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ENABLING LEADERSHIP PROMOTES A POSITIVE WORKING CLIMATE

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Tiivistelmä – Abstract

This study looks for current information about factors related to educational leadership that help to promote a positive working climate and which may ultimately influence the employees' overall well-being at work. The study focuses on finding out what is the role of open interaction for the development of a positive working climate. Crucial information about well-being promoting leadership practices is needed in the Finnish context.

Previous research shows that employees' experiences of well-being at work in educational organizations vary. Promoting employee well-being has become a crucial leadership issue in the Finnish society. Leadership training has been found to have a key position in promoting well-being at work. However, the current training seems not to equip leaders to deal with well-being issues well enough. Research evidence supports the need to develop leadership in Finnish educational organizations especially with skills to do with leading people through interaction and managing personal relations.

The main interest in the study is in the employees' views and interpretations on leadership practices promoting well-being at work. The study followed a qualitative case study approach. Six lecturers teaching in five degree programs representing different occupational fields in one Finnish university of applied sciences formed the case. The case organization represents vocational higher education, which is a suitable context providing information about leadership practices promoting well-being at work. The data were collected using a semi-structured interview as the data collection method. The data gathered in the interviews were analyzed using a qualitative inductive data-driven content analysis.

The key findings gathered in three summary tables introduce factors essential for well-being in a work community. They provide a view about understanding good leadership as an enabling whole. This leadership approach relies on open interaction, an open discussion culture and reciprocity between leaders and employees. Enabling leadership practices in the educational context promote both the job satisfaction, the working climate and, in the end, well-being at work. These leadership practices help to explain the development of a positive working climate. Open and appreciating interaction is considered an essential factor promoting the development of a good working climate. To sum up, co-working, group spirit and interaction are preconditions for a positive working climate.

The findings support the current demands for developing leadership training in Finland to better equip leaders with skills that help to promote interaction and, thus, well-being at work.

Asiasanat – Keywords

Enabling leadership, working climate, well-being at work, Finnish case study

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Tiivistelmä – Abstract

Tämä tutkimus kartoittaa tietoa oppilaitosjohtamiseen liittyvistä tekijöistä, jotka edistävät myönteistä työilmapiiriä ja jotka voivat viime kädessä vaikuttaa työntekijöiden työhyvinvointiin. Tutkimuksen tarkoituksena on selvittää, mikä merkitys avoimella vuorovaikutuksella on positiivisen työilmapiirin kehittymiselle. Työhyvinvointia edistävistä johtamiskäytännöistä tarvitaan ajankohtaista tietoa suomalaisesta näkökulmasta.

Aikaisemmat tutkimukset osoittavat, että työntekijöiden työhyvinvoinnin kokemukset oppilaitosympäristössä vaihtelevat. Työntekijöiden hyvinvoinnin edistämisestä on tullut ajankohtainen johtamiseen liittyvä tehtävä suomalaisessa yhteiskunnassa. Johtamis-koulutuksella on avainasema työhyvinvoinnin edistämisessä. Nykyinen johtamiskoulutus ei kuitenkaan varusta johtajia käsittelemään hyvinvointiin liittyviä asioita riittävän hyvin. Aikaisemmat tutkimustulokset myötäilevät tarvetta kehittää johtamista suomalaisissa oppilaitoksissa erityisesti ihmisten johtamiseen liittyvien taitojen, vuorovaikutuksen ja henkilösuhteiden hallitsemisen kautta.

Tässä tutkimuksessa keskitytään työntekijöiden näkemyksiin ja tulkintoihin työhyvinvointia edistävistä johtamiskäytännöistä. Tutkimuksessa noudatettiin laadullisen tapaustutkimuksen näkökulmaa. Kuusi lehtoria, jotka opettivat viidessä koulutusohjelmassa ja edustivat eri ammattialoja yhdessä suomalaisessa ammattikorkeakoulussa, muodostivat tapauksen. Tapausorganisaatio edustaa ammatillista korkea-astetta, minkä vuoksi se on sopiva ympäristö tarjoamaan tietoa työhyvinvointia edistävistä johtamiskäytännöistä. Tutkimusaineisto kerättiin käyttämällä puoli-strukturoitua teemahaastattelua aineistonkeruumenetelmänä. Kerätty aineisto analysoitiin laadullisen induktiivisen ja aineistolähtöisen sisällönanalyysin avulla.

Keskeiset tulokset on koottu kolmeen tiivistelmätaulukkoon, jotka esittelevät työhyvinvoinnin kannalta keskeiset tekijät. Ne tarjoavat näkemyksen hyvästä johtamisesta mahdollistavana kokonaisuutena. Tämä johtamisen näkökulma perustuu avoimeen vuorovaikutukseen, avoimeen keskustelukulttuuriin sekä vastavuoroisuuteen johtajien ja työntekijöiden kesken. Mahdollistavat johtamiskäytännöt oppilaitosympäristössä edistävät työtyytyväisyyttä, työilmapiiriä ja lopulta työhyvinvoinnin kokonaisuutta. Nämä johtamiskäytännöt auttavat selittämään myönteisen työilmapiirin kehittymistä. Avoin ja arvostava vuorovaikutus havaittiin olennaiseksi myönteisen työilmapiirin kehittymistä tukevaksi tekijäksi. Kaiken kaikkiaan, yhdessä tekeminen, ryhmähenki ja vuorovaikutus ovat myönteistä työilmapiiriä edistäviä ehtoja.

Tulokset tukevat ajankohtaisia vaatimuksia kehittää suomalaista johtamiskoulutusta, jotta se valmentaisi johtajia paremmin taidoilla, jotka edistävät vuorovaikutusta ja lopulta myös työhyvinvointia.

Asiasanat – Keywords
Mahdollistava johtaminen, työilmapiiri, työhyvinvointi, tapaustutkimus Suomessa

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Muita tietoja – Additional information

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1 INTRODUCTION

Does open interaction make a difference for well-being at work? More information about well-being promoting leadership practices is needed in the Finnish context. A recently carried out study shows that employees' experiences of well-being at work in Finnish educational organizations vary (Kirjavainen, 2009). Many influential parties have drawn attention to the fact that promoting employee well-being is a crucial leadership issue. Social Sciences Professionals, a labour market organization, has among others taken a stand for paying more attention to well-being at work in the Finnish working life. According to it, leadership training is in a key position when promoting well-being at work. However, the current training seems not to help in dealing with well-being issues sufficiently. (Työpahoinvointi hallintaan johtamis-koulutuksella.)

Previous research supports the idea of improving and developing leadership practices also in Finnish educational organizations. In a study made in the basic education context teachers expected school leaders to be fair and cooperative in the first place. On the other hand, school leaders themselves emphasized that the most crucial request for leadership was in education with skills to do with leading people, especially with interaction and personal relations. (Vuohijoki, 2006, pp. 167–169, 178.)

Other researchers have connected the need to pay attention to open interaction to the call for strengthening collectivism at work communities. Collectivism has been found to promote employees' health, well-being, learning and efficiency at work. It is linked to social capital, which can be characterized by collective features supporting trust, reciprocity and networking. Open interaction has been found crucial for the development of trust in work communities. (Manka, 2012, pp. 115–116, 118, 121–122.)

In this study well-being at work is understood as an end result of cooperation between an organization and its employees. Well-being at work is characterized by a mutual relationship between a leader and employees. The interaction between the leaders and employees is seen as a partnership in which a wise organization enables working in a meaningful way. Psychological capital and open interaction influence well-being at work positively. (See Manka, 2006, 2012; Manka, Kaikkonen, & Nuutinen, 2007; Rehnbäck & Keskinen, 2005).

In the study well-being at work includes related core concepts, working climate and job satisfaction. Working climate refers to a subjective view with the help of which individuals define their working environment. Job satisfaction is understood as describing to what extent employees like or dislike their work. (See Mäkikangas, Feldt, & Kinnunen, 2005, p. 59; Nakari, 2003, p. 19.)

There is previous research evidence suggesting that leadership practices influence well-being at work. Leadership also influences the working climate. A working climate as positive as possible promotes well-being at work while a poorer one influences cooperation. Good leadership practices promote job satisfaction. A leader's positive attention towards employees is a key factor influencing well-being. (Mauno & Piitulainen, 2002; Nakari, 2003; Nielsen & Daniels, 2012; Senvall, Keskinen, & Keskinen, 2005; Simola, 2001.)

Good leadership has been found to be in a key position when developing and maintaining well-being in a work community. In this study leadership is understood primarily as shared leadership, which is a leadership approach focusing on group level processes and has been found to promote well-being at work best. Furthermore, this study has connections to transformational leadership, which in this context has been viewed as an approach focusing on the good of an organization and drawing leaders' attention to individual employees. Furthermore, key elements of ethical, emotional and Leader-member-exchange theories will be discussed in the study as approaches making up good leadership. (See Fletcher & Käufer, 2003; Goleman, 1998; Hitt, 1990; Manka et al. 2007; Manka, 2012; Nielsen & Daniels, 2012; Noddings, 2005; Ropo et al., 2005; Senge, 1996; Yukl, 2006; Wat & Shaffer, 2005.)

1.1   Statement of purpose

This study aims at providing a view about which factors in an educational institute's leadership promote a positive working climate, and which may ultimately improve employees' well-being at work. In addition, the study focuses on finding out what is the role of open interaction in the development of a positive working climate. The aim of the study is to find answers to the following research questions: Which factors in educational leadership are crucial for the development of a positive working climate? and How does open interaction support the development of a positive working climate?

1.2   Significance of the study

I find it's essential to find out which factors related to leadership explain feeling well especially in educational organizations. As several previous studies show, there's a need for further information about leadership practices that help to promote employees' well-being in school contexts. All in all, there is a growing need to provide information about leadership that helps to promote interaction and dealing with personal relations better. (Lehkonen 2009; p. 209; Vuohijoki, 2006; pp. 167–169, 178).

The study aims at providing crucial information for modern educational leaders that they can make use of when aiming at promoting employee well-being at work. I believe that open interaction in an organization can make a difference for the development of a positive working climate, which as such may reflect on the overall experiences of well-being at work. Previous research has focused on studying leaders' experiences of well-being at work, see Kangas et al. (2010). However, the employee perspective has not been emphasized in the Finnish context. The main interest in this study, in turn, is to study well-being at work from the perspectives of leadership practices and interaction in an educational institute experienced by teachers.

1.3   Organization of the thesis

The thesis has been divided into six chapters. The first chapter, Introduction, shows evidence to support the need for research emphasizing the importance of well-being at

work. It introduces the research focus and research questions and offers reasons for the significance of the study. Chapter two, Well-being at Work, introduces key themes well-being at work, working climate and job satisfaction as well as shows the importance of feeling well at work to the experience of joy of work and efficiency. Chapter three, Leadership that Enables, offers a view on leadership approaches connected to good leadership practices that help to promote well-being at work. These include shared leadership, transformational leadership and key features of emotional, ethical and interactive leadership through the Leader-member-exchange theory. The research methods of the study are introduced in the fourth chapter, Research Design. The study as a case study, a semi-structured interview as a data collecting method as well as a data-driven content analysis as an analysis tool are described. Chapter five, Results, provides findings of the research making use of the three summary tables attached to the study concluding all results. Ultimately, key results are discussed in terms of connections to previous research in the last chapter, Discussion and Conclusion. In addition, a final conclusion based on the study, limitations and recommendations for further research are discussed.

2   WELL-BEING AT WORK

In this chapter well-being at work as a broad concept related to many research fields covering education is introduced. The connection makes the concept a crucial topic also in educational leadership. In addition, related core concepts a working climate and job satisfaction are defined. All in all, in this approach the focus is on viewing well-being at work as an essential contemporary issue from the perspective of leadership. The approach has been studied primarily in the Finnish context supplemented with a few international research results. The starting point for the approach is that good leadership promotes well-being at work.

2.1   Well-being at work is the sum of many factors

Hakanen (2004, p. 20) emphasizes that when conceptualizing well-being at work one should start from the positive aspect, what makes one enjoy work and commit to it. In general, employers should primarily aim at promoting well-being at work, not simply tackling problems caused by well-being issues. Lehkonen (2009), in turn, suggests that the main issue in the well-being at work research should be focusing on an individual's opportunities to do things meaningful for oneself at work.

Well-being at work in an organization is not an inborn phenomenon. It is a whole that requires a systematic leadership approach, such as strategic planning, measures to improve the personnel's resources as well as an ongoing evaluation process directed towards the actions aiming at promoting well-being at work. Shared leadership has been recognized as the leadership approach that best promotes well-being at work. In this

view each employee is responsible for his or her own well-being at work. In other words, a superior is never alone responsible for the subordinates' well-being at work. Above all, well-being at work is built up of the interaction between an organization and its employees. This interaction can be characterized as a partnership, in which an organization following wise principles of action enables working in a meaningful way. This way work becomes productive from the employer's perspective and produces joy from the employee's perspective. (Manka et al., 2007, p. 7). Recent international research also shows that transformational leadership is linked to employees' well-being in a group context (Nielsen & Daniels, 2012, p. 395). Correspondingly, Rehnbäck and Keskinen (2005, p. 27) emphasize that successful well-being at work requires both the leader's and the subordinate's contribution. Well-being at work is a result of a mutual process between the leader and employees.

Well-being at work can be gathered up from the following parts: Organization, Individual, Group spirit, Work and Superior, see Figure 1. Factors for well-being at work. The view has been updated further. The view on well-being at work is based on an inter-disciplinary approach having roots in studies of psychology, organization theory, education, economics, health sciences and leadership. The starting point in the approach is resource-oriented. The aim is to consider which features of organization, work community, work, leadership and individuals enable well-being at work. (Manka 2006, pp. 15−18; Manka, 2012, p. 75; Manka et al. 2007, p. 7.)

The figure below includes the updated version showing factors for well-being at work, in which the superior's activities have been updated from the original version's focus on both leading people and managing tasks to an updated view with an emphasis on engaged and encouraging leadership (Manka, 2006, p. 16; Manka et al., 2007, p. 7). From the focus perspective of this study the individual's, superior's and group spirit's meaning for well-being at work based on these views is essential.

All in all, based on this approach well-being at work is the sum of many factors. It is made up of both organizational features, superiors' activities, a climate, job control and views as well as attitudes employees' have about their work community. In this study well-being at work, also called job well-being, is understood as an end result of cooperation actions, interaction, between the organization and its employees as suggested by Manka (2006, 2012) and Manka et al. (2007). Thus, well-being at work is a broad umbrella concept, which in this study includes related core terms working

climate and job satisfaction, for more information see 2.2.1 Working climate and 2.2.2 Job satisfaction.
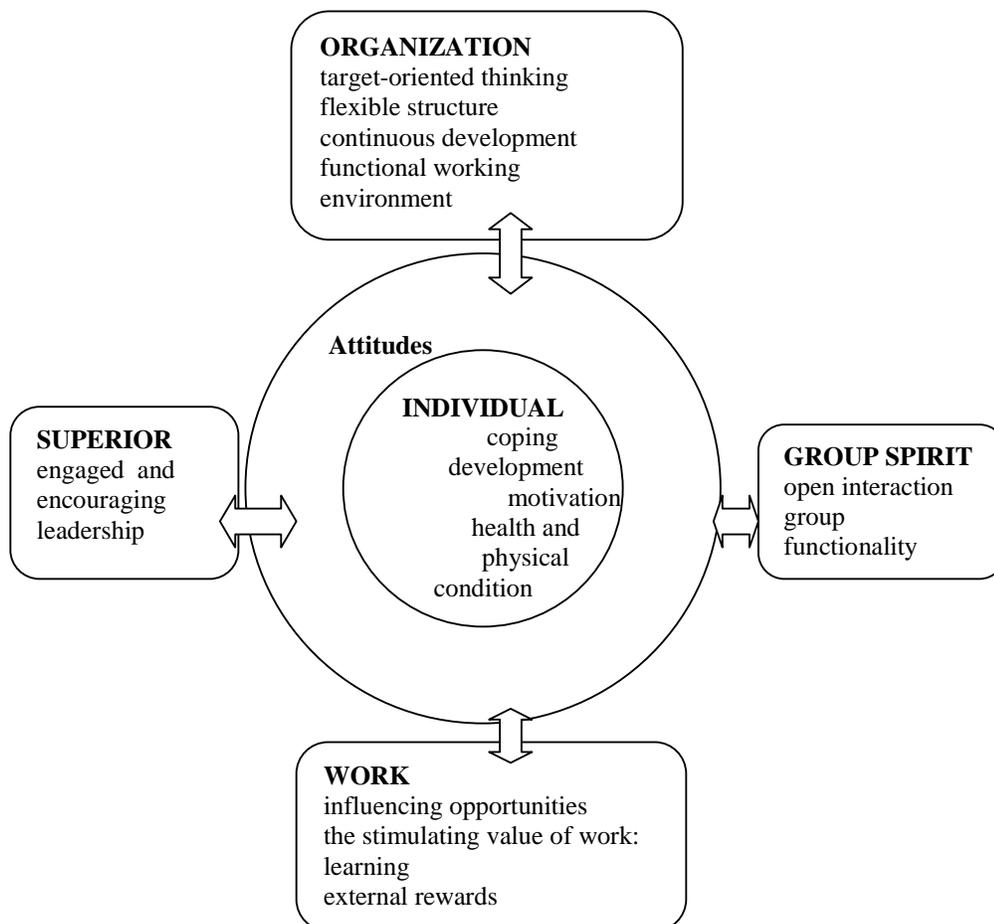
FIGURE 1**.** Factors for well-being at work

(Manka, 2006, p. 16; Manka et al., 2007, 7)

 (The Finnish factors in the figure have been translated freely by the researcher for this study's literature review.)

2.2   The key factors for well-being at work in the study

To begin with the individual's perspective, an important individual factor influencing an employee's well-being at work is development motivation, which refers in brief to an individual's willingness to develop and learn new all the time (Manka 2006, p. 15;

Manka et al., 2007, p. 8). Ruohotie (2005, p. 200) shares the idea of development motivation when stressing that in the continuously changing working life the kind of people that are needed the most are the ones who have abilities, a desire and a willingness to learn new all the time.

From an individual's point of view, attitudes have also a major influence on well-being at work. Attitudes are relatively permanent factors that direct individuals' behavior. Each individual sees his or her work place in a different way. An individual's personality affects experiences of work above all through the so called feeling of coping. An individual with a high feeling of coping finds he can influence his life. The feeling of coping includes being active, positivity, persistence and ability to listen. These working life related skills are referred to as organizational citizenship behavior. From the working life perspective it is important to notice that a superior can improve his or her subordinates' feeling of coping by paying attention, for example, to the open attitude of the work community. (Manka 2006, p. 15−16; Manka et al., 2007, p. 8.) All in all, organizational citizenship behavior, OCB, is a sum of both individual factors, for example, personality, abilities, motivation and communal factors, such as a climate and leadership practices (Rehnbäck & Keskinen, 2005, p. 27.) OCB has been found to be strongly related to job satisfaction. Satisfied employees exhibit more positive organizational citizenship behaviors such as helpfulness and loyalty. Satisfied employees have also been found to be higher performers in comparison with unsatisfied colleagues. (Brough et al., 2009, p. 15.)

Furthermore, interaction makes a big difference in leadership from the superior's perspective. An interactive approach has become a central tool for promoting well-being at work in a superior's position. Interactive leadership in the superior's role refers to a superior who is good at leading people, a leader who listens, encourages and aims at building trust. A skillful superior makes also use of emotional leadership, that is, utilizes observing feelings as a tool in leadership. A leader sharing leadership responsibilities has trust in shared leadership, which provides room for diversity and promotes innovativeness. (Manka 2006, p. 18; Manka et al., 2007, p. 9).

Ruohotie (2005, p. 208), in turn, uses the term developing interaction when referring to leadership aiming at developing organizations. In his view interaction is about the ability to promote one's own and others' achievements as well as the effectiveness of working. Rehnbäck and Keskinen (2005, p. 27) point out further that in

a healthy work community superiors expect more interaction from subordinates with themselves than in organizations with poorer well-being. An interactive approach is an essential concept from the focus perspective of the study, it's linked to the study aim of seeing whether an organization's discussion culture and open interaction practices make a difference in the experiences of working climate.

Moreover, when considering the superior's role and leadership practices, 'good leadership' has been found a key factor in developing and maintaining well-being in a work community. Senvall et al. (2005), Manka (2006, 2012) and Manka et al. (2007) emphasize the connection between good leadership and experiences of well-being at work. Furthermore, Elo and Feldt (2005, p. 317) claim that skillful leadership develops the work community itself as such that it supports well-being.

Senvall et al. (2005, pp. 283, 285–286) have found especially the role of leading people crucial in the development of well-being at work in an educational context. In their longitudinal study on leadership in day care centers in Turku Finland a significant connection was found between leadership and a work community's well-being. In the study leadership was experienced positive if also the climate was considered good. The results clarified the role of leadership especially in leading people because the results showed that leading people was more closely connected to the work community's climate than leadership practices focusing on managing tasks. The researchers stressed also the importance of an employee's attitude for the working climate. Employees who find their work community and their own job giving only little satisfaction may also evaluate the climate in the work community poor.

Simola and Kinnunen (2005, p. 134), in turn, have pointed out that the leadership practices of well-functioning organizations are directed to both leading people and activities. In general, previous Finnish research in the educational field suggests that educational leadership is on one hand primarily focused on leading people but, on the other hand, the most versatile leadership approach. However, in the educational field leaders themselves found their leadership more versatile than their subordinates saw it (Mauno & Piitulainen, 2002, p. 481).

Manka (2012, pp. 95–96) defines the concept of good leadership further by concluding that in good leadership both leading people and managing tasks join together. In other words, the leader is engaged and encouraging. Ultimately, he or she aims at empowerment. A modern definition for leadership is primarily situational leadership

aiming at promoting interaction. Thus, both leading people and managing tasks overlap. A leader's own idea of man is in a significant role in the development of experiences of well-being and it also influences the leader's leadership style. A leader relying on an optimistic idea of man believes that every individual is precious and unique. Thus, in the eyes of a leader thinking positively each employee is a subject and an active actor. The leadership style of this kind of leader is appreciating, negotiating and aiming at encouraging the employee to develop. In the end, a good leader is the one who knows how to create an atmosphere of enthusiasm. In such a climate all members of the organization call forth their good qualities and aim at common goals by supporting each other.

