked to answer as employee, regardless of their role. It was distributed to every employee and leader of the case unit, with the emphasis of aiming at getting answers from everyone. The response rate was 63,3%, a total of 19 answers out of 30. Questionnaire contained both open and closed questions, in order to make it smoother and less cumbersome

According to Aarnos et al. (2018, 94-95) the most difficult questions should be placed in the middle of the questionnaire, as the respondent's motivation is then highest. The respondent's motivational curve is described in table 2. To exploit the motivational curve, this questionnaire began with closed questions, that require less thinking.

TABLE 2. Respondent's motivational level for a questionnaire (Aarnos et al., 2018, 94)



The Likert scale (Aarnos et al., 2018, 106) - where answer is given in a scale from 1 to 5 was used in questions 1-14. One question was to choose 5 most important behaviours affecting your engagement during change. In addition to these, there were 6 open questions that provided possibility to explain how different leadership behaviours are seen and how they affect people's engagement.

The implementation of the questionnaire was electronic. Executing questionnaires electronically can save the researcher's time, resources and costs (Aarnos et al., 2018, 118). Each respondent got a link in their work e-mail, and everyone were provided with a possibility to respond during working hours.

4.3.2 Semi-structured interviews

A semi-structured interview is defined in various ways. Some define it being an interview where the questions are similar for everyone, but the interviewer can change the order of questions. Another definition is that the questions are same, and interviewees answer with their own words, not choosing their answer from few options. Third definition is that the questions are pre-made, but the interviewer can change the wordings of the questions, without changing the meaning. In other words semi-structured interviews are such, where part of the interview is structured beforehand and part of it can vary. (Hirsjärvi & Hurme, 2008, 47). In this research semi-structured interview meant that there are four basic questions for every interviewee, the interviewer was able to ask further questions and the interviewee was able to clarify or add his or her thoughts freely. As leadership behaviours are interpreted differently by everyone, this technique allowed the researcher to get deeper understanding on how each interviewee understood the subject.

The original goal was to provide possibility for everyone to clarify their thoughts by taking part in the interview together with answering in the questionnaire. However, only the leaders were willing to be interviewed. Therefore, the interviews were conducted from the leader's perspective, providing the researcher valuable information on the leaders' self-evaluation.

Semi-structured interview is suitable for situations where the answers of respondents should not be restricted too much (Ojasalo et al., 2014, 41) and the researcher can have a profound understanding of what people are thinking (Myers, 2009, 79). The interviews proceeded around the same themes as the questionnaire, but from the leader's point of view: how certain behaviours affect employee engagement and which of these behaviours the leader him- or herself feel are important. This brought in-depth into the research by allowing the researcher to understand how well the case unit's current leadership corresponds to the needs and wants of the employees.

Data from the interviews was gathered by writing notes. It was agreed with the interviewees that the interviews are not recorded. These notes were checked orally with the interviewees to confirm that the interviewer had understood everything correctly.

4.4 Data analysis

The data gathered from the questionnaire was analysed with the help of using coding. Each answer was read and interpreted multiple times to find common themes. This allowed the researcher to find meanings in between the lines, just as Aaltola et al. (2015, 61) suggest. While the answers were read through and analysed, memo was written, to help identifying different themes and making conclusions.

The data from the semi-structured interviews were transcribed and also categorized with the help of the research questions in search of combining themes and analysed in the light of the literature review and existing theories. The findings from interviews were analysed to get a deeper understanding of how the team leaders execute these leadership behaviours that have been proven to increase employee engagement during change. Very similar analysis method was used in the analysis of data from both questionnaire and interviews.

4.5 Ethics in research

Ethics in research is the way moral principles – perception of what is right and what is wrong - are applied throughout the research process: planning, conducting and reporting (Myers, 2009, 45). Fundamentally, ethics in qualitative research is about the same principles as ethics in any human interaction (Ojasalo, Moilanen, & Ritalahti, 2014, 48). Conducting a case study requires also the acknowledgement of the ethical rules and principles of the case company. Especially if the company is not familiar for the researcher, it is vital to identify and follow company's internal ethical principles and practices.(Ojasalo et al., 2014, 49.)

Studying human behaviour in a small sample group can make people suspicious or mistrustful if they are not guaranteed ethical manners in data gathering. Personalities and life experiences influence how people view the leadership behaviours, and different views are not always respected among others. Hence, the researcher wanted to ensure ethical and trustworthy procedures in this research, and ethicality has been considered throughout the research.

