



“You have to act as a labour union for the employees”

A qualitative study into preferred style of leadership and job satisfaction in Finland and Estonia

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<p>Abstract:</p> <p>This qualitative study, conducted as semi-structured interviews, studies the preferred style of leadership and its implications to employee job satisfaction. The study addresses three main research questions. The first one is: what are the characteristics that make a leader effective in the eyes of an employee. This question is covered by the theory of B.M. Bass that considers the distinction between transformational and transactional styles of leadership. The second research question is: how are leadership style and job satisfaction connected. Here the motivator-hygiene theory of Herzberg is used as a basis for analysis. The third question to be considered is whether there are differences between employee attitudes in Finland and Estonia. The aim of the study is to provide indications about employee preferences for the businesses that operate in Finland and Estonia. The study encourages businesses to consider how a culturally sensitive leader operates in those countries. The study was conducted among a total of six employees from Finland and Estonia. The results indicate that transformational style of leadership, enabling employee participation and development, is rather preferred among the interviewees. Additionally, openness in communication and people skills are considered important characteristics of a leader. All the same factors also improve employee job satisfaction, whereas micromanaging and poor company policies decrease satisfaction towards work. There are slight differences between employees in Finland and Estonia in how important they consider the role of salary and other material compensation, for their motivation. Further research on topic is needed and it is recommended to use mixed method. No generalised conclusions are presented based on this thesis, but rather indications for future research topics.</p>	
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1 INTRODUCTION

1.1 Background

Researchers have defined leadership as a process of influencing the activities of an organised group towards goal achievement. Style of leadership is a crucial factor for organisational success and job satisfaction. It has a strong impact on people working in an organisation, and for every organisation it is important to demonstrate competitive advantage and to be efficient. (Vermeeren et al. 2014, 178.) It is not enough that people are ‘just working’, but the organisation should be able to bring the best out of everyone so that employees perform at their best (El-Nahas et al. 2012, p. 67).

In addition to research on leadership, a lot of attention has been paid to job satisfaction and how it affects employee behaviour. All organisations need dedicated and motivated employees to be efficient and effective. Satisfied employees are more likely to be committed to the organisation, have less absences from work and are more likely to stay with their employers. (El-Nahas et al. 2012, p. 72–73.)

The distinction between transformational and transactional leadership presented by B.M. Bass (1985) works as an introduction to the theme. According to Bass, transformational leadership is an emotional relationship between the leader and the employee. Transformational leadership uses inspirational motivation, intellectual stimulation, and individual approach to encourage employees to achieve the set targets and deploy the vision of the organisation and of the leader. Transactional leadership instead emphasizes the actions between the leader and the employee. Bass stresses the importance of transformational leadership as a possibility to understand the ability of a leader to deploy employees’ self-efficacy for the good of the organisation by that way achieving the optimal performance. (Bogler, 2001, p. 663-664.)

1.2 Research objectives and significance of the study

There are many theories that emphasize different perspectives of leadership, for instance, personal characteristics of a leader, values, motivation or the relationship between leader

and the follower (Landis et al., 2014, p. 98-99). This thesis aims to investigate the desired behaviour of a leader, as the author assumes that it has a substantial impact on an employee. Personal characteristics and values are of importance, but the most important aspect may be how the actual actions of a leader reflect them. The author acknowledges that different factors have an impact on actions but suggests that these are not solely the personal characteristics or values of a leader.

The reason for selecting Bass leadership theory as a basis for this research is that it is one of the classical theories and therefore a good basis for studying the phenomenon. Bass theory includes factors such as motivation and the relationship between the leader and the follower, and the author contemplates that these may be important for job satisfaction. The leadership theory of B.M. Bass is a reasonable basis for the research, as it categorizes the different patterns of leader behaviour, decisions and position under different styles of leadership and their impact on organisational performance. (Bass et al. 2003.)

Researching job satisfaction is important as the level of satisfaction is connected with the absences, low work moral and high turnover. Dissatisfied employees tend to leave their jobs more often than those satisfied with their work. In today's turbulent work life, leaders have to be extra sensitive for the well-being of their employees. By taking care of the employees, a leader plays a significant role in the success and well-being of the whole organisation.

In addition to studying the leader characteristics and behaviour and their link to the job satisfaction, the study compares two countries. A qualitative study was conducted among a selection of Finnish and Estonian employees. Finland and Estonia are close neighbours but at the same time, as societies and cultures, they are still quite far from each other, which may be reflected on employee attitudes (Hofstede insights, 2019). One aim of the thesis is to clarify whether there are differences in employee attitudes between Estonia and Finland.

There is a lot of empirical research available on preferred style of leadership and job satisfaction, and about their connection, but no actual previous study comparing the subject between these two countries was found. Nevertheless, there are many companies doing business in both countries and there should be interest in understanding the phenomenon. The present study acts as a starting point to fill this gap. The study provides an overview of some issues that a culturally sensitive leader should consider when having

a touchpoint to both countries. It is clear that every organisation wishes to work in an effective manner, and understanding cultural issues is an important aspect to consider.

The aim of this thesis is to study the style of leadership that employees prefer and that has impact on how effective they acknowledge their leader. The study also investigates the link between leadership style and employee job satisfaction. As the study is conducted among Finnish and Estonian employees it also considers differences between employee attitudes in these countries. The study is conducted as a qualitative one, by using semi-structured interviews as a method. A total of six employees from Finland and Estonia are interviewed.

The specific research questions are:

1. What are the main characteristics that leaders should demonstrate in their actions to make them effective in the eyes of an employee?
2. How are leadership style and job satisfaction connected?
3. Are there differences between employee attitudes in Finland and Estonia?

1.3 Structure of the thesis

The thesis is divided into following sections: The first part provides an overview of the leadership theory of B.M. Bass and explains the differences between transformational and transactional leadership styles. A concept of job satisfaction is also introduced as well as the main theories connected to it. Results of some of the most relevant previous studies in the field are also discussed.

The second part of the thesis is devoted to the analysis that was conducted as a qualitative research by interviewing a selection of employees in Finland and Estonia. Here the author describes the reason for selecting the qualitative method, explains how the interviews were conducted, and provides some background information of the respondents. Trustworthiness of the study is discussed in the same context. After analysing the themes that emerged in the interviews, the findings are discussed and conclusions are presented. This part also includes limitations of the study and suggestions for future research.

2 LEADERSHIP STYLE AND JOB SATISFACTION

Leadership is an ongoing process that includes planning, organizing, managing and controlling in order to ensure that resources are used for achieving the targets of an organisation. Successful leadership enables maximum results. Leader and his or her behaviour inevitably have a strong impact on follower efficiency in any organisation, and hence, leadership style plays a role in employee performance and dedication. (Landis et al., 2014, p. 98.) Leadership is also one of the key factors in job satisfaction (Tietjen and Myers, 1998, p. 229).

Job satisfaction has been defined as a positive or pleasant emotional state, resulting from the appraisal of job or experience. Employees form their attitude towards job by considering their feelings, beliefs and behaviours. Employee job satisfaction is generally assumed to be an important ingredient for organisational success. (Voon et al., 2010, p. 25-26.)

Research has shown that leadership style and job satisfaction have a positive direct connection and efficient leadership is related to better effectiveness at work. By using suitable styles to lead, the leaders have a possibility to affect employee job satisfaction, dedication and efficiency. (Bogler, 2001, p. 679.) There are many styles of leadership and using only one might not be the most efficient way in achieving the desired behaviour and leading the organisation. Different leadership styles need different surroundings and leaders have to know when to use a certain style. In general, there might not be one leadership style that would work in every situation. As selecting a suitable leadership style might be critical, the leaders may benefit from knowing different theories behind leadership as only then they are able to combine those theories for the best result. (Horner, 1997, p. 272.)

2.1 Transactional and transformational leadership

A leadership theory by B.M. Bass is based on the concepts of transactional and transformational leadership presented for the first time by Burns in 1978. Bass developed the concept further, but his theory is also based on the distinction between the two styles of leadership: transformational and transactional (Bass, 1999, p. 9).

When validating the leadership concepts of Burns, Bass developed a Multifactor Leadership Questionnaire (MLQ) and was able to identify two subfactors of transactional leadership. Those were labelled as contingent reward and management-by-exception. Three subfactors of transformational leadership were labelled as charisma, intellectual stimulation and personal consideration. Charisma was considered as the ability to arouse people and bring them to follow the vision and mission of the leader. (Bogler, 2001, p. 664.) Later on, the term "charisma" was replaced by term "idealized influence". Another change was that the factor of management-by-exception was refined into the forms of passive and active. Laissez-faire form of leadership was added. It is a form of leadership where leader avoids taking any action whatsoever. (Bass, 1999, p. 11.)

The transformational style of leadership is based on the qualities and values of the leader and it focuses on implementing changes. At the same time, the transactional leadership style is based on an exchange relationship between the leader and the follower, for both to meet their own self-interests. The aim of the transformational leader is to align the interests of the organisation and its members. Where a transactional leader transacts through agreements and plays with the short-term interests of employees, the transformational leader inspires employees, stimulates them intellectually and approaches them individually. (Bass, 1999, p. 10.)

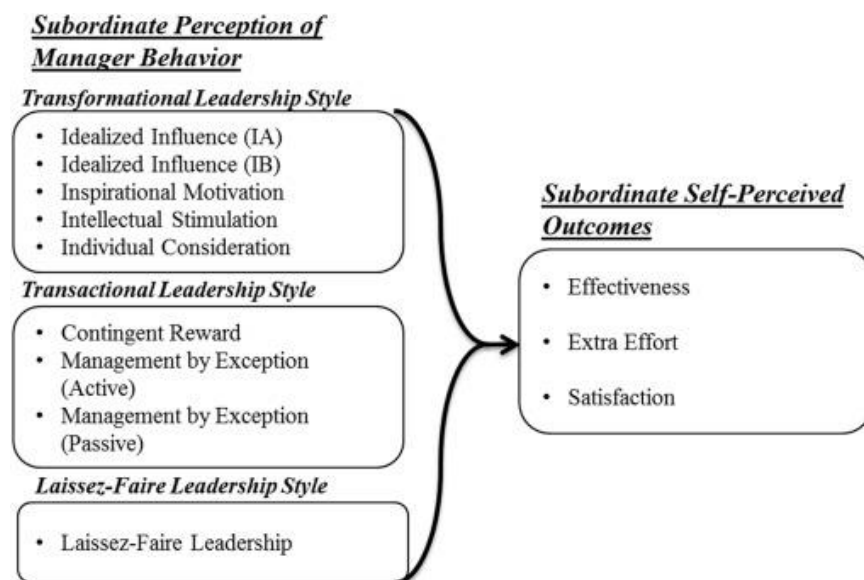


Figure 1. Full Range of Leadership (FRL) model by Bass and Avolio (1994)

2.1.1 Transactional leadership

Transactional leadership style refers to a relationship between the leader and the follower where satisfying self-interests of each plays an important role. Transactional leadership can take a form of rewarding style of leadership, where leader provides conditions that the employee must fulfil to be rewarded for the contribution. It can also take control through an active management-by-exception, where the leader actively monitors the work and performs corrective actions. Another form is passive management-by-exception, where the manager practices passive leadership waiting for the problems to emerge before taking any corrective action. The last form is a laissez-faire form of leadership where any kinds of actions are avoided. (Bass 1999, 10-11.)

Transactional style is based on employees agreeing to perform tasks for what they will be rewarded. Reward is either a material or psychological compensation, or avoidance of a punishment. Prizes and awards are distributed depending on whether the tasks are successfully completed. Bilateral relationship is essential for the success of transactional leadership style: the leader sets the goal and the employee accepts it. Leaders applying transactional leadership style must accept the level of average performance as well as average employee commitment. (Bass et al., 2003, p. 208.)

2.1.1.1 Contingent reward

Contingent reward style of leadership specifies expectations and offers rewards when goals are met. This is a proactive transactional leadership style. (Bass 1999, p. 21.) Leader offers one's support based on how much the employee contributes to one's work. Here the leader must specify who is responsible for achieving the targets. Leaders applying this style are effective, but not as effective as leaders applying transformational leadership. (Voon et al., 2010, p. 25.)

Leader-follower transactions can work well if the leader can offer the follower a reward that the follower values. Performance from the side of the leader can be, for instance, payment of a reward, or a punishment in the event of failing to meet the target. The main basis for applying sanctions can be, for instance, non-compliance with the company policies. Here employees are motivated by promising them a reward or a penalty, depending on their performance. (Bass and Avolio, 1994, p. 116.) This may be effective

when the leader truly has the control over the reward and the penalty. This is not, however, the case in all the organisations. In some cases, for instance, company policies may make it impossible for managers to provide bonuses to their subordinates.

Pure reliance on leadership style concentrated on remuneration and rewarding is limited. Although this style is a positive and active leadership style, it has its drawbacks. In this style, the employee applies the expected level of effort and that results in standard performance. The limitation of this style is that it offers little support or encouragement for the employees to exceed the satisfying level of performance. Here employees are motivated by promising them a reward or a penalty, depending on their performance. (Bogler, 2001, p. 664.)

2.1.1.2 Management-by-exception

In case of active management-by-exception the manager specifies the standards for proper execution, as well as what is an inadequate performance. Leader may punish subordinates for failing to comply with standards. Deviations and errors are monitored constantly, and corrective actions are taken as soon as they arise. (Bass, 1999, p. 11.) The leader does not act, however, before the problems become serious. This is a less effective leadership style compared to a rewarding style of leadership (Bass, 1999, p. 21). In active management-by-exception, leader monitors the performance of tasks by focusing on possible problems and solving these problems in order to maintain the adequate level of performance. Focus is on deviations, complaints, bug fixes, and monitoring errors made by employees. (Bass et al., 2003, p. 208.)

In case of passive management-by-exception and the errors made by employees, the leader does not act immediately after noticing the errors, but waits until problems arise (Voon et al., 2010, p. 25). Such managers avoid clarifying expectations and do not set goals or communicate standards that employees should meet (Bass et al., 2003, p. 208).

2.1.1.3 Laissez-faire leadership

In this leadership style, when problems occur, the leader does not do anything to correct the problems. Such leaders avoid clarifying expectations and do not set goals or communicate standards that should be met by the employees (Bass et al., 2003, p. 208).

The leader is not available for the employees when needed, and he or she does not act even if the problems become chronic. Such a leader avoids making decisions and taking responsibility - in other words, the leader is not fulfilling one's position. The leader does not get involved even when important themes come up, and avoids making any decisions. Subordinates of such a leader tend to be dissatisfied, conflicted, and ineffective. (Bass, 1999, p. 21.)

A leader with a Laissez-faire leadership style can also enable bullying at work as he or she does not communicate what is acceptable behaviour and what is not. This leadership style can lead to employee frustration and interpersonal tensions and conflicts, as well as asocial behaviour. Thus, the laissez-faire leadership style may have a potentially destructive, even damaging effect on the organisation. (Bass, 1999, p. 21.)

2.1.2 Transformational leadership

Transformational leadership does not substitute transactional leadership, but it adds effectiveness to transactional leadership. Empirical studies have supported the idea that best leaders are both transformational and transactional. Transformational factors are, however, usually found more highly correlated with positive outcomes, such as effectiveness and satisfaction of employees. (Bass, 1999, p. 21-22.)

Transformational leader uses a visionary and creative leadership style that inspires employees to broaden their interests, and to be innovative and creative. Transformational leadership style relates to the psychological well-being of an employee. This style of leadership is demonstrated when leader stimulates the interests of the followers, and aims at creating awareness and commitment to the purpose and mission of the organisation. Transformational leaders create a unified vision, through which they are able to establish a platform, that begins to transform people and the surrounding environment. (Bass, 1999, p. 11.)

A leader with transformational leadership style draws attention from the personal interests of one's followers to a "bigger picture", so that everyone works for a greater good. Employees start to consider what would be good for other people, for the organisation, and for the society. Transformational leadership increases the level of employee maturity and ideas. (Bass, 1999, p. 11.) Transformational leaders also encourage their followers to

fulfil their tasks better than what a satisfying level of performance would be (R. M. Hanaysha et al., 2012, p. 146).

