Emotional Intelligence at Work: Implications for Finland and Sweden

A qualitative study on the perceived influence of managers’ emotional intelligence on employees’ well being at work: perceptions of Finnish and Swedish employees
Acknowledgements

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Abstract

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Title: Emotional Intelligence at Work: Implications for Finland and Sweden

Key words: Emotional Intelligence, Job Performance, Employee Well Being

Problem: In order for companies to achieve the best results possible in today’s highly competitive business environment, they must enhance their employees’ job performance and well being. Human capital is crucial for business success. Furthermore, emotional intelligence has been studied to be a more essential success factor than intelligence quotient. Therefore, managers’ emotional intelligence could have a vital impact on employees’ job performance and well being at work, and moreover the success of an organization, which is a topic yet to be unveiled.

Purpose: To explore and compare Finnish and Swedish employees’ perceptions of their managers’ emotional intelligence.

Research Questions: RQ1: What role does a manager’s emotional intelligence play in employees’ well being at a workplace? RQ2: What type of patterns, similarities and differences can be found between Finnish and Swedish employees in their perceptions of their manager’s emotional intelligence?

Methodology: In order to receive a deep understanding of the way that Finnish and Swedish employees perceive their managers’ emotional intelligence, a qualitative research approach and more specifically in-depth interviews were chosen as the appropriate method. The questions of the interviews were selected based on the following theories and concepts: Emotional Intelligence, Hofstede’s Cultural Dimensions, Employees’ Job Performance and Employees’ Well Being.

Conclusion: The findings from the in-depth interviews show that the managers’ emotional intelligence plays a significant role on the employees’ well being at work. Learning how to manage emotional intelligence could, hence, lead to great success. Finnish and Swedish employees’ had similar and different perceptions on their managers’ emotional intelligence.

Originality: Previous studies related to the topic of emotional intelligence are mostly US-based, which makes this thesis original as it focuses on the Nordic countries: Finland and Sweden. The study is also original in the sense that it focuses on employees’ perceptions of their managers’ emotional intelligence and their own well being at work. Finally, even though the theories and methods used in this study are not new, they were used in a unique was, which has not been done previously.
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Abbreviations

This section provides the abbreviations used in this thesis, in order to make it easier to follow for the reader.

CSR - Corporate Social Responsibility
ECM – Emotional Competencies Model
EI – Emotional Intelligence
FF – Finnish Female Participant
FM - Finnish Male Participant
HRM - Human Resource Management
IT - Information Technology
IQ – Intelligence Quotient
RQ – Research Question
SF - Swedish Female Participant
SM - Swedish Male Participant
1 Introduction

A general introduction to the topic of research will be given in this section. This establishes a foundational knowledge of the research topic. Following the background information, the problem definition of this research will be further explained. Next, derived from the problem discussion, the research purpose will be presented. Following the research purpose, the research questions that will be used in order to fulfill the purpose are given. Next the perspective and delimitations of the study will be discussed followed by important definitions of this research.

1.1 Background of the Research Topic

During the past decades, the ever-changing business environment has transformed rapidly and radically because of continuous globalization and internationalization processes, which have created an extremely competitive setting for businesses to operate in worldwide (Kalinic & Forza, 2012). In order for businesses to stay or become successful in this brutal economy they must maximize their efficiency through their employees' job performance (Appelbaum, Bailey, Berg & Kalleberg, 2000).

No matter how brutal the current economy is there are always specific countries that achieve to outperform others. The Nordic countries are a few examples of the forementioned outperforming economies. The Nordics, particularly Finland and Sweden, have been studied to be ‘efficient’ in various different fields, such as for example, banking, health care and higher education (Berg, Forsund, Hjalmarsson & Suominen, 1993; Linna, Häkkinen, Peltola, Magnussen, Anthun, Kittelsen & Rehnberg, 2010; Gornitzka, Stensaker, Smey & De Boer, 2004). Finland is the creator of companies such as Linux – "the leading operating system running on the world's servers and supercomputers", Nokia – which was the world's largest mobile phone maker for over a decade, Supercell and Rovio – creators of games such as Angry Birds and Clash of Clans. Sweden is likewise famous for many well-established global brands, such as Ikea, H&M, Volvo, Spotify and Skype, just to mention a few (Partanen, 2016). There are many factors influencing what have made Finland and Sweden successful. However, one factor, which has gained a vast amount of attention from scholars, recently has not
yet been linked to Finland and Sweden in studies to the knowledge of the author – namely emotions.

“Artists and scientists throughout history have remarked on the bliss that accompanies a sudden creative insight. Einstein described his realization of the general theory of relativity as the happiest moment of his life.” (Kaufman, 2015)

Einstein linked his creativity to happiness, which strengthens the argument that positive emotions have been studied to boost creativity because they expand the human mind (Fredrickson, 2001). Creativity has been distinguished to be a crucial aspect in the business world, especially in the field of leadership (Reiter-Palmon & Illies 2004). To link this all together, through academic research it has correspondingly been proven that emotions play a central role in the leadership process (George, 2000).

According to Druskat, Mount & Sala (2013), emotions have, in fact, unavoidable influence on behavior and decision making at a workplace. A relatively new aspect related to emotions – Emotional Intelligence (EI) – has become an increasingly popular area of academic research within the field of business, connected to variables such as career success (Austin, 2010; Druskat et al., 2013; George, 2000; Ingram, Peake, Stewart & Watson, 2014; Vidyarthi, Anand & Liden, 2014). Goleman (1995) claims that EI, as which the author will follow referring to emotional intelligence to, can be even more important than intelligence quotient (IQ), in terms of success.

EI has been given numerous definitions by different academics. For example, according to George (2000), EI is “the ability to understand and manage moods and emotions in the self and others”. Druskat et al. (2013) add to the definition that EI involves: “(a) the ability to perceive, appraise, and express emotion accurately; (b) the ability to access and generate feelings when they facilitate cognition; (c) the ability to understand affect-laden information and make use of emotional knowledge; and (d) the ability to regulate emotions to promote emotional and intellectual growth and well-being”. According to (Vidyarthi, Anand & Liden, 2014) different dimensions of EI include emotion understanding and emotion regulation. Based on these few definitions the author of this thesis has decided to further develop and use the following definition for EI in this thesis:

The ability to, accurately understand and regulate one’s own and others’ emotions.
Furthermore, an essential factor, which affects the success of any company in any country, is how business leaders manage their organizations and particularly their employees. As mentioned previously, maximizing organizational efficiency comes through employees’ job performance, which is highly affected by the employees’ behavior (Appelbaum, Bailey, Berg & Kallebe3rg, 2000). Moreover, a very important aspect that can influence employees’ behavior and job performance at a workplace is their overall well being, which can be impacted by various factors, such as job satisfaction or frustration caused by their managers’ display of or lack of emotions (Warr, 2002). Newell (2002) defines well being, in general, as a person's overall feeling; good or bad. Increasing employees’ well being could eventually lead to enhanced job performance and subsequently increase overall success and, thus also profit, of an organization (De Cuyper, Van der Heijden & De Witte, 2011). Therefore business leaders should be effective, by being confident, empathic and by exceeding the organization’s expectations (Corona, 2010). It is the business managers’ role to display appreciation towards their employees through EI (Corona, 2010). This thesis will further explore what perceived role Finnish and Swedish managers’ EI plays on their employees’ workplace behavior and performance, moreover, well being, at a workplace.

1.2 Problem Discussion

In order for companies to achieve the best results possible in today’s highly competitive business environment, they must enhance their employees’ job performance to achieve ‘success’ (Appelbaum, Bailey, Berg & Kalleberg, 2000). Success, however, is a fairly subjective term. Companies have continuously throughout the history of time strived for success, nevertheless, the meaning of success has changed during the past decades. Previously organizations defined success based on the amount of profit that they received from various business activities. Nowadays, success has gained a broader and a more of a long-term including sustainable development as an important goal (Hollensen, 2004). That said in order for companies to stay successful in the competitive and ever-changing business world of today, they can no longer focus solely on profit but must also concentrate on areas such as Corporate Social Responsibility (CSR), customer satisfaction, Information Technologies (IT), and moreover, Human Resource Management (HRM) (Dicken, 2003). HRM has become an increasingly important area of emphasis, as according to Cascio (2003) human capital is crucial for business success. Fitz-Enz (2000) confirms that human capital is key in sustaining a
profitable and successful organization. Companies must, hence, perceive employees as valuable assets and focus on boosting employees’ well being by motivation, job satisfaction, etc. - in order to increase overall job performance and, furthermore, success (Cheatle, 2001).

Extensive research has been done proving that employees’ well being at work positively impacts their job performance (Lin, Yu & Yi, 2014; Bogdanova, Enfors, & Naumovska, 2008). However, as both EI and employees’ well being have been studied to be success factors for businesses (Goleman, 1995; Lyubomirsky, King, & Diener, 2005), it is significant to explore the perceived role that managers’ EI plays on employees’ well being at a workplace.

Furthermore, EI is a very topical area, as much focus has been put on it in recent academic research (Austin, 2010). This is due to the fact that emotion-related abilities can be linked to meaningful real-life circumstances, such as well being, social competencies, academic success, job performance and leadership (Austin, 2010; Stein & Book, 2010). Thus, linking managers’ EI with employees’ well being at work adds value to academic research.

Additionally, the majority of research found on EI is US-based, which underlines the lack of knowledge concerning the phenomenon in other countries, for example in Europe, and moreover in the Nordic countries Finland and Sweden. Searching on Google Scholar for example, with the key words ‘emotional intelligence’, ‘employee behavior’ and ‘Finland’ or ‘Sweden’ gave a relatively low 126 results (Google Scholar, 2016a), whereas replacing Finland and Sweden with the US, Google Scholar (2016b) gave 2 010 000 results. Therefore, a study focusing on less studied countries (Finland and Sweden) contributes insights to the academic world. There is also a gap in research in comparing the similarities and differences between Finns and Swedes’ perceptions of the role of their managers’ EI on their well being and behavior at work.

1.3 Research Purpose

Derived from the problem discussion, there is a need to better understand the perceived influence on managers’ emotions on their employees’ well being at work, specifically in Finland and Sweden, thus the purpose of this thesis is:
To explore and compare Finnish and Swedish employees' perceptions of their managers' emotional intelligence.

Exploring and comparing Finnish and Swedish employees’ perceptions of their managers’ EI and its role on the employees’ well being might unveil relevant information and insights that can immediately be used by companies, and especially managers, to enhance their productivity. With in-depth interviews it will be possible to gain a deeper understanding into why employees behave in a certain manner. With the knowledge obtained from the qualitative study, implications for companies, particular in Finland and Sweden will be given. These implications will address issues regarding how managers should display their EI in order to ultimately increase their results and, hence, perhaps increase the whole company’s profitability.

1.4 Research Questions

In order to achieve the stated purpose the following research questions (RQ’s) will be addressed in this thesis:

**RQ1:** What role does a manager's emotional intelligence play in employees’ well being at a workplace?

**RQ2:** What type of patterns, similarities and differences can be found between Finnish and Swedish employees in their perceptions of their manager's emotional intelligence?