4.5.1 Ethics during planning phase

Initially the researcher was interested in studying how leaders affect employee engagement and work well-being. As the researcher works as a manager of advisory team, it would have been unethical and biased to conduct the study on her own team. Therefore, the process began by identifying a company that the researcher could have access to and that shared mutual interest in the topic.

During the planning phase of this research it became obvious that the case company will be handled anonymously. Aarnos et al. (2018, 119) emphasize that sometimes anonymity is crucial part of determining the success of the research. In this case, the case company could not have been studied if complete anonymity was not provided. The company being studied has very strict code of conduct and even matters that are outside their core business – such as leadership principles – are confidential. Therefore, in order to create an ethical research and to be able to follow the ethical principles of the company, the researcher needed to

handle the company anonymously. This ensured avoiding any breach of confidentiality agreement with the researcher and the company.

Another aspect of ethics during the planning phase of the research was the formulation of the topic. At the beginning, the original topic of this thesis was concentrating more on work well-being together with engagement. However, as the researcher studied work well-being and the practices in the case company, it became clear that the issues affecting work well-being are very delicate and the case unit contains only 30 employees. Thus, it would have been very difficult to maintain employees' anonymity in their responses, as colleagues know each other well. Consequently, this could have led to low response rate or distorted answers. The researcher wanted to avoid decline in response rate due to lack of trust, therefore work well-being was left out of this study's scope.

4.5.2 Ethics during conducting the research

One key part of ethics in qualitative research is protecting and respecting the people that are being studied (Myers, 2009, 45). For this research, it meant compromises in the empirical study. Occasionally more information from the studied unit could have brought more in-depth in the research, but on the contrary it could have endangered the ethicality of the research. In any case where a dilemma like this was present, the researcher has chosen to respect the privacy and anonymity of the people being studied.

The methods for data gathering were changed during the planning phase. Initially it was planned that each employee is provided with a possibility to take part in semi-structured interview. This was supposed to be the only method to gather data. During unofficial discussions with the head of the unit, the researcher felt that some employees would like to take part in the research, but were not willing participate in interviews, although the researcher promised that data is stored securely, and an outsider cannot recognize them from the thesis. Therefore, when the empirical part of the thesis began, the researcher added a survey that was open to every employee of the case unit. In addition to the survey, the employees had a possibility to attend to a semi-structured, one-on-one interview.

The survey became the primary source for data, and only few semi-structured interviews were conducted.

There was also an ethical dilemma on whether to leave the questionnaire completely anonymous or to allow the researcher to see the names of the respondents. On one hand, the results could have provided more useful information for the future, if it was possible to identify the employees. On the other hand, the response rate could have been very much lower, if there was no anonymity. And as Myers suggests (2009, 45-46) that in case of ethical conflict, the people being studied come first.

Therefore, in order to allow the employees of the case unit a possibility to express their feelings and views honestly, anonymity was provided for everyone taking part in this research. Another reason for complete anonymity was that, people being studied provide honest and true answers especially when full anonymity is provided (Ojasalo et al., 2014, 48).

It is respectfully as important to guarantee, that those people being studied understand their role in the research and what is the aim of the research. This way these people can reflect what is expected from them, and results correspond to the aim of the study. (Ojasalo et al., 2014, 48.) Thus, the researcher communicated the aim of the thesis and the employees' role various times during the process. The communication happened via e-mail and in monthly meetings of the case unit. Credibility was deserved with the help of the head of the unit and the team leaders who actively communicated the importance and nature of this research as well.

4.5.3 Ethics during reporting

In qualitative research it is essential to interpret the data and findings honestly (Myers, 2009, 47). In this research, the challenge was that when human behaviour is studied, individual's views differ, and the interpretation of these views are never unbiased. Thus, it has to be understood that the findings of qualitative research are not an absolute truth, and can be debated (Myers, 2009, 47). The

ethicality is earned if the researcher is honest, precise and careful in both analysing and storing the data (Ojasalo et al., 2014, 49).

Especially in data analysis it was important to understand the reliability of the data and the limitations to it. One way to do this is to analyse the situation in which the people being studied have answered and to consider what effect it has on the answers. (Hirsjärvi & Hurme, 2008, 20.) This is not completely solid and unbiased, and it requires thorough analysis, but it gives a possibility to identify situation that may cause misrepresentations.

The ethical responsibility of the researcher is to avoid overinterpreting the data, to avoid misunderstandings and confusions (Hirsjärvi et al., 2008, 20). In this research this was conducted by going through the notes of the interviews with the interviewee to get a consensus, and by ignoring incoherent or contradictory answers in the questionnaire, as it was not possible to ask for corrections from the respondents.