However, only to inspire the followers is not enough for a leader to be classified as a transformational leader. What is distinctive is that transformational leader is sincerely appreciated by the followers. Employees believe that the leader has got the needed competence and character to realize the vision, and they have a strong faith both in the leader and the vision. Employees believe in the transformational leader and feel that their input is used for greater good. Small successful steps towards the target strengthen the commitment and the emotional bond that employees have with their leader. Transformational leader supports the discovery of full potential of employees so that both the individual and the organisation benefit from it. By own actions the leader sets an example. (R. M. Hanaysha et al., 2012, p. 146.)

Transformational leadership style consists of the following components: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Transformational leadership style results in a higher level of engagement among the employees and in better work results when compared to the transactional leadership style. Transformational leadership style has a positive impact on employee productivity. (Bass, 1999, p. 22-23.)

2.1.2.1 Idealized influence

Idealized influence stands for the impact on ideology and for the impact on "bigger-than-life" themes that a leader can generate (Bass, 1999, p. 19). Such a leader is admired, respected and trusted. Followers identify with the leader and want to imitate him. In order to earn a sense of respect, leader considers the needs of the followers more than the needs of his or her own. The leader is consistent in his or her actions and follows ethical standards, principles and values. (Voon et al., 2010, p. 25.)

Idealized influence and inspirational leadership style are achieved when the leader creates an idea of the desired future – a vision, articulates how to achieve it, sets high standards, and demonstrates determination and self-confidence. As a result, the followers are willing to identify with such leader (Bass, 1999, p. 11). The qualities of an idealized influence are achieved by leaders with charisma. They are seen as self-confident and powerful, as well as people who focus on higher ideals and ethics. The followers admire, respect, and

trust such leaders as role models and want to imitate them. Bass emphasizes characteristics such as prioritizing the needs of others over personal needs and raising awareness over important issues. (Bass, 1999, p. 11-12.)

Idealized influence is considered as a leadership style in which the leader communicates the most important values and perceptions, as well as the importance of the common goal. Such a leader considers moral and ethical consequences of decisions and emphasizes the importance of having a collective mission. It should be added that the leader is not only communicating the important values and perceptions, but also behaves consistently. (Bass et al., 2003, p. 208.)

2.1.2.2 Inspirational motivation

Behaviour of a leader inspires the followers around him, providing them with the meaning and challenge. The leader expresses optimism and encourages employees to imagine the attractive future conditions. The leader encourages employees to demonstrate their commitment to shared goals and to a shared vision. An inspiring leader sets high expectations on employees and is able to enhance the team spirit. It is distinctive, that the leader is enthusiastic about the tasks and expresses confidence in fulfilling the set targets. (Bass et al., 2003, p. 208.)

A charismatic leader is inspiring. Therefore, inspirational leadership style cannot be distinct from the charismatic leadership - an inspiring leader has to be charismatic. The transformational leader inspires his or her subordinates, creating the feeling that they are valued and that they play a critical role in achieving the targets of an organisation. Such leaders simplify the vision and clearly explain what should be done. They communicate with such confidence and charisma that the followers are eager to realize the vision. (Bass, 1999, p. 19.)

2.1.2.3 Individualized consideration

Individualized consideration stands for leader paying attention to the development needs of an employee. The leader acts as a mentor. New learning opportunities for an employee are created within a supportive atmosphere in which a person can grow. The leader notices individual differences in needs and desires. (Voon et al., 2010, p. 25.)

Individual approach includes the leader pointing to the development needs of the subordinates, and supporting and mentoring them. The leader delegates tasks to employees in order to offer them a possibility to develop themselves and grow. The leader focuses on knowing the needs of each employee and finds it important that every employee is enabled and encouraged to reach their full potential. (Bass, 1999, p. 11.)

The leader spends time teaching and coaching. He or she treats employees as individuals, not only as members of the group. The leader distinguishes different abilities, needs and achievement goals of the subordinates and helps employees in developing their strengths. Each group member is treated as an individual and it is important to pay attention to the personal development of every employee. (Avolio and Bass, 1999, p. 444.)

2.1.2.4 Intellectual stimulation

The leader stimulates employees to be innovative and creative, questioning assumptions, redefining problems, and approaching old situations “out-of-the-box”. Employees are involved in the process of problem solving and they are asked to come up with new ideas and creative solutions. (Bass et al. 2003, p. 208.) Problems are seen rather as opportunities and challenges. Intellectual stimulation stands for a leader encouraging employees to become more innovative and creative (Voon et al., 2010, p. 25).

Intellectual stimulation refers to the ability of a leader to raise the intellectual interest of employees. Leaders inspire and challenge the intellectual level of employees. They make their employees more creative in dealing with the problems. Leaders, who stimulate others intellectually, are not afraid to learn from their employees. They recognize the potential of synergy and the power of collective creativity. They understand that the employees, who are challenged and recognized, receive energy from it and are motivated. (R. M. Hanaysha et al., 2012, p. 146.) For a leader to have a positive impact on creative and innovative thinking of the employees, he or she has to be open-minded and creative. The leader must be open in a sense that he or she understands and adapts to the way of thinking of employees. (Bass et al. 2003, p. 208.)

2.1.3 Applying leadership styles

In his studies, Bass has concluded that the transformational leadership style does not replace the transactional management style, but rather adds efficiency to a transactional leadership. Each leader has got behavioural patterns of both transformational and transactional styles, but the profile of a leader tends to be defined by one of the leadership styles. Those leaders who are more favoured by subordinates and who are more effective as leaders, are more transformative and less transactional in their leadership practices. (Bass 1999, p. 11.)

The best leaders are, however, both transformational and transactional, as mentioned earlier. Both transformational and transactional styles of rewarding are active and constructive forms of leadership, and effective leaders demonstrate both styles of leadership in varying degrees. However, when it comes to creating extra effort, commitment, and employee satisfaction, a transformative leader is considered more effective than a transactional leader. (Bass, 1999, p. 21.)

Bass and others (2003) found in their study that in a changing complex or turbulent environment and in an uncertain time companies with transformational leadership styles perform better as they are able to increase team cohesion and improve performance. The transactional leadership style is first and foremost necessary to set expectations for clear standards and outcomes, while transformational leadership creates trust in the team. Thanks to this trust, it is easier for the employees to relate with company values, mission and vision. This study also confirmed that passive leadership style (*laissez-faire*) is generally negatively related to team commitment, satisfaction and performance. (Bass et al., 2003, p. 216.)

2.2 Job satisfaction

Job satisfaction can be described as a somewhat subjective factor, and it has been defined in many different ways in research. The first concept of job satisfaction was developed by Hoppock in 1935. He described job satisfaction as “a global feeling about the job” (El-Nahas et al., 2012, p. 71). It has been stated that all the emotional and behavioural components that play a role in forming an attitude in general, are of importance here as well. Acknowledging this is important in order to understand that satisfaction towards

work life is related to overall well-being in private life as well – having impact on both mental and physical health of an individual. (Siddiqui and Saba, 2013, p. 43.)

The attitude of an employee towards work is of importance in every organisation. Attitudes in general are described as thoughts or opinions towards objects, people or occurrences, and they involve feelings, beliefs and behaviour. Employees with a positive attitude are more satisfied with their job than those with a negative attitude. (Siddiqui and Saba, 2013, p. 44.)

Job satisfaction can have many definitions, depending on the individual and the area on which it is researched. It is a subjective variable not only depending on what the job in question is, but also on individual expectations regarding what the job should bring to that individual (Siddiqui and Saba, 2013, p. 44). According to Herzberg (1959) job satisfaction is a level of attitude measuring whether an individual likes one's job or not. It is an attitude towards job leading to actions such as staying with an organisation or leaving it (El-Nahas et al, 2012, p. 72).

It has been stated that job satisfaction is related to individual beliefs and emotions that one has towards job and profession (Siddiqui and Saba, 2013, p. 44). Achieving the targets and feeling belongingness to the work environment are factors that have a positive impact on the overall emotional state of an individual. Employees that are satisfied with their job are more likely to achieve more, perform better, and are unlikely to leave the organisation. Dissatisfaction with job is, vice versa, likely leading to absences, low work moral and weak effectiveness. (Madlock, 2008, p. 73.)

A bit different view towards job satisfaction has been presented by Smith, Kendall and Hulin (1969) who suggest that it consists of many separate factors. An employee can be more or less satisfied with different aspects that have an impact on work. Some employees can be satisfied with their compensation and less satisfied with the management of an organisation or promotion policy, for instance. Therefore, satisfaction of every employee may vary between satisfaction and dissatisfaction. When an employee is satisfied with the work environment, for instance, it does not necessarily indicate satisfaction towards the salary or colleagues that one works with. (Siddiqui and Saba, 2013, p. 44.)

2.2.1 Employee motivation and job satisfaction

Job satisfaction has a clear relationship with other concepts related to work such as motivation. Motivation in this context can be freely defined as a bilateral relationship between the management and employees. Leaders need to understand what motivates the followers and increases their job satisfaction. Leading an organisation can be considered as motivating people to use their power and skills for achieving the targets. Motivation can be considered as a willingness to do work. If the individuals are satisfied with their jobs, they are more motivated to do their jobs and vice versa. Higher job satisfaction leads towards higher motivation. (Siddiqui and Saba 2013, p. 47.)

When managers are aware of the motivation and factors that have impact on it, they are able to understand their employees better and can have impact on employee behaviour – helping both the organisation and an individual employee to achieve their targets. Many researches have shown that a motivated employee achieves good results and demonstrates enthusiasm toward one's work more frequently than an unmotivated employee. (Alghazo and Al-Anazi, 2016, p. 37.)

Motivation can be divided between intrinsic and extrinsic motivation. Intrinsic motivation is a natural motivation that arises from individuals themselves and not from any external factor. Intrinsic motivation increases job satisfaction. Extrinsic motivation arises from external stimulation such as money, attention or compliments. (Ryan and Deci, 2000, p. 70-71.) The main difference between these two forms of motivation is the source for directing actions. In case of intrinsic motivation, the motivation is created by a spontaneous psychological need that the action leading to satisfaction brings. Extrinsic motivation is created by different external stimulations that bring about the desired behaviour. (Tietjen and Myers, 1998, p. 226.)

Intrinsic and extrinsic motivation are not mutually exclusive. Therefore, it is not purposeful to concentrate only on one kind of motivation in any organisation. For instance, an extrinsic motivator such as salary based on the performance can help to increase the performance of employees and help to keep the discipline. At the same time, high moral of employees is an intrinsic motivator and can be increased by enabling creative thinking of employees. External motivators are of importance in any organisation, but they are not the way to encourage employees for their best results. The

balance between intrinsic and extrinsic motivation is important. (Tietjen and Myers, 1998, p. 230-231.)

Tietjen and Myers (1998) suggest that there are three psychological factors that have an impact on intrinsic motivation. First, an employee should be aware of performance at work. If an employee has got no idea whether he or she is performing well or poorly, there is no basis to feel good or bad about the job either. The second important aspect is that an individual has to feel responsible for the results of work. When external factors, such as policies or supervisor mainly define the quality of work, employee is not able to feel pride, as own initiative is missing. The third aspect is that a person has to feel that work has a meaning – and that this meaning is aligned with one's values. When work lacks meaning for the individual, it is not very likely that intrinsic motivation will develop. (Tietjen and Myers, 1998, p. 228.)

All the previously mentioned three psychological conditions have to be met in order to achieve the intrinsic motivation, effectiveness and satisfaction. When they are not met, motivation, effectiveness and feeling of happiness decrease (Tietjen and Myers, 1998, p. 228). Some employee motivating factors and their importance to job satisfaction are introduced and discussed a bit more in detail below.

2.2.1.1 Material compensation

Salary is considered important as it satisfies the economic needs of the employee. Many researchers have found that there is a direct relationship between salary and job satisfaction. When one increases also other increases. Souza-Poza (2000) found that compensation, salary, is a forecaster of job satisfaction. Miller (1980) stated that employees that are vastly rewarded demonstrate higher job satisfaction. (Siddiqui and Saba, 2013, p. 47-48.)

In other words, salary seems to be associated with employee attitudes and behaviour. When employees are not happy with their salary, their satisfaction in the organisation decreases and they are likely to leave the organisation. However, it would be a mistake to believe that only earning more makes employees happy. Concentrating on material stimulation may hinder from creating actual possibilities for emotional satisfaction. (Carragher, 2011, p. 33.)

2.2.1.2 Promotion and development

Ozdemir (2009) has stated that promotion can have an impact on level of job satisfaction in many ways as strategies vary organisation by organisation. Job satisfaction of those employees that have been promoted based on their length of service is different from those who have been promoted based on their productivity. (Siddiqui and Saba, 2013, p. 48). Usually promotion is a metric that ranks high when it comes to job satisfaction in general. In other words, an employee who has been promoted based on good performance, is more likely to do one's best and is more satisfied as promotion is based on one's own work input. (El-Nahas et al. 2012, p. 81.)

At the same time, when employees expect to be promoted based on good performance and when no promotion is offered, they become dissatisfied employees. As promotions based on the length of service are not connected to actual work input, job satisfaction in such cases is not affected. (El-Nahas et al. 2012, p. 81.)

2.2.1.3 Job security and management support

Lacy and Sheehan (1997) found a link between feeling of security and job satisfaction. Therefore, employees with temporary contracts of employment, may be less satisfied than those with a permanent contract of employment. For people to feel part of the organisation, they have to be given a possibility to be heard. Employees with temporary contracts may feel that they are not as important as permanent employees. (Siddiqui and Saba, 2013, p. 48.)

Baloch (2009) has found that there is a constructive relationship between management support and job satisfaction: when a manager offers help and cooperation for fulfilling the tasks, employees are more satisfied. At the same time, it is important to acknowledge that different people value different aspects. One method or style of leadership is not necessarily satisfying for every employee. In general, feedback from the management is related to the attitudes and behaviour of employees in a positive way. It actually forms one of the main factors for job satisfaction. In an organisational leadership it is important to acknowledge the importance of human resources, and be committed to developing it. (Siddiqui and Saba, 2013, p. 48.)

2.2.2 Motivator-Hygiene Theory

One of the classical theories related to job satisfaction and motivation is the Motivator-Hygiene Theory, also called the Two-Factor Theory. This theory of Herzberg (1959) constructed a two-dimensional paradigm of factors that have impact on employee attitudes towards work (Gawel, 1997, p.1). The study of Herzberg emphasizes the connection between job satisfaction and motivation. Factors that have effect on employee job satisfaction are called “motivators” and factors resulting in employee job dissatisfaction are known as “hygiene” factors. The factors are mentioned in the table below. (Table source: Siddiqui and Saba, 2013, p. 45-46)

Hygiene factors	Motivators
Salary	Work itself
Supervision	Recognition
Policy and administration	Achievement
Working conditions	Responsibility
Interpersonal relations	Advancement
Factors in personal life	Possibility of growth
Status	
Job security	

Table 1. Herzberg Motivator-Hygiene Theory factors

Through his research, Herzberg differentiated between elements that lead to satisfaction and elements that lead to dissatisfaction. Here it should be mentioned, that the surroundings of his study were in profit-making businesses. Those elements that cause satisfaction can be thought of as motivators, because employees are motivated to achieve them. The other set of elements Herzberg labelled hygiene factors, as they are necessary to keep employees from getting dissatisfied. Hygiene factors are seen to produce only short-term changes in job attitudes and performance. The theory is connected to leadership, as leaders are interested in reducing dissatisfaction and increasing satisfaction in order to develop an environment more conducive to employee satisfaction and perhaps performance. (Horner, 1997, p. 273.)

In summary, satisfiers describe a person's relationship with what she or he does, many related to the tasks being performed. Dissatisfiers, on the other hand, have to do with a person's relationship to the context or environment in which she or he performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation in which the person does what he or she does. (Gawel, 1997, p.1.)

According to Herzberg, motivators are elements that enrich job, and lead to positive job attitudes because they satisfy the need for self-actualization (Maslow, 1954) – considered as the ultimate goal of an individual. The presence of these motivators has the potential to create great job satisfaction. However, the idea according to Herzberg is that in the absence of motivators, dissatisfaction does not occur. Hygiene factors, instead, have the potential to cause great dissatisfaction. (Tietjen and Myers, 1998, p. 227.)