1.6 Research Perspective

This thesis was conducted based on the employees’ perspective, which means that their managers' perspectives were not covered. Completing this study from the employees' perspective has certain benefits over the managers’ point of view. First of all, Finnish and Swedish managers can find out what employees’ want from them and further develop to become as efficient and motivating leaders as possible. Secondly, managers from other countries who planning to or about to work with Finnish or Swedish
employees could gain some knowledge on how to behave as a manager in these countries when knowing what Finnish and Swedish employees’ are looking for. This study could also be relevant for leadership training programs for managers in the Nordic countries or for managers who would like to do business with Nordic managers. Thirdly, when employees’ are looking for possible future employments, this thesis could provide them with better insights on what they are looking for in a future manager. Finally, anyone looking to grow as either a manager or an employee within or outside of Finland and Sweden could learn from reading about Finnish and Swedish employees’ perceptions of the role of their managers’ EI at a workplace.

1.7 Delimitation of the Study

The aim of this thesis is to get a deeper insight into the minds of Finnish and Swedish employees, specifically, which is why this research is limited to Finland and Sweden and cannot automatically be applied to other countries. A broader view on this topic covering Scandinavia or Europe is not possible within the framework and resources of this study. As this thesis will further use a qualitative approach, the results will give in-depth insight into the topic but cannot be generalized as oppose to quantitative studies. Furthermore, job performance can be perceived as individual, group or organizational levels. This thesis will solely focus on individual employee’s job performance. Additionally, this study is limited to focusing on employees’ psychological well being at work and, thus, does not include employees’ physical well being.

1.8 Definitions of Terms

1.8.1 Academic Terms

**Corporate Social Responsibility:** “*a corporation’s initiatives to assess and take responsibility for the company’s effects on environmental and social well being*” (Investopedia, 2016).

**Culture:** “*the ideas, customs, and social behaviour of a particular people or society*” (Oxford Dictionaries, 2016c).
Emotional Intelligence (EI): The ability to, accurately understand and regulate one’s own and others’ emotions (defined by the author based on definitions by George, 2000; Druskat et al., 2013; Vidyarthi, Anand & Liden, 2014).

Emotions: “a strong feeling deriving from one’s circumstances, mood, or relationships with others” (Oxford Dictionaries, 2016b).

Employee Well Being: “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (Locke, 1969).

Human Resource Management: “the process of hiring and developing employees so that they become more valuable to the organization. Human Resource Management includes conducting job analyses, planning personnel needs, recruiting the right people for the job, orienting and training, managing wages and salaries, providing benefits and incentives, evaluating performance, resolving disputes, and communicating with all employees at all levels” (Business Dictionary, 2016).

Intelligence Quotient (IQ): "A number representing a person’s reasoning ability as compared to the statistical norm or average for their age, taken as 100" (Oxford Dictionaries, 2016a).

Job Performance: the employees’ behaviors that contribute to organizational goals or not (Campbell, McHenry, & Wise, 1990).

Perception: "a process by which a person selects, organized, and interprets information" (Mullins, 2005: 119).

Well being: a person’s overall feeling; good or bad (Newell, 2002).

1.8.2 Industry Terms

Angry Birds: “Angry Birds is a popular physics-based puzzle game developed by the company Rovio that requires players to use a slingshot to shoot birds toward green pigs protected by a physical structure” (Renz, Ge, Gould & Zhang, 2015).

Hennes & Mauritz (H&M): A Swedish clothing company and fashion retailer, which was established in Västerås, Sweden in 1947. It is now one of the world’s most valued retail chains (Omololu, 2013).


Linux: “The leading operating system running on the world’s servers and supercomputers” (Partanen, 2016).


Skype: “Skype is an IP telephony service provider that offers free calling between subscribers and low-cost calling to people who don’t use the service. In addition to standard telephone calls, Skype enables file transfers, texting, video chat and videoconferencing. The service is available for desktop computers, notebook and tablet computers and other mobile devices, including mobile phones. A number of companies, including Skype, produce dedicated Skype phones.” (Rouse, 2016).

Spotify: Spotify is a digital music service that allows users to access millions of different songs on various record labels from a laptop, smartphone or other device. It is subscription-based service, which can run on desktop computers, laptops, tablets and mobile devices, that has been available since 2008 (Technopedia, 2016)


1.9 Outline of the Thesis

This section illustrated how this thesis is structured. First the background of the topic was given, in order to provide the reader with an understanding of the concept of the study. Derived from the background the problem, purpose and research questions are defined. The next section is the theoretical framework, where concepts used for this thesis are presented, to provide insight on the existing theories and models, which are carried through in the research and analysis. This section, additionally, provides deeper knowledge into the topic introduced in the background. Thereafter, the chosen methodology and method are discussed in order to make the reader comprehend how the research was conducted. The methodology and method part is followed by a presentation of the main empirical findings. Succeeding the findings, a thorough analysis and discussion of the participants’ responses with the help of existing academic literature, or secondary data, and the theories provided in the theoretical framework are presented. After the analysis and discussion the research questions will be answered in detail and an overall conclusion will be drawn. Thereafter, the conclusion and limitations of the study will be addressed. Finally, further implications are presented.
2 Theoretical Framework

This section is a review and discussion of previous literature and concepts relevant to the topic areas. It will also investigate theories that are considered fundamental for a later analysis of the collected data. First theories related to emotional intelligence and cultural dimensions of emotions will be presented, followed by theories about employees’ job performance and well being at work. Finally a summary of all these theories will be given as to bring it all together and make it easier for the reader to follow this thesis.

2.1 The Concept of Emotional Intelligence

Before further explaining the concept of Emotional Intelligence, it is important to understand the terms emotions and intelligence. An emotion can be defined as “a strong feeling deriving from one’s circumstances, mood, or relationships with others” (Oxford Dictionaries, 2016b). The word intelligence can be defined as “the ability to acquire and apply knowledge and skills” (Oxford Dictionaries, 2016d).

Emotions can be approached from a biological and/or psychological viewpoint, and are evolutionary psychological experiences (Harmon-Jones, Harmon-Jones, Amodio & Gable, 2011). Emotions, though closely related, should not be confused with Emotional Intelligence (EI). As stated in the introduction the author defines EI as “the ability to, accurately understand and regulate one’s own and others’ emotions”. The term ‘emotional intelligence’ was first introduced to a wide audience with the book (Emotional Intelligence) of author Daniel Goleman in 1995. Goleman later, in 1998, applied the concept of EI to business in a Harvard Business Review article, where he researched nearly 200 global companies. In his study, Goleman found out that great and effective leaders had a high degree of EI. The author went on to describe that EI consists of: 1) self-awareness, 2) self-regulation, 3) motivation, 4) empathy, and 5) social skills (Goleman, 2014).

There are three main defining models of EI, which are: (1) The Trait Model, (2) The Ability Model, and (3) The Mixed Model (Hess and Bacigalupo, 2013). ‘The Trait Model’ explains EI to be based on “emotions-related self-perception” (p.287), which is
part of humans’ personality (Petrides, Pita & Kokkinaki, 2007). ‘The Ability Model’ opposes by explaining that EI is a set of mental skills, linked to logical understanding, which identify, use and deal with emotional information (Mayer, Salovey, and Caruso, 2004). Finally, ‘The Mixed Model’ is a combination of emotional abilities with personality dimensions, for example, optimism and self-motivation (Lopez-Zafra, Garcia-Retamero and Berrios Martos, 2012).

One of the most commonly used models of ‘The Mixed Model’ approach to EI is called ‘The Emotional Competencies Model’ (ECM) (Hess and Bacigalupo, 2013). According to the ECM, EI is the capacity, competencies and skills to recognize and regulate feelings and behaviors, which impact individual and others’ performance (Goleman, 1995). The ECM divides competences into two primary competences: (1) Personal Competence and (2) Social Competence, which contain four key elements: (1) Self-Awareness, (2) Self-Management, (3) Social Awareness, and (4) Relationship Management (Cherniss and Goleman, 2001, p.28). Dr. Bradberry, the award-winning co-author of the bestseller “Emotional Intelligence 2.0”, further discusses the ECM in this article (“Why You Need Emotional Intelligence To Succeed”). He states that EI affects behavior, social complexities and personal decision-making. The table below illustrates these core skills.

<table>
<thead>
<tr>
<th>Personal Competence</th>
<th>What I see</th>
<th>What I do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self-Awareness</td>
<td>Self-Management</td>
</tr>
<tr>
<td>Social Competence</td>
<td>Social Awareness</td>
<td>Relationship Management</td>
</tr>
</tbody>
</table>

*Table 1. Skills of EI based on Bradberry (2016)*

Personal competence is the ability to understand and regulate one’s own emotions. It consists of the two individual aspects: 1) Self-Awareness and 2) Self-Management. Self-Awareness is the ability to accurately perceive one’s own emotions and stay aware of them, and Self-Management is the ability to use that awareness of one’s own emotions to regulate one’s proper behavior. The social competence is, hence, constructed of the remaining two skills: 1) Social Awareness and 2) Relationship Management. Social Awareness is the ability to correctly notice and comprehend others’ emotions, while Relationship Management is the capability of managing these emotions. These skills, therefore, equal to the ability to accurately understand other people’s moods, behavior, and motives, and moreover, respond to them effectively and, thus, improve the quality of relationships (Bradberry, 2016).

<table>
<thead>
<tr>
<th>Self-Awareness</th>
<th>Self-Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Self-Awareness</td>
<td>Emotional Self-Control</td>
</tr>
<tr>
<td></td>
<td>Emotional Self-Management</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Relationship Management</td>
</tr>
<tr>
<td>Emotional Awareness of Others</td>
<td>Emotional Expression</td>
</tr>
<tr>
<td></td>
<td>Emotional Reasoning</td>
</tr>
<tr>
<td></td>
<td>Emotional Management of Others</td>
</tr>
</tbody>
</table>

*Table 2. Emotional Competencies Model based on Cherniss and Goleman (2011)*

Brandberry (2016) further in his article discusses how EI is an essential aspect of behavior. However, there is no known connection between intelligence quotient (IQ) and EI. Thus, one’s EI cannot be predicted based on how intelligent a person is. IQ is one’s ability to learn and does not change with age. However, EI is a set of skills that can be improved by practicing. In addition to IQ, personality does not define one’s EI. Personality is a result of inclinations such as introversion or extroversion. Similar to a person’s IQ, one’s personality does not change. All of the three aspects are essential, yet separate, parts of humans as a whole.

According to a test that Talent Smart (2016) executed of EI together with 33 other workplace skills, EI was found to be the highest performance predictor and to explain 58% of success in various job types. According to the same test 90% of world’s top performers have high EI and people with high EI earn an average of 29,000 US dollars more than their peers who have low EI.
2.2 Emotions in a Cultural Context

Another factor, which can impact emotions, is culture. Culture can be defined as: “the ideas, customs, and social behaviour of a particular people or society” (Oxford Dictionaries, 2016c). Emotions are commonly perceived differently by different cultures. “As emotions are culturally ingrained, the display and interpretation of emotions are embedded in national, organizational, and professional context.” (Brundin & Nordqvist, 2008: 338). Even though emotions and the way they are perceived commonly differ across cultures, some emotions have been found to be to at least some extent universal (Rafaeli & Sutton, 1989; Ekman, 1992). However, despite the fact that the world is increasingly multicultural due to globalization and, thus, cultural aspects are becoming more similar in different countries, there are still proven to be cultural differences when emotions are displayed and interpreted. For example, Asian cultures pay more attentions on contextual factors, such as symbols, than the Western cultures, such as North America and Europe. Therefore, Asians are more likely to link positive and negative emotions with depression symptoms, whereas North Americans or Europeans only link negative emotions to depression, as the Western cultures tend to be more analytic. Another major difference between Eastern and Western cultures is that Western societies are more individualistic and thrive for self-achievements, while Eastern cultures are more collectivistic (Masuda, Ellsworth, Mesquita, Leu, Tanida and Van de Veerdonk, 2008). There are also cultural differences within different Western cultures when regarding emotions. For example Northern Europeans such as English, Dutch, German, Scandinavians and Baltic people are commonly more reserved compared to people from countries such as Spain, Italy, Greece and Turkey in Southern Europe, where people are more open and expressive with their emotions (Keijzer, 2011). Also, even in countries that appear to be very similar have differences, such as, in this case Finland and Sweden (Hofstede, 2016a).