5 RESEARCH RESULTS

This chapter analyses the results of the study and gives suggestions on behaviours that leaders should develop in order to increase employee engagement during change. However, the order of importance of these behaviours was not studied. Therefore, these behaviours are not rated in any order of importance, and further research should be conducted, if there is a need to identify the most important behaviour.

According to the analysis of the questionnaire and the interviews, the most influential behaviours to increase engagement are creating feeling of appreciation, clear and honest communication, creating and communicating vision, increasing feeling of control, listening and acting trustworthily & ethically. The strong linkage between these behaviours suggest that by concentrating on few of the behaviours, it is possible to improve in many sectors.

5.1 Create feeling of appreciation

Figure 10 illustrates the most important leadership behaviours that increase employee engagement according to the findings. *Create feeling of appreciation* is highlighted in yellow, because it is the only one that was not identified in the theoretical framework. It is a behaviour that consists out of many characters – such as listening, open communication, recognizing emotions and presence, but it should be mentioned separately, because the results pointed out, that without the feeling of appreciation it is very difficult to stay engaged.

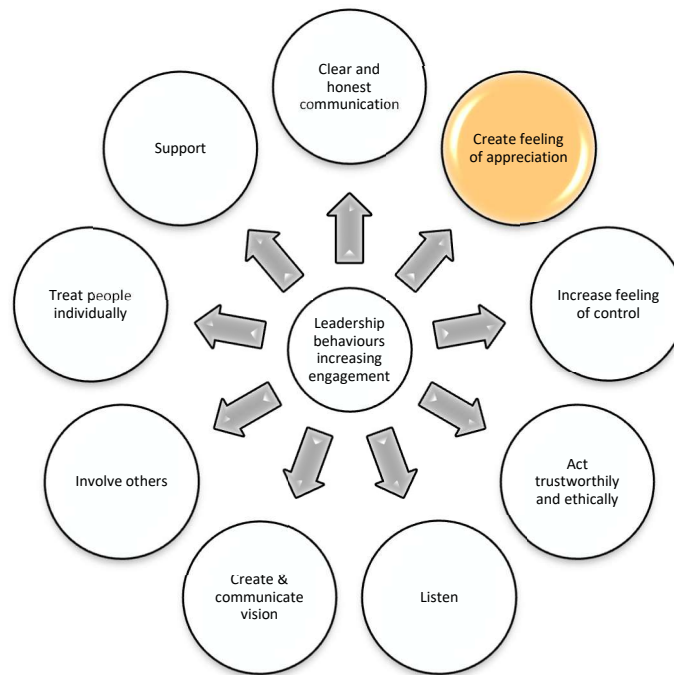


FIGURE 10. Most important leadership behaviours

Being able to convey the feeling of appreciation appeals to people's emotions: the outcomes of the questionnaire show, that when respondents talk about appreciation, they attach emotion and engagement to it. As one respondent expressed: *"Thank you is an empty word, if there is no genuine feeling of appreciation attached to it."* Consequently, it could be assumed that a leader who is able to be genuine, appeal to emotion and show respect and appreciation can build a strong relationship with his or her subordinates, which leads to high level of employee engagement.

Behaving in a way that result in feeling appreciation the leader can enjoy from mutual respect and strengthen the relationship to employees. After all, the relationship between leader and employee is a cornerstone in building engagement (Stevens, 2019, 14). In other words, without being able to create feeling of appreciation, effective communication and trustworthy atmosphere do not have as strong effect on employee engagement.

Table 3 shows which behaviours make the employees of the case unit feel being appreciated. From this table, the leaders can easily see characteristics and concentrate on developing few characteristics at a time. As it can be seen from the table below, many of the behaviours are overlapping and support each other. In

fact, these behaviours fit to any relationship and can be exploited if one wishes to show appreciation to someone.