Even though the theory of Herzberg dates back to 1959, it works as a basis to investigate job satisfaction in this study. The author considers Herzberg theory as a classical theory which identifies the satisfying and dissatisfying factors in a clear way (Figure 2.) It is important to mention here, however, that Herzberg theory has been questioned. Despite that, the theory works as a good tool for understanding the phenomenon.

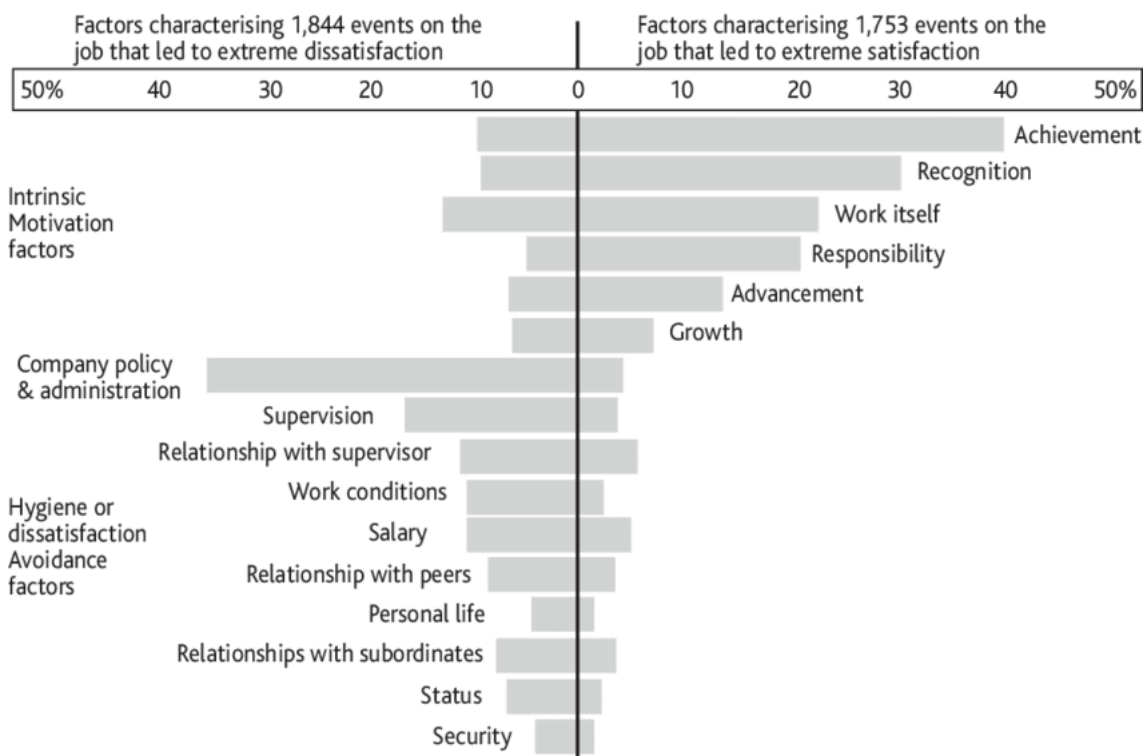


Figure 2. Factors affecting job attributes as reported in 12 investigations by F.Herzberg (Herzberg et al. 1959)

2.3 Connection between leadership style and job satisfaction

It has been suggested that employee satisfaction depends to a large extent on the leadership style of his or her immediate superior. Employees prefer leaders who consider their opinions, encourage them to express themselves freely and to develop themselves. Employees are more satisfied with their work when the leader is considered as part of the team sharing his or her knowledge and skills with the employees. This description stands for the transformational leadership style. The more an employee experiences transformational style of leadership, the more he or she is ready to work for the common targets, is satisfied with the leader and considers the leader effective. Transformational leadership, therefore, is seen impacting positively on employee job satisfaction. (Voon et al., 2010, p. 25.)

It has been studied how transformational leader influences the organisational commitment of employees. The results suggest that transformational and charismatic leadership styles are positively and significantly related to the willingness of employees to follow the leader, which in turn increases organisational commitment. (Sarwar et al., 2015, p. 837.) A positive and active leader can also influence employees to remain in their jobs in case they have doubts about their profession or work. The inspirational aspects of the transformational leadership style increase the emotional commitment of an employee, consequently the employee is more willing to stay with the organisation than to leave it. (Sarwar et al., 2015, p. 839.)

The studies have found that sense of meaningful work is related to the transformative management style and well-being of an employee. The transformational leader can have a significant impact on the perception of work, as the transformational leader pays personal attention to the employee, allows new ways of work, encourages to find new ways to solve problems, instructs and encourages. This is called an individual approach in transformational leadership. Increased delegation and enabling employee participation in decision-making and problem solving, are also associated with increased well-being of an employee. This is connected to intellectual stimulation that a transformational leader practices. (Misra and Srivastava, 2018, p. 115-116.)

As Voon and others (2010) mention, however, both transactional and transformational leadership have been linked to positive consequences for both an individual and for the organisation. Using both styles are found to correlate positively with satisfaction towards

the job, the leader and the organisation. Therefore, it could be suggested that employees are most satisfied when their leader demonstrates both relational and task-oriented behaviour. (Voon et al., 2010, p. 26.)

3 METHODOLOGY

3.1 Qualitative research

The thesis seeks to answer the following questions:

1. What are the main characteristics that leaders should demonstrate in their actions to make them effective in the eyes of an employee?
2. How are leadership style and job satisfaction connected?
3. Are there differences between employee attitudes in Finland and Estonia?

Qualitative method was used for data collection and analysis of this thesis. This method was selected as it provides a possibility to capture interviewee personal experiences, reflections and analysis of their approach to leadership and job satisfaction. The significance of understanding and addressing the feelings and emotions of employees, and creating an understanding of their well-being at work-life became evident from the theory that was presented earlier in the paper. The aim of this study was to gain insight into how employees understand and address leadership and job satisfaction and their connection.

Qualitative research often uses stories, conversations, interviews, life experiences and similar as sources of data (Hirsjärvi and Hurme, 2006, p. 27). The author conducted six semi-structured theme interviews with a selection of Finnish and Estonian employees who work in both public and private sector. Semi-structured interviews helped to discover perspective of employees. Theme interviews were selected as the researcher wanted to present the same questions to all the respondents, but to leave more room for responses in order to find out how respondents actually understand the questions. Even though the questions were not presented in the same order to all the interviewees, all the themes were covered with every respondent. (Hirsjärvi and Hurme, 2006, p. 103.)

That provided the researcher a possibility to compare data between the respondents. A distinctive feature of semi-structured interviews is that some point of view has been

specified – but not all. Advantage of semi-structured interviews is that the interviewer can make focused questions and solve possible misunderstandings during the interview. (Hirsjärvi and Hurme, 2006, p. 47.) Quotations from the transcribed material are presented in a generally understandable and clear written format that does not include any pauses or expletives, as instructed by Hirsjärvi and Hurme (2006, p. 195) in their book regarding research interviews. Deleting expletives from the text keeps it reader-friendly and enables concentrating on the content of material.

There are three main approaches to identify themes from the acquired data. Those are the sententious approach, selective approach and line-by-line approach. In the present study the author adopted the sententious approach at first, in order to capture the fundamental meaning of the data. After that she also studied each sentence to be able to determine what it really says about the experience. This is how the author tried to identify the central themes, as well as causal and intervening conditions. (Roulston, 2010, p. 162.) The primary analysis of the transcripts was conducted by colour-coding the key themes and forming a mind map with post-its (Appendices 1 and 2) and in Excel (Appendix 3). The relationship between the various themes was studied.

3.2 Data and analysis

Interviews were conducted with six employees, three from Estonia and three from Finland. The selected employees work in different fields but all in expert roles. The author wanted to select employees from different fields of businesses in order to have a research that at some extent indicates general results rather than results related to a specific field. The emphasis was on finding out what kind of style of leadership the employees do value and what they find important.

The interviews were conducted in Finnish and in Estonian. The author has got proved language skills both in Estonian and Finnish. Conducting interviews in the mother tongue of every interviewee adds reliability to this paper (Appendices 5 and 6). Research questions were formed so that the inner idea of each question is captured in the best way. The interview started with general questions and progressed to more detailed ones, as suggested by Hirsjärvi and Hurme (2002, p. 107). The interview questions were loosely based on factors derived from Bass leadership theory and Herzberg theory of motivation

and job satisfaction. Leadership as the main theme of the interview was communicated to the interviewees beforehand.

The first six interview questions (1-6) consider leadership in general, characteristics of a good leader, values of a leader, team work and colleagues. Questions 8-10 are targeted at detecting the adequate level of support that employees expect from their leader, and also about finding out what the factors that motivate them in their work to perform better are. Questions 11-15 are about motivation and job satisfaction. It should be mentioned that all the question categories have a touchpoint with each other and dividing the categories is rather rough.

The open-ended questions were designed to acquire an in-depth understanding of personal experiences and perspectives of the respondents. The semi-structured nature of interviews gave considerable flexibility to the participants to determine the extent and direction of the conversation for the given questions.

The purpose of the study was explained in detail to the participants and the respondents were given an opportunity to ask questions from the researcher. Participants were assured about confidentiality. The interviewer audio-recorded the interviews and transcribed the recordings verbatim with, for instance, sighs and laughs. Transcripts were reviewed for accuracy by the researcher who conducted the interviews. The research questions were as follows:

<ol style="list-style-type: none"> 1. Could you please describe the qualities of a good leader? 2. How can a leader fail in one's work/role? What are the qualities of a bad leader? 3. Should leader set an example? What are the most important values that a leader should demonstrate when leading people and an organisation? 4. How should the new ideas be presented? Would it be important for you to participate? 5. How much the team should be involved in decisions and new development? 6. How should the leader solve problems related to fulfilling work tasks and errors made by employees? 	<ul style="list-style-type: none"> • Leadership in general • Characteristics of a good leader • Values of a leader • Team work • Colleagues
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7. How should the possible problems between team members be solved?	
<p>8. How clearly the desired results of your work should be communicated to you? Do you expect communication in details or what would be the right way? Should the leader follow the progress?</p> <p>9. What would be the adequate level of support from the leader? To tell how to do things in detail or show the general direction?</p> <p>10. How should the results of your work be measured? Is it important that targets are set and measured?</p> <p style="padding-left: 40px;">a. What if you do not reach the target, what should happen?</p> <p style="padding-left: 40px;">b. What if you exceed the expectations?</p>	<ul style="list-style-type: none"> • Adequate level of support • Controlling • Measuring • Motivation
<p>11. How should your leader motivate you? How should you be motivated to feel engaged to the organisation?</p> <p>12. How often should the vision and/or mission be communicated to you, and do you find that important considering your motivation?</p> <p>13. How should your needs for development be considered?</p> <p>14. Please place the following five factors in order in terms of what motivates you the most: Pay, Development possibilities, Colleagues, Leadership in the organisation, Work conditions</p> <p>15. How would you describe the role of a leader for your motivation and job satisfaction in general?</p>	<ul style="list-style-type: none"> • Motivation • Job satisfaction • Additional themes

Table 2. Interview questions in English

3.2.1 Interviewees

A selection of Finnish and Estonian employees answered to the questions during April 2019. The Finnish interviews were conducted as face-to-face interviews, whereas the Estonian employees were interviewed via Skype connection. Skype connection makes it possible to follow the respondent's facial gestures and, for instance, position. However,

it should be mentioned that interviews done via remote connection are not quite the same thing as face-to-face interviews and that may have influenced the quality of this research. The interviews took 30-45 minutes. Interviews done face-to-face took slightly longer compared to the interviews done via Skype. All the interviewees were informed that their answers are recorded and transcribed. All the material, including recordings and transcribed content, were stored in a way that no outsider had access to them. Anonymity is guaranteed to the interviewees. This is part of ethical consideration of the research.

The interviewees were selected so that all of them work in specialist/expert positions in their field. Specialist/expert worker stands here for white-collar employee, working in a demanding role that requires rather high qualifications. The reason for selecting expert workers was that professional organisations are considered particularly challenging to lead and leaders in such positions have a crucial role for success of the whole organisation (Iles, 2014, p. 44). For the sake of anonymity, no age or gender of the interviewees is revealed. Nationality is mentioned, hence a comparison of preferences between countries can be made. Finnish interviewees are coded as interviewee 1-3 and Estonian ones as interviewee 4-6. The detailed coding is not revealed in order to further protect the anonymity of the respondents. The interviewees are:

Finnish, head of internal audit in a university hospital, Master of Social Sciences
Estonian, associate professor in a university, Doctor of Science (Technology)
Finnish, chief of nursing in a hospital, Bachelor of Nursing
Estonian, sales manager in an optometric corporation, Secondary education – studies in optometry
Finnish, an adviser in a ministry, Master of Science (Economics) and Master of Arts
Estonian, sales assistant, Diploma in Business and Administration

Table 3. Introduction of the interviewees

3.2.2 Trustworthiness of the study

Here it should be acknowledged that the number of interviews is limited. The author will not present any generalised conclusions based on this research but rather inspects the feelings of the interviewees and tries to understand their background as well as wishes and expectations. Qualitative research method indeed targets at inspecting the feelings and thoughts of the interviewees on a deeper level. In the interview situations the author tried to encourage the interviewees to reveal their true feelings and thoughts around the topic. The author finds that she succeeded in that, but as the topic is also highly personal, the author is also sure that she is only able to reveal some part of it.

The topic of leadership and job satisfaction touches a substantial part of life of people - for about one third of our day at least five days a week is spent at work. When an individual is not happy with his or her work, a full trust for a person to reveal such information is required. The author emphasized in the interview situations that all data given is handled with care and anonymity is guaranteed. Even though the author concentrated on making the interview situation as comfortable for the interviewees as possible, some excitement and anxiety could be sensed.

The author finds that she succeeded well in interviewing people. The author studied, for instance, the good interviewing practices and the order of setting the interview questions from Hirsjärvi and Hurme's (2006) "Tutkimushaastattelu". The author thinks that this book gave her the right kind of a mindset for the interview situations. However, there is always a possibility that the way she set the questions or even a minor change in the tone of her voice may have had an impact on how the respondents answered.

In general, the author of this paper found it a bit challenging to set herself in a role of a researcher in the beginning. Having worked both in Estonia and in Finland, the author has rather strong preconceived ideas of the differences between the cultures and the nature of work life – therefore the author also had some expectations about themes that might come along in the interviews. The author naturally tried to avoid revealing her ideas or thoughts in setting the questions or in the interview situation. There is, however, always a possibility that interviewees may deliver answers that they feel are expected from them.

4 FINDINGS AND DISCUSSION

The interviews are analysed based on specific themes that came up from the material. The interview questions were loosely based on Bass leadership theory and theories regarding job satisfaction, and targeted at finding out what these concepts really mean for the interviewees. Every interviewee discussed their own experiences and answered the questions from their own perspective, however, some common themes were present in all the interviews. They were: the importance of enabling employee participation, people skills and considerateness of the leader, the importance of communication and dialogue, a supporting role of the leader, and implications of the previous to job satisfaction.

In the following chapters the author presents the findings and discusses them in detail. Presenting the findings together with discussion is important for the nature of this thesis. As there were certain main themes that emerged in the interviews, the author found it important to reflect those themes to some theory at the same time. That adds consistency to the text. As the paper discusses the content of interviewee speech, it is easier for the reader to see the reflections discussed at the same time.

4.1 Enabling employee participation

A common factor that came up in all of the six interviews was the importance of allowing employee participation. As an opposite to such, interviewees brought up the concern of authoritarian leadership style. When interviewees were asked about the qualities of a bad leader and how a leader can fail in his or her work (interview question number 2), they mentioned words such as *authoritarian*, *dictator-like* and *tyrannical*. They described a bad leader not listening to what employees got to say. A bad leader also emphasizes his or her own way of working as the only correct one. Interviewee 3 stated:

”Authoritarian relationship between manager and subordinate is not a good solution in expert environment. Providing autonomy for the employee is important.”