The leader's positive attention towards employees has been found a key factor influencing well-being at work. Nielsen and Daniels (2012, pp. 393–394) found evidence that those employees who felt they received positive attention from their leaders, through the behaviors inherent in the transformational leadership style, also reported higher levels of well-being and better perceptions on working conditions. In the study working conditions included cohesion, meaningful work, social support and role conflicts. To sum up the key results of the study, leaders need to realize that individuals in the group matter and pay attention especially to exerting differential levels of transformational leadership behavior.

Furthermore, Manka (2006, p. 18) and Manka et al. (2007, p. 9) suggest that group spirit is in a key position when the experiences of well-being at work develop. Good spirit is a consequence of having respect for others' work, an open attitude and a willingness to help. It results in experiences of success and trust. An individual employee seeks for a functional group spirit as well as wants to do reasonable and meaningful work. When studying different work communities like municipalities, government organizations and companies, similar findings have been found. Common to these all are factors related to decision-making, leadership, opportunities to influence, lack of resources and group spirit.

To sum up, well-being at work is born through the positive and active interaction relationship between an individual, work place, work, superior and colleagues. It can be seen in an individual as joy of work and in an organization as a resource because employees who feel well also work efficiently. Furthermore, a good climate enables creativity and attracts skillful employees. It also helps to deal with temporary hardships.

(Manka, Heikkilä-Tammi, & Vauhkonen, 2012, p. 13.). The ultimate results of positive well-being at work, joy of work and efficiency, are discussed to broaden the current view of well-being at work further in Manka's (2012) terms in 2.2 Joy of work and efficiency through well-being at work.

2.2.1 Working climate

Working climate can be defined in different ways. Nakari (2003, p. 19) defines a climate as a concept that is formed of both the observations employees make about the work environment and the meanings they give to them. Juuti (1989, pp. 246–247), in turn, summarizes a working climate as a whole reflecting on an individual and the work community made by an organizational climate, a superior's leadership style and a work group's climate. A working climate covers also work attitudes. In the end, a working climate can be seen as a sum of an individual's work attitudes, a work group's climate, a superior's leadership style and an organizational climate.

In previous research there has been found evidence that a good working climate is crucial for feeling well and supporting effectiveness at work (Simola, 2001, p. 110). Simola and Kinnunen (2005, p. 136) suggest that a good working climate in a work community is formed as an end result of the following factors affecting each other. Firstly, mutual trust and good mutual relationships are important. Secondly, good collaboration and morals are valued high. Thirdly, support from work colleagues is appreciated. The fourth factor, a work group's ability to deal with conflicts in a constructive manner is a key issue. Finally, a work group's stability, that is cohesion and a work group members' mutual unanimity, that is consensus.

Nakari (2003, p. 38) points out that it is important to understand the working climate as a separate concept in relation to job satisfaction when discussing well-being at work. Kinnunen, Ruoppila and Nousiainen (1991, p. 7) among others have made a distinction between job satisfaction and a working climate by suggesting that a climate is connected to the describing estimates an individual produces of his work environment. Job satisfaction they link in turn to affective reactions towards the work environment. Thus, according to this view a climate is describing the work environment and job satisfaction evaluates it on a scale from good to bad.

In this study a working climate has been understood primarily, as suggested by Nakari (2003, p. 19), as a concept formed by employees' subjective observations in their work community and meanings given to them. Moreover, the view has been supplemented with characteristics of other definitions such as covering attitudes to work (Juuti, 1989), mutual trust, good relationships and support as emphasized by Simola and Kinnunen (2005).

2.2.2 Job satisfaction

In occupational psychology in particular well-being at work is further linked to a broad attitude factor related to work called *job satisfaction*. Mäkikangas et al. (2005, p. 59) describe job satisfaction as defining to what extent employees like (job satisfaction) or dislike (job dissatisfaction) their work. Rasku and Kinnunen (2003, p. 442) emphasize further that job satisfaction is employees' emotional reaction to work. Juuti (1988, p. 44), in turn, finds that job satisfaction describes the degree of subjectively experienced adaptation at work. It describes how well the requirements or hopes that an employee has given to his work match with the experiences related to work the employee has observed in reality. In this study job satisfaction is understood primarily as employees' liking, satisfaction, or disliking, dissatisfaction, towards their work as Mäkikangas et al. (2005, p. 59) suggest.

Job satisfaction is a crucial concept in terms of well-being at work. There's research evidence that good leadership is related to job satisfaction (Mauno & Piitulainen, 2002). Elo and Feldt (2005, pp. 315, 317) have also pointed out that a skillful leader influences the employees' motivation and work attitudes like job satisfaction. In addition, when studying Finnish general upper secondary teachers' job conditions and well-being. Rasku and Kinnunen (2003, pp. 450, 453) have found a connection between the feelings of job control and job satisfaction. All in all, the better the feeling of job control was with the teachers, the higher was the feeling of job satisfaction.

2.3   Joy of work and efficiency through well-being at work

Well-being at work has a strong connection to efficiency in an organization. Some of the economic influences produced by well-being at work can be seen immediately, others only after a long time. In many studies good leadership has predicted managing well at work and succeeding both on the individual, group and organizational levels. In the long run efficiency and well-being will be each others' requirements: a balanced employee feeling well is productive and without good results there's no organization in need of developing well-being. (Elo & Feldt, 2005, pp. 314−315; Manka et al., 2012, pp. 14−15). In general, good leadership can be related to the increase of job satisfaction, well-being at work and a low number of sick days and disability pensions (Kuokkala et al., 2008, pp. 907, 909−910, 912).

All in all, joy of work is a sum of the same factors that make well-being at work. Thus, Figure 1. Features of well-being at work can also be seen as the description of the key elements affecting feelings of joy at work. However, a major update in the view is in the individual. An individual always interprets one's work place based on attitudes. This interpretation is also affected by the individual's psychological capital, opportunities to affect work, work community, one's health and physical condition. The updated view on well-being at work is shown in Figure 2. Factors affecting joy of work. Consequently, different individuals' well-being at work at the same work place may vary considerably. In the end, joy of work is produced by work where all the different factors match with each other. It is both an individual's and community's experience, a feeling. (Manka 2006, p. 16; Manka, 2012, 76–77.)
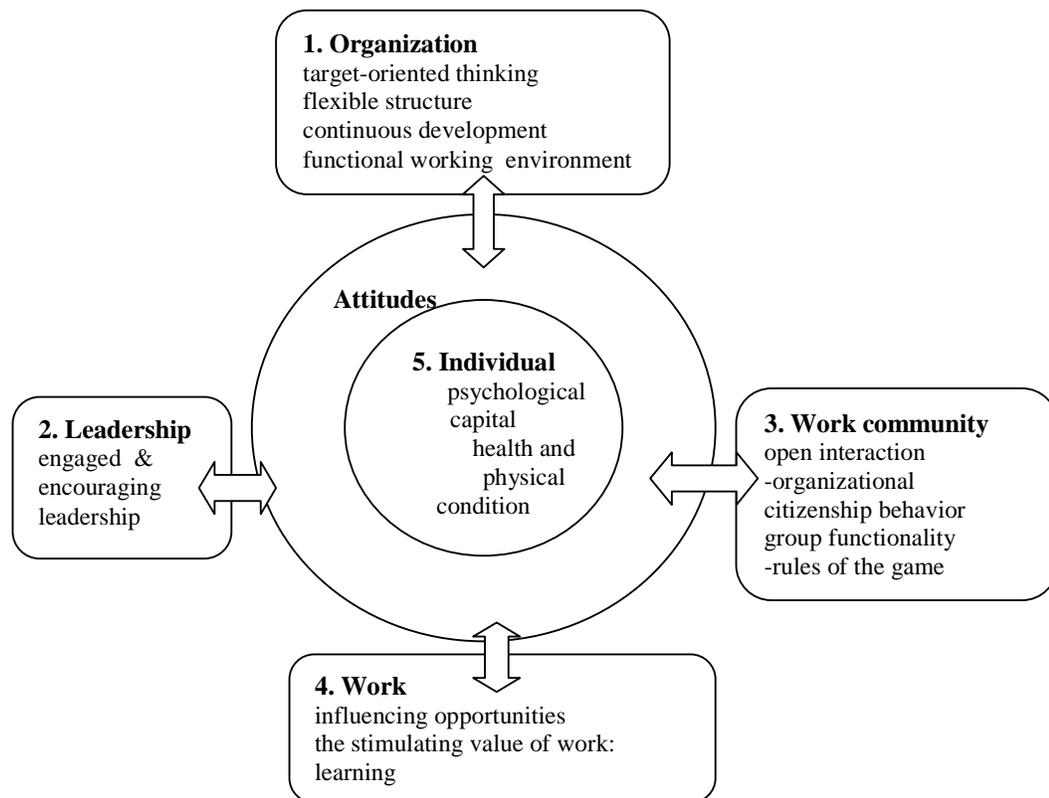
FIGURE 2. Factors affecting joy of work.

(Manka, 2006, p. 16; Manka, 2012, p. 76.)

(The Finnish factors in the figure have been translated freely by the researcher for this study's literature review.)

2.3.1 Psychological capital helps to deal with change

A key feature influencing individual's well-being at work is psychological capital, which for that reason has been updated among the factors creating well-being and joy of work. The importance of an individual's psychological capital lies in the demands of the changing working life. Nowadays employees need to adapt to new circumstances and act themselves as change agents. On the other hand, employees can influence their own work more and more. To deal with the constant change is helped by having psychological capital. (Manka, 2012, pp. 148–149.) According to previous research, it is related to managing well at work, work commitment and job satisfaction as well as

organizational citizenship behavior. In brief, psychological capital is connected to how an individual can make use of the support a work community provides. Psychological capital is not a hereditary characteristic, it can be learnt. (Avey, Wernsig, & Lufthans, 2008.)

Psychological capital is made up of self-confidence or self-efficacy, hopefulness, optimism and resiliency. Lufthans, Youssef and Avolio (2007, pp. 3, 33−34, 63, 87, 111) describe these factors as follows. In general, psychological capital is having confidence (self-confidence, self-efficacy) to take and put in the needed effort to succeed in tasks. Optimism is in a nutshell about having a positive attribution about succeeding. Hope reflects on persevering toward goals and redirecting one's actions when needed. Resiliency refers to the idea that when problems arise, one still sustains to succeed. In more detail self-efficacy, refers to one's trust in one's own abilities to motivate, one's intellectual resources and ability to take action to carry out a task successfully. Efficacy is having confidence in succeeding. It's an aspect of oneself, one's awareness about who one is and what one can be. Hopefulness refers to the will and the way one has. It's about one's willpower and the pathways one creates to keep a high level of hope to accomplish one's goals successfully. Optimism, in turn, is both realistic and flexible in nature in this view. It depends on the reasons and attributions one uses to explain why certain events occur. Resiliency is characterized as a bouncing back and beyond effect. It refers to those qualities resilient people have, what makes for example resilient leaders. They bounce back and continue even when facing very difficult situations.

Resiliency has been found an essential quality influencing the well-being of teachers, which makes it an important factor in psychological capital from the focus perspective of the study. It has been proved that it can work as a protective resource, a buffer towards the effects of occupational challenges in the teaching profession. In addition, resiliency has been shown to be able to predict job satisfaction in teachers. It contributes to the general health and job satisfaction of teachers. In the end, teachers need resiliency to experience a positive state of well-being and satisfaction. (Pretsch, Flunger, & Schmitt, 2012, pp. 321, 331−334.) In sum, psychological capital is a major factor influencing one's well-being at work. It is a factor that both an individual and groups such as work communities can develop in themselves.

Manka (2012, p. 149−150) supplements the definition of psychological capital from the working life context by pointing out that it is linked to positive emotions,

which in turn are connected to attitudes. They increase inspiration and decrease cynicism. Positive emotions are related to behavior promoting change by strengthening organizational citizenship behavior and decreasing negative, deviating, behavior.

Although psychological capital is usually connected to individuals, it may concern work communities, too. This collective psychological capital refers to the interaction between group members (collective efficacy) and the dynamics the sum of which is bigger than the sum of each individual's contribution altogether (personal efficacy) (Bandura, 1997, pp. 478–480). The key features of collective psychological capital include the following: group members believe that they can influence discussions touching the group strategies (self-efficacy), group believes that there are many ways to achieve the goals of work (hopefulness), group members are optimistic in regard of the future of their work (optimism) and group members have a calm attitude towards stressful situations (resiliency) (Manka, 2012, p. 166).

To sum up, the role of the superior in promoting collective psychological capital is important. Authentic leadership increases trust and organizational citizenship behavior as well as the entire group's efficiency. It itself produces collective psychological capital and increases a group or team's trust in its own opportunities to overcome barriers, achieve high goals and work persistently for them. To develop one's individual psychological capital requires active development motivation from the individual. These are skills that must originate from the individual. To direct one's attention on oneself and scrutinizing one's own experiences is called self-reflection. In brief, reflection is about observing one's own actions. It's essential to notice that positive feelings are closely linked to psychological capital. In positive psychology the focus is not on artificial positivity but on skills to learn to see the opportunities each situation offers. Thus, also negative feelings are allowed and even necessary. (Manka, 2012, pp. 166, 168, 170.)

2.3.2 Need for an open interaction culture

Another major update in the view of factors promoting well-being and joy of work in addition to psychological capital is the need to pay attention to open interaction. Manka (2012, pp. 115–116, 118) emphasizes that there is a need to strengthen collectivism at work places. Collectivism has been found to support health, well-being, learning and efficiency at work. Accepting diversity is the foundation for collectivism. Collectivism

is further linked to social capital at work. In general, social capital can be understood as collective features that support trust, reciprocity and networking, which in turn promote the community's functioning. Social capital is a joint resource for both the community and the individual. It makes achieving goals more efficient and accumulates. It expands in use. However, social capital may have negative effects. If a community doesn't tolerate diversity, it can create excluding and narrowing social capital. Social capital is increased through reciprocity, trust, common values and actions directed in the good of everybody.

Open interaction is in a key role when one aims at creating trust at work place. To create an open interaction culture and build trust requires both leaders and employees to work together. Feedback is the key feature of open interaction. It refers to giving and receiving both positive and negative feedback in a constructed way. A superior creates the framework for discussing the organization's primary task, work and reciprocal relationships. Employees, in turn, must be willing to discuss and aim at influencing the creation of the new thinking. In the end, organization citizenship behavior that is needed in the process of creating open interaction is everybody's responsibility. The definition of organizational citizenship behavior emphasizes that collectivism requires reciprocity as well as points out that modern leadership aims at empowerment. (Manka 2006, p. 145; 2012, pp. 121−122.)

Organizational citizenship behavior, OCB, is made up of responsibility and commitment to one's work tasks from an individual's perspective. In groups organizational citizenship behaviors reflect on actions promoting collaboration, helping, fairness and willingness to work for the common goal. On the organizational level, organizational citizenship behavior means voluntary participation without pay. (Manka, 2012, p. 123.)

Furthermore, an open attitude in addition to feedback is in a key role when developing an open interaction culture. Organizational citizenship behavior in practice, such as a dialogue, is a skill that needs to be learnt. The work community must create opportunities and places where one can learn the new skills. For example a dialogic interaction is about both talking and listening. (Manka, 2013, p. 123.) Elements of a dialogic discussion include an open attitude, expressing one's own opinion and always seeking for common solutions (Heikkilä & Heikkilä, 2001).

When creating open interaction the emphasis is on creating positive practices, for example thanking and praising colleagues, discussing problems and giving constructive feedback and being active and taking responsibility. Superiors are in a key role in taking up problems but everybody can take the initiative. To sum up, an employee with good organizational citizenship behavior acts in a constructive way. He is active and takes responsibility for one's work and the surrounding environment as well as for developing one's work. The employee creates on his behalf group spirit, which in the end is paying attention to others, politeness, respect and appreciation. In addition, cherishing the working climate is a mutual task of both leaders and employees. In the end, organizational citizenship behavior builds a bridge between good leadership and collectivism. (Manka, 2012, pp. 124–125, 129, 138.)

Joy of work, a good motivation and a working climate are in the end made up of good leadership but they require also an employee to take responsibility and have interaction skills. Thus, to built a constructive climate that promotes well-being at work is a mutual task. The more members of a work community feel well at work, the stronger effect it has on the entire community's well-being. (Manka, 2012, p. 77; Manka et al., 2010, p. 34.)

In the end, it's the organization itself that owns the wisdom about its functionality, also about its well-being. This approach has been emphasized further by Ikonen-Varila et al. (2009, p. 25). They speak for a process consulting paradigm, a developing approach, according to which a human system can be helped the best by supporting it to help itself. The same approach each individual employee should adopt, too. Joy of work is created by oneself in the end. One can consciously pay attention to finding positive aspects in one's job as well as developing one's psychological capital individually and in a group. Moreover, to find a balance between work and free time is necessary. Family, hobbies and ways to relax, finding time for oneself every day produce mindfulness, which increases well-being. From an organizational perspective, it's crucial to focus on the resource-oriented and proactive well-being at work approach. (Manka 2012, p. 199; Manka et al. 2012, p. 67.)

2.4   Working climate influences cooperation

Previous research results prove that leadership practices influence the working climate. Senvall et al. (2005, p. 283) found out when studying day care centers in Finland that when employees found leadership good, also the climate in the work community was experienced as good. For their part, Rehnbäck and Keskinen (2005, p. 27), have paid attention to the fact that the climate and the superior's leadership promote also the development of an employee's individual features such as personality, abilities and motivation. Nakari (2003, p. 196), in turn, emphasizes that well-being at work can be maintained and promoted best by keeping the climate in the work community as good as possible.

However, employees' attitudes have a significant influence on the experiences of the working climate. Attitudes are relatively stable individual factors affecting behavior (Manka, 2006, p. 17). Moreover, Senvall et al. (2005, pp. 285−86) noticed the significant influence attitudes had on the experiences of a working climate in their research. Employees who had a negative attitude towards their own job or the work community also experienced the climate as poor. Furthermore, they found out that superiors' own overestimation about their leading people skills was related to the fact that the work community's interaction was estimated as negative. This finding reflects on the key essence of a good, optimistic leader who aims at providing a realistic view about him- or herself to subordinates (Manka et al., 2007, p. 15). He or she takes the role of a leader as an individual who is not perfect.

Well-being in Finnish educational institutes has recently been studied in the general upper secondary schools by interviewing both principals and teachers in schools on this level (Kirjavainen, 2009, p. 75). The main focus of the study was on the effectiveness of educational institutes and the link between school effectiveness and well-being at work. Main findings based on the research suggest that there could be found a clear distinction between so called effective and ineffective schools, which reflected also on personal relationships and the working climate. In schools considered effective, the personal relationships among the personnel were good and the employees described them as professional. The employees got along well with each other and found the personal relationships in the educational institute collegial. However, personal relationships regarded as good and functional were also found in schools labeled as

more ineffective according to the research. In more ineffective schools there were more problems with personal relationships. Nevertheless, the most essential finding in the research from the focus perspective of this study was the fact that a poor working climate lessened teachers' cooperation opportunities all in all. (Kirjavainen, 2009, p. 75.)

In the end, from the focus perspective of this study good leadership is in a key position in the development of well-being in a work community. Good leadership covers features of shared leadership and has links to transformational leadership. It promotes as such the development of a positive working climate and high experiences of job satisfaction.

3 LEADERSHIP THAT ENABLES

In this chapter the key elements of good enabling leadership are introduced reflecting on essential leadership approaches. To begin with, research evidence supporting the need for a new, enabling leadership approach in the school context is discussed. Next, shared leadership, a leadership approach promoting well-being at work best is introduced (Manka et al., 2007). Furthermore, basic principles of transformational leadership, an approach that aims at the good of an organization and draws leaders attention to individual employees' experiences of work are summarized (Nielsen & Daniels, 2012; Manka, 2012). In the end, a few other leadership approaches, emotional and ethical leadership and the Leader-member-exchange (LMX) theory approach, influencing well-being at work are touched in brief.

3.1 Need for a new focus in educational leadership

Previous research shows that there is a crucial need to improve and develop leadership practices in the educational organizations in Finland. In a research on the well-being of Finnish principals at work in basic education it was found out that most of the principals in the study were dissatisfied with their job to such a high extent that almost half of them wanted to change jobs (Vuohijoki, 2006, pp.167−169, 178). Most reported that they were suffering from symptoms to do with coping at work. Moreover, the principals reported using about 68% of their work time on managing tasks. Thus, most of the work time of principals was used on management. However, the personnel expected the principal in the first place to concentrate on leading people practices. Furthermore,

teachers expected principals to be active, fair and cooperative. All in all, the principals experienced issues related to leading people as the most difficult ones in their jobs. In addition, most of them, 76%, expressed they would need further education to keep up with the demands of their job. The most crucial request for further education dealt with education in skills to do with leading people, especially in matters to do with interaction and personal relations.

 Hänninen (2009, p. 85) found a similar requirement for the modern principal's role. According to her research on what make the key elements of good leadership in the field of vocational education, the principals participating the study emphasized the importance of interaction. A good principal listens to the employees. Consequently, as Vuohijoki (2006, pp. 170–171, 181) puts it, a modern school leader should be able to fulfill one's role both as a manager of tasks and a leader of people.

To be able to meet the demands of the job, the principal education should be renewed to better equip principals with essential skills needed in the job. Lehkonen (2009, p. 209) found further similar findings in her research focusing on principals' views about coping at work in basic education. In brief, in order to modernize the current school culture, it would be essential to provide principals with enough time to work with people.

3.2 Shared leadership

Shared leadership provides a concept of leadership practice seen as a group-level phenomenon. This approach is emphasizing leadership through developing new skills, capabilities and understandings. It describes leadership that requires a mix of different people. (Senge, 1996, pp. 45, 57.)