TABLE 3. Behaviours that increase the feeling of appreciation

Behaviours	Examples how
Listening	<i>Provide possibilities for one-to-one conversations, concentrate on others</i>
Provide support	<i>Communicate clearly, understand, share information, clear instructions, be available</i>
Involve employees	<i>Provide possibilities to give development proposals, discussions together, listen</i>
Treat individually	<i>Listen, take emotions into account, understand individual as whole, not just as employees</i>
Take responsibility	<i>Fix problems, stick to decisions and alignments, stand for your team</i>
Be open	<i>Talk about your feelings, communicate, share information, admit your deficiencies</i>
Be present	<i>Concentrate, listen, do one thing at a time</i>
Easily approachable	<i>Be open, trust your employees, listen, provide one-to-one time</i>
Concentrate on emotions	<i>Acknowledge your employees' feelings, allow showing feelings, observe</i>

5.2 Communication

Communication – both *communicating the vision* and *practicing clear and honest communication* - stood out as very influential behaviour to increase employee engagement, they were mentioned in the top 5 most important behaviours 21 times. Openness and honesty in communication seems to correlate with the relationship between the leader and the employee. As stated already in the theoretical part of this thesis, the relationship between the leader and employee has a strong effect on employee engagement (Stevens, 2019, 14). Therefore, if a leader succeeds in honest, open, and clear communication, that seems to increase employee engagement.

On the other hand, the results suggest that especially during change, if the leader's communication is poor, engagement decreases drastically. Communication was seen poor if it sends conflicting messages, employees do not all get the same messages, there is not enough communication or if it is not consistent. Employees expect leader to communicate even if the message would be that there is nothing new to tell. This increases the feeling of control and clarifies the disorder created by change, which according to Bordia et al. (2004, 6) has substantial effect on engagement and well-being. To ease the pain of leaders, the outcomes of the study proved, that employees think it is acceptable not to know everything, especially if the communication is honest and clear.

The interviews revealed that leaders agree with the importance of communication, yet they find it difficult to deal with the vast information flow and filter the most important issues. In today's fast changing world, the life span of information can be very short, and the leaders would not want to burden employees with information that can be outdated in the worst-case scenario even before everyone has received the message.

Communicating the vision was identified as a way to bring clarity and feeling of control. Analysing the results showed that employees wished to have a clear understanding of the vision and that requires the leader to assimilate the vision. As one response shows, communicating vision clearly has direct impact on actions:

It is easier to execute new procedures, when you have clear instructions and vision.

The interviews with leaders pointed out, that the leaders feel they must succeed in communicating the vision in a similar manner, for everyone to succeed. If part of the employees in the unit get a different perception of the vision, that creates confusion which again can lead to lack of control. In other words, the importance of communication could be interpreted as the core for increasing engagement during change.

Both the results and the theoretical framework of the study support the fact that the leaders of the case unit should definitely adopt and develop especially their communication skills. It should be noticed that the results do not indicate, that communication is poor in the case unit, but that honest, clear and affluent communication during change has positive effect on employee engagement. The responses also indicate, that ineffective communication – both verbal and non-verbal- decreases engagement, as these responses to question *What leadership behaviours have negative effect on your engagement?* show:

Confusing and unclear information. If I get the feeling, that leaders work on different issues and do not have the same vision, and everyone work on their own agenda.

Giving false and misleading information, that leads the team to wrong direction.

It should be understood, that the employees interpret non-verbal gestures as part of the leader's communication. According to the results, only communicating facts and providing verbal information is not seen as effective, honest, clear and affluent communication. As one respondent said *Even the small, indistinguishable negative behaviours can have long-lasting negative effect.* Therefore, openness and honesty are valuable behaviours that leaders should embrace in order to create trust. By succeeding in communicating vision clearly and providing honest communication – which is not easy as people interpret both gestures and words

differently – the leader can create succeed in creating an atmosphere of trust and stability.

5.3 Increase feeling of control

Recognizing and accepting the surroundings at work, makes people stress less and have stronger feeling of control. Change often rattles these surroundings and replaces the feeling of control with uncertainty. (Kotter & Rathgeber, 2008, 123). Therefore, it was not a surprise to find out that employees appreciate leaders who can increase the feeling of control during change.

Both positive and negative issues connected with the ability to create feeling of control, pointed out by the respondents, are expressed in table 4. This table clarifies that the feeling of control links to elements of certainty. Uncertainty, on the other hand seems to produce lack of control. Therefore, it can be assumed that by eliminating the negative features, the leader can emphasize the positive ones and should have a positive effect on employee engagement.

TABLE 4. Features linked with the ability to create feeling of control

Feeling of control	Positive	Negative
	<i>courage</i>	<i>insecurity</i>
	<i>fast reaction</i>	<i>unrealistic expectations</i>
	<i>clear guidance</i>	<i>vague vision</i>
	<i>predictability</i>	<i>inconsistency in communication</i>
	<i>clear alignments</i>	<i>bungling</i>
	<i>time management</i>	<i>ignorance</i>
	<i>consistency in communication</i>	<i>lack of communication</i>
	<i>sharing information</i>	<i>being too busy</i>
	<i>testing and developing</i>	
	<i>common procedures</i>	
	<i>clear vision</i>	
	<i>understanding change</i>	

5.4 Listen and act trustworthily & ethically

The results indicated, that by listening, a leader builds emotional bond with the employee, and this leads to the feeling of being understood and treated as an individual. One respondent described the leader's behaviours that increase engagement this way:

A good leader transmits all possible information to all his or her subordinates simultaneously and listens to their thoughts and feelings.