When asked about developing new ideas in the organisation (interview questions number 4 and 5), all the six interviewees stated that it would be important for them to participate in developing new ideas. Interviewees 1, 3 and 6 emphasized the importance of being involved in selecting the ideas that are developed further, meaning that they considered participation at early phase important. It was interesting that interviewee 1 also brought

up the fact that constant presentation of ideas might be burdensome for the leader. This interviewee has worked in leading positions in many projects and this comment has a strong practical point of view. It could be sensed that the interviewee was rather reflecting own experience of leading others:

”If a presented idea is good, I would like to participate in developing it further. If the idea is bad, I would rather express my feeling about it straight away. Organisation has to be such that everyone can present ideas freely all the time [...] Even though that can be a bit burdensome for the leader. But it is important anyways”.

Critical consideration of ideas is considered important by the interviewees. They emphasized that it is the only way how ideas can really be refined. Openness was called for – also in cases where presented ideas are not processed further. The interviewed employees strongly feel that they should not be kept in the dark:

”Also critical analysis of ideas should be allowed and be possible, and must be taken into account in the organisation. It should not be considered as standing against the ideas or against the change.”
(Interviewee 3)

”Even though when some ideas are not realised, it should be justified and explained, why not.”
(Interviewee 4)

All the interviewees found that involving teams in new development should be self-evident. A common idea mentioned was that a team consists of selected professionals, having wide knowledge around the issues they work with, they should naturally be part of developing the operations within the organisation:

”A manager selects the best possible team members so that all the needed knowledge can be found in the team. That is why every team member has to participate in development of new ideas.”
(Interviewee 1)

”A team has to always be involved (in ideating new) as the team consists of specialists in their field.” (Interviewee 5)

”Leading should be flexible, let’s say. You cannot always stick into one strict plan. Meaning that there is only one opinion and other opinions are false. It has to be flexible and involving employees to planning as well. How to put it... Well, the old saying of ‘two heads are always better than one’ fits here well.” (Interviewee 6)

Developing together refers to learning together. As Viitala (2006, p. 166-167) mentions, a culture of continuous learning together is important for developing skills within organisation. She emphasizes that strong social aspect of learning is crucial. Group-learning provides a deep understanding around different subjects and improves the results and performance in organisations.

Most of the interviewees mentioned that a leader can fail badly when he or she thinks that all the wisdom and knowledge would be in his or her possession, and that his or her understanding and principles would always be the correct ones. Such a leader does not

want to listen to proposals from subordinates regarding how to improve the work. As mentioned by Viitala (2005, p. 105), a key for successful organisation is that people in the organisation are willing to share, combine and develop together. Combining strong core competencies of multiple professionals forms a strategic competitive advantage. Interviewee 2 emphasized that involving team members in ideating and development of ideas is important for the ideas to be adopted in the organisation:

”A team has to be strongly involved when ideas are wished to be grown, as it is extremely hard to get people involved in some ‘ready-made packages’ when people were not involved from the beginning.”

It was also mentioned, that when a new idea is presented by an employee, it should be acknowledged. There were experiences of stealing ideas and taking credit for work of someone else. As a quality of a bad leader, it was mentioned that such leader *works for own benefit and for own glory* and is *not able to support or encourage others and share success*.

”It is not important who presents the new idea. But it has to be acknowledged in the end who was the initiator of this particular idea. No credit should be stolen from the original initiator.” (Interviewee 2)

”It is important that a manager coaches and shares success. [...] Recognition of success should be given for the team or for the individual.” (Interviewee 3)

The above is also related to all the interviewees stating that there should be more encouraging and thanking in the organisations. They emphasized that thanking does not always have to include any ‘material thank you’, but nice and encouraging words are important. Relationship of recognition to the employee motivation and job satisfaction is important, as presented also by Herzberg in his two-factor theory. So is the feeling of achievement – studies have shown that feeling of success that is acquired by using one’s own skills is connected with job satisfaction. (Bogler, 2001, p. 667.) Interviewee 2 got slightly emotional when commented about stealing a credit from another. For the interviewer it seemed that in the background there could be feelings of having been treated unfairly in a similar situation.

A common factor mentioned by all the interviewees was that a leader has to be able to harness the skills of employees to reach the common goals. That characteristic is mentioned to be associated with transformational leadership, and supports the discovery of full potential of employees, so that both the individual and the organisation benefit from it. In transformational leadership the leader stimulates employees to be innovative and creative, questioning assumptions, redefining problems, and approaching old

situations “out-of-the-box”. Intellectual stimulation stands for a leader encouraging employees to become more innovative and creative. (Bass, 1999, p. 11.) Inspirational motivation, instead, demonstrates a leader having an influence on employee feelings about playing a critical role in accomplishing the shared goals (Bass, 1999, p. 19).

For every interviewee it was important to participate in developing ideas further. They found that involving people in development is crucial, as only then the ideas can root and grow in organisations. It was mentioned that by default the team should consist of people that all have different skills and expertise, and that is why every team member is needed in developing the ideas. Also, critical analysis of the ideas is important. Critical evaluation of ideas should not be considered as resistance against changes, but the atmosphere should encourage to present all kinds of ideas. Opinions of the interviewees are fairly aligned with transformational style of leadership and intellectual stimulation connected to it.

4.2 People skills and consideration

When asking about the qualities of a good leader (question number 1), interviewees stated that consideration is one of the most important qualities. Interviewee 1 stated that a good leader is *easy to talk to, expresses good human qualities*. Interviewee 4 stated that a good leader is *a good person* and the interviewee 5 mentioned that it is crucial for a good leader to *get along with people*. When discussing about values (interview question 3), and whether a leader should demonstrate some values, the interviewee 5 added:

”Employees have to sympathise with the leader so that they are willing to behave the same way as the leader does. If leader is not sympathetic, not accepted, employees will behave the opposite way.”

Four of the interviewees mentioned, that *human values* are the most important values that a leader should demonstrate. It was also mentioned that general good qualities of a person should be found in a leader as well. Such qualities were: *honesty, trustworthiness, loyalty, work ethic, discipline, openness, respecting others, stability and balance*. It was considered important that leader should genuinely demonstrate those qualities in his or her actions and behaviour.

Trustworthiness is an interesting concept itself. As argued by Zeffane (2010, p. 253), trust is a natural outcome of trustworthy individuals and it paves the way for effective leadership. Effective leaders promote supportive and trusting organisational climates,

which are necessary precursors to success. According to Zeffane high-trust organisations are considered as successful organisations.

Interviewee 3 called for strong ethical values and stated that *leader must act according to his or her principles*. This is rather in line with idealized influence in transformational leadership. Interviewees 1 and 3 also stated that a leader has to demonstrate the values of the organisation. Interviewee 3 mentioned that:

”Values of the leader have to be aligned with the values that should be demonstrated as a leader in this specific organisation: only then one can be a good leader.”

This is an important aspect, as a conflict between individual values and the values of organisation inevitably hinder the performance as a leader. When asked about whether a leader should set an example in his or her actions in general, interviewees stated that leader should naturally set an example in his or her behaviour. Interviewee 2 highlighted that exemplary behaviour runs down in the organisations. It has an impact on customers, whether internal or external, that the organisation serves:

”Leader has to show example in his or her actions because that behaviour has impact on employee actions and how they treat the end-customer as well.”

Encouraging and supporting employees was also seen important. Interviewees 3 and 6 especially stated that a good leader coaches and encourages others and also shares success. It was distinctive that two of the Estonian interviewees (4 and 5) strongly emphasized that the leader should *stand for his or her employees* and be ready to *fight for the employees*. The interviewee 5 explained:

”Employees are the basic, therefore you need to help and support them and stand for them. In Estonia people easily leave their employment and there are difficulties to find good employees. [...] That is why they (employees) have to be motivated, protected. They know their rights, that is why a manager has to know law, labour law, work protection law. You have to do things to keep your employees from leaving – help them at early phase. If you want to keep the team, you need to take care of them – you have to act as a labour union for them.”

This is indeed a very interesting statement and defines the role of a leader in protecting employee rights. In Estonia the actual trade unions are extremely weak, if not non-existent, compared to Finland (Worker participation, 2019). The strong protective role of a leader here is associated with the fact that there is no union to fight for the employee rights. It was also interesting how interviewee 4 described the relationship between the manager and the subordinate:

”Manager and subordinate cannot be friends, but subordinate should not be afraid to turn to the manager or express one’s thoughts. [...] Managers should really listen to the subordinates.”

Fear of one's manager is an interesting theme. According to Hofstede insights (2019), the dimension of power distance in Estonia is 40, which is low. This indicates that people in authoritarian positions are not readily obeyed and respected because of their status. However, in Hofstede insights (2019) it is mentioned that older generation and state organisations often demonstrate high PDI tendencies:

The older Soviet ways of thinking and relating to the world still remain and the boss-subordinate relationship among Estonians is sometimes more hierarchical than the score suggests (Hofstede insights, 2019).

As interviewee 4 mentioned that *manager and subordinate cannot be friends*, raising a theme of friendships is also of importance here. In many organisations there might actually be a situation where friends or even family members work in the same organisation, even in same teams. Here extra attention should be paid, as in such situations the employees can easily have issues with trust, and a call for equal treatment is even stronger than in other teams. As mentioned by Järvinen (2018, p. 91), it cannot be emphasized enough that a manager should treat subordinates in an equal and impartial manner. Possible friendly personal relations with the subordinates should be paid extra attention to, as inequality is easily sensed by employees.

To sum up, when asked to describe a bad leader, many of the interviewees stated that a bad leader is *not humane*. On the contrary, it seems that people skills are considered as a must for a good leader. It was mentioned that a good leader is *understanding, easy to talk to and gets along with people*. Interviewees 1 and 3 mentioned that it is important for a leader to demonstrate the values of the organisation in his or her actions. Additionally, all the interviewees emphasized the importance of human characteristics of a leader. The leader should be *considerate, fair, just, honest and trustworthy*. Interviewee 3 called for strong ethical values and interviewee 2 called for consistency in decisions. Bass and others (2003) state that in transformational leadership the leader is consistent in acting and follows ethical standards, principles and values. (Bass et al. 2003, 208.)

A common factor stated by all the interviewees was that the leader must show example in the organisation. The leader should act according to the principles and values of the organisation, but it is also important that moral and human values are involved. Aspects such as *honesty, trustworthiness and acting morally right* were mentioned. Showing example resonates with idealized influence in transformational leadership. The idealized influence is divided into attributes and behaviour, and the qualities of an idealized influence are achieved by leaders with charisma. Such leaders are considered self-

confident and powerful – as people who focus on higher ideals and ethics (Bass 1997, p. 21).

4.3 Importance of communication and dialogue

Importance of communication arose as one of the main topics in the interviews. Good communication in an organisation is seen as a key to its success. Bad communication, instead, is considered as one of the main reasons for an organisation to fail. Interviewee 1 defined that it all starts from clearly communicating the desired target - vision and mission - the strategy of the organisation. Five of the interviewees stated that possible changes in the strategy of organisation should be communicated to the employees as soon as they are deployed.

”Vision, strategy in other words, should be clear for all the employees, as only then they know what they work for – what is the common target. That is why it should be constantly communicated in every organisation. Of course, it depends on the employee position and job, how clear the vision is in everyday work, but it is important for every employee.” (Interviewee 1)

”Vision and mission should be clear for every employee per se, as all the targets should be set based on vision and mission.” (Interviewee 3)

”All is in strategy and every employee’s targets are set according to those, so everyone has to be updated on what is expected from them.” (Interviewee 6)

”When changes to a strategy of organisation are made or deployed, the employees should be informed.” (Interviewee 4)

Communicating the strategy is strongly related to the employee participation which was mentioned in the first chapter. The ideal situation is that employees are involved in planning the strategy straight from the beginning.

As an example of bad communication, the interviewee 5 brought out the level of communication that is excessive. The main problem here seems to be that the interviewee feels that employees do not have a real possibility to be heard, they are not involved, and their everyday work is not clearly connected to the vision of the organisation. In addition to that, there are company policies that require to arrange meetings with no real meaning. It has been studied that administrative factors, including policies, have a possibility to stand as sources of job dissatisfaction (Bogler, 2001, p. 666). Also, lack of support – manager not fulfilling his or her role – causes confusion here:

”There is no point in only hearing about the vision and strategy when my part is not clear and communicating those do not provide me any support in my work. In my organisation, those are communicated too often and they are not connected to my everyday work: total waste of time. Parent company defines that those have to be discussed once a month, but it is a total theatre as we do not get anything from there, it only irritates. [...] In this theatre we talk nonsense, our

manager is asking questions from us but not willing to hear any answers. Our manager only does it (meetings) to keep her work and position.” (Interviewee 5)

This comment seems to contain major frustration. Instead of real communication the employees are offered something that they feel is fake. There is no resistance against the actual information or meetings, but there should be a link between the information that is provided and the actual work. Additionally, as Juuti and Vuorela (2002, p. 114) state, a meeting is a common forum of discussions where all the participants can feel that they are heard and appreciated. Meetings demonstrate power of those who can call up for meetings – this power always comes with a responsibility. The meeting facilitator is in a role to enable participation for everyone. A good meeting supports organisational efficiency, whereas a bad meeting can frustrate the participants.

When asked about the general qualities of a good leader (interview question number 1), interviewee 4 stated that one distinctive quality is that s/he is *good in communication*. Interviewee 5 stated that a good leader is *clear in communicating tasks to his or her subordinates*. As qualities of a bad leader (interview question number 2), the interviewees mentioned *not behaving in a polite way – expressing things in an unpolite way, derogating subordinates* or even *shaming employee*. Those are all connected to poor communication from manager’s side. As mentioned by Juuti and Vuorela (2002, p. 90-91), expressing appreciation towards employees is important. By displaying appreciation in communication, the manager is indirectly encouraging the employees at the same time. The authors emphasize that leader is the one who creates a successful employee by demonstrating appreciation and respect.

As Juuti and Vuorela (2002) mention, dialogue is a crucial factor in leadership. Leaders that encourage discussion are able to create an environment that is based on openness and trust. Such environment encourages employees to be open with expressing their thoughts. Leadership that is based on dialogue has a positive impact on well-being in the organisation and individual employee well-being (Juuti and Vuorela, 2002, p. 106-107).

What comes to setting the goals to the employees (interview questions number 8 and 9), communication is considered to have a significant role. Defining what is needed in a clear and precise way is one of the main tasks of a leader per se. Leading also includes communicating to employees what is going on in the organisation in general, so that everyone understands the big picture. All the interviewees emphasized the importance of common understanding:

”Manager should explain what organisation wants to gain with that specific work or task in question, and then desired goals should be clearly and precisely set, and how the results are measured. Common understanding of the goal is important. [...] It would be important for the employee to know, if one’s work has played an important role in developing new or other advantage, effectivity of work should be communicated. Feedback of one’s work is important so that you know if you succeed or not.” (Interviewee 3)

”(Manager) has to clearly communicate the conditions that the end result has to fit – there is always a possibility of misunderstandings.” (Interviewee 6)

”Manager should communicate on a level that is enough for an employee to understand what is expected. Tasks should be clear.” (Interviewee 4)

The interviewee 3 strongly calls for communicating the meaning of work – what has been achieved with that work. That resonates with transformational leadership. Idealized influence in transformational leadership behaviour includes creating a common understanding of working for something bigger, for “greater good”. Additionally, achievement is considered as a factor increasing employee job satisfaction (Bogler, 2001, p. 667).

What comes to a manager providing feedback to his or her subordinate, the interviewee 3 stated that *feedback should direct the employee to a right direction*. All the interviewees stated that feedback should always be targeted to support the employee. As it was already mentioned previously, encouraging employees to participate and give feedback is important. It is as important for an employee to receive feedback as it is to give it. Interviewee 1 stressed the importance of receiving feedback on a more detailed level. A common factor for the interviewees was that feedback sessions should be coaching type of discussions. When, for instance, a target that was set for the work is not met (interview question 10a), the interviewees expect feedback to be of supporting type. As mentioned by Juuti and Vuorela (2002, p. 90), encouraging kind of communication is important for the employee to perform at best. Communication with manager should empower the employees, not to add burden on their shoulders.