As this thesis focuses specifically on Finland and Sweden, it is important to take into account the two countries main cultural differences and similarities when it comes to emotional display and interpretation. Hofstede’s cultural dimensions will be used to illustrate these similarities and differences. Hofstede conducted a very thorough worldwide research consisting of about 70,000 employees in 67 different countries, between the years 1967 and 1973. In the study, Hofstede recognized a set of different dimensions to describe the impacts a specific country has on its people (Hofstede, 2001).
Figure 2 (below), is an adaption of Hofstede’s (2016a) cultural dimensions, which compares Finland and Sweden. Most of the aspects are fairly similar to each other, such as power distance (Finland 33 and Sweden 31). The biggest difference between the countries is uncertainty (Finland 59 and Sweden 29), followed by masculinity (Finland 26 and Sweden 5), which shows that Finland has a considerably higher value of masculinity than Swedes.

![Figure 2. Hofstede’s Cultural Dimensions: Finland vs. Sweden (Adapted by author from Hofstede, 2016a)](image)

**Power Distance**

Hofstede’s (2016a) power distance dimension acknowledges that a society’s individuals are not equal and shows the attitude that a specific culture has towards inequalities. The power distance dimension is defined as: “the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally” (Hofstede, 2016a). Finland has a low score of 33 on the power distance dimension. This means that Finns are independent and have equal right. There exists hierarchy in Finland, only for convenience factors, where superiors are easily accessible and tutoring leaders who empower their employees. Finnish managers allocate their power to their employees, whom they view as team members. Employees are consulted in decision-making processes. There is not much control and the employer-employee relationship and communication is direct and informal and on first name basis (Hofstede, 2016a). Sweden also scores a low 31, which means that the described characteristics for Finland are the same for Sweden (Hofstede, 2016b).
Individualism

The second dimension of Hofstede (2016) is individualism, which refers to: "the degree of interdependence a society maintains among its members" (Hofstede, 2016a). In individualistic societies people's self-image is defined in terms of “I”, where they are only expected to look after themselves and immediate family members. Whereas, in collectivist societies people see themselves as “We” and belong to groups, which they stay loyal to and take care of. Finland with the score of 63 (Hofstede, 2016a) and Sweden with the score of 71 (Hofstede, 2016b) are both individualist societies. In Finland and Sweden individuals are expected to only take care of themselves and close family. In these two countries, wrongdoing cause guilt and decreases self-esteem. Employer-employee relationships are based on mutual advantage and promotions are solely based on deserved individual merits (Hofstede, 2016a; Hofstede, 2016b).

Masculinity

"The fundamental issue here is what motivates people, wanting to be the best (Masculine) or liking what you do (Feminine)” (Hofstede, 2016a). A high score in masculinity means that the society is motivated by competition, achievement and success. While a low score, which indicates feminine, means that the society values
quality of life, instead of standing out from the crowd (Hofstede, 2016a; Hofstede 2016b). Finland scores 26 on this dimension, which is fairly low, and therefore considered a feminine society. In Finland individuals work in order to achieve a certain lifestyle, instead of success in their field. Free time, flexibility and well being are more valued aspects than success at a workplace (Hofstede, 2016a). Even though, Finland is a feminine culture, Sweden scores an extremely low 5 on masculinity, which indicates that Sweden is relatively more feminine. Swedes find it important to have a good life/work balance. An effective Swedish manager is supportive, includes employees in decision-making processes, strives for equality and resolves conflict through compromises and negotiations. The whole Swedish culture is based on the Swedish word ‘lagom’, which means not too much, everything in moderation (Hofstede, 2016b; Zheng, 2015). In the Swedish culture everyone is equal, everyone has enough and nobody goes without (Hofstede, 2016b).

![Figure 5. Hofstede's Cultural Dimensions: Masculinity, Finland vs. Sweden (Adapted by author from Hofstede, 2016a)](image)

**Uncertainty**

The uncertainty dimension refers to: "the extent to which the members of a culture feel threatened by ambiguous or unknown situations and have created beliefs and institutions that try to avoid these." In other words how the society handles the unknown future, by trying to control it or simply letting it take its own toll (Hofstede, 2016a). This is the dimension where Finland and Sweden has the biggest cultural difference. Finland has a score of 59, which means that there is a high preference for avoiding uncertainty by trying to take action and control the future. In order to avoid uncertainty, Finland has a set of cultural rules, such as punctuality, “time is money” attitude, etc. (Hofstede, 2016a). Sweden scores a fairly low 29 on this dimension, which means they have an opposite point of view and a low preference for avoiding uncertainty. This means that Sweden has a more relaxed attitude, where rules and schedules are more flexible (Hofstede, 2016b).
Long-term orientation

The long-term orientation dimension describes: "how every society has to maintain some links with its own past while dealing with the challenges of the present and future". Societies with low scores are called normative societies and like to maintain cultural traditions. While cultures with high scores encourage change and modern approaches (Hofstede, 2016a). Finland has a fairly low score of 38, which means that it is a normative culture (Hofstede, 2016a), while Sweden has a neutral score of 53 (Hofstede, 2016b).

Indulgence

The final dimension it indulgence, which is: "the extent to which people try to control their desires and impulses" (Hofstede, 2016a). Finland scores a fairly high 57, which means that it is and indulgent culture. This indicated that Finns are relatively willing to execute their impulses and desires in order to enjoy life and have fun (Hofstede, 2016a). Sweden has an even higher score of 78, which indicated that Swedes also like have fun, spend their money on leisure time and have an optimistic view for life (Hofstede, 2016b).
2.3 Factors Impacting Employees’ Job Performance

As mentioned in the introduction, in order to improve organizational success, employees’ job performance is key (Appelbaum, Bailey, Berg & Kalleberg, 2000). Moreover, in order to improve employees’ over all job performance, it is important to initially understand what the meaning of job performance. According to Rothwell (1996) the verb ‘perform’ signifies beginning and completing certain tasks (cited in Gilley & Maycunich, 2000). Furthermore, ‘job performance’ can be defined as whether the employees’ behaviors contribute to organizational goals or not (Campbell, McHenry, & Wise, 1990).

There exist various different factors, which influence the level of employees’ job performance - both internal and external. According to Korman (1971), internal determinants are extremely important factors that impact job performance. Internal determinants are divided into two main aspects: 1) the skills and abilities of an employee for a given job, and 2) the role perceptions or the requirements for a job as an influence on work performance, which means if a person correctly perceives his or her job tasks that person is considered a suitable work performer (Korman, 1971). Furthermore, there are factors from the external environment, such as working conditions, which like internal factors, impact employees’ job performance. For example working outdoors and being exposed to external factors such as noise, heat, cold, etc. can have various effects on employees’ job performance, such as causing stress, which can set back employees’ job performance (Muchinsky, 1993; Deming 2000).

In addition to internal and external factors, communication can affect job performance. If managers are not able to communicate which specific aspects their employees need
to improve and why, it can cause the employees’ job performance to decrease (Gilley & Maycunich, 2000).

Expressing or displaying one’s emotions, in this thesis specifically managers’ emotions, can also have an effect on the employees’ behavior and job performance at the workplace. According to Brundin and Melin (2006), displaying emotions can, for example, impact strategizing in a business environment. Their study found that the manner in which emotions are displayed and interpreted by an individual could result to either low or high levels of emotional energy and impact how business strategies are applied (Brundin & Melin, 2006). Humphrey (2002) claims that displaying emotions plays a greater role on employees’ performance at work than the actual content of a verbal message. Thus, the specific way in which managers express their emotions impact their employees’ perceptions and performance. Furthermore, managers can, through their display of emotions, either increase or decrease efficiency at the workplace (Ekman, 2003; Morris & Feldman, 1996)

2.4 The Concept of Well Being in a Working Environment

Well being, as stated before, can be defined as a person’s overall feeling - good or bad (Newell, 2002). Well being can either be described as physical or psychological (Warr, 2002). The effects that external environments, discussed in section 2.3 Factors Impacting Employees’ Job Performance, can have on employees’ well being are commonly more visible and physical than aspects caused by internal factors, such as psychological health problems (Briner, 2000). This thesis focuses on the psychological well being, more specifically work related well being of employees.

Warr (2002) created a two-dimensional model (figure 9), which characterizes the concept of well being by taking into consideration the whole spectrum of feelings – positive and negative – linked to well being.
From the two-dimensional model of psychological well being, in figure 9 above, a wide range of both positive and negative emotions connected to employees' well being at work are illustrated, including emotions such as happiness, frustration, satisfaction and dissatisfaction. In between the negative and positive emotions, there is a “neutral level”. The neutral level signifies a situation where an employee’s negative and positive feelings are balanced by an equal amount of both feelings. Nevertheless, in order for an employee to have an average level of well being at his or her workplace, normally the employee is assumed to have a somewhat higher level of positive feelings than the completely neutral level. When an employee has more positive feelings than negative feeling she or he has positive well being, which increases the employee’s psychological health. Whereas, if an employee has more negative feeling than positive ones, he or she has a negative work well being, which then decreases the employee’s psychological health. Employees with positive well being at their workplace have the ability to display emotions better and, thus, create warm relationships, which eventually leads to a higher job performance by for example causing the employee to take less sick days etc. As opposed to employees with low well being at work, who are less likely to handle stress situations well for example. Hence, for managers, it is essential to be attentive when it comes to the employees’ well being since it can have a strong impact on the
employees’ behavior at work, interaction with colleagues, decision making processes etc. (Rasulzada, 2007).

Now that the aspects and concept of well being have been explained, it is important to understand which factors cause the decreasing well being of employees. As touched upon earlier, the physical working environment can have effects on both physical and psychological well being of employees at a workplace. In addition to factors such as heat, noise and light, other environmental aspects can affect the employees well being at work. For example, the job itself plays a central role in the employees’ well being. Different variables such as the complexity of tasks and ability to perform these tasks, the workload, and the repetitiveness of tasks influence the well being of employees (Briner, 2002).

Moreover, other aspects influencing employees’ well being at work can be organizational features. For example organizational culture, history, labor market conditions, etc. can have an effect on employees’ well being (Briner, 2002).

2.6 Summary and Conceptualization of the Theoretical Framework

In order to make the theoretical framework easier for the reader to understand as a whole, the author has created a conceptualized model (Figure 10) based on all the previously presented theories to bring them all together.