This shows that employees wish to be heard on emotional level as well. Some made a clear distinction between hearing and listening and the importance of presence in listening:

[My leader] is ready to listen to and discuss with me if I need support. In addition, I wish the leader would focus on our discussion. The small gestures and acts can have miraculous impacts, when people are in a sensitive state of mind during the change.

Consequently, listening also affected how employees felt being appreciated and how well they felt their leader supported them. Support on the other hand was seen as a gesture of trustworthy and ethical behaviour, although people perceived support quite differently. Some experienced support, if the leader was able to clarify and communicate vision, whereas others interpreted support as emotional guidance, or guidance on internal processes.

Another act of trustworthy was equality. It was interesting to realize that many employees referred to the need for equality along with need to be treated as an individual. On one hand, when talking about *what I need*, employees expressed the need to be treated as individuals, but on the other hand talking about *what kind of behaviours I expect from my leader*, euphemisms of equality and same rules for everyone were strongly present. According to the interviews each leader understood that people see the world differently and treating people as individuals can help through the change and create engagement. However, the employees seem to still crave for equality, which could suggest that treating people as individuals has been very open in the unit, and to some extent interpreted as giving others dispensation. This interpretation is a presumption made by the researcher and cannot be verified without further discussions with the employees. If it was true, the unit could define what equality means for them and how it can be pursued without losing the possibility to treat employees as individuals. This should support the employee engagement, as it requires clear and honest communication, ethical behaviour, listening, involving everyone and a strong level of trust and appreciation.

5.5 Other results

Involving others got a high rate in terms of importance, yet the respondents did not describe the importance in more detail. Perhaps this suggests that the term was explained ambiguously. It is also possible, that the importance of involvement arises from the fact that if leadership is not executed top-down, employees are automatically involved more, the level of trust and feeling of control are higher and this leads to increase in engagement (Laloux, 2014, 107,125, 182).

It was notable, that each behaviour identified in the theoretical framework, was somewhat important in increasing engagement. Out of the listed behaviours, coaching was seen least important. After a talk with the head of the unit, this could be explained with the current progress in the organizational culture. In the past, the organization had a culture of strongly guided processes. Lately, the culture has developed into more agile where manuals for every process no longer exist, changes occur faster, and employees can use common sense. This together with the internal turmoil and confusion that change creates, might have caused a feeling among the employees that leaders do not know how to proceed if they ask questions. Another aspect of this is, that the results show employees respect the leader's ability to increase feeling of control, which is created by showing understanding the situation and communicating honestly. It is also possible, that employees interpret coaching differently than what is meant in this context: *a leader who asks questions and lets the employee realize and understand the issue themselves, involving them into figuring out the way to work*. It was unclear from the results whether the reason for coaching being least important was a change in organizational culture, the willingness to get direct orders during change (to emphasize the feeling of control) or purely some other reason.

Another interesting finding was, that these behaviours are strongly linked to one another. The ability to listen increased employees' feeling of being treated individually. If employees felt they were treated individually, they felt the leader was able to show appreciation. Showing appreciation included also supporting during tough times and honest communication, which were interpreted as acts of ethicality and trustworthy. By involving others leader was interpreted to build trust, practice clear communication and increase optimism in the team. Therefore, it is fair to conclude that if a leader handles few of these leadership behaviours well,

others will develop aside. It is difficult to name one as the most important, because of their reciprocal nature. It would require further research to be able to put the behaviours in the order of importance. This linkage is shown in figure 11.