Juuti and Vuorela derive a straight link to servant leadership by adding that a good leader understands his or her role in serving others. Development towards a leader starts with appreciating and empowering others so that they would succeed in their career and work tasks even better. The authors emphasize that knowing what is in other person’s mind is never possible – that is why a leader should be good in communication and in finding out what some event or occurrence meant for the subordinate. (Juuti and Vuorela, 2002, p. 90.)

Creating a listening and empathetic relationship with the subordinate is the key. Such relationship demonstrates respect towards another person – not only as an employee but also as an individual. A big part of leading people is all about listening to. (Juuti and Vuorela, 2012, p. 91-92.)

”Discussing the results of work should not be connected to the person itself: one should not be made feel being bad somehow. [...] Support from the manager is important. Manager should be able to coach employee so that one will not feel discouraged for future tasks.” (Interviewee 2)

”Thanking is important and should be practiced more: communication is important not only when something goes wrong, but managers should thank when things go right.” (Interviewee 4)

Interviewees 2 and 4 brought up two very important issues in their comments above. First one is that feedback should not be targeted at person, and the second one is that the role of positive feedback should be emphasized. Järvinen (2018) mentions that one of the common mistakes made in work life is to argue ‘ad hominem’ – to direct an argument rather to one’s person than to a position. Such argumentation easily breaks a person down by questioning his or her credibility and is seen as destroying type of behaviour. (Järvinen, 2018, p. 167-168.) The role of positive feedback, instead, is strongly connected to a need for recognition and employee motivation.

It has been argued that positive feedback is positively related to intrinsic motivation and interest in work tasks. Performance feedback provides competence-enhancing information. Some literature suggests that the effect of feedback and goal setting on employee attitudes may be contingent on interpersonal context, as the manner in which performance information is communicated can influence how it is perceived. (Fernandez and Moldogaziev, 2015, p. 380)

Part of communication are also the problem-solving skills. When an employee faces problems, all the interviewees stated that discussing the issue as early as possible is the key in good leader behaviour. Early intervention to the issues guarantees that problems do not spread. When interviewees were asked about the role of a leader in solving work-related problems and problems between the team members (interview questions 6 and 7), all the interviewees mentioned that active communication is the key.

Making mistakes is seen as part of being human, and all the interviewees stated that learning from mistakes, analysing the situation and supporting the employee is important. Interviewee 3 emphasised the ethical values, such as *honesty* and *openness*, in analysing and handling the problems and mistakes. The interviewee also highlighted the analytical

approach in finding the root cause for problems. The interviewee 2 stated that leader should not avoid responsibility in case of difficult issues.

”It should be natural in organisations to bring up mistakes and not to be afraid of them. Mistakes should not be hidden as they can never be totally eliminated. Mistakes are a way to change.” (Interviewee 3)

”Leader needs to show some backbone and intervene with even the hardest and most delicate issues: there is no point in trying to be nice and good in the eyes of employees and thus avoiding responsibility.” (Interviewee 2)

”The worst thing is that manager is not reacting to problems between the teams, for instance, at all.” (Interviewee 4)

”Problems have to be discussed and solved somehow, and how to prevent them in future.” (Interviewee 6)

Juuti and Vuorela (2002, p. 129-132) stress the role of creative problem-solving in continuous development in organisations. It is all about analysing the environment constantly and noticing changes, recognizing real problems, ideating solutions and following up whether the selected solution is working well. Attentiveness of the leader is required. In addition to that, flexibility plays a role here.

What comes to problems between team members, all the interviewees stated that role of a leader is rather active, even though not all of them had experience with such problems. Interviewees found that problems should be solved between the parties in question and the manager should create a neutral field to analyse the problem and solve it. Juuti and Vuorela mention (2002, p. 127) that an important role of a leader is to mediate and solve conflicts between employees via enabling and encouraging communication. Communication skills are needed especially when conflicts are not connected to “things” anymore but turn into conflicts connected to relationships between people.

Conflicts in general, are seen as a result of not processing and discussing the variate points of views before the issues start to be personified. Juuti and Vuorela (2002, p. 128) state that it is crucial that the manager intervenes. Neutrality should remain and solving problems should be based on facts. They also mention that it is important to understand that in conflict situations individuals actually process their inner feelings and the situation might be delicate. Therefore, understanding as well as empathy are required.

“Problems between team members should be solved between those parties, but when problems reflect on others, the whole team should be involved. There is no point in ”developing” the problem further or expanding it to whole organisation when not needed, as it all disturbs everyday work of employees. Problems should be solved immediately when they appear.” (Interviewee 2)

“Parties should be treated in the same way: no more favourable employees, equal treatment is important. Problems have to be analysed and the root cause should be found. Leader plays the main role in solving the problems. Honesty and openness are important values here. Sensibly

solving the problem after everyone in the situation have reached a common understanding of the problem root cause is the way to act.” (Interviewee 3)

“The worst thing is that manager is not reacting to problems between the teams at all. However, people should also be able to behave accordingly at work, it is not a kindergarten. How people are raised up at home plays a role here. [...] But what would be a correct way for the manager to act - it is hard to define. I call for the responsibility of the whole team, as the organisation is like a big family” (Interviewee 4)

As can be seen above, the interviewee 4 stated that *organisation is like a big family*. This is in line with how transformational culture at work has been defined (Bass and Avolio, 1994, p. 116). The interviewee 4 additionally discussed about how people are raised up at home plays a role in how they behave in conflict situations at work. During the discussion, the interviewee brought up a theme of different traits of personality among Estonian and Russian people – and compared *cold blood* to *hot blood*. In Estonia over one fourth of the population consists of people with Russian descent (Eesti Statistika, 2019).

Temperament traits differ between different nations, and in Estonian work-life it is distinctive that Estonians are considered to have different temperament traits from those of Russians. It can be said that people with Russian descent are considered more open in regarding how they demonstrate their feelings. As has been researched by Gartstein and others (2010), there are differences in how emotions are expressed already between children from different cultures. Factors, such as how individualistic or collectivistic the culture is, plays a role here. (Gartstein et al, 2010.)

A different view for solving problems between team members was offered by the interviewee 5:

“When solving problems between team members you have to do it very cleverly – talk with everyone a different story, manipulate them like a psychologist. Problems should be solved between the members that have issues. The role of a leader depends on the leader, work place etc.”

That comment defines problems between individuals well. Sometimes when individual points of view are far enough from each other, it might be impossible to close that gap. In some situations, the role of a leader might be about trying to retain the functioning of a team by tolerating some dissonance. For instance, in situations when resources are low and the organisation is “living over a period of hard time”. In a long run, however, this is not an optimal situation. As mentioned by Juuti and Vuorela (2002, p. 37), communicating multiple separate stories or talking behind one’s back leads into a twisted culture at work place. In such organisation people will eventually start to consider what they speak and to whom they speak. Genuine sense of community in the organisation is

soon gone in such organisational environment. It is also important to acknowledge that interpersonal relations at work is considered a factor that may lead to job dissatisfaction when things are not well. (Bogler, 2001, p. 668.)

All the interviewees stated that early intervention to all the possible problems is important. This perception indicates preference of transformational leadership style, compared to transactional styles, where problems are solved either when they cause some serious trouble (management-by-exception) or not at all (*laissez-faire*). Personal discussion and feedback are appreciated among the interviewees, and a possibility to corrective actions has to be given. Mistakes have to be seen as a development opportunity and as a crucial part of learning process. As stated by the interviewees, mistakes can never be fully eliminated from any work. Therefore, the organisations should allow them. Seeing mistakes as an opportunity to learn is emphasized in transformational leadership (Bass et al. 2003, p. 208).

4.4 Showing direction - supporting role of the leader

All the interviewees are professionals, expert workers, in their field. When they were asked what would be the adequate level of support they need from their leader, they all stated that the leader should rather *show the general direction*, after which the employee has to be given *peace to work*. (Interview questions 7 and 8.) The interviewees emphasize the importance of *setting a clear goal* and then *trusting the employee*. *Autonomy* and *freedom for realization* were mentioned.

One of the qualities that was mentioned when discussing about the qualities of a bad leader, was *not demonstrating trust towards employees*. As stated by Zeffane (2010, p. 246) developing trust in the workplace is critical to organisational success. A trusting environment increases employee morale and leads to increased productivity. Zeffane mentioned that in organisations where trust is low, micromanaging behaviour is dominant.

”Trust in the employee is important: employee has the responsibility. No unnecessary controlling needed, but manager has to know what is going on in the organisation and what are its members doing. Highly depends on the work in question. In some organisations it might be crucial to follow up the employees at certain extent, so that the agreed amount of work is done.” (Interviewee 1)

”(Manager) should follow up the work but should not be controlling it all the time. General steps, and how they are followed, have to be agreed, but peace to do work should be offered. Updates can be done in discussions. There are phases at work when some delays are expected, for instance, but it is important to provide peace to work. Leader shows a general direction and explains targets

– sets preconditions. No need to give exact details as everyone works with their personality.” (Interviewee 2)

”There is no need for controlling when your employees are highly qualified professionals in their field. Manager should provide a general direction: when you have good professional employees, they know what to do.” (Interviewee 5)

A common understanding among the interviewees was that the leader should be ready to assist and coach employees when they ask for support and struggle with tasks, but unnecessary controlling of work is seen as hindering daily operations. Some of the interviewees mentioned *micromanaging* as one of the distinctive qualities of a bad leader. This is connected to excessive amount of controlling. Interviewees 2, 4 and 6 emphasized that work is always done in steps that follow each other. These project steps should be clear for the employee. The interviewees emphasized that role of the leader is in ensuring that work progresses according to the steps that were agreed. Therefore, no constant control is required. The interviewee 6 stressed the importance of evaluating the work afterwards. Such evaluation provides important information for completing tasks in future.

”At some points of work, manager may ask what is the status of the work and employee has to give update that everything is under control: work is done step by step. Adequate level of controlling is defined by work itself.” (Interviewee 4)

”Setting targets is important as work is done step-by-step. Follow up provides and employee a possibility to change the direction, improve the work and so. [...] It is important to evaluate every project afterwards to improve future operation: that is why measuring work is important.” (Interviewee 6)

Some of the interviewees mentioned that even though no actual core competencies or material skills are required from the manager, it is important that manager demonstrates skills that are needed in a leading position. Here a theme of cross-cultural leadership was also brought up. The interviewee 5 mentioned that when operating in a foreign culture, it would be beneficial to be familiar with the culture and practical issues at some extent.

”(A good manager) knows legal and other issues that leader should be comfortable with. No content knowledge needed but should be able to think how the target is reached with the skills in the team in question.” (Interviewee 2)

”(A bad manager is) a silly person, non-competent. A person from another country, who does not know the law, culture or work culture of the country, does not possess knowledge about the labour law and law in general, habits, culture, language” (Interviewee 5)

Qualities associated with a bad leader by the interviewees have similarities with *laissez-faire* leadership style. In this style, when problems occur, the leader does not do anything to correct the problems. Such leaders avoid clarifying expectations and do not set goals or communicate standards that should be met by the employees. (Bass et al. 2003, p. 208.) As described by Avolio and Bass (1999, p. 444), individual approach is important in

transformational leadership: the leader spends time teaching and coaching. The leader distinguishes different abilities, needs and achievement goals of the subordinates and helps them to develop their strengths. Each group member is treated as an individual and it is important to pay attention to the personal development of every employee. (Avolio and Bass, 1999, p. 444.)

The figure below presents the four main themes that came up in the discussions with the interviewees. It also includes some of the factors that the interviewees mentioned regarding what are the characteristics or actions that the leader should or should not demonstrate or apply. All the themes presented in the figure were discussed in detail in the previous chapters. (Figure 3.)

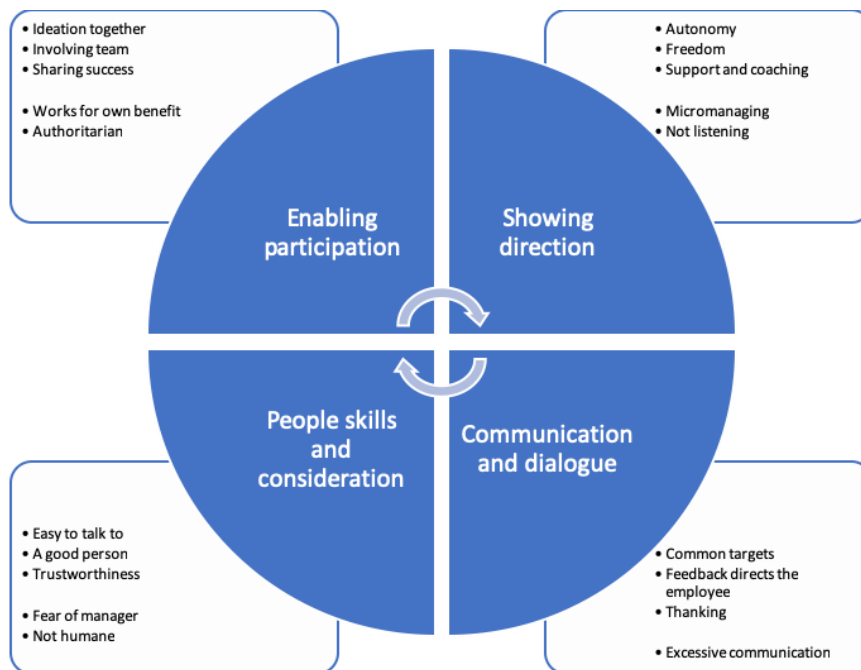


Figure 3. Important characteristics of a leader and qualities that leaders should or should not demonstrate

4.5 Job satisfaction

Job satisfaction is mainly connected with positive emotions and attitude towards work, and it is defined by the level of satisfying one's needs. In addition to attitudes there are job conditions and other external factors at work place that have impact on job satisfaction. (Siddiqui and Saba, 2013, p. 47-48) Interviewees were asked to set the following five factors in order that they consider having most impact on their job satisfaction (interview questions number 14). Those were: compensation, work conditions, colleagues, leadership in organisation and development opportunities.

Factors are color-coded so that it is easier to discuss the answers. None of the Finnish interviewees provided exactly same answers, but two of the Estonian interviewees (5 and 6) had exactly the same order for the factors having most impact on job satisfaction. Some critique for this practice should be given, as there is always a possibility that interviewees answer what they think is expected from them. Therefore, the author mentions that these results may not indicate actual thoughts, but the interviewees may have adapted themselves to the situation where discussion around leadership as the main topic is ruling their mindset.

Interviewee 1 (FIN)	Interviewee 2 (FIN)	Interviewee 3 (FIN)	Interviewee 4 (EST)	Interviewee 5 (EST)	Interviewee 6 (EST)
Development possibilities	Development possibilities	Leadership in organisation	Compensation	Compensation	Compensation
Compensation	Leadership in organisation	Colleagues	Development possibilities	Work conditions	Work conditions
Leadership in organisation	Colleagues	Development possibilities	Colleagues	Colleagues	Colleagues
Colleagues	Work conditions	Work conditions	Work conditions	Development opportunities	Development possibilities
Work conditions	Compensation	Compensation	Leadership in organisation	Leadership in organisation	Leadership in organisation

Table 4. Comparison of factors and their influence on job satisfaction

4.5.1 Compensation

The main difference between Finnish and Estonian interviewees was how they placed compensation in the list. Two out of three Finnish interviewees placed compensation as least important one, whereas all the Estonian interviewees placed compensation the most important one. Here the difference may be explained with economic differences. In Estonia employees generally earn less than employees in Finland – depending a bit on the field where they work at. People in Estonia have to consider more closely the balance between their income and liabilities, as the cost of living is rising faster than the salaries. In Finland people in highly qualified professions earn a salary that provides them more

freedom in their decisions. In 2018 GDP per capita in Estonia was 22,990\$ and in Finland 49,939\$. Average annual wage in Estonia in 2018 was 19,018\$, in Finland 51,945\$. (Country economy, 2019) Here it is important to mention that when comparing salaries, also aspects such as taxation and price level should be considered. Additionally, when comparing net wages, differences between structures of households as well as differences in support systems are playing a role. Those should be considered when doing actual comparison.