![Conceptualized Model](created by author based on theoretical framework)
Figure 1 above is a conceptualized model, which illustrates how all the previously mentioned theories are related to each other. First of all, emotional intelligence, which consisting of self-awareness, self-regulation, motivation, empathy and social skills, is the base for this thesis and therefore has an important role in the theoretical framework of this thesis. Emotional Intelligence is impacted by different cultural factors, such as Hofstede’s cultural dimensions, which were earlier presented. Furthermore, the emotional competencies model, which consists of self-awareness, self-management, social awareness and relationship management, is part of emotional intelligence, which also affects job performance. Finally, job performance reflects the employee’s overall well being at work. These theories will be further used in analyzing the empirical data from interviewing Finnish and Swedish employees. The next chapter (Methodology and Method) will give a thorough explanation on how the study was conducted.

2.7 Criticism of the Chosen Theories

The author acknowledges the fact that the aforementioned theories, which were chosen for the theoretical framework of this thesis, could be criticized. One could question why the specific theories of EI was chosen, moreover, why was the ECM specifically selected in this study? One criticism could be that EI is difficult to interpret as it is mostly based on perceptions. However, the author believes that the ECM is a well-defined model, which clearly illustrates aspects of EI, and can therefore, be used as a framework to gain insights on managers’ EI. Secondly, Hofstede’s cultural dimensions theory could also be criticized, as it is a fairly old set of data and one might claim that the information could be outdated. However, Hofstede’s cultural dimensions in this study are used solely as a framework to understand the main similarities and differences between the countries of research. However, as it is a well-established and very thorough research the author decided to use it in the theoretical framework (Hofstede, 2001). Furthermore, the theories related to job performance could be questioned. Why use the concept of internal and external determinants? The author argues that taking in consideration both internal and external aspects impacting job performance can make the results of the study more thorough. Finally, the chose theories concerning well being at work can be criticized, specifically the chosen two-dimensional model. The author thinks that the two-dimensional model clearly illustrates and facilitates with adjectives the levels of well being and, hence, makes it easy to evaluate in which levels of well being the interviewed employees are categorized in.
3 Methodology and Method

This section starts with the methodology, which will discuss the chosen research philosophy and approach. This chapter will also go through the method used to define, collect, and analyze the data. The first part comprises the philosophical basis for the research and is followed by an explanation of the method chosen to study the phenomena in question.

3.1 Methodology

The philosophical foundation of the research and the research design will be addressed within the methodology section.

3.1.1 Philosophical Foundation of the Research

Since this thesis was chosen to have a qualitative research approach to explore and compare Finnish and Swedish employees’ perceptions of their managers’ EI and how it influences the employees’ behavior, the philosophical foundation of this study is based on an interpretivistic point of view. Interpretivism differs from positivism, which has scientific aims (Schwandt, 2000; Malholtra & Birks, 2007). The aim of an interpretivistic view is to try to comprehend the subject of research, while the goal of a positivist research is to look for a universal explanation that can be used to predict future occurrences (Schwandt, 2000). As “human actions are meaningful”, in order to draw a conclusion from human actions, the meaning behind them must be understood (Schwandt, 2000: 191). These actions can vary based on the context, which goes in line with the interpretivistic research philosophy as it is built on the notion that no ‘context-free’ theory exists and that every interpretation of a text or information should be regarded within its individual framework (Bender, 2014). The interpretivistic research philosophy, hence, best reflects the aim of this thesis, which is, to understand, in depth, how Finnish and Swedish employees’ behavior is affected by their manager’s EI, rather than delivering generic explanations why the employees’ behavior is or is not influenced by their boss’s emotions. Thus, the outcomes of this study need to be understood within the framework of Finnish and Swedish employees and their specific
behaviors. Moreover, the results cannot automatically be applied to other countries or behaviors.

A qualitative research has descriptive characteristics, whereas a quantitative research has numerical measurements (O'Leary, 2004). Within the framework of this thesis, moreover on human behavior, a qualitative research approach has specific advantages over a quantitative research approach. For example, qualitative research has a low degree of abstraction, which leads to a certain proximity, which can frequently be lost in quantitative research (Heinze, 2001). Additionally, a qualitative research approach is more suitable for exploring an unknown subject because a construction of a research hypothesis is not required (Heinze, 2001; Malhotra & Birks, 2007; Dworkin, 2012). As there is a lack of research of Finns and Swedes perceptions of their mangers’ EI, a qualitative study, hence fits the purpose of this specific thesis. Furthermore, in qualitative research, a study with a relatively small group of participants is allowed as opposed to quantitative research (Malhotra & Birks, 2007; Dworkin, 2012). Due to the nature, time and resource limitations of this thesis, finding an adequate number of participants can be difficult, which strengthens the reasoning behind using a qualitative approach in this study. However, the main advantage of a qualitative research approach over quantitative research approach, and an essential aim of this thesis, is the ability to accurately comprehend the participants in order to understand how their managers’ EI impacts their behavior at their work place (Dworkin, 2012; Malhotra & Birks, 2007). Qualitative studies allow the researcher to discover often-subconscious thoughts through bonding with the participants and probing (Malhotra & Birks, 2007). Finally, it can be concluded that solely a qualitative approach can portray the holistic dimension of the research subject of this thesis.

3.1.2 Research Approach

There are three different approaches to choose from when defining the relationship between secondary and primary data: (1) deduction, (2) induction, and (3) abduction (Patel & Davidson, 2011). The deductive approach is defined, by Bryman and Bell (2011), as the relationship between existing theory and empirical data where the initial starting point is found in already existing theory. Meaning that based on existing theory, hypotheses are formulated, which will later be tested though the researcher’s own empirical findings. There is, however, a risk in a deductive research approach that the existing secondary data might impact the research too much and, thus, the
researcher might neglect new perspectives of the subject of research (Patel & Davidson, 2011). Opposing from the deductive approach is the inductive approach, which is based on the researchers empirical findings, instead of existing theories, and tested later through theory. This approach also has its risks, as the research cannot be certain that the outcomes of the study would be the same if the study was repeated (Sohlberg and Sohlberg 2013; Thurén, 2007). Finally, the abductive research approach is more or less a combination of the two deductive and inductive approaches. Abduction is based on induction, where the researcher formulates a hypothetical pattern that is tested in theory, and later tested again through empirical research such as in a deductive approach. Moreover, abduction is an interaction between deduction and induction (Patel & Davidson, 2011).

As there is a fairly inadequate amount of research of the specific subject of this thesis, the abductive approach is chosen. Since there is a limited amount of research on this topic it is difficult to use general theory to accurately explain the empirical findings (Gravetter & Forzano, 2012). Additionally, as there is a limited amount of participants in this study, this thesis will not provide enough observations of empirical findings in order to generate theory, or a universal explanation (Malholtra & Birks, 2007; Thagard & Shelley, 1997). Abductive reasoning aims to find the most likely explanations, which is why it the most suitable choice for this particular thesis (Stanford Encyclopedia of Philosophy, 2011). Finally, in accordance to the chosen qualitative semi-structured interviews used in this thesis, the abduction is the most appropriate approach (Alvesson & Sköldberg, 2008). A combination of theory and empirical data leads to a thorough in-depth analysis.

3.1.3 Research Design

There are three different research designs the researcher can choose from: (1) descriptive, (2) causal, and (3) exploratory. The aim of a descriptive research design is to, originating from its name, describe and measure individual variables (Malholtra & Birks, 2007). The descriptive research design is based on a systematic structure where hypotheses are formulated and tested. Nevertheless, the descriptive research design is not the most suitable one of the three when it comes to exploring relationships between different variables. When investigating variable correlations the causal research design is most fit (Gravetter & Forzano, 2012). Finally, the exploratory research design differentiates itself from the other two research designs, as it is more flexible.
(Malholm & Birks, 2007). The main objective of the exploratory research design is to comprehend the research subject and gain new insight without quantitative measurements (Malholm & Birks, 2007). Since there is a fairly limited amount of previous background studies to the specific subject of this thesis, particularly in Finland and Sweden, a hypothesis cannot be formed based on previous literature, which eliminates both descriptive and causal research designs. Therefore, the chosen research design for this thesis is an exploratory approach. Especially, since this thesis aims to explore the underlying motivations, behaviors and emotions the employees have regarding their managers’ EI. In order to achieve a deeper insight into the subject of research is the most suitable research design option for this thesis.

3.2 Method

According to Kruuse (1998), the research method is a systematic way to collect and process data. The method section explains how the data collection, in-depth interviews and analysis were conducted.

3.2.1 Data Collection

Secondary Data

Secondary data is previously published existing academic literature (Merriam & Tisdell, 2015). Opposed to primary data, secondary data is not explicitly gathered for the research at hands (Malholm & Birks, 2007). However, secondary data is still essential information for the theoretical framework in order for the researcher to achieve a better understanding of the research subject. In this thesis, previously developed theory was used to construct the interview guide. Moreover, secondary data can help the author to interpret findings from his or her primary data (Malholm & Birks, 2007). According to Bryman and Bell (2011), the process of collecting primary data can be fairly expensive and time consuming, which is another reason secondary data can be useful for the researcher. It is relatively cheap and easy to access. However, it is extremely important to analyze secondary data critically as it could be unreliable (Patel & Davidson, 2011). Therefore, the author used an extensive amount of secondary data to support this thesis. The main secondary data used was presented in the theoretical framework.
Primary Data

Primary data is data that has been collected by the researcher (Bryman & Bell, 2011). Contrary to secondary data, primary data collection allows the researcher to collect information, which is directly addressed to the research problem at hands (Malholtra & Birks, 2007). According to Kylén (2004), primary data can be considered more reliable than secondary data because primary data is not based on other researchers’ data or on the specific research problem. There are multiple different possibilities how to gather primary data, for example through interviews and observations (Merriam & Tisdell, 2015). In this thesis, the primary data was collected through qualitative semi-structured in-depth interviews with Finnish and Swedish employees. According to Yin (2013), when the research objective is to gather data, which explains specific behavior, interviews are the most appropriate data collection method. Since this thesis aims to understand behavior, the author chose to use interviews instead of observations, interpretation of documents or emotional impressions. The next step is to comprehend how the quality and accuracy of the primary data can be judged.

3.2.2 Trustworthiness in Qualitative Research

Long and Johnson (2000: 30) explain that no matter the study, and whether it is of qualitative or quantitative nature, it must be “open to critique and evaluation”. Quantitative studies are usually assessed through reliability and validity. Reliability is the extent to which the empirical findings of the study can lead to the same results when repeated using the same method and measurement techniques (Malholtra & Birks, 2007). Whereas, validity refers to the relevance of the study's measurement tools and questions if the chosen method actually measures what is claims to measure (Malholtra & Birks, 2007; Long & Johnson, 2000). When it comes to qualitative studies, the terms validity and reliability cause a certain level of controversy, which is why often instead of these terms trustworthiness can be used (Shenton, 2004). The concept of trustworthiness has four specific criteria to be fulfilled: (1) credibility, (2) transferability, (3) dependability, and (4) conformability.