There can be found three powerful relational shifts that underlie the approaches of shared leadership. Traditionally leadership research has focused on individual leaders and on vertical approaches to organizing work tasks. Shared approaches question this individual perspective arguing that it focuses too much on top level leaders and says too little about informal leadership or larger situational factors. In shared leadership approaches the focus is on group level processes. The first shift that characterizes the paradigm change in relational interactions is in seeing leadership as distributed and

interdependent. There may still be figureheads on top of organizations but shared leadership recognizes that these visible heroes are supported by a network of leadership practices distributed throughout the organization. (Fletcher & Käufer, 2003, pp. 22–23.)

The second change in the paradigm suggests leadership is embedded in social interaction. Thus, the emphasis on leadership is on viewing it as a social process. Social interaction is a key concept for shared leadership. In other words, leadership is seen as something that occurs in and through relationships and networks of influence. (Fletcher & Käufer, 2003, p. 23.)

McNamee and Gergen, (1999, p. xi), for instance, suggest shifting the focus to relational responsibility, that is toward means of valuing, sustaining and creating forms of relationship out of which common meanings can initiate. In other words, relational responsibility is about creating a shared attempt to sustain the conditions in which they can join in the construction of meaning and morality. In the end, as Fletcher and Käufer (2003, p. 23) put it, shared leadership focuses on the whole of leadership, looking at social interactions as a group phenomenon. In shared leadership the focus is on egalitarian, collaborative, more mutual, less hierarchical nature of leader‒follower interactions.

The third shift in the leadership paradigm characterizing shared leadership is viewing leadership as learning. This view of learning is a broad one since it suggests that leadership depends not only on an individual's ability to learn but also on an ability to create conditions where collective learning can occur. To sum up, models of shared leadership update the who and where of leadership by focusing on the need to distribute the tasks and responsibilities of leadership up, down, and across the hierarchy. Furthermore, the models reform leadership approach as a social process that occurs in and through social interactions. In the end, the modern shared view on leadership articulates the how of leadership by focusing on the skills and the ability required to create conditions in which collective learning can take place. (Fletcher & Käufer, 2003, p. 24.)

Yukl (2006, p. 449) continues characterizing shared leadership by pointing out that instead of seeing a heroic leader who can perform all essential leadership functions, they are distributed among different members of the team or the organization. Some leadership functions, such as making important decisions, may be shared by all members of a group, while others may be allocated to individual members of the work

community. The most essential notion in the shared leadership approach is that the leadership actions of an individual leader are much less important than the collective leadership provided by all the members of the organization. The shared leadership contribution is the sum of all members of the work community acting for the good of the organization.

Ropo et al. (2005, pp. 15, 18) have considered shared leadership from the Finnish society's context. They emphasize viewing shared leadership in the first place as a future opportunity and in the end a necessity in societies that are based on specialist knowledge. The modern view on organizations must be in seeing them as living communities where the relations of different members overlap as networks of communication.

In Ropo's et al. view (2005, pp. 19–20) there can be found two main approaches to shared leadership. Firstly, it can be seen as sharing leadership responsibilities and a leader's job description. Examples of shared leadership practices of this kind include building teams, increasing flexibility and innovativeness. The aim of this first approach is to achieve control and order with rearranging leadership responsibility. Secondly, shared leadership may refer to a process in which leadership is made common. To be made common means to share experiences, exchange thoughts for example by listening and telling what one has and others have experienced in daily events. In this process of making common experiences, information, lack of knowledge, appreciation and trust are shared. The aim of the second approach is to aim at making at least some perceptions, interpretations and modes of thinking common to all. In the end, common to the two approaches is to stress that good leadership does not start from knowing better or more about an issue. What is essential is having a will to negotiate and get involved in the process of sharing. Leaders are there to help, not to disturb.

To sum up, shared leadership as Ropo et al. (2005, p. 32) see it can be characterized in the following principles. First, leadership is not knowing in advance but negotiating. Second, leadership makes room for working together Third, to lead cooperation includes a listening visionary thinking. Fourth, a control is based on trust. Fifth, a leadership position is about putting oneself at stake. Finally, leadership is acknowledging a polyphonic knowledge as well as sharing both power and responsibility.

Estimates given by employees about the quality of an interaction relationship between a superior and employees have often been related to factors to do with leading people: providing support, consulting and empowerment. The role of empowerment in relation to shared leadership is especially crucial. The key idea of empowerment is in the decentralization of power. Shared leadership exists only to the extent that team members actively engage in the leadership process. In conclusion, empowerment is a necessary but not a sufficient condition for shared leadership to be developed and displayed by teams. (Manka, 2012, p. 108; Pearce & Conger, 2003, p. 12.)

Shared leadership is an essential leadership approach from the focus perspective of this study because it has been recognized as the leadership approach promoting well-being at work best (Manka et al., 2007, p. 7). In this study shared leadership is the key ingredient of good leadership supplemented with core elements of transformational, emotional and ethical leadership as well as features of the Leader-member-exchange theory.

3.3 Transformational leadership

The essence of transformational leadership is in the theory between transformational and transactional leadership. The core idea in transformational leadership is that transformational leaders make followers more aware of the importance and the value of work. They encourage employees to transcend self-interest for the sake of the entire organization. In practice, leaders of this kind develop follower skills and confidence to prepare them to assure more responsibility in an empowered organization. The leaders provide support and encouragement when needed to maintain enthusiasm also in difficult situations. As a result of this influence employees feel trust and respect toward the leader. Ultimately, they are motivated to do more than they were originally expected to do. (Yukl, 2006, pp. 262, 278.)

The theories of transformational leadership have been strongly influenced by Burns (1979). The original ideas suggest that transforming leadership is aiming at appealing to the moral values of followers by attempting to raise their consciousness of ethical issues and catch their energy and resources to reform organizations. (Burns, 1979, p. 41; Yukl, 2006, p. 249.)

There is a distinction between transactional and transforming, transformational, leadership approaches. Transactional refers simply to the leadership models that have a focus on the exchanges occurring between leaders and their followers. Transforming leadership, in turn, is describing the process where a transforming leader recognizes and exploits an existing need of a follower. The transforming leader seeks to satisfy even the follower's higher needs and engage the full person of the follower. (Burns, 1979, p. 4).

According to Northouse (2007, p. 176), the exchange phenomenon described in transactional leadership can be found in different types of organizations. A superior promoting an employee who has surpassed one's goals is an example of the exchange. Transformational leadership is, in the end, about a process whereby a leader who engages with others and succeeds in creating a connection that raises the level of motivation and morality in both the leader and the followers.

The transformational approach has had a great influence in the work of Bass (1985). For Bass (1985, pp. 26, 105) transformational and transactional leadership are distinct but not mutually each other's excluding processes. Transformational leadership increases a follower's motivation and performance more than transactional approach. However, effective leaders use them both.

In general, the process by which leaders appeal to followers' values and emotions is a key feature in current theories of transformational leadership. With the transformational approach the leader both aims at transforming and motivating employees following these principles. To begin with, the leader aims at making employees more aware of the importance of task outcomes. In addition, the leader's goal is to induce employees to transcend their own self-interest for the sake of the organization or the team. In the end, the leader aims at activating employees' higher-order needs. The essential feature of transactional leadership, in contrast, is about involving an exchange process that may result in a follower compliance with the leader's requests but is not likely to generate enthusiasm and commitment to task objectives. In other words, with transactional leadership leaders motivate followers in the first place by appealing to their self-interest and exchanging benefits. Nevertheless, transactional leadership may involve values but they are values relevant to the exchange process, such as honesty, fairness, responsibility and reciprocity. (Bass, 1985, p. 20; Yukl, 2006, pp. 249, 262).

In Bass' (1985, pp. 46–47, 63, 81–83, 98–100, 105; 1990, pp. 21–22) view transformational leadership can be characterized by four typical factors: Idealized Influence or Charisma, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration. *Idealized Influence, Charisma*, refers to leaders who are respected and trusted by followers and provide them with a vision and a sense of mission. *Inspirational Motivation* describes leaders who communicate high expectations to followers. In Northouse's (2007, p. 183) view team spirit is enhanced with the help of this leadership style. *Intellectual Stimulation* includes leadership that stimulates followers to be creative and see difficulties as problems to be solved. It stimulates extra effort in followers. It refers to supporting in all new and innovative. *Individualized Consideration* is a quality in leaders to provide a supportive climate, pay attention to the individual needs of followers and help them to grow and develop. Leaders of this kind become mentors.

Northouse (2007, pp. 175, 189–190), sums up that transformational leadership is mainly a process aiming at changing and transforming people. It is focusing on emotions, values, ethics, standards and long-term goals. It concentrates on assessing the followers' motives, satisfying their needs and, in the end, treating them as full human beings. In general it is a broad-based approach which describes how leaders can initiate, develop and carry out significant changes in organizations. Leaders of this kind aim at empowering followers and nurturing them in change. They want to raise the consciousness in employees and get them to transcend their own self-interest for the sake of others. To create change, transformational leaders need to take the role of a strong role model in the eyes of their followers. Having a vision is in an important position in the approach. It is a tool giving the leader and the organization a conceptual map for where the organization is to be headed. Furthermore, transformational leaders are social architects. They make the emerging values and norms of the organization clear. In the end, transformational leadership is working with people throughout the transforming process. The ultimate aim is to build trust and foster collaboration with others.

To conclude as Manka (2012, p. 97) puts it, a leader following transformational leadership is primarily interested in the good of one's organization. This kind of leader's actions influence the behavior of the employees and inspire them to exceed the expected by appealing to their values, emotions and attitudes. To influence like

a transformational leader, leaders can make use of stories, humor, metaphors and personal experiences. Furthermore, transformational leadership encourages optimism. It makes it easier to believe in achieving the goals and overcoming barriers on the way.

In recent medical research transformational leadership was found to influence the increase of job satisfaction, well-being at work, a small number of sick days and disability pensions (Kuokkala et al., 2008). In addition, a special attention given to individual employees was found to be related to a number of positive well-being outcomes through working conditions, such as cohesion, meaningful work, social support or role conflicts. According to previous research, individual well-being among members of a work community was higher when employees believed their leaders exerted differentiated transformational leadership behaviors. (Nielsen & Daniels, 2012, p. 394.)

3.4   Other leadership approaches related to well-being at work

Many working life researchers focusing on leadership have their own views about the best mix of good leadership. In Manka's (2012, pp. 95–114) view, for instance, modern leadership is the sum of the best in transformational, authentic, cognitive, emotional, shared leadership and the Leader-member-exchange theory approaches. From this study's focus perspective in addition to the described key approaches, shared and transformational leadership, also emotional and ethical leadership as well as the Leader-member-exchange theory approach are introduced as approaches influencing enabling leadership.

3.4.1 Emotional leadership

Abilities, knowledge, skills and individual qualities related to an emotional competence are related to a leader's successful leadership practices according to previous research. Emotional intelligence is an ability to observe one's own and others' emotions, make a difference between them and use this information to guide one's thinking and actions. (Manka, 2012, p. 101.)

Emotional intelligence is a competence that facilitates interactions in the working life. It is the sine qua non of leadership. Without emotional capabilities a leader with the

best training in the world, an incisive, analytical mind and an endless supply of smart ideas, still won't make a great leader. There has been found evidence to prove that the more respected a leader is, the more emotional intelligence capabilities he/she has. (Goleman, 1998, pp. 82–83.)

The key essence of emotional intelligence can be found in five components: self-awareness, self-regulation, motivation, empathy and social skill. People with a healthy *self-awareness* are considered honest. They seem to have a deep understanding of their emotions, strengths, weaknesses, needs and drives. A person who knows himself has a great sense of humor. He/she tends to be self-confident in a healthy manner and won't hesitate to ask for help when needed. *Self-regulation* refers to the fact that people who can control their feelings know how to create an environment of trust and fairness. Such an environment increases productivity and makes talented people stay. This kind of person can also deal well with constant changes the modern world is characterized with. Furthermore, the emotional intelligence assists in enhancing integrity, which is one of the cornerstones of an ethical workplace. *Motivation*, in turn, is related to leaders with a true leadership potential by a deep desire to achieve for the sake of an achievement. Motivated leaders seek out for creative challenges, love to learn new and are proud of a job well done. They aim at improving things and remain optimistic even in difficult situations. They are highly committed to their workplace. (Goleman, 1998, pp. 84–86, 88–89.)

The fourth factor, *empathy*, refers to thoughtfully considering employees' feelings. Goleman (1998, pp. 89–91) stresses the importance of empathy since it is related to three crucial phenomena: globalization, the use of teams and the need to retain talented people. Cross-cultural dialogues easily lead to misunderstandings. A great leader has, thus, a deep understanding of both the existence and the importance of cultural and ethnic differences. Finally, a leader with emotional capabilities has *social skill*. Like empathy, it is about a person's ability to manage relationships with others. It's "friendliness with purpose", moving people to the direction one desires. A socially gifted leader understands that nothing important gets done alone. Social skill is the channel with the help of which one can guide people to have the job done. The most inspiring element about emotional intelligence is the fact that it can be learned.

3.4.2 Ethical leadership

Buber's, (1878–1965), definition of *Personalistic ethics*, an ethic connected to transformational leadership, says as quoted by Hitt (1990, pp. 99, 22–126) that the moral rightness of an action is determined by one's conscience. Personalistic ethics is put on a high position in the view stressing that truth lives within each individual. A person's conscience has a say. Thus, in the end, it's always up to oneself. One should be oneself but live one's life remembering one changes and one's values change, too.

In terms of leadership personalistic ethics results in transforming leadership. A transforming leader is an ideal leader who brings out the best in others and can lift people into their better selves. What makes him or her an excellent leader is the ability to enjoy helping others grow and to be able to see the potential in people. Moreover, a transforming leader motivates through empowerment. By giving power to followers the leader gains power. Sharing is a key leadership strategy. In the end, it's crucial to notice that one's own ethical system leads to a particular leadership style. It makes a difference what kind of ethical system a leader believes in. A model leader, the effective leader-manager, succeeds in combining different leadership styles and growing as a person of integrity. (Hitt 1990, pp. 137, 161–162, 170.)

Furthermore, the ethics of good leadership is also the ethics of *caring*, which "is a principle that examines the quality of relationships or interactions between individuals". The essence of a caring relationship is the ability to promote growth in another individual. (McCray, 2006, pp. 4–5.) Noddings (2005, pp. 15, 17) states that care is the ultimate reality of life. The basic caring is an encounter in nature. Caring is a virtue itself. However, there is no recipe for caring. "Caring is a way of being in relation" Thus, without care, there cannot be good, responsible leadership. Enabling leadership reflects on ethical leadership having features of personalistic ethics and ethics of caring.

3.4.3 Interactive leadership through the LMX theory

Interactive leadership is based on the LMX, leader-member-exchange -theory. The theory describes an exchange relationship a leader and an employee have. The starting point for the theory is that a superior creates a unique relationship with each employee. Furthermore, the superior does not really have one common leadership style in relation

to all employees. Moreover, the approach emphasizes the importance of the interaction between a leader and employees for the establishment of leadership. (Manka, 2012, p. 109; Yukl, 2006, p. 117.) Consequently, from the focus perspective of the study an interactive leadership approach is essential.

A functional interaction between a superior and employees can be described with the following characteristics: mutual trust, respect and reciprocity. In this interaction relationship employees get resources for their work, such as support from the superior. On the other hand, they can influence their own work and do it independently. A high-quality mutuality in the relationship predicts good performance at work as well as a few positive organizational citizenship behaviors: conscientious attitude, fairness, unselfishness and politeness. All in all, the superior's behavior experienced as fair creates trust towards him. The following factors have been found as influencing the development of trust towards the superior. Firstly, the results of the work are divided in a just manner. Secondly, practices are fair, which means that reasons for made decisions and observed practices are fair. Finally, the treatment between employees is fair, which refers to the way a superior is interacting with employees when he communicates his practices and gives reasons for them. (Manka 2012, pp. 109–110.)

Organizational citizenship behavior, the skills that are a part of the work community factors influencing well-being at work and joy or work (Manka, 2006; Manka 2012), include in brief the following features. To begin with, a conscientious attitude, which covers the idea that a proper job is compensated with a fair salary. Secondly, fairness, including the notion that there's no complaining about small insignificant matters. Further, politeness is stressed. It actualizes in aiming at preventing problems by cooperating with other employees. Next, a professional motivation, which can be defined as a willingness to keep one's competence up-to-date. Finally, unselfishness, that is a willingness to help other employees in their problems and hurries.

Furthermore, the understanding about the quality in the interaction relationship employees have with a superior is closely connected to the concept of psychological empowerment. Psychological empowerment is related to the feeling of meaningfulness, trust in one's own competence and opportunities to influence one's job and decision-making and having autonomy in the practices to do the job. These factors help to make working feel meaningful. An employee gets an experience of being able to make use of one's competence in a broad manner. The factors increase an employee's internal

motivation, a will to act based on one's free will and inspiration, not by force. Reciprocity increases also collectivism and social capital. (Manka, 2012, pp. 110–111.)

Previous research supports building reciprocity and the principle of establishing a fair climate in an organization to influence efficiency. By creating a fair climate in which trusting relationships between leaders and employees are fostered, organizations will improve their performance. Having tested an expanded social exchange model of OCB, organization citizen behavior, evidence was found that interpersonal relationships were an integral element in the social exchange process. More precisely, the Leader-member-exchange theory, interactional justice and trust in the superior were involved in significant relationships. In addition, the findings supported the notion that individuals who perceived that their behavior did have an impact in the organization were more likely to perform beyond the minimum role requirements. In addition, trust towards the superior and feelings of being willing and able were found necessary factors facilitating employees' performance as organizational citizens. (Wat & Shaffer, 2005, pp. 417–419.)

4   RESEARCH DESIGN

In this chapter the research methodology followed in the study is described. The chapter starts by introducing the aim of the study and the guiding research questions. Next, the research paradigm is shown by reviewing the theoretical and philosophical perspectives based on a phenomenological-hermeneutic approach. In addition, a case study as a research strategy is touched. Finally, the data analysis using an inductive data-driven content analysis as the analysis method is explained.

4.1   The aim of the study and research questions

The aim of the study is to describe which factors in an educational institute's leadership promote the development of a positive working climate and which may ultimately improve employee's well-being at work. In addition, the study focuses on finding out what is the role of open interaction in the development of a positive working climate. Further information about the topic is needed because a recently carried out study has indicated that employees' experiences of well-being at work vary in Finnish educational organizations (Kirjavainen, 2009). Thus, it's essentially important to find out which factors related to leadership help to explain feeling well in an educational organization.

The main interest in the study is in employees' views. Research has been made focusing on evaluating leaders' experiences of well-being at work (see Kangas et al., 2010). However, the employee perspective has not been emphasized in the Finnish context. This study aims at providing crucial information for educational leaders which they can make use of when aiming at promoting employee well-being at work.

Promoting employees' well-being at work is an important leadership issue. Social Science Professionals, a Finnish labor market organization, took a strong stand on paying more attention to well-being at work in the Finnish working life in July 2012. The organization emphasizes that leadership training is in a key position when promoting well-being at work. However, it seems that the Finnish leadership training hasn't succeeded in helping leaders to recognize problems related to well-being at work (Työpahointivointi hallintaan johtamiskoulutuksella.).

In this study well-being at work has been connected to the mutual relationship between a leader and an employee. Well-being at work relies on the interaction between an organization and its employees. This interaction can be seen as a partnership in which a wise organization enables working in a meaningful way. Well-being is positively influenced by psychological capital and open interaction. In this study well-being at work is understood as an end result of cooperation between the organization and its employees. (See Manka 2006, 2012; Manka et al. 2007; Rehnbäck & Keskinen, 2005.)

Well-being at work is studied from the perspectives of leadership practices and interaction in an educational institute experienced by employees, teachers. Well-being at work as an overall concept includes the terms working climate and job satisfaction in this study. A working climate has been understood as a subjective concept with the help of which individuals define their working environment and meanings related to it (Nakari, 2003, p. 19). In this study job satisfaction has been defined by describing to what extent employees like or dislike their work (See Mäkikangas et al., 2005, p. 59) .

There is research evidence proving that leadership practices influence the working climate (Senvall et al. 2005, p. 283; Simola, 2001, p. 110). To maintain and promote well-being at work, the work community's working climate should be kept as positive as possible (Nakari 2003, p. 196). In addition, a poor working climate can create barriers for collaboration (Kirjavainen, 2009, p. 75). However, collaboration is considered an essential element in shared leadership, the leadership approach that has been suggested as the best for supporting well-being at work (Manka et al., 2007, p. 7). I agree with these views and find a positive working climate an essential factor affecting well-being at work, a ground on which I have based my first research question: *Which factors in educational leadership are crucial for the development of a positive working climate?*

Good leadership is in a key position when developing and maintaining a work community's well-being. There has been found a connection between good leadership and job satisfaction (Mauno & Piitulainen, 2002). Previous research shows a significant connection between leadership and the well-being of a work community at Finnish day care. In the study leadership was considered good when the target organization's working climate was regarded as good. Further, leadership focusing on leading people rather than managing tasks had a stronger influence on the work community's working climate. (Senvall et al., 2005, pp. 283, 285−286.)

Leadership practices in an organization which is considered well-functioning are directed to both leading people and managing tasks. Previous studies in the school context in Finland have shown that leadership is mostly directed to leading people. It has been considered the most versatile approach compared to the social and health sector, an IT company and a paper and pulp factory. (Manka et al., 2007, pp. 14−15; Mauno & Piitulainen, 2002, p. 481; Simola & Knnunen, 2005, p. 134.)

A more reflective view of leadership is needed in the educational field because the environment surrounding schools has changed rapidly. In this study leadership is understood mainly as *shared leadership*, an approach focusing on group level processes. (Caldwell & Spinks, 1998; Fletcher & Käufer, 2003; Ropo et al., 2005; Senge, 1996; Yukl, 2006.) Wahlstrom and Louis (2008, p. 468) define the term shared leadership as "..teachers influence over and participation in school-wide decisions". Shared leadership provides a suitable perspective for the study since it has been found as the best leadership approach supporting well-being at work. In a superior's position a central tool for promoting well-being at work is an interactive approach. (Manka et al. 2007, pp. 7, 9.) With my second research question, *How does open interaction support the development of a positive working climate?,* I aim at finding out whether open interaction in an organization makes a difference in the development of a positive working climate, which as such may reflect on the overall experiences of well-being at work.