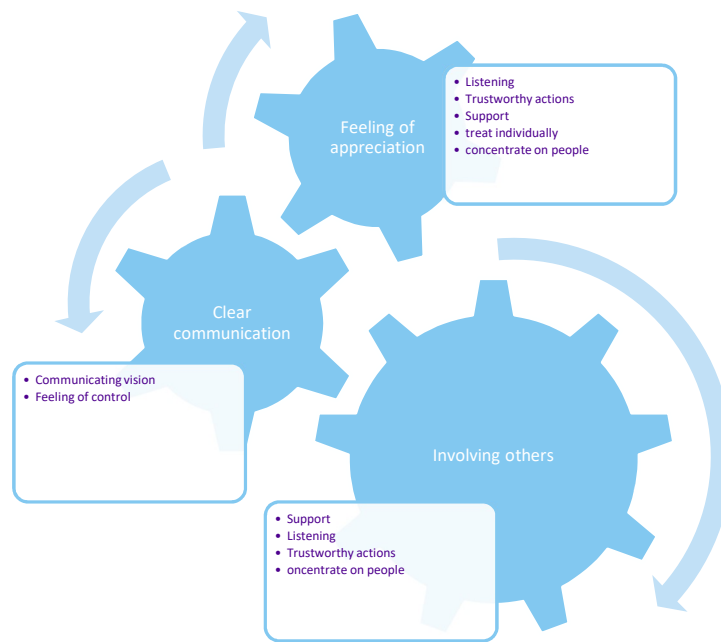


FIGURE 11. Linkage between leadership behaviours

The results of this study show that the case unit could benefit from developing the features of transformational leadership. Transformational leaders value the relationship with employees, they listen and appeal to people's emotions, are truthful and positively communicate the vision, they see the individual in each employee, provide support and involve employees. (Academics, 2018; Hughes, 2014, 9-10; Jones, 2019, 9; Train in A Day, 2015; Wedell, 2012). Having said this, it does not mean that each leader must develop into a super human, being able to accomplish these every day. The features of transformational leadership could be developed step by step, by concentrating on the few important behaviours mentioned above, as all the behaviours describe transformational leader.

6 DISCUSSION

6.1 Summary and conclusions

This research studied the role of a leader in creating engagement during change by collecting points of views from employees and leaders of an anonymous case unit. The employees and leaders of the case unit were presented with various leadership behaviours that previous researches have shown to have positive effect on employee engagement. They were asked to point out the most important behaviours, describe how some behaviours affect their engagement, identify behaviours that decrease engagement and explain if there are other leadership behaviours that have positive effect on their engagement.

The results showed, that the employees of the case unit see the behaviours presented in theoretical framework having very positive effect on their engagement. In the theoretical framework, transformational leadership was identified as one of the most efficient ways to positively affect engagement. The empirical study supported this. Practicing clear and honest communication, ability to listen, increasing the feeling of control, communicating vision and acting trustworthily were identified as very crucial factors affecting engagement.

When other behaviours were asked, only few new ideas arose. Out of these, the need to create feeling that the leader is emotionally attached to his or her employees, came up often. The results suggest, that engagement increases if employees feel their leader appreciates them and appreciation can be shown by appealing to feelings, and not dealing with only facts.

The outcomes of the questionnaire proved that a leader who enforces these above-mentioned behaviours during change can increase the level of employee engagement. From the leaders' interviews it can be concluded, that the leaders of the case unit agree with their employees and see the same behaviours very important. This is a good starting point for future developments in leadership in the case unit.

6.2 Validity and reliability

This research was conducted in a small scale, as the case unit consisted of 30 employees (leaders included), which suggests that generalizations should be interpreted carefully. However, the subject of the study is universal and therefore, it can be expected that similar results could be possible with larger sample.

The studied group of people knew that the researcher works as a manager of advisory team, which may have caused some prejudice. It is possible that people answering a questionnaire wanted to answer in a way they expect to be correct. Therefore, the role of the researcher could have caused bias. One way to tackle this was to keep the answers completely anonymously and conduct the study for a group where the researcher is an outsider.

Based on the results from the questionnaire, complete anonymity for respondents helped to get honest answers. People were willing to provide very personal and profound information. The downside of collecting data through questionnaire was, that some respondents seemed to find part of the questions ambiguous, as the answers did not reply to original questions. This could have been avoided by collecting data only through interviews. However, then anonymity would have been compromised.

During the research, the case unit was notified of a new phase of change that would begin soon. This may have caused internal turmoil and might influence the response rate, as employees' energy was focused on what is happening. On the other hand, the new information might have had a positive effect on this study, as the topic became more current for the employees.

To conclude, the researcher thought this study was successful and beneficial for the case unit. The research created a solid foundation from which the case unit can begin developing their leadership. In addition, this research can be utilized in the whole organization, as well as in other organizations from different fields.

6.3 Further research

Leader's role in creating engagement has not been studied in the case unit before. Thus, the results provide a compact starting point for future internal developments.