Credibility refers to how accurately the research data represents reality and can be compared to ‘internal validity’ (Lincoln & Guba, 1985). In order to ensure credibility in this thesis, first, previous academic literature presented in the theoretical framework was used to develop an interview guide for the semi-structured in-depth interviews.
Next, a method called content analysis, which will be discussed more in-depth later in this thesis, was used to analyze the data (Shenton, 2004). Third, a technique called equivalence, which uses alternative wording for interview questions with the same meaning was used in order to make sure that what the participants say are truly accurate and honest (Donoghue, 2000; Long & Johnson, 2000; Shenton, 2004). Fourth, peer scrutiny was used in order to receive feedback. In other words, though interactive seminars sessions, colleagues or fellow students, helped the author by giving their opinions on the approaches and methods to conduct this study (Shenton, 2004; Long & Johnson, 2000). Fifth, the author wrote a reflective journal throughout the interviews, in order to continuously assess and improve the process (Long & Johnson, 2000; Shenton, 2004). Finally, the author asked each interviewed participant to read and validate his or her interview transcripts, to ensure credibility of the primary data (Long & Johnson, 2000; Lincoln & Guba, 1985; Shenton, 2004).

Transferability is the second criterion for ensuring trustworthiness in a qualitative study (Lincoln & Guba, 1985). Transferability is a little bit tricky in qualitative research, as it should represent ‘external validity’ or in other words generalizability (Long & Johnson, 2000; Shenton, 2004). Even though, this is a disadvantage in conducting a qualitative research, the author aimed to create transferability with a thorough description, in the methodology and method chapter, of how the study was executed, which should facilitate transferability (Shenton, 2004; Lincoln & Guba, 1985).

The third criterion, dependability, refers to the consistency of the study's results. It is similar to reliability as the aim is that the study could be repeated with the same outcomes (Lincoln & Guba, 1985). This is also more difficult with a qualitative research approach rather than with a qualitative approach. However, the detailed description given about the research design, data collection process and the evaluative journals increase this study's dependability (Shenton, 2004).

The fourth and final criterion of making a study trustworthy is conformability, which assesses the neutrality of a research (Lincoln & Guba, 1985). This factor is particularly important in qualitative studies where the researcher's interest and motivation might cause the outcome to be bias. Hence, in order to make this study as comfortable as possible, a thorough analysis of strengths and weaknesses of the chosen methods is provided in this thesis (Lincoln & Guba, 1985; Shenton, 2004).
3.2.3 In-depth Interviews

As mentioned before, qualitative in-depth interviews were selected to conduct this study. In-depth interviews are personal and direct, where only one participant was interviewed at a time (Malhotra & Birks, 2007). The qualitative method of in-depth interviews was used in order to obtain deep insights and knowledge of the subject of research from individuals (Nagy Hesse-Biber & Leavy, 2011; Chirban, 1996). This thesis’s participants personal experiences with their managers’ display of EI and how it affects their well being are important in order to answer the RQ’s, which is why in-depth interviews are the most suitable method for this specific study at hands (Chirban, 1996; Malhotra & Birks, 2007).

The in-depth interviews conducted in this study were semi-structured, and followed a predetermined question guide (see Appendix 1). The question guide had a set of open-ended questions, which depending on the process of the interview lead to follow-up questions and probing in order to get the most insightful answers (Nagy Hesse-Biber & Leavy, 2011). The interviews were conducted in a private environment, where the participants were able to feel comfortable answering the questions. Another aspect adding to the participants answering relaxed and openly is the author telling them that the interviews are anonymous (Chirban, 1996). In this study as many interviews as possible were conducted face-to-face, but some also were done online over Skype and on the phone, due to the reason that some of the participants are not living in the reach of the author. In total twelve interviews were executed. There is no universal rule about the sample size of in-depth interviews. There are recommendations varying between five and fifty interviews, however, most researchers agree that when further data collection would give no further insights, in other words the point of saturation has been reached, a sufficient amount of data has been collected (Dworkin, 2012). The author believes that in this thesis twelve participants reached the point of saturation. Otherwise the number of participants would have been adapted. The conducted interviews took between 27 minutes and 1 hour, and on average about 40 minutes. The interviews begun by the interviewer defining the objectives of the interview to the participant, in order to ensure that the interviewees would better understand what is expected from them. Later throughout the interviews the interviewer was observant and empathetic with the participants in order to accurately probe and receive desired in-depth answers. The participants were given the possibility to clarify and questions on their minds. An interviewer must be self-aware and understand how they might
impact the participants (Chirban, 1996). The reflective journals and audio-records kept throughout the whole interview process helped the interviewer critically assess her performance and ameliorate it in latter interviews.

3.2.4 Selection of Participants

The participants of this study were selected though a method called purposive, or judgment, sampling. Purposive sampling is a non-probability sampling method, which means that the interviewees were selected by the researcher “without the using of any probability mechanism” (Singh & Singh Mangat, 1996: 7; Malholtra & Birks, 2007). The purposive sampling method is commonly used when the participants require a specific set of characteristics, which in this case was that they are either Finnish or Swedish and work under a manager (Singh & Singh Mangat, 1996). Due to these restrictions, random sampling methods are not suitable.

The interviewed participants in this thesis were mainly either current university students, who have previous work experience or fairly recently graduated students who have worked or are currently working under a manager. The majority of the participants are in the field of business administration. The participants were within the age range of 20 to 30 years old. Out of the twelve interviewees, six are Finnish and six are Swedish. In total five females and seven males were interviewed. More specifically, three Finnish females (FF), two Swedish females (SF), three Finnish males (FM) and four Swedish males (SM) were interviewed. The table 3 (on the next page) is a more specific list of all the interview participants.
<table>
<thead>
<tr>
<th>Interview</th>
<th>Date</th>
<th>Duration</th>
<th>Participant</th>
<th>Occupation/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>31.03.2016</td>
<td>50 minutes</td>
<td>FF1</td>
<td>Pre-sales Specialist/ Sales Division</td>
</tr>
<tr>
<td>2</td>
<td>31.03.2016</td>
<td>38 minutes</td>
<td>FM3</td>
<td>Chief of Marketing/ Marketing Division</td>
</tr>
<tr>
<td>3</td>
<td>04.04.2016</td>
<td>52 minutes</td>
<td>SM4</td>
<td>Bookkeeping/Marketing/Logistics Divisions</td>
</tr>
<tr>
<td>4</td>
<td>05.04.2016</td>
<td>37 minutes</td>
<td>FM1</td>
<td>Advisor in Business Center Department</td>
</tr>
<tr>
<td>5</td>
<td>05.04.2016</td>
<td>1 hour</td>
<td>SF2</td>
<td>Merchandiser/Marketing Division</td>
</tr>
<tr>
<td>6</td>
<td>06.04.2016</td>
<td>27 minutes</td>
<td>SM3</td>
<td>Customer Service/Sales Division</td>
</tr>
<tr>
<td>7</td>
<td>06.04.2016</td>
<td>42 minutes</td>
<td>FF3</td>
<td>Key Account Manager/ Sales Department</td>
</tr>
<tr>
<td>8</td>
<td>07.04.2016</td>
<td>32 minutes</td>
<td>SF1</td>
<td>Sales Representative/ Sales Associate</td>
</tr>
<tr>
<td>9</td>
<td>07.04.2016</td>
<td>39 minutes</td>
<td>FF2</td>
<td>Sandwich Artist/Ferris Wheel Worker/ Customer Service Division</td>
</tr>
<tr>
<td>10</td>
<td>07.04.2016</td>
<td>1 hour</td>
<td>FM2</td>
<td>Marketing Division/Data Analysis</td>
</tr>
<tr>
<td>11</td>
<td>07.04.2016</td>
<td>40 minutes</td>
<td>SM1</td>
<td>Salesman/Customer Service</td>
</tr>
<tr>
<td>12</td>
<td>08.04.2016</td>
<td>40 minutes</td>
<td>SM2</td>
<td>Personal Seller at a Retail Store</td>
</tr>
</tbody>
</table>

Table 3. List of Interviewed Participants

3.2.5 Interview Guide Operationalization

According to Alvesson and Sköldberg (2008), operationalization is transforming theoretical terms into research tools. Patel and Davidsson (2011) further explain that tools used for measuring studies are based on theoretical secondary data, which establishes a foundation on how questions are designed in studies with a qualitative approach. The interview guide of this thesis was developed based on the secondary data presented in the theoretical framework. The aim of this operationalization step is to facilitate the primary data collection process, which will be analyzed with theory.

Table 4 (on the next page) illustrates and operationalizes the interview guide questions. It also shows which sources the questions in the interview guide were based on.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Question</th>
<th>Based on sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction question</strong>: to make the participant feel comfortable</td>
<td>First of all, I would like to ask you what is your occupation?</td>
<td>Chirban, 1996</td>
</tr>
<tr>
<td><strong>Introduction question</strong>: to make the participant feel comfortable</td>
<td>Could you please tell me which division you belong to? For how long have you been working in this division?</td>
<td>Chirban, 1996</td>
</tr>
<tr>
<td><strong>Introduction question</strong>: to make the participant feel comfortable</td>
<td>Could you describe your role, position, and responsibilities in the company?</td>
<td>Chirban, 1996</td>
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<td><strong>Introduction question</strong>: to make sure the participant fill the set of requirements to answer the following questions</td>
<td>Do you have immediate supervisors, if any, how many?</td>
<td>Singh &amp; Singh Mangat, 1996</td>
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<tr>
<td><strong>Introduction question</strong>: to make the participant feel comfortable</td>
<td>For how long have you been working for your current supervisor?</td>
<td>Chirban, 1996</td>
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<tr>
<td><strong>The Emotional Competencies Model (self-management)</strong>: to evaluate how the manager recognizes and regulates his or her feelings and behaviors.</td>
<td>How does your supervisor display his/her own emotions? Could you please give me an example situation?</td>
<td>Hess and Bacigalupo, 2013; Cherniss and Goleman, 2001; Goleman, 1995</td>
</tr>
<tr>
<td><strong>The Emotional Competencies Model (self-management &amp; relationship management)</strong>: to evaluate how the manager recognizes and regulates his or her feelings and behaviors, which impact individual and other’s performance, meaning that this question also relates to theories of employees’ job performance and well being.</td>
<td>How does he/she react in a pleasant situation? Could you give an example?</td>
<td>Hess and Bacigalupo, 2013; Cherniss and Goleman, 2001; Goleman, 1995; Korman, 1971; Ekman, 2003; Morris &amp; Feldman, 1996</td>
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and regulates his or her feelings and behaviors, which impact individual and other’s performance, meaning that this question also relates to theories of employees’ job performance and well being.