According to the theory of Herzberg, salary is seen as a hygiene factor: when employee is not pleased with it, it may cause dissatisfaction towards job. However, it is not considered a factor increasing job satisfaction as such.

”Material compensation is important today, a descent salary, also work conditions and colleagues. I would like to emphasize those. Well, developing oneself when you feel that you have to do it, right, but people anyways should be offered material compensation when they work in descent jobs.” (Interviewee 6)

”Compensation and development possibilities are basically as important. I have learned a new field. I work in a rather new field currently. I have learned so much about it and I would call that development. I think that compensation and development, as our product is rather changing and interesting. So, for me those are basically on a same level.” (Interviewee 4)

Compensation was also discussed regarding the performance at work. Interviewees were asked what they expect to happen, if they perform better than expected. (Interview question 10b) Here all of the interviewees mentioned the motivating nature of material compensation, even though Finnish employees additionally stated that as a rule no bonuses are paid in the fields they work at. Some of the interviewees mentioned that to hear ‘thank you’ is as important as material compensation. In addition to that, development possibilities and promotion were mentioned.

”Monetary compensation would be nice. Bonuses are a good thing. Even though in my work they are not given according to the policy. Money motivates to some extent. It is important to thank the employee for good work. Promotion possibility. Good feeling for oneself is also important, but to be honest it does not pay the bills.” (Interviewee 1)

”Material of course, but... If target is exceeded, it could help forward on a career ladder.” (Interviewee 2)

”If target is exceeded, the employee should be thanked for good job. Employee should be informed of the additional value that one’s work brought. Rarely any monetary compensation is provided, but thanking is important. Recognition should be given (for the team or for the individual)” (Interviewee 3)

”If targets are exceeded, a bonus should be paid, ‘Employee of the month’ title, thanking is important and should be practiced more, thanking is first and bonus is second.” (Interviewee 4)

”If target is exceeded, a monetary compensation should be naturally given.” (Interviewee 5)

”If target is exceeded, bonus should be offered. Acknowledging good work motivates employee to perform same way in future. Thanking is important but material thanks is better.” (Interviewee 6)

Rewarding style of leadership is part of transactional leadership. Although this style is a positive and active leadership style, pure reliance on the leadership style concentrated on remuneration and rewarding is, however, limited. (Bogler, 2001, p. 664.) In addition to material compensation, the interviewees mentioned the importance of development opportunities and possibility to promotion in rewarding for good performance. Those refer to the possibility of growth and advancement in Herzberg theory, and are considered as employee motivating factors that increase job satisfaction. (Bogler, 2001, p. 667.)

4.5.2 Role of leadership in job satisfaction

All the Finnish interviewees emphasized the role of leadership for their job satisfaction (interview question number 15). When they were asked to set the factors that have most impact on job satisfaction in order (interview question number 14), they placed Leadership in organisation either first, second or third most important one. As main aspects regarding how leader can improve job satisfaction, *providing development opportunities* and *enabling promotion*, were mentioned. Additionally, the role of the leader in *organising* was considered important.

”Leader has to allow freedom to work. Development possibilities should be offered and encouraged. Promotion possibilities should be offered – possibility to get forward on a career ladder. [...] Career path should be built together with the employee, but that is more connected to the organisation practices than leader, actually. Leadership is important, as when general direction/frame is clear, employees understand why work is done. Role of own manager is important: flexibility, openness, possibilities that are given, freedom – all of those have impact on job satisfaction. Dictator-like authoritarian leader would reduce job satisfaction. When leader enables freedom to realise for employee, he is more satisfied.” (Interviewee 1)

”Leadership in organisation has a fundamental role. Gives some discipline, so that there is no chaos but everyone knows what they do and why and when. Leadership should provide good circumstances for work and peace to work. Leader needs to organise and delegate work, and take care of possible problems, so that everyone can concentrate on their work. [...] Leader should encourage the employee to get forward on career, even in situations when for the team that might cause trouble for a short time. Should encourage to learn new things, to develop” (Interviewee 2)

”Leader should be able to create a common understanding on what is the common target that work aims at. Should create atmosphere of improving and developing together. Work should have a meaning. It motivates that your work is really used for developing things and you can see the change for better. If you cannot see the result of your work used for anything good, then it is demotivating. Depends on which phase of career you are at, but leadership in the organisation is the most important thing. Values have to be aligned with the leader in the organisation. Colleagues are important as in expert organisation it is important to support each other and change thoughts openly and there is no competition between the experts. Fair game is important.” (Interviewee 3)

The interviewee 1 stressed the role of the leader *providing freedom to work*. When discussed about the role of a leader in controlling, the interviewee mentioned that one of the qualities of a bad leader is connected to *micromanaging* and telling what to do. The

interviewee 2 mentioned the role of the leader in *organising, ensuring that everyone can concentrate on their work*. The interviewee 3 strongly emphasized that leader should be able to show that work has got a meaning. The main idea was that when your work is used for development and for common good, you feel motivated. This aligns quite well with idealized influence in transformational leadership. Idealized influence is considered to be a leadership style in which the leader emphasizes the importance of having a collective mission (Bass, 1999, p. 19).

Estonian interviewees did not find leadership in organisation important, but they mentioned that leader has the power to improve their satisfaction by motivating them by different means. Every one of them mentioned *enabling personal development*. It has been mentioned that training and development promotes feelings of competence by enabling individuals to acquire knowledge, learn and develop work-related skills, and achieve mastery over behaviour essential to task performance. (Fernandez and Moldogaziev, 2015, p. 380) Development stands for advancement in Herzberg motivation theory and it is seen as a factor increasing employee job satisfaction. Similar factor is responsibility. Both mentioned by the interviewees.

“Thanking, bonus, giving more responsibility, Promotion – those are important for me.” (Interviewee 4)

“Offering development possibilities is important, Promotion or offering additional responsibilities when employee is ok with it. Bonus, naturally.” (Interviewee 5)

“(Manager) should take into account my opinion as an employee, Salary according to qualification needed for the work” (Interviewee 6)

One of the main issues that was brought up in the interviews, was that when employees are not involved in planning and ideating new in organisation, they do not feel satisfied with their job. Here all the Estonian interviewees mentioned that, if they would be allowed to participate more and they would have a feeling that they are listened to, they would feel more satisfied with their work. Distinctive is that when they were asked to set an order for factors that have most impact on their job satisfaction, they all placed Leadership in organisation as last one. As can be interpreted from the answers, leadership is strongly connected to the feeling of being listened to and being involved. As the interviewees do not feel that they are let to participate, they do not see any role in leadership in organisation either:

”In general, I am happy with my work because I like what I do, I have nice colleagues, salary is ok. A lot could be changed but this is up to the management when they are ready to consider what employees say and proposals they make. If such would happen, the potential of the company would be even bigger than what it is now.” (Interviewee 4)

”Well, let’s say, when there are constant changes in your work, well in my work... I receive orders that ‘this has to be done and this and that’, but it has not been discussed with me what would be the best thing to be done. Like when you teach, ‘you have to teach it like this and that’, but at the same time the one who is teaching knows exactly how and what, right. But when you are just told to do – it is not right. One who is leading me, should consider my satisfaction and therefore show that I am considered and discussed with. Currently this is not quite happening at my work. I would be satisfied when things would be so, but when just told like how I should do, it is not very good.” (Interviewee 6)

The above comments reflect liking of one’s job. Interviewees mention aspects that should be corrected in the surroundings but those are not related to work itself. According to Herzberg, work itself is considered as a motivating factor. When one likes the job itself, it is an aspect that builds for job satisfaction. On the contrary, poor supervision or poor company policies may lead to job dissatisfaction. (Bogler, 2001, p. 667.) Interviewee 5 brought up an issue of having been forced to participate in meetings, but not having anyone listening to the ideas. The interviewee describes such meetings as a show, a theatre, and stresses how not being listened to can kill the motivation to participate in general:

”When I feel motivated, I am willing to participate in development. When I am not, I am not interested. [...] We have discussions, parent company defines that those have to be discussed once a month, but it is a theatre as we do not get anything from there, it only irritates: talk nonsense, asking questions but not listening answers. Manager only does it to keep her work and position.”

As mentioned in earlier chapters, Juuti and Vuorela (2002, p. 114) state that a good meeting is a common forum of discussions where all the participants can feel that they are heard and appreciated. In addition to the previous, interviewee 5 stressed the issues that can come along when working with different cultures. The interviewee works in an Estonian company that was acquired by a Finnish company about a year ago. The interviewee strongly feels that no support is received from the Finnish manager. Here it should be mentioned, that there are longer traditions in Finland for encouraging proactive behaviour among the employees, whereas in Estonia the reactive model has been more traditional one. Therefore, there are possibilities that also the role of leadership might be considered differently.

The interviewee also mentioned that the manager is unaware of the issues that come up with differences in legislation and culture. That definitely highlights the challenging role of a leader in a multicultural environment. Supervision, as well as policies, are factors that according to Herzberg theory, may lead to job dissatisfaction (Bogler, 2001, p. 667). The comment below illustrates the synergy, as the interviewee seems to be unsatisfied especially with supervision.

”Leadership is not important. I am not happy with my leader, not at all. I do not respect her, I am not afraid of her, she is an empty spot for me. She is not leading anything, she is not working either. Such a situation currently. [...] Currently I am angry. I do not have any problem with being a subordinate to someone. When I have a good manager that I respect, I am a very good subordinate. I do not have a problem with people telling me what to do. It is totally fine. But when there is someone above you, who is simply silly and unprofessional leader, well, I am not able to be a subordinate to a such leader or to work at my best. She is not a bad person, really, she is a good person actually. But well, as I said, she has been put into a position, from Finland, she has got no qualification to manage people. She knows nothing about leading people, nothing about business, nothing about Estonian laws, neither does she speak any Estonian.”

In the above quote the interviewee mentions *I do not have a problem with people telling me what to do*. This comment is of importance as it defines leadership as telling what to do. This is again connected to the earlier mentioned distinction between proactive and reactive approaches. The comment reveals the heritage of Soviet era in Estonia, where the role of a leader was more authoritarian. Reactive approach is connected to somewhat authoritarian style of leadership. In this study indications for preferring such do not exist, however, as the Estonian interviewees also mentioned *dictator-like* behaviour as a quality of a bad leader. Therefore, the comment above can be considered reflecting the heritage of Soviet times instead.

4.5.3 Development possibilities

As stated above earlier, all the interviewees found that leader has a significant role in employee development. Leader should both encourage and enable development. Development was discussed in various contexts: for some development automatically meant *promotion*, to others *additional trainings outside the organisation* or the ones *offered by the employer*. The supporting role of a leader was stressed by everyone and it was clear that development possibilities are of motivating nature. As Juuti and Vuorela (2002, p. 41) state, developing employee skills is about cherishing the relationship between the individual and work community. It should be acknowledged that it is not only about developing skills of an individual, but also about creating a respectful and developing relationship between the individual and organisation.

”Possibilities to educate oneself is important. Personal development plans and aims should be discussed more, so that it is not only employee’s responsibility but one should be supported. Leader should be supporting” (Interviewee 1)

“Development possibilities should be offered. Should be based on commonly agreed development needs from development discussion or so. Openness and honesty in communicating development needs: from employer side and from employee’s own point of view.” (Interviewee 3)

”When organisation needs me, it has to consider my development needs. Has to be able to offer proper salary, training opportunities: to motivate me.” (Interviewee 5)

“Organising development possibilities is important. Employee has to be able to develop himself. Also, employee has to be active in developing oneself to stay in competition. Continuous learning is crucial in today’s work-life.” (Interviewee 6)

Some of the interviewees, however, mentioned that there might not be possibilities to develop oneself in all the organisations. That is why an employee should also consider what organisation has to offer and not just blindly insist the development opportunities. The level of ambition also varies among individuals, and as interviewee 4 stated, there are many aspects other than pure development possibilities to be considered when it comes to work.

”Development needs and aims should be taken into account as much as is possible. Employee should not consider only one’s own needs though.” (Interviewee 2)

”Development is not offered in every company. Depends on the employee, if it is important. But continuous education is important to be offered. Money is also important for the employee, and if the salary is quite ok, no need to change a workplace when cannot develop oneself there.” (Interviewee 4)

In general, as presented in Herzberg motivator-hygiene theory, possibility of growth is an important motivator for an employee and increases job satisfaction (Bogler, 2001, p. 666).

4.6 Summary of findings

This chapter summarises the findings of this study. The findings are discussed in the light of research questions. Some comparison to previous research is done. The author here strongly emphasizes that she is not trying to present any generalised conclusions based on the information she derived from this study.

4.6.1 Effective leader

The first research question that this study considered was about the characteristics that leaders should demonstrate in their actions to make them effective in the eyes of their employees. Themes that came up were related to enabling employee participation, importance of communication and people skills, and a supporting role of the leader. Those themes were reflected to the theory of Bass, transformational and transactional leadership styles. The desired traits and behaviour of a leader described by the interviewees, rather resonate with the concept of transformational leadership. The study focused on understanding what these traits actually mean to those people that were interviewed, and what kinds of additional thoughts emerge when the topics are discussed.

“Team has to always be involved (in decision-making) as the team consists of specialists in their field.”

Enabling employee participation was considered important. The common idea presented, was that as teams should always consist of the selected professionals in their field, they should be in crucial role in ideating new and making decisions that are connected to their everyday work. All of the interviewees are expert workers, qualified professionals in their field. As mentioned by Bass, a leader with a transformational leadership style is better suited to lead educated employees. Educated workers who are eager to implement and develop their abilities at work, would develop better under the guidance of a leader delivering a sense of mission, stimulated learning experience, and inspiring new thinking. At the same time, a leader who simply pays for the work that has been done, as agreed, does not motivate the workers who expect for the experience of enriching their work. As stated by Bass, transformational teams are high-performing. They also care about each other, as well as intellectually stimulate and inspire each other. (Bass, 1999, p. 11)

”Employees have to sympathise with the leader so that they are willing to behave the same way as the leader does. If leader is not sympathetic, not accepted, employees will behave the opposite way.”

People skills was the second theme that was constantly present in discussions with the interviewees. The quote above reflects the importance of people skills in leading. It was also mentioned that *general human values* are the most important values of the leader. Every interviewee found it important that the leader sets an example in the organisation. The leader should behave in a way that employees want to follow him or her.

One of the sub-themes of people skills was *trust*, which was discussed in many contexts. For instance, related to overall qualities of a good leader and leader’s role in showing direction. All of the interviewees mentioned that employees trusting the leader and leader trusting the employees is important. That aligns with the concept of charisma, what idealized influence in transformational leadership stands for. Transformational leader wants to establish a relationship defined by trust with his or her followers. (Bass, 1999, p. 11)

As mentioned by Zeffane (2010, p. 252), leadership traits and behaviours are an important part of organisational effectiveness. *Trustworthiness* is seen as playing a strategic role in enhancing organisational effectiveness. Effective leaders promote supportive and trusting organisational climate. When leaders learn to build a high-trust relationships with their followers, they are more likely to enhance their control through the common principles

and vision they have agreed upon, and the promises they have kept. (Zeffane, 2010, p. 253-354)

What is distinctive in transformational leadership, is that the leader is sincerely appreciated by the followers. Employees believe that the leader has got the needed competence and character to realize the vision, and they have a strong faith both on the leader and on the vision. There is an emotional bond between the employees and their leader. (R. M. Hanaysha et al., 2012, p. 146)

”(Manager) has to clearly communicate the conditions that the end result has to fit – there is always a possibility of misunderstandings.”

”It should be natural in organisations to bring up mistakes and not to be afraid of them. Mistakes should not be hidden as they can never be totally eliminated. Mistakes are a way to change.”

The third theme discussed was the importance of communication. Role of communication was considered crucial for everyone to understand the goals same way. Importance of communication was also stressed regarding how possible problems and mistakes are handled. The interviewees stressed that making mistakes is part of being human. Organisations should encourage to communicate about possible mistakes openly. The main emphasis should be on analysing the root causes in order to avoid same mistakes in future. The communication should not, however, be solely connected to failing. The importance of coaching, supporting, and giving recognition was seen important.