The study has also connections to transformational leadership, an approach focusing on the good of an organization and drawing leaders' attention to individual employees (Nielsen & Daniels, 2012; Manka, 2012). The study reflects also briefly on the key elements of ethical and emotional leadership (Hitt, 1990; Goleman, 1998;

Noddings, 2005) and the Leader-member-exchange theory (Manka 2012; Yukl, 2006; Wat & Shaffer, 2005).

4.2   Theoretical and methodological commitments in the study

This study's theoretical and philosophical perspective was based on phenomenological-hermeneutic principles. The phenomenological-hermeneutic research tradition is a part of a broader hermeneutic tradition. Phenomenological research deals with human meanings. It is a research tradition where human is both the target of the research and the researcher (Varto, 1992, p. 26).

Phenomenology has a strong philosophical component. It is based on the work of Husserl (1859–1938). In brief, phenomenology is an interpretive process in which the researcher makes an interpretation of the meaning of a lived experience. The focus of a phenomenological inquiry is to find out what the meaning of the lived experience of this phenomenon for this group of people is. It's crucial how people interpret the world. Furthermore, the concept of essence is crucial for the phenomenological inquiry. The essences can be understood as the core meanings mutually understood through a phenomenon commonly experienced. (Creswell, 2007, pp. 58–59; Patton, 2002, pp. 104–106.) In this study the aim was to find out what is the meaning of well-being at work, leadership and interaction from the perspective of leadership practices.

This study aimed at reaching interviewees' individual interpretations on leadership and well-being at work. Hermeneutics is the theory of understanding and interpretation. A hermeneutic understanding refers to figuring out the meanings of phenomena. (Tuomi & Sarajärvi, 2009, pp. 34–35.) As Patton (2002, p. 113) points out, hermeneutics was developed by Schleiermacher (1768–1834) and applied to human sciences by Dilthey (1833–1911),

Kvale (1996, p. 46–48) finds hermeneutics is the study of the interpretation of texts. A hermeneutic interpretation aims at obtaining a valid understanding of the meaning of a text. A 'text' can be a discourse transformed into a text to be interpreted. Hermeneutic human sciences aim at finding out the intended or expressed meaning to establish a co-understanding. The interpretation of meaning is called 'a hermeneutical circle'. In practice, the understanding of a text, and the meaning reflected by it, takes

place through a process where the meaning of the separate parts is determined by the global meaning of a text. A hermeneutical explication of a text ends when one has reached a sensible and unitary meaning for it. Nevertheless, in a research interview the interviewers are co-creators of what they interpret. They may negotiate their interpretations with their subjects. In this study the interpretation of texts, transcripts of interviews, was made in a co-creating manner; the interviewer negotiated the respondents' interpretations to find sensible meanings for well-being at work, leadership and interaction.

Patton (2002, p. 113–115) suggests that hermeneutics provides a theoretical framework for an interpretative understanding. A hermeneutic researcher uses qualitative methods to establish a context and a meaning for what people being studied do. In the end, a researcher must transfer the experiences into understandable conceptualized meanings.

4.3 Case study

A qualitative research approach aims to understand the phenomena being studied and to find out essential features of the topic (Alasuutari, 1999, p. 5). Tuomi and Sarajärvi (2009, pp. 28, 32) point out that understanding as a method in human sciences can be viewed as emphatizing with the spiritual climate, thoughts, feelings and motives of the research target. Research fields studying the human being are all interested in 'the world constructed by the mind', that is the reality of a culture (Oesch, 1996, p. 3).

This research was following a qualitative case study approach as a research strategy. Robson (2002, p. 89) defines a case study as a research strategy which provides detailed information about a single case. Details of the design emerge during the data collecting and analysis phases. All in all, it's a study of the case in its context.

Patton (1982, pp. 64–65; 1990, p. 54) finds case study a valuable means supporting the idea of generating new information about a topic. A qualitative case study aims at describing the unit of analysis in depth in a certain context holistically. Moreover, the case study approach is suitable for a research design that focuses especially on the individual.

In this study the main interest was in employees of the case organization, in their views and interpretations, which gave reasons for the use of the approach. The case organization formed the case in the study. Furthermore, the case study approach is a suitable means of research when the study focuses on evaluating a process instead of outcomes. This was the case in this study, it aimed at learning about the interviewees' interpretations. A case study is a justified research method when the aim is to understand a group of people and a unique situation in a great depth. These principles supported the use of the case study approach in the research. The aim was to gather qualitative case data which would provide information about leadership practices promoting a positive working climate and well-being at work.

The case organization was a university of applied sciences in Finland. One organization was chosen as the research target because it could provide rich enough data about the topic. Originally two universities of applied sciences were contacted for interviewing but only one was willing to participate. In this study a single-case study rationale was used to justify the case study design (Yin, 2003, p. 41). This case was considered a representative case. A representative case serves the working life orientation of the study. It provides information that could be collected in any professional working environment in the same way.

The university of applied sciences was chosen as the case organization since it represents vocational higher education, which was found particularly suitable for providing new information about educational leadership practices promoting well-being at work. Universities of applied sciences in Finland have unique operational principles, including a strong working life orientation (Ammattikorkeakoulujen tehtävät). The organization was seen as a suitable case organization for collecting data to learn about leadership practices affecting employees' views about well-being at work.

The case organization is a Finnish university of applied sciences located in Southern Finland. It has seven units. This study was carried out in one of them. The university of applied sciences produces new competencies, provides working life oriented training, district development as well as Research and Development activities. Research interviews formed the research data.

4.3.1 Semi-structured interview as a data collection method

The data collection method that was used in the study was a semi-structured interview, an interview technique defined as half-structured in nature. The most important characteristic of an interview as a research method is that it lets the interviewees' voice become heard. The method takes into consideration that meanings people give to lived experiences are crucial and created in interaction. (Hirsjärvi, Remes, & Sajavaara, 2000, p. 195; Hirsjärvi & Hurme, 2000, p. 47.)

Patton (1982, pp. 198, 200–201) defines a semi-structured interview as "the general interview guide approach". A characteristic of this kind of interview is that the interview themes are ready-made and given to all interviewees in the same format. The interview is based on certain themes that will be discussed with all interviewees. The interview guide serves as a checklist to help the interviewer to control that all the themes are dealt with each interviewee. It helps to make interviewing different people more systematic by delimiting in advance the issues to be discussed. It provides a guide that keeps the interaction focused. The main themes in a semi-structured interview describe basic concepts related to a theoretical framework of the study in question (Hirsjärvi & Hurme, 2000, p. 66).

An unstructured interview can provide greater breadth than other interview types in qualitative research. The essential feature of an unstructured interview lies in its ability to establish a human-to-human relation with the respondent and the desire to understand rather than explain. (Fontana & Prokos, 2007, pp. 39–40, 46.)

This study was made by carrying out semi-structured interviews following the general guide approach suggested by Patton (1982, p. 197). In addition, the interviews were considered as negotiated texts as suggested by Fontana and Prokos (2007, p. 83, 87). Thus, interviewers are seen as active participants in an interaction with respondents. Furthermore, interviews are considered negotiated accomplishments of both interviewers and respondents. They are shaped by the context and situation in which they take place. In this kind of research it's possible that people involved are already known to the researcher. The familiarity can support research that focuses on reflexivity and the interplay between the researcher and respondents. This was partly the case in this study. The researcher had met one of the interviewees in a working life context before the interviewing. The familiarity with the interviewee was found more of an asset

than a weakness because the respondent assisted in introducing the researcher and the research topic to the case organization in a constructed manner.

The interview outline followed in the study is attached, Appendix 1. *Semi-structured Interview Outline*. It includes main themes, core themes related to the main themes and brief definitions of the key themes well-being at work, job satisfaction and working climate as suggested by Manka (2006), Manka et al. (2007, p. 7), Nakari (2003, p. 19) and Mäkikangas et al. (2005, p. 59). Interview questions for each main theme were made following key ideas essential for each theme. The questions dealing with well-being at work were designed making use of seeing well-being at work as a joint responsibility and a partnership between leaders and employees. The starting point was that there is a link between well-being and good leadership practices. (Manka, 2012, pp. 95−96; Manka et al., 2007, p. 7; Rehnbäck & Keskinen, 2005, p. 27). Furthermore, the questions in this theme were influenced by the fact that there has been found a connection between good leadership and job satisfaction in the Finnish context as suggested by Mauno and Piitulainen (2002, p. 482). In addition, the questions in the theme aimed at defining a good, positive working climate. Features of a good working climate have been suggested by Simola and Kinnunen (2005, p. 136). Senvall's et al. (2005, pp. 284−285) findings about the influence of a superior's leading people skills' on the working climate and the effect of the employees' attitudes on their views of the working climate were utilized in questions to do with the working climate experiences.

Moreover, the questions focusing on good leadership practices were made following the available definitions of good leadership and a good leadership style. Simola and Kinnunen (2005, p. 134) have suggested that in an organization functioning well there can be found leadership practices directed to both leading people and managing tasks. Mauno and Piitulainen (2002, pp. 481, 483) have found out that in the school context leadership is versatile and more directed to leading people than in other vocational fields. Moreover, the leader's leadership style influences both leaders' and employees' well-being. Leaders' and employees' experiences of leading people practices studied by Senvall et al. (2005, p. 285) have been utilized, too. If both experienced leading people in the same way, there seemed to be a more positive view about the working climate in the organization. In the end, the questions in this theme aimed at finding out about employees' opportunities to influence leadership practices. Rehnbäck and Keskinen (2005, p. 317) suggest that when employees have good influencing

opportunities on leadership, employees' job satisfaction increases. In sum, a good leadership view followed in the questions relied on Elo and Feldt's (2005, p. 317) notion that good leadership practices develop the work community itself by supporting well-being.

The questions about interaction were designed with the help of definitions of open interaction and an interactive leader. An interactive leader is good at leading people. He encourages and aims at building trust. Open interaction is crucial when aiming at building trust. (Manka, 2006, pp. 18, 145; 2012, pp. 121–122). Furthermore, personal relations in the case organization were asked about because Kirjavainen (2009, p. 75) has pointed out that the quality of personal relations influences a working climate. In addition, a link between interaction skills and an organization's well-being has been found by Rehnbäck and Keskinen (2005, p. 26). Positive organization citizenship behaviors promote well-being at work, too. Manka (2006, p. 18) and Manka et al. (2007, p. 9) suggest group spirit also influences well-being at work, which is why group spirit was included among the interview topics.

4.3.2 Participants

Participants for the research were chosen on a voluntary basis. Thus, the study design followed a purposeful sampling technique, which is based on selecting information-rich cases for study in depth. In this study a typical case sampling was followed. It's a case which is often selected with the help of key informants. (Patton, 1990, pp. 169, 173). The case organization's key informants were contacted in November 2011 to enquire if the organization would be interested in participating in the study. Next, a research proposal was submitted to the organization's research manager and a research permit was requested.

The research permit was admitted in December 2011 and two contact persons were named with the help of whom the researcher carried out practical arrangements required for the interviews. Furthermore, the researcher gave a permission to allow the organization to utilize the ready-made Master's thesis in developing teaching practices. A Letter of Acknowledgement from the researcher's university, Institute of Educational Leadership at the Faculty of Education in University of Jyväskylä, was provided to the organization in March 2012. Letter of Informed Consent was signed with each interviewee during the interviews.

In March 2012 the researcher asked via one of the contact persons for volunteers to participate the research. The research was introduced briefly in an email sent to the interviewees. The research data were collected in March 2012. The six participants of the research interviews represented different occupational fields and taught in five different degree programs.

4.3.3 Conducting the interviews

Before carrying out the research interviews a pilot interview was conducted to test the usability of the interview outline. A Finnish primary school teacher was chosen as the test interviewee because of a similar educational background as a teacher with several years of working experience as the respondents. The pilot was done in March 2012 at the respondent's home. It took 33 minutes.

Based on the pilot interview the main themes in the interview outline of the study were specified by adding under the main theme Well-being at work a sub-term 'well-being at work as a whole' with related core terms working climate and job satisfaction. The addition was made to point out that the term well-being at work is an overall umbrella term that covers also the terms working climate and job satisfaction in this study, see Appendix 1. *Semi-structured Interview Outline*

The research interviews were conducted in a conference room in the university of applied sciences. The interviews were recorded. In addition, notes were taken during each interview to make sure it was possible to check details after the discussions. Each interview was started by the researcher introducing herself and the topic. First, the interview outline was presented to the interviewee by introducing the research questions and the main themes. Second, background questions were asked. According to each interviewee's wish the researcher introduced definitions for the three key themes to initiate the discussion. The main themes were discussed following the interview outline. Finally, the interviewee was thanked for participating and provided with an opportunity to bring out any further matters related to the topic.

The interviews were started with only one interview on the first interview day to provide some time for the researcher to update the interview outline if needed. In general, the interview was carried out successfully without any need to change the interview outline. However, the interview needed to be interrupted and continued due to some interference with the interview recorder. By interrupting the interview the

researcher wanted to check whether the recorder had functioned properly and contained the recorded interview. The interviews' lengths were between 21 and 53 minutes. During all the interviews the recorder was affected by some external interference which was likely caused by a technical device in the conference room. Each interview file included small sections where parts of speech were missing or difficult to make out. However, none of the files were badly affected or corrupted by the interference.

4.4 Data analysis

Content analysis was used as a tool to analyze the data collected in the interviews. It is a text analysis method aiming at revealing meanings reflected in texts by describing the content of a document verbally. In this study transcribed texts from the interview data were the studied texts. In a qualitative research utilizing content analysis, the researcher works actively on the analysis and makes interpretations based on it. Thus, a qualitative content analysis can reveal new views on the phenomenon. (Aaltola & Valli, 2007, pp. 16, 160; Tuomi & Sarajärvi, 2009, pp. 106, 108).) The data analysis was carried out in May, June and July 2012.

4.4.1 Data-driven content analysis

The data were analyzed using a qualitative, inductive data-driven content analysis. An inductive analysis aims at discovering patterns, themes and categories in the data. The main characteristic of an inductive analysis is that findings emerge out of the data and through the researcher's interactions with the data. The most important goal is to understand the people studied. What the respondents say remains the essence of a qualitative inquiry. (Kyngäs & Vanhanen, 1999, p. 3; Patton, 2002, pp. 453, 456.)

A content analysis is a good approach when there is little information available on the topic. It helps in gaining direct information from participants without imposing preconceived categories or theoretical perspectives. Categories and names for categories flow from the data. Thus, the content analysis includes an inductive category development. Relevant theories and research findings are addressed in the discussion section of the study. (Hsieh & Shannon, 2005, pp. 1277–1281; Mayring, 2000, pp. 3–4.) This principle was also followed in this study.

In a qualitative content analysis the researcher aims at finding out what kind of meanings can be found in messages transmitted through texts. Miles and Huberman (1994) have introduced a view of the content analysis they call a data-driven content analysis. This method consists of three steps: simplifying and grouping the data as well as creating theoretical concepts. (Tuomi & Sarajärvi, 2009, p. 108.).

In this study the data analysis was implemented following the principles for an inductive data-driven content analysis suggested by Kyngäs and Vanhanen (1999) and Tuomi and Sarajärvi (2009). The inductive content analysis is described through three steps: simplifying, grouping and abstracting the data. Before these steps the researcher must familiarize oneself with the data and decide what the analysis unit to be used is. It is often a word, word combination, phrase or phrases transmitting a thought (Kyngäs & Vanhanen, 1999, p. 5.) In this study the analysis unit was a meaningful phrase or sentence.

The first step of a data-driven content analysis is to simplify the data. To simplify includes summarizing the information. The research statement of the study guides the process of simplifying. In practice, simplifying refers to coding expressions essential from the data that are related to the research statement. A code is a symbol applied to a group of words to categorize them. Categorizing is differentiating between the included and excluded observations. (Dey 1993, pp. 95−96; Kyngäs & Vanhanen, 1999, p. 5−6; Robson, 1993, p. 385; Tuomi & Sarajärvi, 2009, p. 109.)

The grouping of the data means studying carefully the original expressions coded from the data and looking for similar and/or different features in the data. Concepts dealing with same things are classified as one category that will be named with a term describing the content of it. Expressions having similar meanings are joined together as one subcategory. When forming categories inductively it's the researcher's task to decide which topics can be joined in the same category. (Dey, 1993, pp. 96, 99−101, 133; Kyngäs & Vanhanen, 1999, p. 6; Tuomi & Sarajärvi, 2009, p. 111.)

The next phase of the data analysis is abstracting. One distinguishes essential information and forms theoretical concepts with the help of the selected information. Similar subcategories are joined together as one main category. The main category is given a name that describes its overall content. To sum up, the abstracting progresses from the original linguistic information highlighted in the original expressions to new theoretical concepts created by categorization. The abstracting is continued further by

combining main categories as unifying concepts. Naming unifying concepts is done by following deductive reasoning; a unifying category is called using a familiar concept like a word combination. (Dey, 1993, p. 139; Kyngäs & Vanhanen, 1999, pp. 6–7; Robson, 1993, pp. 385–386; Tuomi & Sarajärvi, 2009, p. 111.)

4.4.2 Content analysis in the present study

The data analysis in the study aimed at finding common and differing features in the interviews as well as considering what these common and differing features revealed about leadership and well-being at work through the three main themes, well-being at work, leadership and interaction in the case organization (see Ruusuvuori, Nikander, & Hyvärinen, 2010, pp. 16–17). Special attention was paid to treating the interviewees in a respectful manner and fulfilling the requirements of anonymity and confidentiality (Hirsjärvi et al. 2000, p. 27). The interview recordings were demolished after the analysis.

Three tables were created for collecting data about the main themes. Each theme was given a code in a letter form: Well-being at work *A*, Leadership *B* and Interaction *C*. The tables were named as *Data Analysis Theme A) Well-being at work, Data Analysis Theme B) Leadership* and *Data Analysis Theme C) Interaction,* see an extract of one table with detailed codes for the theme leadership in Appendix 2. Data Analysis Table B) Leadership. The data analysis is described in Figure 3. Steps of content analysis in the study, applied from Tuomi and Sarajärvi (2009, p. 109).

| Transcribing the recorded interviews word by word. |
| ↓ |
| Familiarizing with the data by reading it through many times. |
| ↓ |
| Finding original key expressions and comparing individual transcripts. |
| ↓ |
| Creating analysis tables for each theme and coding them. Copying original key expressions from transcripts to analysis tables. |
| ↓ |
| Creating summarized expressions based on original expressions. |
| ↓ |
| Searching for similarities and differences between the summarized expressions. |
| ↓ |
| Creating sub categories by combining summarized expressions. |
| ↓ |
| Combining subcategories and creating main categories based on them. |
| ↓ |
| Creating summary tables by adding subcategories with similar content in them. Summarizing themes reflected by subcategories with the help of main categories. Creating unifying concepts based on key themes reflected in the main categories. |
| ↓ |
| Writing down the findings reflected by categorization. |

FIGURE 3**.** Steps of content analysis in the study
 (Tuomi & Sarajärvi, 2009, p. 109).

In a data-driven content analysis concepts are combined and grouped to find answers for the research statements (Tuomi & Sarajärvi, 2009, p. 112). In this data analysis the research questions were asked from the transcripts when analyzing the data in each three main theme, well-being at work, leadership and interaction. While analyzing the data based on the first theme, well-being at work, the aim was to review how the interviewees understood the main term *well-being at work* and the related terms *working climate* and *job satisfaction*. When analyzing data about the second theme, leadership, the aim was to define *good leadership* in the respondents' view and find answers to the first research question summarizing how leadership practices influence the development of a positive working climate. The analysis step dealing with the third theme, *interaction*, aimed at defining *open interaction* in the interviewees' view as well

as answering the second research question by scrutinizing open interaction in relation to the development of a positive working climate.

Since the interviews were conducted in Finnish, original expressions given by each respondent were collected in Finnish in the analysis tables. The summarized expressions, the sub and main categories created based on the original expressions were translated into English. Each table's core content was summarized further in summary tables, see Appendix 3. *Well-being at work-summary*, Appendix 4. *Leadership-summary* and Appendix 5. *Interaction-summary*.

The data analysis started by transcribing all the six interviews word by word. The interview C had to be transcribed again because of an error when saving the transcript. The data analysis continued with simplifying the data by reading through all transcripts to get an overall view about the topic. The transcripts were read one by one and notes were made about key issues. The issues to be included as key matters were decided following loosely the main themes of the study. After having collected all key expressions they were went though by comparing the individual transcripts. The simplifying of the data continued by collecting original key expressions and creating summarized expressions based on them. When making up them, the terms and definitions used by the respondents in the original expressions were made use of. The analysis table was completed with a third column for a sub category and a fourth one for a main category for further summarizing the data.

Next followed the grouping phase when sub-categories for the summarized expressions were created. These were made up by including the core idea of the summarized expression in the name of a sub-category. The main categories concluding the content expressed through sub-categories with similar content were added in the fourth column of the analysis table. The main categories were named to transmit the core content expressed through all the sub-categories with similar features. Any response that couldn't be matched with the main categories was marked with ? -mark in the analysis table. These exceptions were dealt with as cases providing information about differing opinions or special cases. To sum up, for *Theme A) Well-being at work*, 14 main categories were created. The same number, 14 main categories were created also for *Theme B) Leadership.* Finally, for *Theme C) Interaction*, 14 main categories were created. Altogether during the data analysis 42 main categories were developed.

In the abstracting step summary tables were created for each theme. Subcategories and main categories from the analysis tables were copied to them. Sub categories were listed on the left-hand side of the table and the main categories were added beside them. After this, unifying concepts were created based on key themes that were reflected through the main categories. The creation of unifying concepts was the most difficult part of the data analysis. It was easy to find suitable unifying concepts for most of the main categories grouped together. However, with some of them it was difficult to find one common unifying concept. The concept creation problem was solved by giving 'sub-concepts' for a few unifying concepts. See for example Appendix 4. *Leadership - summary*, where main categories grouped together with *Good leadership - a well-being enabling whole* have two sub-concepts, *Leadership styles linked with enabling leadership* and *Interactive basic leadership*.

In the end, the key essence of the content analysis was transmitted in nine sentences based on the summary tables' core content. Summary tables were used to provide an overall scope on the results of the analysis. The summary tables are not used in classical content analysis. They resemble data analysis results matrixes used by Halttunen (2009, p. 74–75).