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<th>The Emotional Competencies Model (social awareness): to evaluate how the manager recognizes and regulates his or her feelings and behaviors, which impact individual and other’s performance, meaning that this question also relates to theories of employees’ job performance and well being.</th>
<th>How does your supervisor empathize with you or the other employees? Could you give an example?</th>
<th>Hess and Bacigalupo, 2013; Cherniss and Goleman, 2001; Goleman, 1995; Korman, 1971; Ekman, 2003; Morris &amp; Feldman, 1996</th>
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<tr>
<td>The Emotional Competencies Model (relationship management): to evaluate how the manager manages relationships.</td>
<td>Would you say your supervisor is close with the employees?</td>
<td>Cherniss and Goleman, 2001; Bradberry, 2016</td>
</tr>
<tr>
<td>The Emotional Competencies Model (social awareness &amp; relationship management): to evaluate how the manager recognizes and regulates his or her feelings and behaviors, which impact individual and other’s performance, meaning that this question also relates to theories of employees’ job performance and well being.</td>
<td>How does your supervisor encourage teamwork? What about bonding with co-workers? Could you give an example?</td>
<td>Hess and Bacigalupo, 2013; Cherniss and Goleman, 2001; Goleman, 1995; Korman, 1971; Ekman, 2003; Morris &amp; Feldman, 1996</td>
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<tr>
<td>The Emotional Competencies Model (relationship management): to evaluate how the manager recognizes and regulates his or her feelings and behaviors, which impact individual and other’s performance, meaning that this</td>
<td>How does your boss manage a conflict situation? Could you give an example?</td>
<td>Hess and Bacigalupo, 2013; Cherniss and Goleman, 2001; Goleman, 1995; Korman, 1971; Ekman, 2003; Morris &amp; Feldman, 1996</td>
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<td>Job performance</td>
<td>How do your supervisor’s emotions impact you/your behavior? Could you give an example?</td>
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<tr>
<td>Job performance</td>
<td>How does your supervisor’s emotions impact your motivation? What about decision-making?</td>
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<tr>
<td><strong>Follow-up question:</strong> in order to get the most insightful answers.</td>
<td>How do you think, in general, managers should display their emotions in order to best motivate the employees?</td>
<td>Nagy Hesse-Biber &amp; Leavy, 2011</td>
</tr>
<tr>
<td><strong>Follow-up question:</strong> in order to get the most insightful answers.</td>
<td>Do you want to add anything?</td>
<td>Nagy Hesse-Biber &amp; Leavy, 2011</td>
</tr>
<tr>
<td><strong>Follow-up question:</strong> in order to get the most insightful answers.</td>
<td>Do you have any questions for me?</td>
<td>Nagy Hesse-Biber &amp; Leavy, 2011</td>
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*Table 4. Interview Guide Operationalization*
3.2.6 Qualitative Data Analysis

During the interviews, the researcher collected audio-records, which were transformed into anonymous written interview transcripts. The interviewees were categorized as Finnish Female (FM), Finnish Male (FM), Swedish Female (SF) or Swedish Male (SM). After the process of transcribing the interviews, they were coded and analyzed through qualitative content analysis (Hsieh & Shannon, 2005).

Qualitative content analysis quantifies qualitative data and, hence, combines the advantages of quantitative content analysis and interpretative analysis techniques (Mayring, 2000). This specific method is used in order to “interpret meaning from the content of text data” (Hsieh & Shannon, 2005: 1277). Thus, content analysis aims to understand, rather than explain the participants’ feelings, motivations and attitudes regarding the research topic at hands (Mayring, 2000). Moreover, the interview transcripts were divided into different categories by using the theories and models presented in the theoretical framework (Mayring, 2000; Malholtra & Birks, 2007). The specific categories are described in more detail in the following.

The Categorization of The Concept of Emotional Intelligence

The interviewees were asked questions related to how their managers display their emotions in order to find out how they handle personal competencies of emotional intelligence: self-awareness and self-management. Moreover, how the managers recognize and regulate their emotions (Goleman, 2014). Therefore, the first categorization is for the concept of emotional intelligence. Table 5 (on the next page) illustrates the content analysis categorization of the concept of emotional intelligence. Similar tables were created for all different categories (see appendix 2 for the full content analysis).
### Table 5. Example Coding Sheet Based on Mayring (2000)

Another category chosen linked to the concept of emotional intelligence was about feedback. The participants were asked questions based on how much and what kind of feedback they would get in order to find out how the managers react in positive or negative situations and how they manage relationships and motivate and empathize with their employees. In order to add to this category and get some deeper insights, another category on positive and negative situations was added in the content analysis.

### The Categorization of The Emotional Competencies Model

The Emotional Competencies Model, which is part of EI, was chosen by the author to be used in this thesis as a framework, in order to find out how employees perceive the impact of their managers’ EI. The following four aspects of the ECM where used in the content analysis categorization: 1) self-awareness, 2) social awareness, 3) self-management, and 4) relationship management (Bradberry, 2016). It is important to acknowledge the fact that these aspects are based on the perceptions of the employees.
The Categorization of The Concept of Job Performance

As discussed in the theoretical background the employees’ job performance can depend on many variables such as internal and external factors (Korman, 1971). It is an essential part of the overall success of an organization and can affect the employees well being. Therefore, the concept of job performance was categorized in a manner, which explores which internal or external factors of the participants’ supervisors influenced the employees’ job performance.

The Categorization of The Concept of Well Being

The final category of the content analysis of this study is the concept of well being. It was chosen to be a part of this thesis as it influences the overall job performance and thus success of an organization, such as job performance also influences the employees’ well being. The categorization of the concept of well being the two-dimensional model explained in the theoretical research was used (Warr, 2002). The model’s scale from very bad to very good was used in order to interpret the well being of the employees based on adjectives they used to describe their work.

3.3 Criticism of the Chosen Method

The chosen method could also be criticized. The reasons behind the choices in methodology were clearly explained in the previous section. Therefore, the chosen method should also be addressed. First of all, one might question why in-depth interviews were chosen over for example focus groups or other qualitative research methods. As the research topic at hands is a fairly sensitive topic, the author saw in-depth interviews as the most suitable method in order to get the most reliable answers from the participants of this study. Additionally, one could criticize the use of qualitative content analysis. This was seen as a suitable method to analyze the data as the categorization not only makes the data very clear, but also quantifies the qualitative data, which facilitates the analysis process of the empirical data.
4 Presentation of the Empirical Findings

The empirical findings of the research are presented in this chapter. The findings are grouped in the following categories, succeeding the order of the theoretical framework: 1) Emotional Intelligence and Emotional Competencies Model, 2) Cultural Aspects, 3) Job Performance, and finally 4) Well Being.

4.1 Findings Related to Emotional Intelligence and the Emotional Competencies Model

4.1.1 The Managers’ Display of Emotions

In the previously described content analysis the first category is display of emotions, which is linked to emotional intelligence. The category was divided into five subcategories, namely 1) high display of positive emotions, 2) high display of negative emotions, 3) medium display of positive or negative emotions, 4) low display of positive emotions, and 5) low display of negative emotions. The aim of this category was to get insights on how the participants’ perceive the display of their managers emotions, moreover, whether they think that their managers express their emotions – positive and negative - strongly or not.

The majority of the interviewed participants perceived their managers to have a medium display of positive and/or negative emotions. Displays of positive emotions were more common than displays of negative emotions. The results subcategories will be discussed in more detail in the following.

High Display of Positive Emotions

In general, the participants had fairly positive comments about their managers’ emotions. Five out of twelve interviewees perceived their managers to have a high display of positive emotions. For example SM1 said “Both of my managers were very positive and had a positive mindset on most things” (lines 38-39) and SM2 mentioned that his boss is “a very verbal guy and he’s very loving and caring, always wants everyone to be happy and enjoy work” (lines 94-96). An aspect to note was that the
majority of comments categorized in ‘the high display of positive emotions’ came from Swedish male participants. There was also an interesting comment from a Finnish female participant who works for a Swedish manager: “A typical thing, which is pretty rare, one thing that I’ve paid attention to is that he hugs me. In Finland my supervisor would never hug me. It would be super weird and awkward. But this Swedish supervisor always hugs me and he smiles and sometimes he just calls me to see how I’m doing, so he’s really nice” (FF1, lines 50–54).

High Display of Negative Emotions

A fairly low three out of twelve interviewed Finnish and Swedish employees perceived their managers to have a high display of negative emotions. This subcategory consists of one Swedish male, one Swedish female and one Finnish female. The Swedish male participant said: “[The supervisor] didn’t see any needs, he only saw the money for himself. He was cold.” (SM4, lines 79–81). The Swedish female stated that her manager was “uncontrolled and expressed his emotions and was not afraid to raise his voice” (SF1, lines 28–30). Finally the Finnish female in this category said: “He has an artistic nature... so some days his emotions were really strong, which especially came up when he had negative emotions.” (FF3, lines 32–34).

Medium Display of Positive or Negative Emotions

The medium display of positive or negative emotions was the most common category with nine out of twelve participants. This category had a fairly equal range of Finnish and Swedish male and female employees. In general the Finnish employees perceived their managers not to express their emotions. For example FM3 stated: “the supervisors don’t really show their emotions strongly” (lines 31–32). Also according to FF3 her supervisor “didn’t really display emotions... So I couldn’t really tell if he was in a good or a bad mood” (lines 35–37). The interviewed Swedes from this category perceived their managers as “very much in the middle”, as SM3 said, “it’s not very angry or very happy, it’s a little angry, a little happy. So it’s very balanced... very ‘lagom’.” (lines 88–94). SF1 stated that: “My boss was very politically correct, both in her behavior and how she expressed herself.” (lines 27–28).


**Low Display of Positive Emotions**

Only one interviewee out of twelve was linked to this subcategory, namely FF2. She perceived her manager to have a lack of expressing positive emotions. “Sometimes you could tell that he was kind of proud but his ego [wouldn’t let him show positive emotions].” (lines 54-56).

**Low Display of Negative Emotions**

The final subcategory of how managers displayed their emotions was the low display of negative emotions. This subcategory was similar to the first subcategory ‘high display of positive emotions’ as the same Swedish male employees perceived their managers not to express negative emotions. SM1 claimed that he “never saw them angry or sad” (line 42). Whereas SM3 said: “I never heard anything bad from her... It’s actually kind of weird.” (lines 41-44).

**4.1.2 Managers’ Positive and Negative/Constructive Feedback**

Another aspect of the managers’ emotional intelligence is the amount and the manner in which they give feedback to the employees. It can be considered a part of managers’ relationship management. The ‘feedback’ categorization was divided into: 1) high positive feedback, 2) high negative or constructive feedback, 3) medium positive feedback, 4) medium negative feedback, 5) low positive feedback, and 6) low negative or constructive feedback.

**High Positive Feedback**

The majority of the interviewees stated that they received high positive feedback from their managers. For example, SM1 said “Both of my managers were very positive... good at motivating people... when you’re working as a salesman, many times you need positive feedback from your managers and what you could do better and get cheered up” (lines 38-45). The managers of the employees who got high positive feedback got recognition in various ways, for example, FF2 said: “We would always have ‘employee of the month’ and he [the manager] would buy drinks and dinner if you did a good job. So he would show it really well” (lines 57-59). Most people liked getting high positive feedback, whereas some participants in this category thought that
they get too much positive feedback. For example FM1 stated: “Sometimes I feel like it’s even a little too much because I have a pretty big workload.” (lines 139-140). He also added: “I personally believe in very direct feedback. If something isn’t going well you should be able to talk about it but also I personally don’t feel like I need so much micromanagement and constant positive feedback. I think it’s nice to get positive feedback when I exceed expectations... I feel like sometimes it’s too much and irrelevant and I’d only like to get feedback when it’s relevant.” (lines 198-207). Based on the interviews, generally Finnish people were more open about receiving high positive feedback in front of their other colleagues than Swedes. For example FF1 said: “If I’ve done something well, he brings it up, in front of my colleagues also. It feels good to get recognition of doing something good. And in my opinion it’s even more valuable if he brings it up in front of others also, because as I’m in a big company, your own brand is very important and you can’t really bring it up yourself.” (lines 79-90). Whereas SF1 said that she might feel uncomfortable when if a manager would only tell her that she’s doing a good job whilst not giving high positive feedback to the others in the room. She stated “I think since I’m just this Swede I would feel a little bit uncomfortable with that. Even though it’s very nice for me but I’d appreciate it if somebody took their time and took me aside and then I would feel like it’s more validates or reliable.” (lines 160-163).