“Providing autonomy for the employee is important”

”There is no need for controlling when your employees are highly qualified professionals in their field. Manager should provide a general direction: when you have good professional employees, they know what to do.”

The fourth theme that was raised, was the role of the leader in showing direction. The leader is expected to show general direction, but to allow freedom for realisation. It was mentioned that as everyone works with their own personality, autonomy should be guaranteed. The supporting nature of the leader was highlighted. The leader should be ready to assist and guide when employee needs support. The context of expert organisation was strongly present, as all the interviewees are specialists in the field they work at. The comments that were given, aligned quite well with transformational leadership.

4.6.2 Leadership style and job satisfaction

The second research question was how are leadership style and job satisfaction connected to each other. Supervision is a hygiene factor in Herzberg motivation theory and it basically stands for leadership. Supervision practices that are fair, appropriate, and provide autonomy, are considered good practices. As mentioned in the previous chapter, those are all factors that were mentioned in connection to good and effective leadership practices by the interviewees. Connection of leadership style and job satisfaction became clear:

”In general, I am happy with my work because I like what I do, I have nice colleagues, salary is ok. A lot could be changed but this is up to the management when they are ready to consider what employees say and proposals they make. If such would happen, the potential of the company would be even bigger than what it is now. [...] Development is important. I work in a rather new field currently. I have learned so much about it and I would call that development.”

“Organising development possibilities is important. Employee has to be able to develop himself. Also, employee has to be active in developing oneself to stay in competition. Continuous learning is crucial in today’s work-life.”

Leadership as such was considered important, as the leader can enable development possibilities for his or her employees. Development, possibility of growth, is one of the motivating factors presented by Herzberg. Another factor is advancement, which stands for promotion. The interviewees in this study stressed the importance of development, but also possibility to promotion was mentioned. In addition to the aspect that the leader should provide development opportunities, enabling employee participation was considered important, as mentioned in the previous chapter.

Fernandez and Moldogaziev state, that the empowerment practice of providing employees with opportunities to acquire job-related knowledge and skills, and the practice of granting them discretion to change and improve work processes, have positive and substantively sizable effects on job satisfaction. This is connected to the intellectual stimulation of followers in transformational leadership. (Fernandez and Moldogaziev, 2015, p. 391-392)

There is literature supporting the claim that there is a positive relationship between job satisfaction and participative decision making, and transformational leadership. Themes that the interviewees raised up in this qualitative study indicate similar results. As mentioned by Bogler (2001) in his article, greater satisfaction in one’s work has been reported when employees perceive their leader as someone who shares information with others, delegates authority, and keeps open channels of communication. On the contrary,

a low level of involvement in decision making is related to lower levels of job satisfaction. (Bogler, 2001, p. 666)

As the chapter above indicates, the interviewees of this study rather seem to prefer transformational style of leadership. Alghazo and Al-Anazi were able to show in their study that there is a strong relationship between leadership style, motivation, and job satisfaction. In their study the correlation was positive with transformational style and negative with transactional style. (Alghazo and Al-Anazi, 2016)

”Leader should be able to create a common understanding on what is the common target that work aims at. Should create atmosphere of improving and developing together. Work should have a meaning. It motivates that your work is really used for developing things and you can see the change for better. If you cannot see the result of your work used for anything good, then it is demotivating. Depends on which phase of career you are at, but leadership in the organisation is the most important thing. Values have to be aligned with the leader in the organisation. Colleagues are important as in expert organisation it is important to support each other and change thoughts openly and there is no competition between the experts. Fair game is important.”

Role of the leader in communication is considered important for the employee job satisfaction. Practice of providing employees with information about goals and performance has a positive effect on job satisfaction. By implication, employees become increasingly involved in goal setting and are given greater say over how to structure their work. Conversely, when performance information is communicated in a controlling way, it is less effective at promoting job satisfaction. (Fernandez and Moldogaziev, 2015, p. 391-392)

Sharing values and showing example, were mentioned as important qualities of a good leader in this study. As stated by Fernandez and Moldogaziev (2015, p. 391), people wish to work at an organisation that is connected with their individual values and attitudes. Additionally, employees that feel satisfaction in their work are more efficient and less likely leaving the organisation. In addition, satisfied employees are more positive towards change in organisation. They are also interested in improving the quality of their work, and are happy to be involved in making decisions connected with the organisation. (Fernandez and Moldogaziev, 2015, p. 391-392)

Colleagues are also important for job satisfaction, as mentioned in the interviewee comment above. Studies have shown that job satisfaction is connected with the feeling of support received from the peers. Interpersonal relationships is one of the hygiene factors mentioned by Herzberg in his theory. In general, attention to job satisfaction should be given as every organisation wishes to improve its efficiency and results in longer

perspective. When employees achieve the maximum satisfaction with their work, they want to be part of the organisation and improve their work results. (Siddiqui, 2013, p. 43.)

Additionally, job dissatisfaction has a direct connection to the efficiency. Dissatisfied employees have a greater likeliness to have absences. Dissatisfaction may also lead to an intention to leave the organisation or to an actual leaving. Mobley (1982) has stated that low job dissatisfaction is a main factor leading to turnover in organisations. When the dissatisfaction is connected with factors that cannot be changed, leaving the organisation is the only option for the employee to improve one's own satisfaction. It is not likely that an employee who is satisfied with one's work and dedicated to the organisation would leave it. It has been stated that high job satisfaction is connected with higher devotion to the organisation. According to some researchers, job satisfaction is so important that lacking it will lead to lower devotion to the organisation. That is why job satisfaction is considered as a predecessor to the organisational devotion. (El-Nahas et al. 2013, p. 20)

As stated by Abouraia and Othman (2017, p. 411), job satisfaction and devotion to organisation have a positive impact on effectiveness of an organisation. At the same time, turnover has a negative impact on the organisation. It has been found, that job satisfaction has a direct connection to the organisational devotion: the greater job satisfaction, the greater the devotion to the organisation. Employee turnover is of importance for the organisations as it leads to high expenses. It has also been stated that employee turnover is one of the biggest reasons for reduced organisational effectiveness and overall moral. (Abouraia and Othman, 2017, p. 411)

Current changes in work life are indicating that a basis for good relationships at work are openness, flexibility and diversity - the qualities that transformational leader cherishes. Leaders that demonstrate transformational behaviour, such as paying personal attention to the needs and interests of the employees, providing intellectual stimulation and challenges, are assumed to help employees to consider their occupation as more rewarding. Achievement, recognition, responsibility and involvement in decisions that directly affect one's work, have accounted for satisfaction at work. Whereas interpersonal relations, supervision and policies accounted for dissatisfaction. According to Herzberg motivator-hygiene theory, policies as hygiene factors may lead to job dissatisfaction. (Bogler, 2001, p. 666) Studies have also shown that job satisfaction is associated with higher autonomy at work, and with commitment to the organisation. (Bogler, 2001, p. 667) This study rather supports those indications.

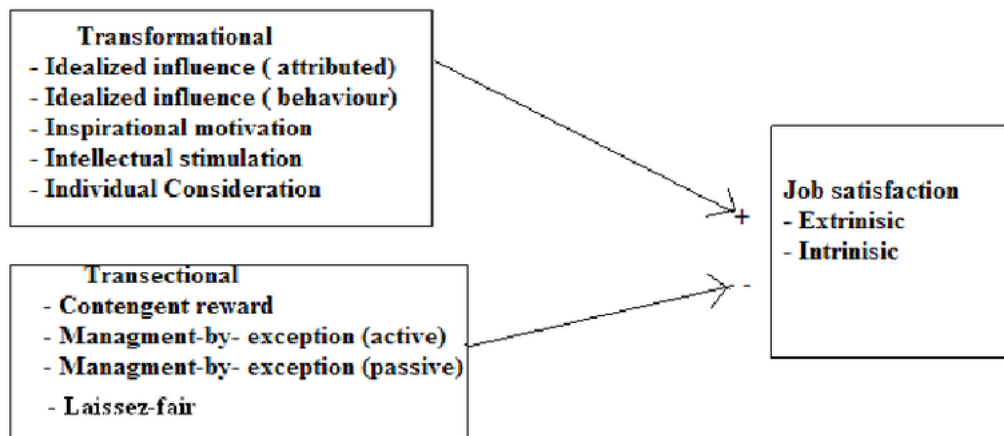


Figure 4. The subfactors of transformational and transactional leadership styles and the impact on job satisfaction illustrated

4.6.3 Differences between employee attitudes in Finland and Estonia

Third research question was whether there are differences between employee attitudes in Finland and Estonia. Both Finnish and Estonian interviewees mentioned aspects related to intellectual stimulation, idealized influence, individualised approach and inspirational motivation from transformational leadership. The only main difference was how they see the role of salary, material compensation. Distinctive was that for the Estonian interviewees the role of compensation was bigger than for the Finnish ones. According to theory of Herzberg, compensation is a hygiene factor that may lead to job dissatisfaction, but is not considered as rising satisfaction.

For the Estonian interviewees, compensation was on the first place when they had to consider factors having impact on their job satisfaction. The reason for that may be explained by a difference in income level between the countries. As people earn less compared to Finland, it is expected that compensation plays a bigger role in one's life. In Estonia the living costs have increased in recent years, but the salaries not at same speed. (Country economy, 2019) As the changes in economy in Estonia are quite rapid, the situation may change fast. Therefore, indications from a study similar to this one may be significantly different in near future.

When discussed about rewarding in case of exceeding expectations, every interviewee mentioned a possibility for material compensation - bonuses. Additionally, all the Finnish

employees also stressed that in the field where they work at, no bonuses are offered as a rule. This topic touches a trait of transactional style, contingent reward. As it has been stated in the study earlier, contingent reward style of leadership specifies expectations and offers reward when goals are met. This is a proactive transactional leadership style (Bass 1999, p. 21).

As mentioned earlier in the paper, pure reliance on leadership style concentrated on remuneration and rewarding is limited. The limitation of this style is that it offers little support or encouragement for the employees to exceed the satisfying level of performance. (Bogler, 2001, p. 664) The best leaders are, however, both transformational and transactional. In his studies, Bass has concluded that the transformational leadership style does not replace the transactional style, but rather adds efficiency to transactional leadership. Each leader has got behavioural patterns of both transformational and transactional styles, but profile of each leader is more defined by one of the leadership styles. Those leaders who are more favoured by subordinates and who are more effective as leaders, are more transformative and less transactional in their leadership practices. (Bass 1999, p. 11).

In the study of Gawel (1997), evidence stated that teachers as public service employees are not motivated by money to the same extent compared to people employed in business. (Gawel, 1997, p. 1.) This study is of interest here, considering that all the Finnish interviewees are public service employees. Only one of the Estonian interviewees works as a public servant – as an associate professor in the public university. This theme could be investigated further by resorting to generalizable quantitative method.

”Leadership is not important. I am not happy with my leader, not at all. I do not respect her, I am not afraid of her, she is an empty spot for me. She is not leading anything, she is not working either. Such a situation currently. [...] Currently I am angry. I do not have any problem with being a subordinate to someone. When I have a good manager that I respect, I am a very good subordinate. I do not have a problem with people telling me what to do. It is totally fine. But when there is someone above you, who is simply silly and unprofessional leader, well, I am not able to be a subordinate to a such leader or to work at my best. She is not a bad person, really, she is a good person actually. But well, as I said, she has been put into a position, from Finland, she has got no qualification to manage people. She knows nothing about leading people, nothing about business, nothing about Estonian laws, neither does she speak any Estonian.”

As the quote above demonstrates, also the theme regarding leading in multi-cultural organisations came up. Cultural issues add their own difficulties. Understanding the environment where business operates is crucial for the leader. Knowledge of local language and laws, for instance, are of importance. However, issues mentioned in the quote above are mainly related to lack of supervision and lack of support: *she is not*

leading anything. Supervision is considered as a hygiene factor in Herzberg theory, and problems with it may lead to strong dissatisfaction with one's work. Rather than explaining frustration here with purely cultural issues, the role of a leader indicates using either managing-by-exception or laissez-faire leadership style. As stated by Bass and others (2003, p. 216), passive leadership style (laissez-faire) is generally negatively related to team commitment, satisfaction and performance. However, as discussed earlier in the paper, here a different approach to proactive employee behaviour may also play a role.

Nevertheless, leaders today need to consider that different cultures may value different leadership styles. For example, there is a difference between the preferred leadership style between the Japanese and the British, as found in the study conducted by Fukushige and Spicer. British employees prefer the idealized impact, inspirational motivation and individual approach of the transformational leadership style. The Japanese employees, however, seem to prefer intellectual stimulation, as well as rewarding leadership style and active management by exception. Thus, the English employees prefer more transformational management style and Japanese employees prefer more transactional leadership style. (Fukushige and Spicer 2011, p. 2127-2128.)

A topic that is also of importance here, is virtual communication through the Internet. Team members may be located in different cities or countries, as businesses have expanded. As Bell and Kozlowski state (2002, p. 46-48), virtual communication requires leaders to build trust and connectivity, and to motivate others through technology. The following qualities of the leader are considered as a basis for successful virtual teamwork: encouraging, communicating in order to create a personal relationship and to establish trust between the leader and the employees. Those aspect indicate that effective leadership style for virtual teams would be transformational leadership. (Bell and Kozlowski, 2002, p. 46-48) As mentioned by Zeffane (2010, p. 254), trust is a global phenomenon and there are challenges of creating and maintaining trust in global context; including the case of virtual teams. Trust is especially strongly connected to the communication. Interviewees in this study also emphasized the role of communication and trust.

4.7 Limitations of the study and practical implications

In the process of the study, the author noticed that a mixed method study would have supported her in investigating the phenomenon even better than purely using qualitative method. Adding a quantitative part to the study could have clarified the results and added credibility. Because of limitations in time, the author was unfortunately not able to add a quantitative part to this study. For now, a small number of samples was studied. Nonetheless, those samples may indicate the opinion of a bigger group of people. No actual indications are presented based on this study, but this research rather acts as a proposal for future studies in the same field.

Another limitation in the study is that the author was not able to test the credibility of the transcripts by discussing them separately shortly with each interviewee. Discussions would have confirmed that themes which the author captured, were the most remarkable ones. Giving such an opportunity for the respondents would have also clarified the connection between themes to the author. It is a known issue in qualitative research that the stories narrated by people are inherently multi-layered and ambiguous. Stories always present subjective an individual perspective to the subject. Confirming the identified themes would have helped the author to define the commonalities in stories in a more credible way. It should also be mentioned here, that even though a conscious effort was made to minimize the potential bias of the researcher and to ensure objectivity, there is always a possibility that the author has interpreted the results from her own perspective.

4.8 Suggestions for future research

As Landis and others (2014, p. 100) suggest, it is of advantage to continue investigating and examining the importance of acquiring and applying exemplary leadership skills. Those are skills of importance in every organisation to guarantee successful operations. One of the themes that could be investigated further, would be the impact of gender on the employee perception of preferred leadership styles. It would be interesting to study that link and compare Finland and Estonia from the employee perspective. Also, as mentioned in the limitations of the study, it would be recommended to conduct a similar study in the field by using mixed research method. Based on interviews a quantitative study could be set to acquire more generalisable information.

The main difference between the employees in Finland and Estonia was the attitude towards material compensation. As changes in economy in Estonia are rather rapid, the role of material compensation should be further researched. Additionally, as it was mentioned in the interviews, employees tend to change their work place easily in Estonia. It would be interesting to study the relationship between leadership practices and turnover in depth. As Carraher (2011) suggested, in Estonia attitudes towards benefit and demographic variables should be examined when seeking to understand turnover (Carraher, 2011, p. 32).

5 CONCLUSIONS

Leadership and job satisfaction are important themes in every organisation, and they have strong impact on overall effectiveness of the organisation. The purpose of this thesis was to find out the leader characteristics that employees prefer and that make them effective in the eyes of the employees. This study also investigated the link between leadership style and employee job satisfaction. As the research was conducted among a selection of Finnish and Estonian employees, the study also considered differences between employee attitudes in those countries. The study was conducted as a qualitative one, by using semi-structured interviews as a method. A total of six employees were interviewed.