5   RESULTS

In this chapter the main findings of the study are presented. The results are arranged based on the structure used in the summary tables of the study (see Appendices 3.–5.). Key results expressed in core sentences in the summary tables direct how the findings have been organized. First, I present key definitions provided by the interviewees about the main topic, well-being at work including the core themes job satisfaction and working climate. Next, I offer a synthesis on key ideas defining good leadership practices influencing and promoting a positive working climate. Ultimately, leadership promoting well-being at work is also discussed. In the end, I show the way the interviewees understood open interaction and its relation to the development of a positive working climate.

In the citation the (...) marking means that the citation is preceded or followed by a phrase expressed by the interviewee or in a few cases a quick response by the interviewer. Brackets [ ] have been used to refer to a part of the citation that has been clarified in more detail. The language in the citations has been modified slightly by leaving out some colloquial expressions and repetitive connecting words. In the quotations the six respondents have been referred to with letters A, B, C, D, E and F such as Interview A.

5.1   Well-being at work

The first part of the research interview was designed to form a general view on how the interviewees understood the main theme well-being at work and the related core themes

working climate and job satisfaction. During the interview the aim was to discuss what makes a good working climate in the respondents' opinion and how they saw the relationship between a positive working climate and well-being at work. Furthermore, attitudes influencing the working climate as well as questions of responsibility regarding well-being at work were dealt with in brief.

5.1.1 Well-being at work actualizes in feelings of wellness and balance

In general, in this context well-being at work could be summed up as a broad sensation that actualized in feelings of wellness and balance. However, well-being at work was always regarded as an individual experience. It was up to each individual's subjective choice how he or she saw well-being. Moreover, attitudes towards well-being issues were also individual. One's attitudes to work itself might influence experiences of well-being. The following thoughts expressed by four respondents prove these points.

> Well-being at work means that you feel fine there at the work place (...) And on the other hand, the fact that it doesn't burden too much (...) It is also challenging enough but not too challenging (...) It should always have something that inspires. (Interview A)

> I like the definition for well-being at work [Manka 2006, Manka et al. 2007] because there are so many factors in it and it is a whole (...). (Interview B)

> Mainly it is this openness and discussion (...) honest working (...) and also probably respect for others. (Interview D)

> And in a way the fact that it is so individual (...). (Interview F)

The study was conducted in a university of applied sciences, a modern educational institute, which influenced the research design in a unique way. In this university of applied sciences well-being at work was not simply a matter related to the mutual relationship of the leaders and employees but was also closely connected to students. Thus, parties experiencing and creating well-being at work in this organization included not simply all employees and leaders but also students. The students were considered colleagues and as such essential factors affecting everybody's well-being at work as emphasized by one respondent.

> In a university of applied sciences this concept of well-being at work, in that respect that in this definition [definition by Manka, 2006 & Manka et al. 2007] it is understood as the result of the interaction between employees in an

> organization, but now in here these students are also employees, if you could say so, these other human beings. So the definition is broader. (Interview A)

Since well-being at work is a broad concept which is always experienced differently by different individuals, it's impossible to give one broad, covering definition for it. However, in the interviews the respondents mentioned many features of well-being that could be characterized as crucial building blocks for well-being at work. The interviewees pointed out that the work community itself and close colleagues had a major impact on one's experiences of well-being. A base for feeling well at work was created in the organizational structures. In practice, a well-organized job was experienced as a decisive factor improving well-being. However, well-being seemed to be closely related to a feeling of respect. An employee's respect towards leaders influenced well-being experiences. The interviewees found mutual respect between leaders and employees as well as among colleagues an essential factor affecting experiences of well-being in a working life context as emphasized by one interviewee.

> The fact that what is the respect towards the superior, in a way, if you accept him/her as a superior... and if then how it is with accepting between colleagues, the level is also quite important, and also the fact that one accepts that we are all different here. (Interview C)

All six interviewees agreed on seeing well-being issues as a joint, shared responsibility in an educational organization. Every individual was seen responsible for well-being at work personally but leaders had a special role in showing the direction. In brief, the management had a bigger organizational responsibility over well-being issues due to its influence power. In the end, although everybody in the organization was regarded as responsible for well-being, in daily routines the responsibility could easily be transferred to the management as pointed out by one interviewee. As another interviewee suggested, a successful leadership promoting well-being at work was not based on utilizing one's power straightforwardly.

> I think, I suppose, everybody is responsible, but it is so easy to like transfer it to the upper level quite often in the discussion if one thinks that the system does not work or leadership does not work. (Interview F)

> Leadership is also the fact that it is not power use that 'I make the decision'. I made it now and now a decision has been made. (Interview E)

In the end, from the focus area of the study the key issues among the building blocks for well-being at work were collaboration and open interaction. Working together, collaborating, was seen a significant factor behind feeling well at work. The culture of working together, 'co-working', promoted well-being at work in the case organization. Moreover, in this educational institute teaching itself was considered a shared interaction effort. Furthermore, the interviews identified open interaction as a major contributor for well-being.

> We collaborate a lot, that is we have such a 'working together' culture. That is an issue influencing well-being at work. In other words, a teacher's job is quite lonely but here it is shared, interactive. (Interview A)

> The interaction perspective between employees and the interaction perspective between the superior and [the subordinate] (...) And then the interaction perspective in particular in the way how open the interaction is (...) if it is such that matters truly are discussed. (Interview C)

5.1.2 Working climate is created by appreciating interaction

Like the umbrella theme well-being at work, the core theme working climate was seen as a broad concept and understood differently by individual respondents. In general, the interviewees found a working climate an abstract factor that could be characterized as an invisible structure, spirit and an atmosphere in the organization. To sum up, the working climate could be regarded as the atmosphere of action reflecting certain principles followed in the organization as stated by two interviewees.

> Working climate (...) in a way it is the atmosphere and spirit, in what kind of spirit or.. atmosphere in that way, climate, the work is done (...) and atmosphere in the sense that one works in an atmosphere, being together, sharing, building... like a more invisible framework there for being at work (...). But different people can experience and observe the atmosphere in different ways. (Interview E)

> Mainly about this community and the environment, that is surely it is so that students, what they are like. (...) But for certain it originates from colleagues... and from that leadership somehow ... it comes from becoming accepted in one's own community, and encouraged and noticed ... positive, a lot of positive must relate to it. (Interview A)

When discussing in more detail how the respondents understood a positive working climate and how they had recognized it in a work community, I came to the conclusion that in the first place a working climate was reflecting on the principles the leadership believes in and follows. As one respondent put it, leadership enabled a good working

climate. However, it was the entire working community with its self-developed working culture that promoted a good working climate in this particular organization as another respondent said. Furthermore, another interviewee pointed out that in this organization a positive working climate was characterized by a humoristic, committed working style.

> There is also the fact that the leadership's attitudes, and the fact that also the leadership has in a way enabled it so that this is possible. (Interview A)

> And in a way this, we have created this, maybe that is such a matter related to a working climate and this well-being at work, we have created this. (Interview A)

> The way of working, a kind of very humoristic style, very ambitious. (Interview C)

A number of features were mentioned as typical for a positive working climate in the interviewees' responses. In general, a good working climate was made up of common rules and following them. It was found easy to create rules but much more difficult to follow them in the same way because different individuals find different things important as pointed out by one respondent. Another interviewee summed up the core essence of a good working climate in one's experience of work itself, how well one does at it.

> The kind of things like defining rules for the action and acting according to them. In many cases it's easy to define rules but then to follow them is not necessarily always easy because different things are important to us in one way or another. (Interview C)

> In a way the work itself, the experience of work, how well you do at it. (Interview F)

Furthermore, a good working climate made one feel good and want to stay at work. A positive working climate could be seen in an open and discussing culture. From an organizational perspective, the proactive and open principles favored in the case organization were major contributors to the experiences of a good working climate. On the other hand, from a pragmatic perspective, in a positive working culture a lot could be achieved due to trust, support and positive feedback. Moreover, the teachers' different educational backgrounds in the organization were regarded as richness and factors promoting a working climate as one interviewee described.

> A work colleague, who has a Master's degree in education, and we work together a lot. And it is actually truly fun because we both notice that we study things from totally different angles.(...) And it is actually very fruitful. (Interview B)

In practice, in a positive working climate each individual was paid attention to and it was found easy to ask for help as suggested by one well-experienced interviewee. Thus, a positive working climate seemed to support an open working culture based on discussion and trust as the last two interviewees in the quotations below emphasized.

> Each and everyone becomes paid attention to, you greet and like meet [each other]. And of course the fact that it's easy to do one's own work, and like getting help in such a situation (...) nobody manages on one's own. And the working climate is of the kind that it is easy to ask for help. (Interview E)

> There are good relationships in the work community... they are truly small everyday matters, one can turn to anyone for help and one can oneself provide help if another one needs. In general a discussing culture... maybe it is also open (...). (Interview A)

> You feel the working climate is positive, how do you sense it?

> Where one develops a willingness to make something until it's finished... one helps one another... gives positive feedback to the other (...) and trusts on the other one doing his or her job, his/her knowledge and 'bothering' to do things. (Interview F)

In the end, according to the responses of the interviewees appreciating interaction was the most crucial factor for building up a good working climate. I found open communication and respect as the main features building up appreciating interaction.

> During a study period, which is probably called course in other educational institutes, we have often two teachers or two lecturers in each study period (...) And sometimes when we are present both of us... and when it succeeds well both the teachers speak to the students and with the students but still either one is 'needling' the other... (Interview B)

> I think that the only power there is, is the fact that we teachers talk with each other. (Interview B)

> I think it comes from the feeling that you feel respected as a member of the work community (...) At most it is about respect. (Interview B)

> The organization shows respect, the superior and the colleagues respect, and that's what produces the fact that I am a respected specialist. (Interview B)

However, attitudes could be identified as strong factors reflecting on the interviewees' thoughts about the working climate. Negative attitudes affected the working climate in general. One interviewee wondered if negative attitudes could infect the working climate unintentionally, which was seen as the reason why one should be aware of one's attitudes and how to show them to others. The interviewee pointed out further that one's

lack of respect for one's work, the superior or the organization clearly could reflect on attitudes. Furthermore, it's even possible that an employee with a very strong work-orientation could destroy an otherwise good working climate with a too focused and in this respect detrimental attitude, as another respondent put it. These views were presented as follows.

> I have been thinking if one too often, when coming to one's office, bursts out something negative so that the other one gets an impression that this is the way we act here? (Interview F)

> The fact that what kind of attitude one has towards the work or the work community or organization, superior, the thing that you don't somehow fully respect (...) no matter what the superior would do (...). (Interview F)

> But then again if one is too committed to one's job... that may also eat the climate... in that way one registers easily and makes observations about others' doings and un-doings. (Interview E)

Thus, from the focus perspective of the study lack of respect was mentioned as a major issue reflecting on detrimental attitudes towards a working climate. A poor working climate was also considered a major barrier for asking for help as pointed out by one interviewee.

> Then again if the climate is not good... I fail to seek for the support. (Interview E)

All in all, external factors such as a work life balance was mentioned as a possible cause causing stress and a poorer working climate. When discussing with the interviewer one respondent was wondering whether in this particular organization work mixing with free-time caused unnecessary stress and thus weakened the working climate.

> And we would get in the [situation] that we won't send emails during weekends or in the evenings after six to students or to each other because I can even notice that it causes stress at times. (Interview C)

> We educate and train these students of ours for the [working] life then the educating itself, that during the working day one takes care of matters. (Interview C)

5.1.3 Job satisfaction develops through 'co-working'

Job satisfaction was seen as an essential factor influencing one's well-being at work. When discussing with the interviewees how they saw the concept, I was provided with many good and in many cases relatively practical definitions for job satisfaction. These examples sum up the views' of one respondent pointing out the impact of one's own emotional state and the importance of working together for one's job satisfaction in this context.

> To me job satisfaction is if I am willing to go to work or not, mostly it's about this. (Interview B)

> Well, of course I am willing, absolutely, when we make study periods together and plan together how to do it and see it together. (Interview B)

Moreover, other interviewees emphasized the fact that job satisfaction comes ultimately from one enjoying the work. Thus, one's relationship to one's own job was found a decisive factor for job satisfaction as one respondent pointed out. Another interviewee suggested that when one enjoys working, it itself creates meaningfulness and positivity. Still another interviewee summed up the overall feeling of job satisfaction well by saying it is an end result of the overall work situation.

> Although it's the core job that is the most important (...). We are dealing with that insufficiency and with the fact that whether I am good enough in this and if I can renew myself and so on with that core job. (Interview F)

> And then the job itself, work itself is a joy... it must bring about that kind of positive feelings before you can be satisfied with your job. (Interview A)

> Job satisfaction causes it that you want to do your own doing (...) You enjoy it and you don't just want to get rid of it. It builds up on one hand on the job itself, what one does, but also on the whole, with whom you do it (...) in what kind of environment and for what kind of people. (Interview D)

Job satisfaction was seen as an individual experience, thus it was impossible to give a covering recipe for it that could work for all in all contexts. However, one common factor was emphasized by two interviewees, which I found crucial for the focus area of this study. The interviewees argued strongly that working together, or 'co-working' as they put it, promoted job satisfaction in this context. One interviewee explained in

practice what 'co-working' in a study period means. Another respondent added that it's the spirit of sharing what makes co-working such a positive issue.

In the end, one further major contributor to the interviewees' job satisfaction was found in positive feedback. Encouraging feedback received from students and companies co-operating with the case organization in projects played a big role in a teacher's job satisfaction. One well-experienced interviewee summed up the importance of succeeding for job satisfaction by pointing out that job satisfaction is a sum of how well one's job, the goals given to it and the feedback received from it produce experiences of well-being and satisfaction.

> How well those goals and then one's own job and the fact that also the received feedback (...) Or like as satisfaction or dissatisfaction, resentment... somewhere in between it settles, somehow the experience there (...) (Interview F)

Ultimately, job satisfaction seemed to be a concept related to one's emotional attitudes. One could expect more from work in general than the other as stated by one respondent.

> It was quite nice the thought about emotional attitude... the thing that I like to think ... one settles with less and another one doesn't. (Interview F)

5.2   Good leadership enables

In the next phase of the interviews the respondents were asked how they themselves considered the concept of good leadership. Furthermore, they were offered a chance to consider what kind of leadership style they thought a good leader has. The interviewees were also asked to think about whether there was a link between leadership style and experiences of well-being in a work community. The leadership's influence on job satisfaction was discussed, too. In the end, the personnel's opportunities to influence leadership were talked about.

5.2.1   Good leadership is considered a well-being enabling whole

When discussing with the respondents about their views and thoughts related to the concept of 'a good leader', I realized that a good leader and a good leadership style in this context form a whole that could be referred to as enabling leadership. A number of examples given by the respondents illustrate what the core features of enabling

leadership were. Furthermore, it was leadership that relied on open interaction, that is an open discussion culture and mutual interaction. I captured the essence of good leadership in one interviewee's response when discussing with her what kind of leadership style a good leader has. She concluded that a good leadership style is just enough free but still, all the time, 'enabling':

> It is very free, that is given like a starting point (...) But then in a way like enabling. (Interview F)

What enabling leadership means in practice was defined in more detail by all the respondents. From the responses I summarized the key features for enabling leadership. To start with, it was seen as leadership that provides both responsibility and freedom for doing one's job while trusting in an employee's skills. Moreover, good leadership could be characterized with the leader's approachability, an ability to show an example and give feedback.

> The thing that I have experienced positive here is the fact that the responsibility has been shared. (...) You are responsible yourself and you can quite freely make those decisions, too. (...) Both responsibilities and duties go hand in hand. (...) They know that you can and will take care of things... then you have relatively free hands, really. (Interview A)
>
> I believe in leading by showing an example and I believe also in giving feedback. (...) And then I believe in... that if the superior is easily approachable, then you also tell him or her both good and bad things. (Interview B)

Furthermore, the respondents made a clear point that a good leader takes up matters, no matter positive or negative. Thus, one needs courage to be able to interfere with difficult situations, which belonged to a great leader's capacity. From an equality perspective, a good leader was found to treat everyone the same, equally. In addition, a good and democratic modern leader allowed employees to influence their own job contents.

> Can you think of an example or experience here in your own educational institute where you can say that your superior has followed this [good leadership]?
>
> One of the lecturers says that he is being bullied. (...) I think about that that issue the superior is taking care of truly well. (...) She listens to all the parties. (...) And she has also taken a grip on it and isn't just saying 'you are imagining'. (Interview B)

> Our superior takes into account the fact that if you have wishes, now in spring we plan for the whole upcoming year, she does take into account what, what things I would like to teach and what I don't want to. (Interview B)

> I think it must be the boss who in the end says the final [words] if it seems that it is somehow going wrong. (...) She like has an edge. (Interview A)

> It in a way is equal and fair in the framework [where] it can be seen, the equality and shows... and then I'd say the kind of confidential. (Interview E)

Furthermore, in this part of the interview we returned to the topic of which factors create well-being at work. The respondents supported the view that the base for well-being lied in the organizational structures with practical examples. Moreover, a job well-organized seemed to be a key factor for well-being as already referred to when discussing the definition of well-being at work (see 5.1.1 Well-being at work actualizes in feelings of wellness and balance). Universities of applied sciences are dynamic educational institutes where the work of teachers often includes working in projects with companies or other partners. Working hours stretch easily when one has a many-sided job description. Thus, it was found extremely important that a teacher's superior monitored the working hours as pointed out by one respondent.

> And then my superior also monitors our working hours. But I think it is nice because I can see that the superior keeps an eye on them and doesn't just say that work faster but listens and understands. (Interview B)

In addition, another interviewee was reflecting on her experiences of good leadership practices in the current and previous organizations where she had worked. In her opinion the leadership practices in this organization didn't rely as much on a team leader leadership style as they had in her previous work organizations. More emphasis could be laid on this, that is seeing the superior more as an equal member of the team, not that much as a strong leader. The greatest reason for this view she found in the fact that the team leader's leadership style was regarded as positive. The position of an immediate superior in this organization could also be conflicting due to other reasons as pointed out by another respondent. She suggested that a former teacher's promotion from a teacher colleague to an immediate superior challenged both the superior and colleagues to adapt to the new role

> But they [examples of good leadership practices] have then been like that it has been more like acting in teams, the superior hasn't necessarily been a terribly strong leader but it is one part of it. (Interview D)

> The fact that they are colleagues in the field and apply for that way and that way a position has become vacant and it has been applied for. It may be so that somebody hasn't necessarily liked it (...) that person, so then there can be that (...) the superior is searching for her position. (Interview C)

According to the interviewees, the key essence of good leadership was open interaction. A good leadership style relied on mutual interaction. A genuinely good leader's leadership style relied on respectful, equal and regular interaction as defined by one respondent. Furthermore, an essential part of good leadership was an open discussion culture, which was emphasized by another interviewee.

> What kind of leadership style does a good leader have in your opinion?
>
> I believe in that interaction... the fact that, exactly about that leading by showing an example, and in the fact that the superior talks with everybody and it isn't simply once in a month [meeting] but that there's interaction if needed during other times. (...) But that there is interaction and it is of the kind that respects others, both the parties, that is important. (Interview B)
>
> Open discussion [culture]... you can approach your superior no matter what the issue is. (Interview C)

All in all, according to the interviewees' responses enabling leadership had features of several well-known leadership styles the leadership and management literature recognizes. The ones I could relate to existing research were ethical leadership, shared leadership, visionary leadership, emotional leadership and task-oriented leadership. In the Leadership -summary and in this analysis the last two, emotional and task-oriented leadership have been joined as one category, emotional and task-oriented leadership, because a few respondents found a link between them two. In the following examples the working life experiences of respondents are introduced to present a few crucial features of these leadership styles. To begin with, good leadership included a sound ethical grip as described by one respondent. Ethical leadership could also be seen in respect since it was shown in everyday encounters, which was exemplified by another interviewee. She added the notion of a good leader taking up a positive attitude towards subordinates as a key feature in ethical leadership.

> I got a new superior and in the developmental discussion I had like taken up also the things that had bothered me. (...) Well he pointed out that he had read it and then gave me feedback on my part... but in a way (...) he didn't get anywhere further with me. (...) That is in my opinion the kind of ethical perspective there (...) the things that don't belong to another person you don't start

> dealing with there. Ethical questions you know about another one you don't share in a third context. (Interview E)

> There has arrived an email from the former department manager saying "good Lisa, thank you Lisa, very good" or something. I always save them... But you see that the superior appreciates what [you] are doing. (Interview F)

> In the same way like subordinates think positive about their superiors also the superior thinks [positive] about subordinates. (Interview F)

Furthermore, from the focus perspective of the study in this organization good leadership was clearly found to be connected to sharing and cooperation, that is it relied on shared leadership as defined by one respondent emphasizing that good leadership is a way of action that is based on co-operation involving the concerned.

> I think it is in the way of doing things. (Interview D)

> What do you think, what's important in that?

> Well, at least a little bit of working together. I mean not dictating but like this as you say that you ask the parties who know about things or those who actually do them themselves. (Interview D)

Good leadership was further linked with core principles of visionary leadership as stated by two respondents. Firstly, good leadership was seen as encouraging visionary leadership with the help of which an employee could direct his or her work as one respondent put it. Secondly, good leadership was about visionary actions, decision making skills, trust and shared power as another respondent pointed out.

> There is then like trust in there... and then in a way like you are encouraged to that... we talk about this visionary leadership here. (...) But we know really to what direction this ship is wanted to be steered. (...) But then the way how it has been realized, it may not be realized always... here in that we have succeeded in a certain way. (Interview A)

> A notion about where we are going to, what we must do, and on one hand trust in the fact that all do their share. (...) The leader is expected to be capable and have courage to make decisions but on the other hand gives power. (Interview D)

In the end, good leadership was understood to include both features of great emotional leadership and an eye on task-oriented leadership, which was found particularly important in a specialist organization the case organization in question represented. A good leadership style relied on both a task, or expert oriented leadership style and provided also constructive feedback as characterized by one interviewee. Another

respondent suggested that in a specialist organization a good leader's leadership style was a combination of an emotional and task-oriented leader who leads in a controlled manner.