**High Negative or Constructive Feedback**

A little less than half of the interviewees said that they have receive a high amount of negative, or in some cases, constructive feedback. Some of the constructive feedback, which was commonly brought up by the managers, was positive. For example after FF2 talked about positive feedback first she added: “He would also tell what you did bad, like if you did something wrong he would be like: ‘ok you did this bad, you could work better on that’, so he really wanted you to learn.” (lines 60-62). However, the majority of employees who received high negative or constructive feedback seemed discouraged by negative feedback. For example FF3 said: “The CEO would tell me on a Monday that this week we’re going to act like this, and he told me to do something in a specific way. And then I would do exactly what he told me to do during the week and then on Friday he would say: ‘this shouldn’t have been done this way’. So he told me to do something and when I did it I only got negative feedback, so he would always put his frustrations on me.” (lines 45-51). Additionally SF2 stated that she was not sure if you wanted to stay at her job (lines 61-65).
Medium Positive Feedback

Nearly half of the participants got medium positive feedback from their managers. The majority of the participant who got ‘medium positive feedback’ from their managers was Swedes. SM3 said: “Always very much in the middle. It’s not very angry or very happy; it’s a little angry, a little happy. So it’s very balanced... very ‘lagom’.” The medium positive feedback seemed generally vague, as FM3 stated for example: “He gives direct positive feedback. But just small things like ‘well done’ or ‘good idea’.” (line 49).

Medium Negative or Constructive Feedback

The ‘medium negative or constructive feedback’ subcategory did not differ much from the ‘medium positive feedback’ subcategory. However, as in the ‘high negative or constructive feedback’ group, the negative feedback the employees received seemed demotivating, as FF1 for example stated: “If I get negative feedback I don’t know if it’s supposed to motivate me but I get a feeling like ‘should I even try?’ But on the other hand when I get positive feedback it really motivates me a lot.” (lines 296-298).

Low Positive Feedback

A few of the participants felt that they got a low amount of positive feedback from their supervisors. FF2 said: “Sometimes you could tell that he was kind of proud but he would never say it.” (lines 54-55). FM2 thought “it’s really demoralizing if I feel like people don’t care and it’s also very contagious” (lines 127-128). The majority of this group’s interviewees were Finnish employees and it seemed that getting more positive feedback was important to them. For example: “They’re pretty Finnish, like quite blunt. So I have to do things really well so that they’d actually get excited about it... there could be more positive feedback. I notice that if you don’t get anything else from your job it could motivate you quite a lot more if you got more positive feedback.” (34-44).

Low Negative or Constructive Feedback

The last subcategory of the feedback categorization was the ‘low negative or constructive feedback’. Only a small minority of the interviewees felt that they lacked negative of constructive feedback from their managers. FM2 thought that some kind of
critical reflection from his managers was lacking (line 196). Whilst SM2 said that: “He never actually straight out told me what I did wrong.” (23-24). This group did not vary based on culture.

4.1.3 How the Managers Handled Positive and Negative Situations

The aim of the categorization of 'how managers handled positive and negative situations' was to see how managers manage pleasant and unpleasant situations. This category is related to both the managers' self-management and relationship management.

Positive Management of Positive Situations

Half of the participants perceived their managers to handle positive situations in a positive manner. For example SM4 said that her manager would compensate in good situations. “She’d say ‘take Friday off, which I liked because it felt like if you work hard and she sees it she will let you go earlier or take days off.” (SM4, lines 138-141). Some managers would take their employees out either for dinner or to do other activities such as go carting (FF2, lines 58-59; SM1 lines 126-129). Other managers would handle positive situations by positive comments or mannerisms such as smiling. For example SM3 said: “If I did something well at work she would smile.” (line 41).

Negative Management of Positive Situations

The next subcategory of the feedback category is the ‘negative management of positive situations’. It describes times when the employees said that their managers handled a pleasant situation in a negative way. For example when FF3 had reached the goals set for her, the only comment that she got from her manager was “you could try even better” (lines 40-41). Whilst SF2 referred to a situation where she went out celebrating with the whole office and the manager was only talking about sales figures, she thought “maybe we should save this for the office” (lines 139-141).

Positive Management of Negative Situations

There were also cases where negative situations were managed with a positive approach. For example FF1 said: “He [the manager] openly expressed that he was disappointed and said he hopes that us others could be more open with him so that he
would know if we’re satisfied with our job or not.” (lines 106-108). A Swedish participant stated: “I think they would be pretty straight forward with it and figure out what the problem is or how to solve it in the most efficient way right away.” (lines 167-169). In the interview with a Finnish male, it came across that they often had situations where there was a lack of resources and his managers were able to encourage him to do extra work. “It’s probably the trust they give me that makes me do it. And the funniest thing is that I haven’t gotten a dime from all this work.” (lines 149-156).

**Negative Management of Negative Situations**

Finally, some of the managers of the interviewed employees managed negative situations in a negative way. For example FF3 mentioned: “His [the manager’s] emotions were really out of control and he’d yell and throw things and couldn’t talk rationally or then very often might leave also. So if you gave him any critique he just walked out of the room and didn’t answer the phone for the rest of the day.” (lines 125-128). FM1 said: “If some other departments have done something wrong he might talk about it in a loud and bad manner so that everyone hears it... and I don’t think the way he reacts to a difficult situation at least enhances the team spirit and might lead to other people doing the same and creating an overall negative atmosphere.” (lines 72-79).

**4.1.3 The Managers’ Emotional Competencies**

The final categorization linked to emotional intelligence of the managers is the emotional competencies model, which consists of 1) self-awareness, 2) self-management, 3) social awareness, and 4) relationship management. The results are based on the perceptions of the employees.

**The Managers’ Self-Awareness**

The subcategory ‘self-awareness’ was the most challenging one of the ECM categorization. However, a few of the interviews proved that their managers were self-aware and some weren’t. One manager thought he was more self-aware than he actually was: “The fact that he resigned was a big shock for my supervisor, because he thought that they had a much better relationship than apparently they actually had. So he was really disappointed and showed it.” (FF1, lines 998-101). Another participant said that
his manager could say that she’s having a bad day and by opening up she made the working environment very pleasant to be in (lines 111-115).

The Managers’ Self-Management

All of the interviewees had perceptions regarding their managers’ self-management. Some were negative, such as FF3 who said that “his emotions were really out of control” (line 125), or FF2 who stated that her manager was very rude and didn’t think about the employees’ feelings (lines 40-41). Some of the managers had positive self-management such as FF1’s supervisor who called her to ask advice concerning a personal issue (lines 268-286) and FM2’s manager who made fast decisions by offering him a senior position in the company only after a month of working for the company (lines 140-143). Whereas, some of the managers were neutral, for example, SF1 said: “My boss was very politically correct both in her behavior and in how she expressed herself. She was very formal but at the same time caring.” (lines 27-30).

The Managers’ Social Awareness

The third aspect of the categorization of the ECM is social awareness. Again some managers were socially aware and some not, the majority, however, seemed to have social awareness of their employees. FF1 stated that her manager would sometimes simply call to ask how she is doing and said that he wishes that the employees could be very open with him (lines 53-59). SM3’s manager is also very socially aware and close with the employees. “She’s always listening about cats or whatever. Any kind of problem she would listen and she would reply. And I’m amazed how much different things she seems to care about.” (SM3, lines 68-70). However, there were also cases were managers lacked social awareness, for example, SF1 said: “This entrepreneur guy, he, I think, lacked a bit of empathy in many occasions. It was hard for him to understand that we also need some rest, or not also because he didn’t need any.” (lines 166-168). Additionally, F3 felt that nobody really cared if she fit the team or what the team spirit was like: “the only thing that mattered was that I reached my goals” (lines 90-92).
The Managers’ Relationship Management

The final category of the ECM is relationship management, which were handled in various different ways by different managers. Some managers were very close with their employees. For example one employee had met her manager’s whole family and was there even when his kids were born (SF1, lines 228-236). Some managers organized different events for the employees, such as took them to play paintball or had ‘casual Fridays’ where a bottle of sparkling wine was opened (SM4, lines 206-214; FM2, lines 297-299). There were also differences in how the managers greeted their employees. FM2 said: “The funny thing is that I never shake their hands... if we would just high five quickly, which is more chill and casual it could help the atmosphere... kind of break the ice. And then we skip small talk. So no handshakes and straight to business, so he’s a really typical Finnish blunt guy.” (lines 227-229). Whereas FF1 said: “My Swedish supervisor always hugs me, he smiles and sometimes he just calls to ask me how I’m doing. So he’s really nice and he’s really open.” (lines 53-54).

4.2 Findings Related to Cultural Aspects

When conducting the interviews, various cultural aspects came up. This section will present the main findings related to culture.

4.2.1 Findings Related to Finnish Managers

In general the interviewed employees’ perceptions of their Finnish managers were that:
1) Finns are tend to not have a personal close relationship with their employees, 2) Finns are direct and decisive, 3) Finns give positive feedback when expectations are exceeded and 4) Finnish managers are not physical with their employees. The quotes below illustrate the aforementioned results: 1) “I think in Finland people are kind of careful with that [showing personal emotions]. I think people are pretty careful when it comes to talking about their personal social lives at a workplace.” (FM3, lines 176-178) 2) “It indicated that he [the manager] makes his decisions pretty fast.” (FM2, lines 140-143), 3) “They’re pretty Finnish, like quite blunt. So I have to do things really really well so that they’d actually get excited about it... there could be more positive feedback. I notice that if you don’t get anything else from your job it could motivate you quite a lot more if you got more positive feedback.” (FM2, lines 180-184), 4) “The
funny thing is that I never shake their hands. It all started when I went to my job interview there and then everyone just kind of froze a little and then I just like sat down... Like if we would just high five quickly, which is more chill and casual it could help the atmosphere but then again if there’s nothing it’s kind of weird and maybe freezes the discussion and nothing kind of breaks the ice. And then we skip small talk. So no handshakes and straight to business, so he’s a really typical Finnish blunt guy.” (FM2, lines 227-229), 5) “In Finland my supervisor would never hug me. It would be super weird and awkward.” (FF1, lines 50-54).

4.2.2 Findings Related to Swedish Managers

Based on the interviewed Swedish employees, Swedish managers: 1) are more open about their personal lives than Finns but still fairly closed, 2) are less direct and decisive than Finns and try to avoid confrontation, 3) give positive feedback more often than Finns and 4) are more physical with their employees than Finnish managers. The following quotes will again illustrate these points: 1) “He had no issues about telling me about his personal life... It's pretty un-Swedish to talk about your personal life so early on. It was weird because I didn't know what to say at first 'should I talk about myself, is that weird? I don't know'. (SM2, lines 99-108), 2) Swedes are not straightforward and avoid confrontation by pushing conflict situations under the rug (SF2, lines 44-45 and 95-96), 3) “A typical thing, which is pretty rare, one thing that I've paid attention to is that he hugs me. Because in Finland my supervisor would never hug me. It would be super weird and awkward. But this Swedish supervisor always hugs me and he smiles and sometimes he just calls me to see how I'm doing, so he's really nice.” (FF1, lines 50-54), 4) “We had something at work that we'd always fist bump each other. As soon as someone entered the workplace we’d all fist bump that person. It felt like we’re a team. And it was nice because otherwise you just come to the office and sit on your own chair so it was nice to be like ‘hi welcome to work’, so it created a more personal feeling.” (SM1, lines 190-194).