Leadership traits were studied within the concepts of transformational and transactional styles of leadership. Those traits are based on the leadership theory of Bass. The theory was selected because of the classical distinction that it presents, and because it includes factors such as motivation and the relationship between the leader and the follower. Those factors have a significant link to the job satisfaction. Researching job satisfaction was considered important as the level of satisfaction is connected with the absences, low work moral and high turnover. In addition to studying the leader characteristics and behaviour, and their link to the job satisfaction, the study conducted a comparison between employee attitudes in Finland and Estonia. No previous study comparing the subjects in a similar way between these two countries was found, even though there are many companies operating in both countries.

The results indicate that transformational style of leadership, enabling employee participation and development is preferred among the interviewees of this study. Additionally, openness in communication and people skills are important characteristics

of a leader. All the same factors also improve employee job satisfaction, whereas micromanaging and bad company policies decrease satisfaction towards work. The main difference between employees in Finland and Estonia is the role of compensation in employee motivation. That indicated traits of transactional leadership, but the scale is still on transformational side. Further research on the topic is recommended. The aim of the study was to provide indications about employee preferences for the businesses operating in Finland and Estonia. The study encourages businesses to consider how a culturally sensitive leader operates in these countries. Understanding the slight differences in attitudes between Finland and Estonia helps to sustain for the long-term health and growth of an organisation. Acknowledging the differences between cultures is always the key in cross-cultural leadership.

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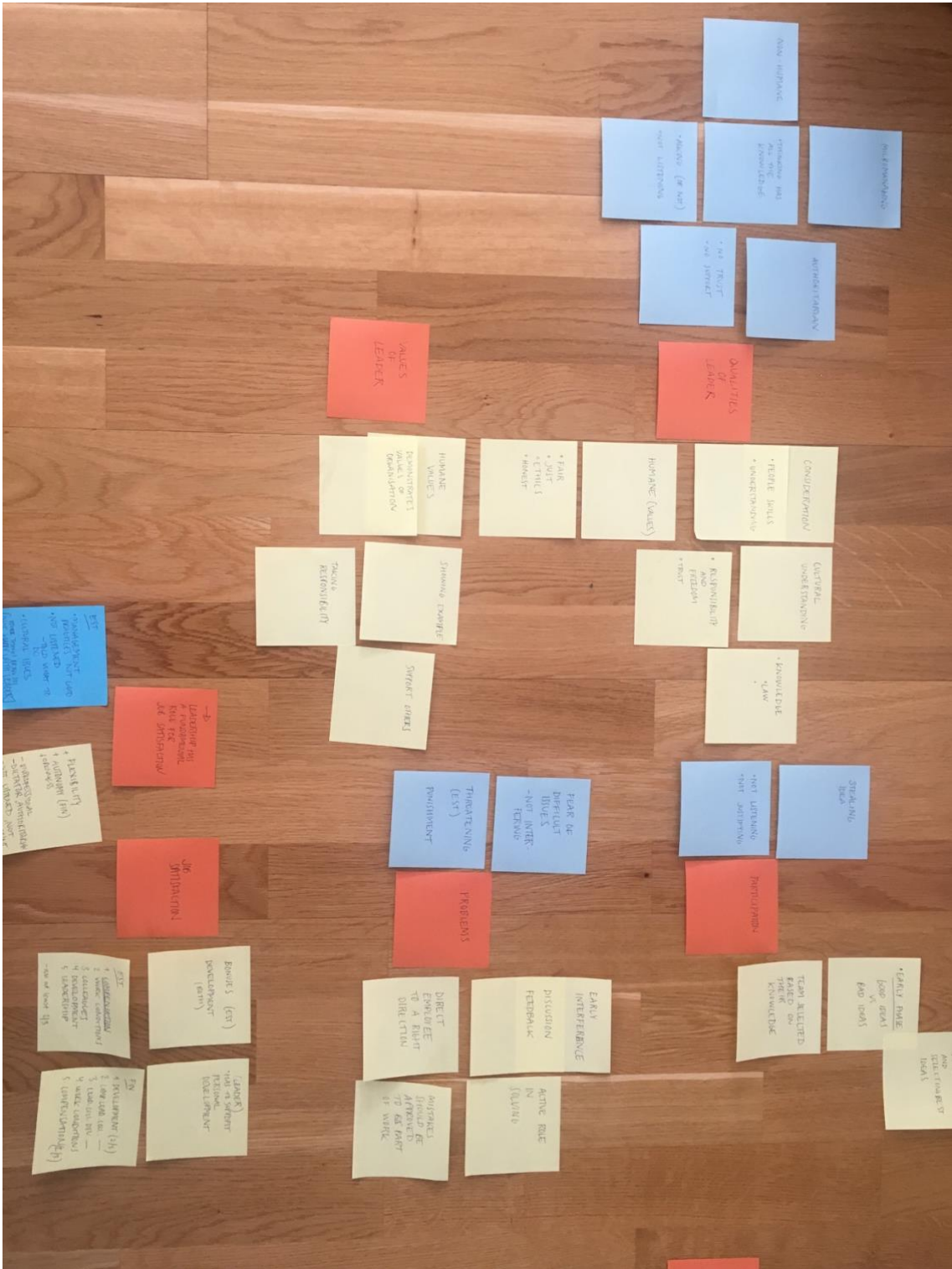
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APPENDICES



Appendix 1 Mindmapping with color-coded themes from the interviews

A	B	C	D	E	F
Employee participation	People skills	Communication	Showing direction	Job satisfaction - motivation	Leading and controlling - support
<ul style="list-style-type: none"> to participate in developing it further. If the idea is bad, I would rather express my feeling about it straight away. In other words, I want to participate so that I can select the good ideas that are developed further. Organisation has to be such that everyone can present ideas freely all the time. Even though that can be a bit burdensome for the leader, but it is important anyways. Team has to be strongly involved in new development. Manager selects the best possible team members so that all the needed knowledge can be found in the team. That is why every team member has to participate in development of new ideas. Working for own benefit and own glory Not able to support or encourage in ideation and development, but it is not important who presents the new idea But it has to be acknowledged in the end who was the initiator of the idea. No credit should be stolen from the original initiator. Whole team should be involved at least when ideas are developed further Team has to be strongly involved when ideas are wished to be grown, as it is extremely hard to get people involved in some "ready packages" when people 	<ul style="list-style-type: none"> Strong ethical values Honest Trustworthy Committed to the organisation's aims Values of the leader have to be aligned with the values that should be demonstrated as a leader in this specific organisation Supporting the subordinates and other managers in the organisation Does not want to listen the proposals from subordinates regarding how to improve the work in the company Thinks that his own decisions and understanding of issues and principles are the correct ones Mean or tyrannical Not behaving in a polite way – expressing things in an unpolite way Derogatory Inconsistent in decisions employees/subordinates and knowledge Dictator qualities Not listening Asking questions, but expecting certain answers 	<ul style="list-style-type: none"> Discussing with employee as soon as problems are discovered Early interference processes at organisations are important Giving straight feedback by discussing instead of using punishment Personal discussions with an individual that has got problems Whole team should not be bothered with the mistakes that one team member is doing, but the discussion should be targeted to that person Manager needs to show some spine to interfere with even the hardest and most delicate issues – there is no point in trying to be nice and good in the eyes of employees and thus avoiding responsibility There should be no distinction between minor and major issues – all are important to be solved as soon as possible 	<ul style="list-style-type: none"> Leader must show example Leader has to act according to his principles Has to demonstrate honesty, this is the most important thing Has to be trustworthy: manager is eventually responsible for the end result Has to coach and support others, and share success for an employee to understand – tasks should be clear No need to actual controlling maybe – should trust employees Maybe controlling is not the best thing At some points of work manager may ask what is the status of the work and employee has to give update that everything is under control – work is done step by step Adequate level of controlling is a defined by work itself Employees should be thanked more With specific work there is no need for the manager to control the work all the time, they know how to do their 	<ul style="list-style-type: none"> Role of own manager is important: flexibility, openness, possibilities that are given, freedom – all Dictator-like authoritarian leader would reduce job satisfaction When leader enables freedom to realize for employee, he is more satisfied Depends on which phase of career you are at, but leadership in the organisation is the most important thing. Values have to be aligned with the leader in the organisation. Colleagues is important as in expert organisation it is important to support each other and change thoughts openly and there is no competition between the experts. Fair game is important. employee and for the following manager/organisation If you want to keep the team, you need to take care of them – be like a labour union for them Employees are the basic, therefore you need to help and support them and stand for them In Estonia people easily leave their employee and there are difficulties to find good employees – that is why they have to be motivated, protected. They know their rights, that is why manager has to know law, labour law, work protection law You have to do things to keep your employees from leaving – help them at early phase 	<ul style="list-style-type: none"> Goals should be clearly set In expert work setting and following goals can be difficult Trust in the employee is important employee has the responsibility No unnecessary controlling, but leader to know what is going on in the organisation and what are members of it doing Highly depends on the work in question In some organisation it might be crucial to follow up the employees at certain level so that the agreed amount of work is i.e. sales Communication is important Leader should communicate what is on in the organisation Leader delegates work task Leader shows the general direction need to show how things are done Leader should offer help when employees ask for it be controlling it all the time General steps, and how they are to be agreed Peace to do work should be offered Updates can be done in discussions There are phases at work when some delays are expected, for instance, but important to provide peace to work Leader shows a general direction and explains targets – sets preconditions No need to give exact details and everyone works with their personal

Appendix 3 Collecting themes from the interview material

Appendix 4

Thesis interview questions ENG

Leadership in general, characteristics of a good leader, values of a leader, team work, colleagues

1. Could you please describe the qualities of a good leader?
2. How can a leader fail in one's work/role? What are the qualities of a bad leader?
3. Should leader set an example? What are the most important values that a leader should demonstrate when leading people and an organisation?
4. How should the new ideas be presented? Would it be important for you to participate?
5. How much the team should be involved in decisions and new development?
6. How should the leader solve problems related to fulfilling work tasks and errors made by employees?
7. How should the possible problems between team members be solved?

Managing and controlling

8. How clearly the desired results of your work should be communicated to you? Do you expect communication in details or what would be the right way? Should the leader follow the progress?
9. What would be the adequate level of support from the leader? To tell how to do things in details or show the general direction?
10. How should the results of your work be measured? Is it important that targets are set and measured?
 - a. What if you do not reach the target, what should happen?
 - b. What if you exceed the expectations?

About motivation and job satisfaction

11. How should your leader motivate you? How should you be motivated to feel engaged to the organisation?
12. How often should the vision and/or mission be communicated to you, and do you find that important considering your motivation?
13. How should your needs for development be considered?
14. Please place the following five factors in order in terms of what motivates you the most: Pay, Development possibilities, Colleagues, Leadership in the organisation, Work conditions
15. How would you describe the role of a leader for your motivation and job satisfaction in general?

Appendix 5

Lõputöö intervjuu küsimused EST

Juhtimisest üldiselt, hea juhi omadustest, juhi väärtustest, tiimitööst, kolleegidest

1. Palun kirjelda omadusi, mis teevad juhust hea juhi.
2. Milline on halb juht? Kuidas saab juht oma töös/rollis ebaõnnestuda?
3. Kas ja kuidas juht peab olema oma käitumisega eeskujuks? Mis on kõige olulisemad väärtused, mida juht peaks inimesi ja organisatsiooni juhtides demonstreerima?
4. Kuidas uusi ideid peaks organisatsioonis välja tooma? Kas sinu jaoks on oluline et saaksid ise osaleda?
5. Kui palju juhil peaks tiimi kaasama otsustes ja uute ideede arendamisel?
6. Kuidas juht peaks tööalaseid probleeme ja töötajate poolt tehtud vigu lahendama?
7. Kuidas tiimi liikmete vahel tekkinuid probleeme tuleks lahendada?

Juhtimine ja kontrollimine

8. Kui täpselt peaks juht esimehena soovitud töö tulemust, ja kuidas seda saavutada, sinule kommunikeerima? Kuidas juht peaks esimehena töö edenemist järgima?
9. Milline oleks piisav toetamise tase, mida juhilt oodata? Kas ta peaks rääkima töö tegemise detailidest või näitama üldist suunda?
10. Kuidas su töö tulemusi peaks mõõtma ja kui tihti tulemustest peaks sinule kommunikeerima? Kas eesmärkide seadmine ja mõõtmine on tähtis?
 - a. Mis peaks juhtuma, kui sa ei saavuta soovitud tulemust?
 - b. Mis peaks juhtuma, kui sa ületad soovitud tulemust?

Motivatsioonist ja töörahulolust

11. Kuidas peaks juht esimehena sind motiveerima, et tunnetaksid kuuluvust organisatsiooni?
12. Kui tihti peaks organisatsiooni visiooni ja/või missiooni sinule kommunikeerima?
13. Kuidas peaks juht sinu arenguvajadusi ja eesmärke arvesse võtma?
14. Palun pane need asjad järjekorda selle järgi, mis sind töös kõige rohkem motiveerib:
Tasustamine, Arenguvõimalused, Kolleegid, Organisatsiooni juhtimise praktikad, Töö alased tingimused
15. Kuidas iseloomustad juhtimise rolli oma töörahulolule üldiselt?

Appendix 6

Opinnäytetyö haastattelukysymykset FIN

Johtajuus yleensä, hyvän johtajan ominaisuudet, johtajan arvot, tiimityö, kollegat

1. Voisitko kuvailla hyvän johtajan ominaisuuksia?
2. Mitä ovat huonon johtajan ominaisuudet? Kuvaile, kuinka johtaja voi epäonnistua työssään/roolissaan?
3. Mitkä ovat kaikkien tärkeimmät arvot, joita johtajan tulisi tuoda esiin johtaessaan ihmisiä ja organisaatiota? Tuleeko johtajan toimia esimerkkinä työyhteisössä?
4. Onko sinulle tärkeää, että saisit osallistua päätöksiin ja uusien ideoiden kehittämiseen vai miten uusia ideoita tulisi esittää?
5. Kuinka paljon tiimiä tulee osallistaa ideointiin?
6. Kuinka johtajan tulisi ratkaista työhön liittyviä ongelmia ja puuttua työntekijöiden mahdollisesti tekemiin virheisiin?
7. Miten johtajan tulisi puuttua tiimin jäsenten välisiin ongelmiin?

Johtaminen ja kontrollointi

8. Kuinka selvästi työn halutut tulokset ja se, kuinka saavuttaa ne, tulee kommunikoida sinulle? Tuleeko johtajan seurata työn etenemistä?
9. Mikä on sopiva tuen taso, jota johtajan tulee sinulle antaa? Kuinka yksityiskohtaisesti hänen tulee kertoa sinulle työn tekemisestä, vai tuleeko hänen näyttää yleinen suunta?
10. Onko sinulle tärkeää, että työsi tavoitteet on asetettu ja niitä mitataan? Kuinka työsi tuloksia tulisi mitata ja kuinka usein niistä tulee sinulle viestiä?
 - a. Mitä tulisi tapahtua, jos et saavuta asetettua tavoitetta?
 - b. Mitä tulisi tapahtua, jos ylität asetetut tavoitteet?

Motivaatio ja työtyytyväisyys

11. Kuinka johtajasi tulisi motivoida sinua, jotta tuntisit olevasi sitoutunut organisaatioon?
12. Kuinka usein organisaation visio ja/tai missio tulisi viestiä sinulle? Vaikuttaako se motivaatiosi, ja miten?
13. Kuinka johtajan tulisi ottaa huomioon kehitystarpeesi/tavoitteesi?
14. Ole hyvä, laita nämä viisi asiaa siihen järjestykseen, mikä vaikuttaa työtyytyväisyyteesi eniten: Kompensaatio, Kehittymismahdollisuudet, Kollegat, Johtajuus organisaatiossa, Työolot
15. Miten kuvaisit johtamisen roolin vaikutuksen työtyytyväisyyteesi yleisesti?