> The kind of like specialist leadership (...) But also honest in the way that you get feedback on the things that could be improved. (Interview E)
>
> But I'd say that the kind of emotional leader (...) sees and reads and knows how to take a stand in a certain way (...). (Interview C)
>
> There must be the kind of empathy?
>
> Yes, but on the other hand also task-oriented leadership. A person like an engineer, that is, puts the blocks in order. (Interview C)
>
> Task-oriented or people-oriented leadership or both?
>
> Yes, and in many cases there's a task-oriented leader or a people-oriented leader. (...) But somehow a combination would be just fine. (Interview C)

A further important point made by one interviewee emphasized the fact that the system of immediate superiors didn't meet the requirements of good leadership in this university of applied sciences. For some reasons this part of the organizational structure didn't function very well. The possible reasons could be found in the immediate superior's role and position in the organization as described by the respondent.

> The thing that has been problematic here with us which is [a matter] that hasn't found its place in this entire organization is in my opinion this so called immediate superior system. They are nobody's superiors but they take care of superior's duties. (Interview A)
>
> Is the problem in the structures somehow?
>
> Maybe then in the fact that they do not enjoy it... they are like on a fixed-term contract and haven't necessarily been selected based on their competencies. (Interview A)

5.2.2 Interaction promotes well-being at work

The next phase in the interview was to discuss in more detail a leader's behavior and a leadership style's connection to well-being experiences in a work community. The interviews supported in many ways the idea that interaction promoted well-being at work. As one respondent pointed out, an interactive leadership style was seen to be connected to all employees' well-being at the work place.

> If you think about that the superior [follows] this interactive leadership style you described, then what is its connection to [well-being at work]?
>
> It has an influence if you feel yourself you don't know where we are heading or what is important or you hear everything through a work colleague. (Interview B)

The leader and the leadership style did seem to have an effect on experiences of well-being at work, which had been experienced in the organization recently when both the principal and the unit head were replaced at the same time. The leader's character as well as the leadership style followed make a difference as pointed out by one experienced respondent. Another respondent added an important point when stating that a leader's basic leadership skills, skills to do with affecting practical work, had a strong influence on employees' well-being at work. A third respondent continued and referred to the basic leadership skills as the leader's initiative and resourcing skills. Moreover, a fourth respondent with a long work history in the organization summed up the link between the leadership style and the well-being experiences by suggesting that a great leadership style could be seen as a 'climate of responsibility'. This special atmosphere was made up of the leader's presence and example and it was reflecting on the overall well-being at the work community. In the end, the notion of enabling leadership could be defined further with the notion of interactive basic leadership, leadership which both aimed at interaction and took care of practical matters smoothly.

> Our principal has now been replaced so in that sense there's a perspective... and our previous principal was highly respected... he retired already now in spring. This following principal, she has also many good sides, but we don't know yet where the boat is heading... she has many good qualities, she is like encouraging (...) and then again the messages from her, the ones that have now arrived, are well-grounded, and open messages come always to all the personnel. (...) But that the leader makes a difference. (Interview A)
>
> There's quite a strong connection, when you act in an organization that is being lead in the way that 'pokes' you and what you like experience as negative then it doesn't at least enhance that well-being at work. (...) The practical actions people take is what makes it how the leadership feels like. (Interview D)
>
> The resourcing and others (...) it's the leader, superior, who works on those blocks (...) things to do with resourcing and scheduling and the kind. (Interview C)
>
> Simply like being present, and being an example and a figurehead... by taking responsibility by just being there. (Interview E)

Furthermore, it became obvious that changes in leadership structures had produced a transition period during which employees were not yet familiar with the new leader's way to lead. This period could be considered as an unfamiliar or unknown leadership period. A further matter connecting to teachers' experiences of feeling well at work was related to the contemporary students who seem to require more and more individual guidance and attention from teachers as stressed by one respondent.

5.2.3 Enabling leadership promotes the job satisfaction and the climate

The next matter that was touched in the interview included considering whether the respondents found a link between leadership and job satisfaction. In addition, the interviewees were asked to give their views about employees' influencing opportunities in regard of leadership in the case organization. Firstly, the respondents found a clear connection between leadership experienced as enabling and the experiences of job satisfaction. Essential contributors in the match were considered equal leadership practices, as pointed out by one respondent, and providing constructive feedback as illustrated by another interviewee. To provide constructive feedback was experienced as caring for the employee in her view.

> Sometimes I think whether we are being lead or not, but of course the fact that if you are not lead, that is leadership as well. But, yes, leadership does have an influence, what is allowed and what is not allowed. It does influence provided it is the same to all. (...) There aren't different rules for different people, of course it has an influence. Naturally one hopes that we are being treated equally. (Interview B)

> Even though I am not satisfied after having received some feedback (...) but however then in the long run I am satisfied that they care. After all, I take it as caring. (Interview E)

For many respondents it was essentially important that they could influence leadership as well as have a say in their own jobs. In the case organization respondents stressed the opportunities to influence work in teams as defined by the following first two respondents. Furthermore, as the third interviewee put it, it was very important for employees to feel that they can have a say in leadership matters influencing their own teams and jobs. All in all, influencing opportunities on leadership practices were considered important. They were even connected to the freedom of opinion. In the end, reflecting on the focus perspective of this study, an open discussion culture itself provided employees with good opportunities to influence leadership.

Can an individual employee have much of an influence? But teams can. Or then the individual person influences always first in that team. (Interview A)

The thing that I don't expect I can influence the way [this organization] is being lead on some upper level or something. (...) But there closer to oneself one should be able to affect. (Interview D)

It is important that there are somehow like steps, you can influence your own job description and contacts and many things.(Interview F)

I think it is very important, and exactly because I haven't always been a teacher but have been in other organizations. And in all those previous organizations one has been able to influence that leadership... or at least one has been able to express his or her opinion. So it must be shown in leadership also in schools or educational institutes or academy that they are thinking creatures those teachers. There must be opportunities to influence, otherwise you cannot take it. (Interview B)

Nowadays there are good opportunities even there on the strategic level... you can step in those discussions... the current technology has made it possible, many kind of things will be brought up quite quickly and on time. (Interview E)

From the perspective of the second research question, *how does open interaction support the development of a positive working climate*, the interviewees suggested that a good working climate was above all a leadership decision. Thus, enabling leadership could promote the creation of a positive working climate and help to maintain it. Key issues promoting a positive working climate included an open leadership culture, which could be seen on a pragmatic level in the leader's presence and he or she paying attention to and taking up matters that influence the working climate.

I think everything starts from leadership ... The thing that what kind of working climate there is here implies a leadership decision because the leadership will then show its example and provide resources. (...) I think the leadership's desired state is a very important example. (Interview B)

If you think for example about the fact that how the leadership or leaders are present in the organization, how they like seem to make decisions. (...) Or how they tell about it, give reasons for what we do... then it makes quite a lot of a difference. (...) In a way like the being present and the ways of acting in that part of the work community. (Interview D)

There's like an invisible hand.. in one way it is related to that sort of [issues] that how you like talk to a subordinate, for example. And then the fact that can you and are you willing to, if there is at all any way to take up [matters], if for example the kind of cliques take place in the working environment. (Interview F)

5.3 Open interaction promotes a positive working climate

In the last part of the interview I discussed the last main theme, interaction, with the respondents. The interviewees were asked to define the term interaction in their own opinion. Furthermore, they had an opportunity to describe how an interactive superior acts and what makes an interactive leadership practice. In addition, personal relationships in the case organization were considered. Moreover, the respondents were asked to consider how meaningful interaction in the work community is for the working climate in the case organization. In the end, the term group spirit was talked about briefly. In this last part of the interview key terms related to the topic from an interaction perspective were defined according to the experiences of the respondents, that is open interaction at work, an interactive leader, cooperation and group spirit at work.

5.3.1 Open interaction at work

Discussion appeared to have a key role in promoting true interaction at work in the case organization. In brief, open interaction was considered to be born almost on its own when there would be natural opportunities to discuss. As the first interviewee referred to put it, open interaction originates in respect, sincerity, equality and opportunity for discussion. The second interviewee added the definition with one further significant feature, which is that open interaction allows people to talk about everything and the matters they deal with are dealt with simply as matters. The very essence of open interaction at work could be summarized in the phrase 'work communication'. It was understood to be made up of mutual responsibility, initiative and trust. It was open interaction at work in the daily life situations. Moreover, the point a third interviewee made emphasized the fact that all employees should be accepted as they are.

> How do you consider open interaction as a concept?
>
> That we are equal.. and we can talk about things... the openness, there are like the kind of natural opportunities where you deal with that interaction, of course you would like to be like respected. (Interview A)
>
> The thing that you can discuss and talk about like everything. (...) Or then if there are more difficult questions, then you can talk about them too. (...) You can talk about matters simply as matters. (Interview D)

> What's typical there is the kind of 'work communication', you don't dump all sorrows on the other one either. (Interview A)

> Really the basic thing is that 'I am ok'. (Interview E)

Open interaction was characterized in further detail by many of the interviewees. I combined these factors together as the common characteristics, 'Features of interaction'. In addition to discussion, respect and equality as mentioned above, open interaction was considered to be closely connected to transparency and communicating crucial matters relatively fast, the common communication culture reflecting on a freedom of opinion, constructive principles materializing for example in encouragement, guidance and common lines of action as the following extracts show.

> The thing that we have for example each one's working hours scheme in ['X-System'] so that everyone can see each other's working hours. For example something like this. (Interview F)

> Transparency, through that... if there will be some changes, reforms, they would bring them out as soon as possible somehow. (Interview F)

> If you have a right to express your opinion or not. In theory you always have the right... when you say your opinion, if it's taken as an attack or development. But what is the culture, who has the right to think. (...) If I do something wrong you tell it to me right away... and then it's constructing, not attacking. (...) The thing that you have a fair discussion together between the two of you and you decide about common rules. (Interview B)

5.3.2 Interactive leader

The views the respondents of this study had about an interactive leader had a close link to the previous discussion about the nature of open interaction at work. Thus, I could find key characteristics to define interactive leadership in the responses as well as preconditions for interactive leadership. To begin with, a two-way communication relying on mutuality, was pointed out especially by one respondent. She also found that the superior's approachability was a crucial factor for work communication. Another interviewee emphasized the importance of the superior not dictating but treating people with respect in every situation. The third respondent stressed further how the interactive superior acted in an open and transparent way. Thus, transparency was crucial for both the interaction culture and the interaction style. Furthermore, as the fourth interviewee said a good, an interactive superior involves employees. The involvement was particularly important when making decisions. It was found important that employees

could take part in decision-making, decisions didn't simply come as made by the management.

Ultimately, a great interactive superior created space for encounters and supported employees' initiative to make the most of the knowledge capital. In addition, what interactive leadership was not, was competition. Leading was not about competing against each other from the interaction perspective.

> It can probably be shown in the fact that he answers my calls. (...) Contacts me as soon as possible, replies to emails... But then surely could be that you can go and have a word with him... the door is open. (...) And that he contacts me too. (Interview A)

> The fact that one doesn't dictate... and one doesn't sulk just in the same way as with your colleagues, the superior is also a colleague. (...) Issues are talked about in time, wishes are said and the win-win situation. (...) And then the thing that we are all smart people so we must be treated as bright and not stupid people. (Interview B)

> I'd think about that openness from both angles, not only like on the surface level communication but in general... (Interview C)

> Kind of transparency?

> Transparency, exactly, that word I was looking for. (Interview C)

> Somehow the decisions and solutions don't come as dictated policies but they will be discussed (...) before deciding about them. (Interview D)

> By building meeting points. Like those opportunities, openings, situations where there like is interaction. And I even think that like introducing there to become part of the connection (...) and also it is supporting the employee's initiative. So that there is also space for that there is a huge knowledge capital there dozing (...) taking [it] into use. Well, then what it is not; it is not a competition. (Interview E)

5.3.3 Cooperation at work through group spirit

As already referred to briefly when defining the core concepts, see 5.1.3 Job satisfaction develops through 'co-working', cooperation, was considered a major factor influencing working methods in the case organization. All in all, working together, 'co-working', was found a cornerstone of the working style in the case organization. Working together was talked about further in relation to interpersonal relationships and group spirit. In general, in a big organization such as the case organization, cooperation was experienced in many ways. One could claim that there were signs of diversity in cooperation. However, I could identify both preconditions and barriers for cooperation

in the responses. Group spirit, in turn, was ultimately regarded as empowering co-working itself.

When discussing personal relations in the target organization, four respondents admitted that personal relations vary. As one of the interviewees put it, you could find both good and bad personal relationships in a big organization. However, sharing relevant information and good experiences promoted personal relations and, ultimately, also cooperation. Another respondent summed up the link between personal relationships and working together in the organization by claiming that personal relations were defined by collaboration, different personalities and ways to cooperate in the organization. Furthermore, a third interviewee made a point when suggesting that the teacher's role itself requires an ability to cooperate and aim to cherish personal relations. Another interviewee found especially one's immediate colleagues and superior as well as students among the most crucial personal relationships in the organization. In the end, for this organization, the networked working mode influenced the personal relationships. Teams were considered the most natural ways of connecting with colleagues as stated by a respondent to summarize the discussion.

> Varying. (...) If there are so many employees then there are conflicts, there are good working relationships and good examples as well as bad examples. We do talk about it if one group does function... the sharing of information so that everybody knows where we are going and what goes well and what each one is up to so that you don't perform a solo but talk in words. (...) This produces that all are satisfied when information is shared. (Interview B)

> A lot is being done together, that's one thing. And then there's a lot of interaction with each other, one cannot avoid being [in interaction]. (...) There are many ways to take up attitudes to that work, and then many kind of personalities... very many ways to share things. (Interview F)

> Somehow the teacher's role is in the end the teacher's role, if you can take issues forward with students, then why not there. (Interview C)

> I think that there is the kind of, I guess, immediate colleagues. (...) The ones with whom you are in teams. And in there are like the own personal relationships there. And then there is the bit more distant... and then it is especially in the same office. (...) In that respect my own immediate superior is at the moment in a significant position. (...) and then I like students because I ... think that the salt of this job is in the fact those young students they... challenge. (Interview E)

> We have this networked thinking mode... they are like natural connections. (Interview A)

In addition to these general characteristics of personal relations in the case organization a few special preconditions or barriers for cooperation were pointed out by the respondents. When reminding others about the fact that teachers as professionals should have an ability to cooperate in the first place, the same respondent emphasized that one should also remember to take duties as duties and never get too personal at work. I summed up the point as keeping business and private apart at work. Moreover, another interviewee made it clear that the current hierarchy of the organization reflected on project work in which employees in charge had responsibility but not enough power to influence matters. Thus, the hierarchy became a barrier for cooperation in this respect. In the end, recent changes in the leadership when the unit head had been replaced had brought about both expectations and questions. The new leader was a question mark. In other words, changes in the leadership made employees wonder. They could become barriers for cooperation.

> That you don't get personal there... (...) because they are in the end things that clash, not those people. (Interview C)

> A kind of hierarchy can be seen here... lecturers are lecturers and then there are senior teachers who like make all kinds of things considerably more freely ... In many things in my opinion you are faced with the thing that you are provided with responsibility but not power. (...) You can see it quite well in those project manager's duties. (Interview D)

> And then in here we have a question mark about the unit head who has just arrived. There are both like expectations and hopes. (Interview E)

Nevertheless, group spirit was found a crucial factor for working together in this case organization. Actually, one respondent considered group spirit itself as part of cooperation and mutual support. Another one supplemented the idea by suggesting that group spirit is aiming at the common goal, supporting, helping and showing empathy for colleagues in the daily life. This respondent found working together with immediate colleagues a major factor promoting working.

> It means pulling together and working on with things together and like supporting one another doing that. (Interview D)

> It's like that there is the common thing we take forward. (...) and support each other, and stand in for each other, help ... There are a few colleagues with whom when you have to be in the same study period that I don't even always know who of us is the teacher in charge When somebody for example discharges issues related to her personal daily life, supporting in that ... I remember in many years having written down in the form for the developmental

discussion that the central work promoting issue is common, for instance, immediate cooperation. (Interview F)

In addition to mutual support and many cooperation initiatives, group spirit in this organization had many other qualities I summed up as 'Features for group spirit'. The key features included, firstly, a superior's expertise and ability to take responsibility. A good superior promoted group spirit by having a good knowledge of his or her tasks and by both taking and sharing responsibility. A respondent stressed how important she found that in the team work the team leader's position was equal in relation to colleagues. The leader's people leading skills promoted group spirit. Another interviewee pointed out further that the superior influenced group spirit through his or her actions and example. An equal treatment of all could be given as the starting point. However, the respondent pointed out too that each team member shared the responsibility with the superior and the colleagues. All in all, another interviewee summed up by saying that there was no one way to promote group spirit but a superior could aim at it by being present, having an open attitude and being approachable to all.

The fact that he is always well prepared so that we never have to... takes really well the overall responsibility of the whole matter. (...) But also knows how to share responsibility but in the way that is always up-to-date. (Interview A)

And then maybe also the thing that you get something yourself... You get strength you like empower. (...) Then you experience, from the perspective of feeling well at work, the fact that in that phase you are being helped in every possible way... (Interview A)

Through his own actions, like everybody, everyone in the group can affect it. Of course the fact that he has to treat everybody the same like equally. There must not be so called better team members. (Interview D)

There's really no philosopher's stone for that matter there but maybe the kind of open attitude. He is present often and ... You can go and talk to him ... is again related to that equal treatment. (Interview F)

Features of group spirit and initiatives aiming at promoting it had many practical qualities among them. As the first respondent quoted below put it, communicating and interfering when needed help to promote group spirit. Another interviewee supplemented the notion by stating that a superior promotes group spirit by guiding employees towards the basic task through creative solutions. Other two emphasized the view that group spirit was on one hand created by common goals and pursuing them

together. On the other hand, group spirit actualized in following common lines of action in a flexible way.

> Equal treatment, sharing information, regular meeting procedures. And then he like follows how the group works, interferes. (Interview B)

> Directing goals, that is, keeping on track [you] work along with the task. (...) You are there and work for the basic task, support that. And why not through creativity, through creative solutions like guide each person towards that. (Interview E)

> Common goals and we pursue them as matters together, not as individuals. (Interview B)

> We meet the goals that have been defined and stick to those rules if there are rules. But then there is flexibility. (...) You cannot be everywhere one hundred per cent. (Interview C)

In the end, group spirit provided a few essential opportunities for the organizational life. However, there could be clear barriers for group spirit, too. The greatest asset brought about by group spirit was that a good group spirit was considered a factor that influenced cooperation. Thus, it could have an effect on promoting working and working methods all in all. Furthermore, group spirit was connected to the balance between productivity and work. When the balance was found good, employees could experience joy of work. However, a respondent brought about a matter suggesting that there were barriers for group spirit in the case organization. The problems seemed to lie in the organizational structures and some practices. A few organizational practices failed to support the development of a good group spirit, for example, how employees in teams were sitting in offices not close to each other and how too big groups had been created in general.

> This system or this organization doesn't very well support it. Everybody does things more or less in their own manner and pace. (Interview D)

> The structure is like too inflexible?

> Or maybe it is the practice like making it difficult. (...) People here sit like hit or miss in disorder... There doesn't develop the thing that you would see those people naturally. There is not much, they haven't worked in a group style, or they have had awfully big groups here. (Interview D)

5.3.4 Interaction makes a difference for a working climate

In the end, the discussions revealed that interaction is a significant factor for the creation of a positive working climate. The key essence of good interaction was summed up by one respondent as having functioning daily relations that all are equally responsible for. Good interaction practices reflected on the working climate as another interviewee put it. What was found crucial was that interaction was based on an open attitude and discussion. (This notion is based on a discussion which was partly corrupted in the audio file. Thus, the thought was checked in the written notes.) Thus, good interaction was a meaningful factor for the working climate in general. In sum, the respondents emphasized that interaction was found important in the working life context. In the end, the interaction culture in the case organization had an essential role because it reflected on the working climate.

> Wherever you start from, whether it is the library or student adviser's office or teacher or leader or cafe or any situation of the student, always this interaction is everything. (Interview A)

> And nobody can dodge it. And of course through it you can have a few nice words say, that's what makes the day. (...) It's not more special than it. We are only dealing with people here. (Interview A)

> If it works, then everything is fine, in a good course. It has a major influence. (Interview B)

> What the interaction culture is about, it does influence on what it is like (...) in the climate, if you can dare to say something here now. And do you have courage, is there room, is it possible, who can talk here. And in that respect they are those built-in unexpressed questions, they are always there in the field. They appear there even as unspoken. (Interview E)

6   DISCUSSION AND CONCLUSION

In this chapter the research results are discussed in relation to the research questions and the aim of the study. Key information about factors promoting a positive working climate and well-being at work is summed up. The role of open interaction is discussed from a working climate perspective. The key results and previous research as well as the theoretical knowledge essential from the study's focus perspective are dealt with. Furthermore, the relevance of this study and the opportunities the research results provide are considered. In the end, the research itself is reviewed.

6.1 Well-being at work through collaboration and interaction

In this study well-being at work was promoted by similar features as were the factors that Manka (2006, p. 12; 2012, p. 76) suggests essential for creating and promoting well-being in a work community. In general, the respondents considered the concept a broad matter ultimately actualizing in feelings of wellness and balance, and which each individual experiences in a unique way and on which individual attitudes have an influence. It was obvious that the views about well-being at work in the case organization had a clear link to interaction. Thus, the findings provided answers to the first research question, *How does open interaction support the development of a positive working climate*, suggesting open interaction was considered an important matter in the case organization. The open and discussing culture in the organization was regarded as a crucial part of the definition of well-being at work.

Moreover, when reflecting on Manka's view (2006, p. 16; 2012, p. 76) about the key parties in maintaining well-being at work; organization, individual, group spirit and

work community, work itself and superior or leadership in general, an essential addition was made to the view. In addition to colleagues and leaders, students were also regarded as colleagues and key people influencing well-being in the case organization.