This study proved, that individuals might interpret the behaviours described in this thesis differently. For example, *support* can be shown differently to each employee. One experiences frequent one-on-one conversations and guidance as support, whereas someone else expects kind words as a gesture of support. Therefore, when the case unit builds development plans for leaders, they could benefit from specifying *how* the employees view these behaviours. Conducting possible further study un-anonymously provides even more valuable information, as leaders could get personal information on their employees. On the other hand, this study would benefit only the case unit.

In the future, it would be interesting to study if employees feel that these same behaviours have similar effect on their engagement also when there is a status-quo situation. This would help the leaders define their focus during different times.

The importance of creating feeling of appreciation could be further researched, as this behaviour seemed to be linked with practically all the other behaviours presented in this thesis. It would be interesting to study if the feeling of appreciation compensates lack of other effective leadership behaviours.

Another interesting subject for further research would be the role of leader juxtaposed with other aspects affecting employee engagements, such as the work community, reputation of the organization and functionality of other units or teams. The results of this study indicated that the leader has a substantial role in creating engagement, but there are issues that the leader has low influence on, which can create disengagement, such as conflicting communication between different teams.

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APPENDICES

Appendix 1. Info letter for employees

Mitä toivot johtajaltasi muutoksen aikana?

- Miten esimies auttaa sinua sitoutumaan yritykseen muutoksen keskellä?
- Vaikuta vastaamalla kyselyyn: vastausaika viikoilla 42-43
 - 15-20min
 - Esimiehen rooli työntekijän sitouttamisessa muutoksen aikana
- **Halukkaille mahdollisuus myös haastatteluun**
 - Ilmoittaudu emmi.lehto@nordea.fi tai 0445100262 viikon 43 loppuun mennessä (ilmoittaudu uudestaan, vaikka olisit sopinut haastattelusta jo keväällä)
- Auta meitä ymmärtämään mikä sinulle on tärkeää ja mikä saa sinut voimaan hyvin!



Appendix 2. Original questionnaire in Finnish

1 (2)

Esimiehen rooli työntekijän sitouttamisessa

Tämän kyselyn tavoitteena on tutkia, miten esimies voi vaikuttaa positiivisesti työntekijän sitoutumiseen muutoksen aikana. Sitoutumisella tarkoitetaan positiivista tilaa, jossa työntekijä kokee nauttivansa työstään ja voivansa hyvin, haluaa jatkaa työskentelyä kyseisessä yrityksessä ja hyväksyy yrityksen arvot osaksi työskentelytapojaan.

Sitoutumiseen vaikuttaa moni asia. Tässä tutkimuksessa keskitytään esimiehen käyttäytymisen merkitykseen sitoutumisessa, joten vastatessasi pyrihän sivuuttamaan muut asiat, joilla on merkitystä sitoutumisesi kannalta (kuten esimerkiksi yrityksen maine, palkkaus, tekniset haasteet tai työskentelytilat).

Kuvittele jokaisen kysymyksen kohdalla itseäsi muutoksen keskellä ja vastaa tämän pohjalta. Kyselyyn vastaaminen vie noin 15-20 minuuttia.

1. Kuvaile esimiehen toimintatapoja ja käyttäytymistä, jotka vahvistavat sitoutumistasi yritykseen.
2. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi kommunikoi tulevaisuuden suuntaa ja visiota selkeästi ja toistuvasti?
3. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi keskittyy ihmisiin prosessien sijasta?
4. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi kuuntelee sinua?
5. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi työskentelytavat ovat luottamusta herättäviä? (Esimerkiksi esimiehesi myöntää mahdolliset virheensä tai tietämättömyytensä.)
6. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi keskittyy tulevaisuuteen ennemmin kuin siihen, miten asiat olivat ennen?
7. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että esimiehesi tarjoaa sinulle tukea muutoksessa?
8. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi huomioi sinut yksilönä?
9. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että esimiehesi toimii esimerkkinä muutoksessa? (Esimerkiksi ottamalla itse käyttöön muuttuneet toimintatavat.)
10. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että esimiehesi osallistaa sinut muutosprosessiin? (Esimerkiksi erilaisten keskustelujen tai projektien kautta.)
11. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehelläsi on positiivinen asenne?

2 (2)

12. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että esimiehesi hallitsee muutostilanteen?
13. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehesi pyrkii motivoimaan sinua?
14. Asteikolla 1-5 (1 tähti = ei tärkeä lainkaan, 5 tähteä = erittäin tärkeä) miten tärkeänä sitoutumisesi kannalta pidät sitä, että muutoksen aikana esimiehelläsi on johtamisessa valmentava ote? (Esimerkiksi kysyy paljon kysymyksiä pelkkien neuvojen ja ohjeiden antamisen sijaan.)
15. Valitse seuraavista väittämistä viisi (5) joilla on suurin positiivinen vaikutus sitoutumiseesi muutoksen aikana: Esimieheni kommunikoi selkeästi ja toistuvasti vision tulevaisuudesta
 - Esimieheni keskittyy ihmisiin
 - Esimieheni kuuntelee minua
 - Esimieheni toimii luottamusta herättäen ja eettisesti
 - Esimieheni keskittyy tulevaisuuteen
 - Esimieheni tarjoaa tukea
 - Esimieheni kohtelee minua yksilönä
 - Esimieheni johtaa esimerkillä
 - Esimieheni osallistaa minut ja kollegani muutokseen
 - Esimieheni kommunikaatio on selkeää ja todenperäistä
 - Esimieheni ylläpitää optimistista tiimihenkeä
 - Esimiehelläni on positiivinen asenne
 - Esimieheni osoittaa hallitsevansa muutostilanteen
 - Esimieheni motivoi minua
 - Esimiehelläni on valmentava ote
16. Kerro omin sanoin, miksi ja miten yllä valitsemasi 5 tärkeintä väittämää vaikuttavat positiivisesti sitoutumiseesi?
17. Miten sinua tulisi motivoida, jotta koet olevasi sitoutunut yritykseen?
18. Millaista tukea kaipaat esimieheltäsi muutoksen keskellä?
19. Entä millaiset toimenpiteet esimieheltäsi vaikuttavat negatiivisesti sitoutumiseesi?
20. Millaiset teot kuvaavat mielestäsi esimerkillä johtamista muutoksen aikana?
21. Haluaisitko kertoa vielä jostain esimiehen käyttäytymismallista, joka vaikuttaa positiivisesti sitoutumiseesi muutoksen aikana?

Appendix 3. Questionnaire translated into English

1 (2)

Leader's role in creating engagement

The aim of this questionnaire is to study how a leader can have positive effect on employee engagement during change. In this context, engagement is defined as a positive state of mind, when employee enjoys their work, experiences high level of well-being, wishes to continue working in the organization and accepts the organization's values.

Various factors affect engagement. This research concentrates on the significance of a leader's behaviours on engagement. Therefore, try to leave out other issues, such as organization's reputation, salary, technical difficulties or work surroundings.

Picture yourself during change and respond based on that. It takes approximately 15-20 minutes to answer.

1. Please describe the behaviours of a leader that strengthen your organizational engagement?
2. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important communicating vision clearly and repeatedly during change is?
3. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that during change your leader is focused on people instead of processes?
4. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that during change your leader listens to you?
5. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important is trustworthy and ethical behaviour from you leader during change? (For example a leader admits they made a mistake or do not know something.)
6. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that during change your leader is future oriented?
7. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that your leader offers support during change?
8. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that during change your leader treats you individually?
9. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important leading with example during change is? (For example by adopting new procedures.)
10. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that your leader involves you in the change process? (For example through discussions and projects.)
11. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that your leader has positive attitude during change?
12. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that your leader can increase the feeling of control over the change?
13. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important it is that during change your leader tries to motivate you?

2 (2)

14. On a scale from 1 to 5 (1 star = not important at all, 5 stars = very important) considering your engagement, how important coaching is during change?
15. From the following claims, choose five (5) that have the greatest positive effect on your engagement during change:
 - Leader communicates vision clearly and repeatedly
 - Leader focuses on people
 - Leader listens
 - Leader acts trustworthily and ethically
 - Leader is future oriented
 - Leader offers support
 - Leader treats me as individual
 - Leader leads with example
 - Leader involves me and my colleagues in the change process
16. Specify why and how these 5 claims effect positively your engagement?
17. How do you need to be motivated to make you feel engaged in the organization?
18. What kind of support you want from your leader during change?
19. What leadership behaviours have a negative effect on your engagement?
20. What behaviours describe leading with example during change?
21. Would you like to share some other leadership behaviours that have positive effect on your engagement during change?

Appendix 4. Interview questions

1. How do you see leader's role in creating engagement during change?
2. How do you see your possibilities to implement the following issues:
 - a. Communicating vision
 - b. Focusing on people
 - c. Trustworthy and ethical behavior
 - d. Motivating
 - e. Involving others
 - f. Leading with example
3. In your own mind, how does your behavior affect your team members' engagement?
4. Any other (leadership) behaviours that have a positive effect on your engagement (if you think of yourself as an employee)?