There could be identified crucial building blocks for well-being at work in this educational institute. The building blocks included both organizational and individual factors, such as the work community itself, one's close colleagues and supporting organizational structures. Furthermore, a feeling of respect was regarded as an essential factor. The notion supports Manka's (2006) view about the importance of mutual respect at work. According to Manka (2006, p. 18) and Manka et al. (2007, p. 9), respect is related to group spirit. It is an important quality of the work community. Key requirements for a good group spirit include having respect for others work. The notion supports further the idea that in an organization where there's high trust in shared leadership, there is room for diversity and innovativeness. In the end, the building blocks particularly important for the development of well-being at work included collaboration and open interaction. Working together was seen as a special, self-made culture in the organization the respondents found crucial for well-being. An essential feature in this working together culture was the fact that teaching was shared. Lecturers taught in pairs.

In relation to responsibility issues, all respondents agreed on that well-being at work is a joint responsibility issue. Each employee, in this context also student, was responsible for it. However, leaders had a bigger organizational responsibility.

The core concept related to well-being at work, a working climate, was found to be mainly created through appreciating interaction. The way respondents defined the term both reflected on and broadened the previous definitions. In brief, a working climate was seen as the atmosphere of action. It was considered the invisible structure, spirit and the atmosphere in the organization. The working climate was experienced differently by different individuals. The view follows the view about a working climate based on a person's subjective observations and meanings given to them as suggested by Nakari (2003, p. 19). Manka (2006; 2012) suggests open interaction is in a key position when one aims at creating trust. It's a mutual task involving both employees and leaders. Feedback and an open attitude are essential elements in the process of establishing trust. In general, the emphasis in open interaction should be on creating positive practices

such as thanking, praising and discussing. Further, the working climate was related to a committed and humoristic working style. The working climate seemed to reflect on the principles the leadership in the case organization believed in and followed. In the end, the entire work community promoted it in all its actions.

There could be identified common features for the working climate in the organization. They included having common rules and following them, one's individual experience of the work itself and having an open and discussing culture. A lot could be achieved thanks to mutual trust, support and positive feedback. These features are closely linked to the key features of a good working climate such as mutual trust, good relationships and support as suggested by Simola and Kinnunen (2005, p. 136). Senvall et al (2005, pp. 283, 285–286) have also found evidence that leadership practices can have a positive influence on the working climate. Furthermore, teachers' different educational and working life backgrounds were regarded as value adding features. Thus, diversity was clearly valued in the organization. The point supports the view suggesting modern leaders must realize that individuals in the work group matter (Nielsen & Daniels, 2012, p. 394).

Moreover, each individual was paid attention to and the culture of asking for and receiving help was found supporting. These notions reflect on Manka's (2012, pp. 95–96) and Manka et al. (2007, pp.. 14–15) views about engaging and encouraging leadership aiming at promoting interaction. A leader having an optimistic idea of man believes that every individual is precious. On the organizational level, proactive and open principles favoured in the case organization were seen to promote the working climate. The positive working climate was considered to support the open working culture in the organization. These findings support Manka's (2012, pp. 95–96) view that a good leader knows how to create an atmosphere of enthusiasm. It's a climate in which all members of a community can call forth their good qualities and aim at common goals. To sum up, the most important factor for promoting a good, positive working climate was appreciating interaction which was made up by open communication and respect.

In the end, the results found support for previous research suggesting attitudes influence one's view on the working climate, see Juuti (1989, pp. 246–247). Negative attitudes were found to affect the working climate. A negative attitude towards the work and the organization could infect others and a too focused work-orientation could influence others in a detrimental way. The views support Senvall's et al. (2005, pp.

285–286) findings about employees with negative attitudes viewing their job, the work community and ultimately the working climate more negative. In addition, a lack of respect could produce poor attitudes in relation to the working climate. Further, if the working climate was viewed poor, it would hinder employees from asking for help. Also an individual's internal and personal factors such as stress and work life balance influenced the working climate. These findings in the study support previous findings about attitudes' strong influence (Manka, 2006, p. 16; Manka et al, 2007, p. 8).

In the case organization job satisfaction was developed in the first place through working together, co-working. It seemed to be the spirit of sharing that made co-working such a positive issue. In addition, receiving positive feedback was viewed as an essential element for job satisfaction. To receive positive feedback from one's students, companies one works with and from the job itself influenced content experiences of job satisfaction. All in all, an individual's feelings towards the job, the importance of working together, the core job itself, one's relation to it and joy of work produced job satisfaction. The overall view supports Manka's (2006, p. 16; 2012, p. 76) multifactor view about well-being at work as a sum of many factors. The strong culture of working together could be related to a functional collective psychological capital (Bandura, 1997, pp. 478–489). As Lufthans et al. (2007) and Avey et al. (2008) emphasize, psychological capital is a major factor influencing well-being at work. It's both an individual and collective factor, which shows how individuals can make use of the support the work community provides.

However, in this study job satisfaction was found mainly an individual experience. Thus, there couldn't be found a recipe for it. But it clearly reflected on the definitions given in the research literature. The responses supported the view by Rasku and Kinnunen (2003, p. 442) suggesting job satisfaction is one's emotional reaction to work. Also Juuti's (1988, p. 44) view about job satisfaction as the degree of subjectively experienced adaptation at work resembles the respondents' thoughts. Since job satisfaction was developed also through the overall work situation; the job itself, what one does and with whom one works, the view was very similar to Rasku and Kinnunen's (2003, pp. 450, 453) findings about the relation between job control and job satisfaction.

6.2   Good enabling leadership

A good leader and a good leadership style formed a whole that could be referred to as enabling leadership. With this kind of leadership approach leadership relied primarily on open interaction, that is an open discussion culture and mutual interaction between the leader and the employees. The approach supports the basic ideas characterizing shared leadership (Flätcher & Kaufer, 2003, pp. 22–23). In shared leadership the focus is on group level processes. Leadership is seen as a social process that occurs in and through relationships and networks of influence. The focus is on collaborative, more mutual and less hierarchical leader–follower interaction, which was the case in the case organization. Furthermore, shared leadership practices aiming at making leadership common can be identified by sharing experiences and information as well as lack of knowledge (Ropo et al. 2005, pp. 19–20). Thus, based on the interviews an answer to the first research question, *Which factors in educational leadership are crucial for the development of a positive working climate*, is a well-being enabling leadership approach. All in all, good enabling leadership seemed to be identified with the following leadership styles recognised in the leadership literature: ethical leadership, shared leadership, visionary leadership and both emotional and task-oriented leadership.

The respondents illustrated this leadership approach with many features in more detail. Firstly, it was leadership that provided both responsibility and freedom. It was reflected on the leader's approachability, an ability to show an example and provide feedback. Furthermore, enabling leadership actualized in sharing responsibility and taking up both positive and negative matters when needed. Moreover, it was highlighted by the equal and fair treatment of all members in a work community. Consequently, the leadership practices reflected on the primary idea of shared leadership in sharing both power and responsibility (Ropo et al. 2005, p. 32). Practices in the case organization also utilized empowerment, which has an important role in shared leadership.

The mentioned leadership practices were also related to core ideas of transformational leadership. The leaders were regarded as respected figures who provided employees with constructive feedback showing behaviour typical in the main features describing a transformational leader, such as Idealized Influence and Individualized Consideration (Bass, 1985). Moreover, the leadership highlighted key principles of interactive leadership in terms of the Leader-member-exchange theory

(Manka, 2012, pp. 109–111). The theory's essence is that the importance of the interaction between a leader and employees is itself crucial for the establishment of good leadership. A leader whose behaviour has been experienced as fair, as was the case in the case organization, creates trust. Mutual trust in addition to respect and reciprocity are the requirements of a functional interaction between leaders and employees. On a practical level, enabling leadership practices allowed an employee to influence his or her own job, which proves they supported psychological empowerment. In addition, a leader following the transformational approach monitored employees' work regularly by keeping an eye on their working hours. In the end, the features of good leadership supported Nielsen and Daniels' (2012) findings about the leader's positive attitude towards employees being a key factor for well-being at work

However, the interviews revealed also a few matters that seemed not to support the enabling leadership approach in the case organization's current culture. To begin with, the current leadership practices didn't utilize team leadership as much as they could have. The notion draws attention to aiming at seeing a team leader more as an equal member of the team instead of in a strong superior role. Also the position of immediate superiors could be conflicting in the current organizational system. If the immediate superior had been a teacher colleague before it took time from both, the new superior and colleagues, to adapt to the new role. Both the role and the position of the immediate superior seemed to indicate problems. Immediate superiors didn't seem to enjoy their jobs. Furthermore, it was suspected that they were not necessarily always chosen for the job based on having the best competencies for the job. It may be possible that the current position immediate superiors had didn't empower them as much as it should have to make them feel confident in their role. The conflicting expectations for an immediate superior may have a connection to psychological empowerment (Manka 2012, pp. 110–111). An individual who is psychologically empowered has trust in one's competencies and opportunities to influence one's job and decision-making. He or she finds the job meaningful.

Key essence of good leadership could be found in open and mutual interaction efforts. Open interaction meant in general equal, respectful and regular interaction between the leader and the employees. An open discussion culture in the organization was understood as referring to the fact that one could approach the leader with any matter. The findings support the views about positive organizational citizenship

behaviours, such as collaboration and reciprocity, influencing a work community (Manka 2012, p. 123; Wat & Shaffer, 2005, 417–419).

A good leadership style in the case organization was connected to ethical, shared, visionary and emotional as well as task-oriented leadership. The respondents gave a number of illustrative examples to justify their views. To begin with, ethical leadership practices in the case organization could be seen in a leader's sound ethical grip, which could be seen in showing confidentiality. This notion reflects on the idea that ethics of good leadership is also ethics of caring. Caring is an encounter in nature (Noddings, 2005). A leader treating each employee with care is a great ethical leader. Further, ethical leadership principles actualized in respect that could be seen in everyday encounters, for example by thanking employees for a job well done. Abilities like enjoying helping others grow and being able to see the potential in employees are key features of personalistic ethics resulting in transforming leadership (Hitt, 1990). A leader being proud of a job well done utilizes also emotional leadership. Motivation can be achieved through positive feedback (Goleman, 1998). In the end, ethical leadership was seen in leaders having a positive attitude towards employees (Hitt, 1990; Manka, 2012). This could be seen as a proof of personalistic ethics realizing in transformational leadership encouraging optimism.

Shared leadership practices could be found in many responses. Good leadership was seen as a way of action that was based on cooperative actions involving the concerned. The view supports Yukl's (2006, p. 449) overall notion about shared leadership emphasizing that leadership actions of an individual leader are much less important than the collective leadership provided by all the members of the organization. Visionary leadership, in turn, was defined primarily as encouraging visionary leadership. Bass' (1985) transformational leadership factor Idealized Influence includes the idea of providing a clear vision to employees. In addition, the factor Inspirational Motivation includes a further idea to inspire through motivation. In Bass' (1985) view also group spirit can be enhanced with the help of this factor. In practice, visionary leadership was mentioned to include visionary actions, having decision-making skills, showing trust and sharing power. Thus, the leadership practices in the case organization supported also the ultimate aim of transformational leadership, to build trust and foster collaboration with others (Northouse, 2007, p. 190).

Emotional and task-oriented leadership approaches were considered to be crucial for enabling leadership. Having good task-oriented leadership skills related to having great management skills, being able to run tasks smoothly. In addition, a good task-oriented and emotional leader knew how to give constructive feedback. A good leader needed also emotional competence, especially an ability to show empathy. These findings support Goleman's (1998, pp. 89–91) idea of the emotional competence requiring a skill to show empathy by thoughtfully considering employees' feelings.

In the end, the study found support for the contemporary notion that both leading people and managing tasks skills are needed in good leadership. The principle has been supported by many researchers such as Manka (2012, pp. 35–36), Manka et al. (2007, p. 14–15), Simola and Kinnunen (2005, p. 134) and Vuohijoki (2006, p. 198). The leadership aiming at both managing tasks and leading people well aims at empowerment.

According to the study, good interaction promoted well-being at work. Among the factors crucial for good interaction the respondents found the leader's character and the leadership style and him having 'good basic leadership skills'. These were understood as skills to do with managing tasks as well as the leader's initiative and resourcing skills. In the end, a great leadership style reflected on a climate of responsibility. This atmosphere could be seen in the leader's presence and his ability to show an example. These findings reflect on Ropo's et al. (2005, pp. 19–20) notion of shared leadership in terms of making leadership common with the help of sharing appreciation and trust. Making common is above all about having a will to negotiate. Thus, enabling leadership had a strong connection to a bit more interactive leadership approach, which was named as 'interactive basic leadership' by the researcher based on an interviewee's definition for basic leadership skills. The name refers to the key idea of aiming at both mutual interaction and managing tasks well. Interactive leadership features could be recognized in the new, recently appointed principal's actions in the case organization such as in encouraging employees and communicating to all in an open manner. Yukl (2006, p. 117) has found an interactive leadership approach through the Leader-member-exchange theory effective because it can be used by leaders to create a unique relationship with each employee. Goleman (1998, pp. 89–91), in turn, emphasizes the importance of leaders having good social skills. All in all, respondents' views support

Nielsen and Daniels' (2012, p. 393) notion that leaders' positive attitudes towards employees promote well-being at work.

Nevertheless, changes in the organization and in students could be identified as issues causing insecurity and further demands for the teaching staff. Recent changes in the case organization's leadership had produced a transition period during which employees were not yet familiar with the new leaders. The organization was experiencing an unknown leadership phase. Furthermore, modern students required more and more individual attention from teachers, which was considered demanding and challenging.

In terms of the leadership influencing well-being, the conclusion was that enabling leadership practices promoted both job satisfaction and a good working climate. In the case organization the key contributors for job satisfaction were considered equal leadership practices and constructive feedback, which was regarded as caring in the broadest manner agreeing with Noddings's (2005, p. 15) notion of caring as an encounter. Furthermore, the interviewees found it particularly important to be able to influence their own work through affecting work in teams. Thus, their work community aimed at fulfilling the basic requirement of psychological empowerment, that is trust in one's competence and opportunities to influence one's job and decision-making (Manka, 2012, pp. 109−110). In the end, having influencing opportunities on one's job were seen to reflect on the freedom of opinion. The open discussion culture provided employees with good opportunities to influence leadership. A good working climate, in turn, was in the end seen as a crucial leadership decision. Enabling leadership could promote the creation of a positive working climate and help to maintain it.

6.3   Open interaction is essential for the working climate

Discussion had a key role in promoting functional interaction at work based on the interviews. Open interaction was born in addition to discussion through respect, sincerity and equality. Moreover, it was found essential that all matters could be dealt with. In the end, open interaction actualized in work communication, which could be characterized by mutual responsibility, initiative and trust. Accepting all people as they

were was added as a major factor promoting a constructive discussion culture. The views support Manka's (2006, p. 145; 2012, pp. 121–122, 124–125) notions that open interaction is in a key role when one aims at building trust at work place. In addition, discussion has been found to have a major influence in creating open interaction. Giving and receiving constructive feedback and taking responsibility are the main tools of open interaction.

Common features of interaction based on the interviewees' opinions included transparency, communicating all matters as up-to-date as possible, the freedom of opinion and having constructive communication principles, such as encouragement and common lines of actions. The features reflect on key features of collective psychological capital, such as employees believing in that they can influence discussions dealing with, for instance, groups' strategies (Manka, 2012, p. 166).

An interactive leader in the context was characterized as showing mutuality, being approachable, treating people with respect in every situation and acting in an open and transparent way. Furthermore, a good interactive leader could involve employees, which was found particularly important in decision-making. He or she could also create room for encounters and support the employees' initiative. However, what a good interactive leadership was not, was competing. The notions support Wat and Shaffer's (2005, 417–419) views emphasizing that reciprocity and a fair climate in a work community are crucial factors. Ultimately, they promote effectiveness

Cooperation could be achieved through and with the help of group spirit based on the study. Working together, co-working, was found a cornerstone of the working style in the case organization. Both preconditions and possible barriers for cooperation were identified. In a nutshell, group spirit was defined as empowering co-working. In terms of personal relations, the quality of them was found to vary. All in all, sharing information and good experiences was found to promote personal relationships and cooperation. One's immediate colleagues, the superior and the students were seen as the most crucial personal relations. Furthermore, the networked working mode was regarded to influence personal relations. Teams were mentioned as the most natural way of connecting with colleagues in the case organization. These views proved that the case organization had a good working climate characterized with for example mutual trust, good mutual relationships and support from colleagues matching with qualities of a good working climate, see Simola and Kinnunen (2005, p. 136).

A few preconditions and barriers for cooperation were identified. Firstly, it was pointed out that duties had to be taken as duties, that is to keep business and private apart at work was recommended. Secondly, the current hierarchy could develop as a barrier especially in project work where the project manager had many responsibilities but not enough power. Moreover, changes in leadership had made employees wonder what would follow. Thus, a leadership change might become a temporary barrier for cooperation.

Group spirit was seen as a crucial factor for cooperation in the case organization. It was considered itself a part of cooperation and mutual support. General features of group spirit included a few notions. To begin with, there was not found one way to promote group spirit. A leader could aim at it by being present, having an open attitude and being approachable to all. In addition, the superior's expertise and ability to take responsibility affected the group spirit. In teams the team leader's equal position, equal treatment of others and people-leading skills were found important. In practice, group spirit was promoted through communicating, interfering in matters when needed, guiding employees toward the basic task through creative solutions, creating common goals and pursuing them together and having common lines of action. Emphasizing the importance of group spirit as empowering co-working connects group spirit to Manka's (2006, 18) and Manka et al. (2007, 19) views that group spirit is a consequence of having respect for others' work, an open attitude and a willingness to help others.

On the organizational level, group spirit was connected to a balance between productivity and work. With a good balance joy of work could be created. To sum up, as Manka et al. (2010, p. 34) point out, to build a constructive climate that promotes well-being at work is in the end a mutual task. It's made up of good leadership but requires the employees to take responsibility, too. However, a few organizational practices or structures were found to hinder the development of group spirit. The way employees in teams were sitting in offices far away from each other and too big group sizes were regarded as the biggest challenges.

In the end, the study supported the notion that interaction makes a difference in promoting a good working climate. Interaction was found a significant factor for the creation of a positive working climate. The finding suggested supporting answers to the second research question, *How does open interaction support the development of a positive working climate.* Good interaction was defined, in brief, as having functional

daily relations that all were equally responsible for. What was found especially crucial was the fact that interaction should be based on an open attitude and discussion. Furthermore, the interaction culture was seen to have an essential role because it reflected on the working climate.

6.4 Key results

The key findings of the study are summed up in nine core sentences. They summarize the respondents' definitions for well-being at work, a working climate and job satisfaction. The sentences introduce factors essential for well-being in a work community in this context. Furthermore, the key sentences provide a brief view on how the respondents understood good leadership as an enabling whole and which leadership practices characterize enabling leadership. Enabling leadership was considered to promote both the job satisfaction and the positive working climate. Thus, leadership practices related to enabling leadership help to explain the development of a positive working climate, which was the focus of the first research question, *Which factors in educational leadership are crucial for the development of a positive working climate*. In the end, open, appreciating interaction was found an essential factor promoting the development of a positive working climate. The results provided answers to the second research question, *How does open interaction support the development of a positive working climate*. 'Co-working', group spirit and interaction were defined as preconditions for a positive working climate.

– Well-being at work actualizes in feelings of wellness and balance
– Working climate is created by appreciating interaction
– Job satisfaction develops through 'co-working'
– Good leadership is a well-being enabling whole
– Interaction promotes well-being at work
– Enabling leadership promotes job satisfaction and positive working climate
– Open interaction promotes a positive working climate
– Cooperation at work develops through group spirit
– Interaction makes a difference in a positive working climate

6.5   Credibility and recommendations

The findings of the study support the demands for developing school leaders' training in Finland to better equip leaders with skills to do with promoting interaction, see Vuohijoki (2006). The study succeeded in emphasizing the need to develop educational leadership towards a more interactive leadership approach. In addition, the key findings support the views suggesting there's a need to develop leadership practices in the Finnish school context, see Lehkonen (2009) and Vuohijoki (2006). The findings are relevant in relation to previous research providing evidence educational leadership should be developed to better meet the needs of educational leaders especially in providing skills to lead people. Thus, the results' relevance to the educational leadership practices in the school context supports the credibility of the research report, which a carefully conducted research aims at (Tuomi & Sarajärvi, 2009, pp. 141, 159). In sum, the results provide the case organization with crucial information about leadership practices related to leadership promoting well-being at work.

With a careful research design I aimed at supporting further credibility in the research. The study was introduced to the case organization and the respondents were chosen with the help of key informants I had met in the working life. The procedures support Patton's (1990) view for a typical case sampling and Fontana & Prokos' (2007) view suggesting that familiarity with the case organization may support research focusing in reflexivity. I aimed at guaranteeing confidentiality in the study in all the steps of the research process and especially carefully when implementing the research design. The participants were informed about the research design, the processes involved in the participation and their right to withdraw from the research. Special attention was also paid to ensuring the participants right to privacy in terms of anonymity and confidentiality as recommended by van Deventer (2009, p. 50). Before interviewing a pilot test was carried out and the interview outline was updated based on it. Further, a research permit was asked from the case organization and informed consent from each respondent. The way the data was collected and analyzed has been illustrated step by step in chapter 4. Research Design to show the data collecting and analyzing phases. In addition, the way the results were gathered from the data and summed up have been explained carefully introducing also the summary tables that

combine the key results in each three theme. The interviewees' anonymity was secured in the data analysis by referring to them with letter codes in the quotations. By reporting both the data collecting and analyzing phases carefully I aimed at ensuring the reliability and validity of the research results (Tuomi and Sarajärvi, 2009, p. 141; van Deventer, 2009, p. 53). Confidentiality was secured further after the data analysis when all the audio files were demolished as requested by the case organization.

The case organization as the target of study supported well the working life orientation in the study. The data collecting method, a semi-structured interview, was a successful method. The research interviews progressed well and were carried out without other than a few technical problems when recording the interviews. The used interview outline was designed in such a way that a new interview can be conducted in any other work community utilizing it. Thus, the research design supports the adaptability and transferability of the study. Furthermore, as Lewis and Graham (2007, p. 78) suggest, an ethical researcher aims at developing negotiating relationships in interviews. Even though an interview is carefully planned, there will be elements in it more relevant and others less relevant to participants. The researcher should let the participants challenge them by negotiating with the interviewer. This principle was followed in the study to provide the participants with an opportunity to add further perspectives and give feedback. One interviewee thanked for the neutral approach towards the topic. It made participating in the study a nice experience and drew attention from negative features related to the topic. However, another interviewee found the topic somewhat abstract and a few questions unclear. Thus, the interview outline could have been designed more carefully.

In the end, some recommendations and implications for further research can be given. Since only one case organization was included in the research design, the findings aren't applicable as such. The case organization represented one university of applied sciences in Finland. In the future also international organizations could be studied to broaden the scope of this research and to find out how leadership practices promotinga positive working climate and well-being at work differ from the ones introduced in this case. Furthermore, future studies could combine both qualitative and quantitative research methods in order to be able to study larger samples and provide results that could be generalized. A group interview, for instance, could function as a method providing more versatile data.

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APPENDICES

APPENDIX 1. SEMI-STRUCTURED INTERVIEW OUTLINE

Teemahaastattelu

PaulaParkkila

Tutkimuskysymykset

"Well-being at work in an educational context"
1. Which factors in educational leadership are crucial for the development of a positive working climate?
2. How does open interaction support the development of a positive working climate?
3. Mitkä tekijät oppilaitoksen johtamisessa ovat olennaisia myönteisen työilmapiirin muodostumiselle?
4. Miten avoin vuorovaikutus tukee myönteisen työilmapiirin muodostumista?

Teemat
Taustatiedot
-ikä, tehtävä, koulutus/ammatti, työkokemus (työvuodet organisaatiossa)

Työhyvinvointi
-työhyvinvoinnin kokonaisuus (- työilmapiiri - työtyytyväisyys)
-hyvä työilmapiiri
-myönteinen työilmapiiri ja työhyvinvointi
-asenteet
-työtyytyväisyys
-vastuu työhyvinvoinnista

Johtaminen
-hyvä johtaminen
-johtamistyylin merkitys
-henkilöstön vaikutusmahdollisuudet
-henkilöstön/työntekijöiden kokemus

Vuorovaikutus
-vuorovaikutuksen kokonaisuus
-vuorovaikutteinen esimies
-henkilösuhteet
-ryhmähenki
-vuorovaikutus ja työilmapiiri

Määritelmät

Manka, Kaikkonen ja Nuutinen. (2007, 7) määrittävät työhyvinvoinnin tekijöiksi seuraavat: organisaatio, yksilö, ryhmähenki, työ ja esimies. Tässä tutkimuksessa työhyvinvointia tarkastellaan esimiestyön, johtamisen, työntekijän ja vuorovaikutuksen näkökulmista.

Tässä tutkimuksessa *työhyvinvointi* ymmärretään organisaation ja työntekijöiden vuorovaikutuksen tulokseksi (Manka ym. 2007).

Työilmapiiri = Nakari (2003, 19) määrittää ilmapiirin työntekijöiden subjektiivista työympäristöä koskevista havainnoista ja niille annetuista merkityksistä muodostuvaksi käsitteeksi.

Työtyytyväisyys = Mäkikangas, Feldt ja Kinnunen (2005, 59) määrittävät työtyytyväisyyden kuvaamaan sitä, missä määrin työntekijät pitävät (työtyytyväisyys) tai eivät pidä työstään (työtyytymättömyys).

Työhyvinvointi käsitteenä kattaa sekä työilmapiirin että työtyytyväisyyden.

 (English translation of the interview outline.)

Semi-structured interview

Paula Parkkila

Research questions

"Well-being at work in an educational context"
1. Which factors in educational leadership are crucial for the development of a positive working climate?
2. How does open interaction support the development of a positive working climate?
3. Mitkä tekijät oppilaitoksen johtamisessa ovat olennaisia myönteisen työilmapiirin muodostumiselle?
4. Miten avoin vuorovaikutus tukee myönteisen työilmapiirin muodostumista?

Themes
Background information
-age, position, education/profession, work experience (working years in the organization)

Well-being at work
-well-being at work as a whole (- working climate - job satisfaction)
-a good working climate
-a positive working climate and job satisfaction
-attitudes
-job satisfaction
-responsibility of well-being at work

Leadership
-good leadership
-the significance of leadership style
-personnel's opportunities to influence
-personnel/employees' experiences

Interaction
-interaction as a whole
-an interactive superior/leader
-personal relations
-group spirit
-interaction and the working climate

Definitions

Manka, Kaikkonen and Nuutinen. (2007, p. 7) define the factors making up well-being at work as follows: organization, individual, group spirit, work and superior. In this study well-being at work is approached from the perspectives of superior, leadership, employee and interaction.

In this study *well-being at work* is understood as the end result of the cooperation between an organization and employees (Manka et al., 2007).

Working climate = Nakari (2003, p. 19) defines climate as a concept that develops through employees' subjective observations about the working environment and meanings given to them.

Job satisfaction = Mäkikangas, Feldt and Kinnunen (2005, p. 59) define job satisfaction as an evaluation about to what extent employees like (job satisfaction) or dislike their jobs (job dissatisfaction).

Well-being at work as a concept covers both working climate and job satisfaction.

APPENDIX 2. DATA ANALYSIS TABLE B) LEADERSHIP

Data Analysis Theme B) Leadership (extract)

B1 good leadership
B2 a leadership style - a good leader
B2a influence of leadership style
B3 leadership and job satisfaction
B4 employee influencing opportunities
B5 leadership and working climate

Original expression	Summarized expression	Subcategory	Main category
B1 H: jos ajatellaan hyvää johtamista niin ku sun mielestä, niin mitä se hyvä johtaminen merkitsee? B1 V1 s11 V: mutta mutta tuota hyvä johtaminen niin kyllä mää nyt sanoisin sen kuitenkin meillä meillä sen minkä mää oon *kokenu positiiviseksi on niin että sitä vastuuta on jaettu* H: ym V: eli se että sää oot itse vastuussa siitä ja saat aika itsenäisestikki tehä niitä päätöksiä että mihin suuntaan sää meet ja mitä sää haluut tehdä H: Ym V: ja kuin lopulta myöskin osittain sitä että kuin aktiivisesti haluu työskennellä että voihan tässä jättää niin kun voi myös jättää asioita tekemättä elikkä se kuin laadullisesti haluaa työskennellä. ja niin kun mun mielestä siinä on niin ku sekä *vastuut että velvollisuudet käsi kädessä* että ..et se hyvä johtaminen niin ku mahdollistaa sen että silllon tiedetään että sää osaat tehdä ja hoidat asiat..niin sulla on oikeestaan aika vapaat kädet	B1.1 Hyvä johtaminen perustuu jaettuun johtamiseen Good leadership relies on shared leadership Hyvä johtajuus antaa vastuuta ja itsenäisyyttä oman työn tekemiseen ja luottaa työntekijän taitoihin Good leadership gives responsibility and freedom for doing one's job and trusts in an employee's skills	Hyvä johtaminen on jaettua johtamista Good leadership is shared leadership Johtaja antaa vapautta ja rajat Leadership provides freedom and sets limits	Jaettu johtajuus Shared leadership Mahdollistava johtajuus Enabling leadership
B1 V1 s11-12 H: siinä on sillon tavallaan niin ku luottamusta V: siinä on sillon sitte luottamusta mukava että ..ja sitten niin ku myöskin tavallaan kannustetaan siihen ..meillähän puhutaan tämmösestä kun visionäärisestä johtamisesta.. H: joo V: mutta tiietään niin ku oikeestaan että mihin suuntaan tää tätä laivaa halutaan viedä H: se sitte nimenomaan kaikissa johtamiskäsitteissä nykyään on se visionaarinen H: mutta sitee että miten se on toteutettu sitä ei ehkä aina toteuteta..että meillä meillä ollaan	B1.1 Hyvä johtaminen on kannustavaa visionaarista johtamista, jonka avulla työntekijä osaa suunnata omaa työtään Good leadership is encouraging visionary leadership with the help of which an employee can direct his/her work	Hyvä johtaminen on ohjaavaa visionaarista johtamista Good leadership is directing, visionary leadershi	Visionäärinen johtajuus Visionary leadership

siinä kohtaa tietyllä tavalla onnistuttu			
B1 V2 s11 H: hyvästä johtamisesta voi lähtee liikkeen ..johtaminen millasta V: mä uskon esimerkillä johtamiseen ja sit mä uskon palautteen antamiseen H: joo V: ja sit mä uskon sellaseen..jos kun se esimies on niin ku helposti lähestyttävissä niin sillon hänelle myöskin kertoo sekä hyviä että huonoja asioita	B1.2 Hyvä johtaminen on lähestyttävyyttä, esimerkin ja palautteen avulla johtamista Good leadership approachability, leading with the help of example and feedback	Hyvä johtaminen on esimerkin ja palautteen avulla toimimista Good leadership is functioning with the help of example and feedback	Mahdollistava johtajuus Enabling leadership
B1 V2 s 12 H: tuleeko mieleen ihan joku esimerkki tai kokemus täältä omasta oppilaitoksesta missä sun esimies on toteuttanu tämmöstä V: se ..yks lehtoreista sanoo, että häntä kiusataan H: okei V: niin siihen mun mielestä esimies sitä asiaa hoitaa ansiokkaasti H: okei V: eli hän kuulee kaikkia osapuolia H: YmV: ja myöskin on tarttunut siihen asiaan eikä vaan sano et kunhan kuvittelet B 1 V2 s 12 V: ja sit mun esimies niin tota myöskin seuraa meiän työaikaa.. mut must se on silti silleen kiva et mää nään et se hakee, paikka tullu auki ja	B1.2 Hyvä johtajuus näkyy asioihin tarttumisena ja osapuolten kuulemisena esimerkiksi kiusaamistapauksessa Good leadership can be seen in taking up matters and listening to parties for example in a bullying case	Hyvä johtaminen on asioihin tarttumista Good leadership - taking up matters Johtaja valvootyöaikoja Leader monitors working	Mahdollistava johtajuus Enabling leadership Mahdollistava johtajuus Enabling leadership

APPENDIX 3. WELL BEING AT WORK -SUMMARY

Well-being at work - summary

Sub category	Main category	Unifying concept
Well-being at work - feeling well at work		
Well-being at work actualizes in feelings of wellness and balance	Well-being at work - feeling well at work	
Students as colleagues, factors affecting well-being at work	Parties of well-being at work	
Well-being at work is a subjective whole	Well-being at work as an individual experience	
Attitudes to well-being at work are individual		
The impact of organization and colleagues is important for well-being at work		**Factors behind well-being**
Collaboration promotes well-being at work		
Well-being at work is based on open interaction		
Respect towards leaders influences well-being at work		
Mutual respect and appreciation of individual differences are crucial factors	Building blocks for well-being at work	
Well-being at work is openness, discussing, honest working, mutual respect		
A good and well-organized job produces an experience of feeling well at work		
Community itself has a big role in the experiences of well-being at work		

Superior knows employees' tasks and takes care of failures

Responsibility of well-being at work is a part of an organization's responsibilities towards itself and its environment

Organizational responsibility of well-being at work

Everybody is responsible for well-being at work but leaders show the direction

Each employee is responsible for well-being at work but leaders create preconditions for it

A superior position brings about responsibility for well-being at work

Shared responsibility of well-being at work

Leadership has a bigger responsibility over well-being at work due to influence power

Everybody is responsible; in everyday discussion responsibility for well-being at work is transferred to management

Working climate is created by appreciating interaction

Working climate is an invisible structure,

a spirit and atmosphere in an organization

Working climate is an individual's sum of community, colleagues including students and leadership

Working climate is the atmosphere of action

Working climate reflects positive working principles

Working climate is based on rules and following them

Leadership enables a good working climate

Working climate reflects principles of action

The self-developed working culture promotes the good working climate

A positive working climate is made of humoristic, committed working

A positive working climate is about feeling fine and wanting to stay

A good working climate can be seen in open and discussing culture

Features of a positive working climate

Factors behind well-being

Proactive and open principles favored at this university of applied sciences create a good working climate

A recipe for a good working climate

In a positive working culture a lot can be achieved due to trust, support and positive feedback

A positive working climate is created by paying attention to

A working climate comes from respect

Appreciating interaction creates a good working climate

An open discussion promotes a good spirit

Open communication promotes a good interaction

Respect produces positive working climate

Inspiring work creates positivity

Specialist background influences attitudes

Negative attitudes reflect on the working climate

Attitudes make a crucial difference affecting experiences of working climate

Attitudes can infect a working climate

Lack of respect reflects on attitudes

Strong work-orientation can destroy the working climate

'Experience of work' defines an individual definition for well-being at work

Features of a positive working climate

Appreciating interaction builds up the working climate

Attitudes reflect on the working climate

Factors behind well-being

Job satisfaction develops through co-working

Job satisfaction is willingness to go to work thanks to
a successful cooperation

Job satisfaction is enjoyment of work

Job satisfaction is a result of the overall work situation

Relationship to one's own job is the decisive factor for job satisfaction

Joy of work creates meaningfulness and positivity

A recipe for job satisfaction

Emotional attitudes can explain job satisfaction

Sharing and cooperation promote job satisfaction

'Co-working' promotes job satisfaction

Co-working creates job satisfaction

Positive student feedback produces job satisfaction

Succeeding in one's job creates job satisfaction

Positive feedback promotes job satisfaction

Encouraging feedback creates job satisfaction

**Factors
behind
well-being**

APPENDIX 4. LEADERSHIP -SUMMARY

Leadership - summary

Subcategory   Main category   Unifying concept

Good leadership enables well-being and relies on interaction

Good leadership style *enables*

Leadership provides freedom and sets limits

Good leadership is functioning with the help of an
example and feedback

Good leadership is taking up matters

A leader monitors working hours   Enabling leadership

A leader allows an employee to influence his/her job content

Team leadership is positive

Good leadership is equal

A good leader has courage to interfere

An open discussion culture - a part of good leadership

Good leadership style *relies on interaction*   Leadership is open interaction

Good leadership includes an ethical grip

Respect can be seen in everyday encounters

A good leader takes a positive stand   Ethical leadership

A good leader encourages and supports

**Good
leadership
- a well-
being
enabling
whole**

**Leadership
styles linked
with
enabling
leadership**

A good leadership style relies on co-operation

Good leadership is shared leadership — Shared leadership

Good leadership through vision, decision and trust — Visionary leadership

Good leadership is directing, visionary leadership

A good leader is an emotional leader with edge

A good leadership style is a combination of emotional and task oriented leadership — Emotional and task oriented leadership

A good leadership style is constructive, expert oriented

Interactive basic leadership promotes well-being

Interactive leadership is experienced as well-being promoting — Interaction promotes well-being at work

A leader's initiative and resourcing skills reflect on well-being at work

'Basic leadership' practices affect well-being at work

A leadership style makes a difference for well-being — 'Basic leadership' and well-being at work

Practical leadership practices promote job satisfaction

' A climate of responsibility' reflects on well-being at work — Enabling leader creates a climate of responsibility

Enabling leadership promotes job satisfaction

Good leadership produces job satisfaction

Equal leadership promotes job satisfaction — Enabling leadership and job satisfaction

Constructive feedback is caring

An individual employee can affect leadership in teams

It is important for teachers to be able to influence leadership

Inter-active basic leader-ship

Good leader-ship - a well-being enabling whole

Enab-ling leader-ship pro-motes the job satis-faction

Teachers can influence

Influencing team leadership is important

A wise leader respects the subordinates' knowledge   Teacher's influencing opportunities

Influencing one's own job is crucial

An open discussion culture provides opportunities to affect   Open interaction promotes influencing

Working climate is a leadership decision

A good working climate is based on a leadership decision   A working climate as a leadership decision

Task-oriented leadership influences the working climate

Leader's presence is crucial for the working climate

An open leadership culture promotes the working climate   Enabling leadership and a positive working climate

Paying attention to and taking up matters affect the working climate

Enabling leadership promotes the working climate

APPENDIX 5. INTERACTION -SUMMARY

Interaction - summary

Subcategory	Main category	Unifying concept

Open interaction promotes a positive working climate

Open interaction is born from a natural opportunity to discuss

Open interaction enables open discussion about everything

'Work communication' - open interaction in the daily life

Open interaction materializes in freedom of opinion

Open interaction is constructive and encouraging

Open interaction relies on common lines of action

Open interaction is working and discussing

Open interaction is based on equality

Transparency and communication define open interaction

Discussion and respect define open interaction

Interactive leader

An interactive leader believes in mutual communication

An interactive leader treats with respect

Interactive leadership is transparent

An interactive leader involves employees

An interactive leader supports the use of knowledge capital

An interactive leader communicates and doesn't command

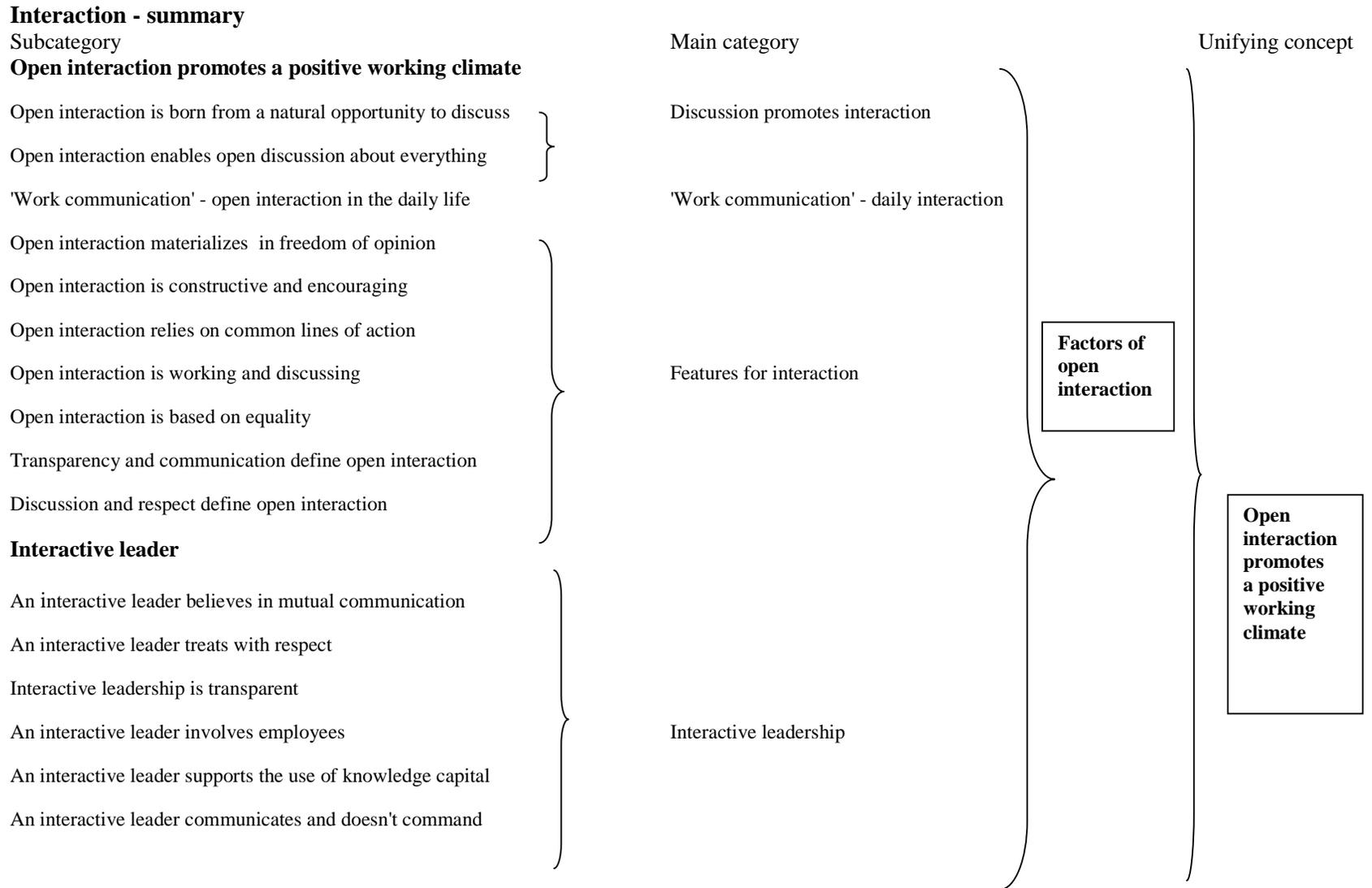Discussion promotes interaction

'Work communication' - daily interaction

Features for interaction

Interactive leadership

Factors of open interaction

Open interaction promotes a positive working climate

Leadership is not competition   Preconditions for interactive leadership

Co-working at work

Personal relations vary   Diversity in cooperation

Personal relations are defined by cooperation

In a network organization personal relationships are created in teams

Sharing promotes personal relations   'Co-working'

The teacher's role includes cherishing personal relations

The nearest colleagues and students are important

Keep business and private apart   Preconditions for cooperation

Personal relations vary- hierarchy reflects on project work   Barriers for cooperation

Leadership changes make people wonder   Barriers for cooperation

Group spirit through empowering collaboration

Group spirit is experienced as empowering collaboration   Group spirit is co-working

Group spirit is co-operation and support

The team leader's equal position promotes group spirit

The superior's expertise and ability to take responsibility

Common goals create group spirit   Features for group spirit

Equality, communicating, interfering promote group spirit

Group spirit is following common lines of action in a flexible way

'Co-working', group spirit and interaction preconditions for a good climate

Group spirit materializes in mutual support

Leaders' actions and example affect the group spirit

Leaders promote group spirit through guidance and creativity   Features for group spirit

Presence, open attitude and equality promote group spirit

Balance between efficiency and work maintains the joy of work   Opportunities provided by group spirit

Cooperation promotes working   Opportunities provided by group spirit

Organizational practices do not support group spirit   Barriers for group spirit

Interaction makes a difference

Interaction is about functioning daily relations
that all are responsible for

Good interaction reflects on the working climate

Good interaction is a meaningful factor for the working climate

Interaction culture reflects on the working climate   Meaningfulness of interaction

Interaction affects the working climate

Interaction is important

'Co-working', group spirit and inter-action precon-ditions for a good climate