4.3 Findings Related to Job Performance

This section presents the main findings related to factors – internal and external, which influence the interviewed employees’ job performance.
Positive Internal Impacts on Job Performance

First of all, the internal aspects, which positively influenced the employees’ job performance, are presented.

One participant said that the fact that her manager was open with her encourages her to stay in her job: “These kinds of things [the fact that the boss is open] prove that he trusts me... I feel really good about it. Actually pretty often when I think about whether this job is really for me or not... The fact that he talks really openly and honestly, after almost every phone call with him I feel a lot better and that ‘ok maybe this job actually is good for me’. So in that sense, he makes a great impression, and it makes it easy for me to also be open and honest with him.” (FF1, lines 58-66). F2 was also encouraged by the trust his managers give him, even to the extent to do unpleasant extra work sometimes (lines 153-156).

Positive feedback also seemed to play a significant role in the job performance of the employees - for some more than others. One participant felt like positive feedback gives him an extra boost and thus enhances his job performance: “If I'm having a bit of a bad day and get positive feedback, it gives me an extra boost... It makes me realize that I do things right and that my job matters and motivates me a lot... I think it enhances my confidence and makes me feel like my job matters.” (FM1, lines 53-59). FM3 felt that positive feedback ameliorates his job performance: “It [positive feedback] enhances my work performance and encourages me to do my job well in the future also. Because I think an employee lives through good feedback.” (FM3, lines 148-149). According to SF1 positive feedback highly affects her job performance (lines, 80-100). Additionally, SF2 said that positive feedback makes her feel that she wants to keep doing what she does and try to be the best she can by performing as well as possible (lines 60-61). SM1 added: "Well it's always nice to hear that you have been doing good so I guess you stayed a bit more positive and motivated to take one or two or three more calls and be more efficient maybe." (lines 68-70).

One participant didn’t need to hear positive feedback; competition was the main fact that motivated him to improve his job performance. “He [the manager] put up selling goals. He held a competition for everyone... to boost the team spirit...He always pointed out that he was better than us, but in a playful way. We always wanted to
beat him... We wanted to prove him wrong, it improved our performance definitely.” (SM2, lines 176-206).

For some of the participants the fact that they were good at the job itself influenced their job performance. For example, F2 said: “It feels really good when you’re good at something. And when it’s something special that not everybody’s good at... So that would give me a lot of motivation.” (lines 289-291).

However, being good at the job for some participants was not good enough. For example FM1 though that more challenge would enhance his job performance. “I feel like I could be better, even though I’m good based on my achievements and feedback but I know I could do better. But since there’s not enough challenge I feel like my motivation is not at the highest.” (FM1, lines 156-158).

The final internal aspect, which positively affected the employees, was the pleasant working environment. For example FM3 said: “We were playing floor hockey and both of my managers were there and they don’t make a big deal about themselves. So I feel like there isn’t a gap between the managers and the other employees... The atmosphere at work is really relaxed and open... It’s a lot easier to come into that kind of an environment.” (lines 65-78).

**Negative Internal Impacts on Job Performance**

There were also negative internal impacts on the interviewed employees’ job performance.

Some of the negative internal aspects were out of the managers’ hands. Such as FF1, who said: “I feel like the whole corporate world is so wrong for me. So it’s an issue so far from this job that I don’t really know if there’s any other tasks within the company that would interest me.” (FF1, lines 242-244). This, however, illustrated that the content of the job itself impacts job performance.

As opposed to the fact that positive feedback had a positive effect on the employees’ work performance, negative feedback had a negative impact. F3 said: “It [negative feedback] had a huge impact. Especially in a sales job it’s important that the team spirit is good so that we could compete a little with each other and encourage each
Emotional Intelligence at Work

Annika Kuhakoski / JIBS

![99x798]Master Thesis in Business Administration

other. But there it wasn’t at all like that... So the atmosphere wasn’t really motivating since you’d never get positive feedback... So I kind of lost interest in the whole job... and I felt like why am I even doing this?” (lines 62-72). She added: “If I would’ve gotten more feedback and support in the whole process then also I would’ve worked differently. But I kind of lost motivation for the whole job because I felt like even if I do my job well nobody cares and it’s not enough.” (FF3, lines 75-78). In addition to negative feedback, the lack of feedback affected some, for example: “In the beginning it didn’t go so well because we were having organizational problems and one of my managers didn’t give me that good feedback. I was like ‘I’m not sure that I want to stay here’.” (SF2, lines 61-63)

Another aspect, which had a negative impact on job performance, was the sense that there was a lack of appreciation. According to FM2: “He [the manager] wasn’t nice to me and doesn’t appreciate my work, then it really affected my motivation in doing things properly.” (lines 53-55).

Finally, such as in the positive internal factors, the working environment could have a negative effect. For example, FM1 said: “I don’t think that the way he reacts to a difficult situation at least enhances the team spirit. And it might lead to other people doing the same and creating an overall negative atmosphere.” (lines 76-78).

Positive External Impacts on Job Performance

As discussed in the theoretical framework and repeated in the methodology section, there can be both internal and external aspects that have an effect on the employees’ job performance. The previously presented aspects where internal factors related to job performance, now the external factors revealed by the participants will be presented. First of all, the external aspects, which had a positive effect on the employees’ job performance, are given.

One external aspect, which appeared to have a big impact on the majority of the interviewed Finnish and Swedish employees was various “outings” or events organized by the company’s manager, which took place outside of the office, such as dinners, paintballing, getting drinks, etc. FM1 felt that the get-togethers they had outside of the office definitely affected the office’s team spirit (lines 123-126). FM2 also confirmed that company dinners enhanced their team spirit: “It was kind of the positive thing
that I remember from it.” (lines 274-245). SF2 had another interesting point of you concerning these types of outside activities done with work colleagues: “I think it’s easier to handle arguments and stuff like that if you know people outside of the office as well.” (lines 126-127).

Another positive external factor found from the interviews, closely related to the outside office activities, was the overall team spirit. “If you are not satisfied or happy about your job that will not be good for your job results. But we had a good team spirit and everybody enjoyed coming to work so I think somehow it affected and had a good impact on it [job performance].” (SM1, lines 134-137)

**Negative External Impacts on Job Performance**

The final aspect influencing the employees’ job performance was the negative external impacts. There were not many findings related to this area as most of the participants worked in offices, and as mentioned in the theory, external factors that have a negative impact on the employees’ job performance could be factors such as noise and heat, which are commonly more related to outside work.

However a couple of negative external factors were found. First of all, FF1 said: “I think it would affect my motivation if I had a team physically located in Finland. At least one person. So that I wouldn't be completely alone.” (lines 138-139). “I’m personally not satisfied in that kind of environment because I miss the social aspect from work.” she added (lines 345-246). She was the only participant who worked alone, which shows that the social aspect of work can be important.

FM2 said: “It [the way the company operated] affected my image of the company and my belief in the company, which I though originally that they were doing better.” (lines 53-57), which can be also seen as an external factor with a negative effect to job performance as he later describes that it made him feel demoralized.
4.4 Findings Related to the Employees’ Well Being at Work

The final content analysis categorization was the employees’ well being at work. It was categorized from the scale to very bad level of well being to very good level of well being, based on the theory presented earlier.

**Very Bad Level of Well Being at Work**

Only one out of the twelve interviewed employees had a very bad level of well being at work. “I kind of lost interest in the whole job and I would start stressing about work stuff on my free time also. So it didn't feel good to go to work. And I felt like ‘why am I even here?’” (FF3, lines 70-72). Due to her manager, she ended up quitting her job.

**Bad Level of Well Being at Work**

Three participants had a bad level of well being based on what they said in the interviews. FF1 was unsatisfied with the job itself and said: “I'm not so satisfied with my job. It's not the context of the job; it's more the whole corporate world.” (lines 235-236). FM1 saw his job as temporary as it lacked challenge: “In a career perspective, I have a pretty clear vision on where I want to go. So whether I get positive or negative feedback, it doesn't affect how long I want to work at that current position... I'd like to be a specialist and the organization I'm working for doesn't really have challenging enough positions for what I want to do. But that's something my supervisor can't really affect.” (lines 66-172). Finally, FM2 was motivated before, however is getting demotivated as he's not getting paid for his work: “I've started to get a little bit frustrated or like just don't have enough motivations to work for free anymore.” (lines 165-166).

**Neutral Level of Well Being at Work**

Alike having a bad level of well being at work, three participants had a neutral level of well being at work. Two of the participant saw their jobs as a temporary position, which is why they had a neutral attitude. FF2 said: “It was just like a job aside of school, I didn't take it so seriously.” (lines 67-68), whilst SM4 mentioned: “Since I know I will never work there my entire life I felt like they need me, I don't need them... I was only working there again during this Christmas because I happened to be home so I was
like ‘might as well do it’. “(lines 151-160). The third person who had a neutral well being at work said: “The job doesn’t really motivate me; I’m here because I’m satisfied with the results. It’s like a big fish in a small pond at the moment.” (lines 182-184).

Good Level of Well Being at Work

One fourth of the interviewees had a good level of well being at their workplaces. FM3 said that he participates actively, which according to him, could be due to the “novelty excitement”. He also feels like he has many development possibilities at his current workplace, which positively affects his well being at work (lines 194-238). SF1 said that she enjoys the stability she gets from her job and “this ‘lagom’ feeling” (line 60). Finally, SF2 said: “Now it feels like I’m getting good at my job and that makes me like my job more because before it was just like super confusing and everything so obviously I didn’t like it because I wasn’t good at what I was doing.” (lines 329-331).

Very Good Level of Well Being at Work

The last level of well being at work was ‘very good’. Only two out of twelve of the employees had a very good level of well being at work. According to SM1, they had a very good team spirit and everybody enjoyed going to work (lines 135-137). Also SM2 was happy with his job: “It was the best paying job and I had a lot of fun so I just stayed there.” (line 315).
5 Analysis and Discussion

This chapter gives a thorough analysis of the previously presented empirical study findings. The findings will be linked together with the secondary data presented in the theoretical framework chapter. The analysis is followed by a discussion section, which further discusses the analysis made.

5.1 Analysis of the Managers’ Emotional Intelligence

5.1.1 Analysis of Managers’ Display of Emotions

The first findings presented related to EI were related to the display of the managers’ emotions. When it came to the managers’ display of emotions, the results fluctuated. However, as mentioned in the previous chapter, the majority of the participants perceived their managers to express their emotions – both positive and negative – in a medium manner.

When it came to the managers who had a high display of positive emotions, which was a little more than 40%, the majority of them were Swedish. It could have something to do with the fact that the Swedish culture is more feminine than the Finnish culture (Hofstede, 2016a). According to Hofstede (2016a), Swedish managers are supportive, which could explain the fact why they show more positive emotions than Finnish managers. Another interesting fact related to the managers who showed high positive emotions is that most of these managers are related to sales jobs. This could indicate that people who work in sales express more positive emotions than in other fields.

One fourth of the interviewed participants perceived their managers to display a high level of negative emotions. Here there was not a significant variation of culture. Yet an attention-grabbing aspect was that all of the managers who expressed high negative emotions were entrepreneurs. This might mean that the way that managers display their emotions could be somewhat related to the field of a business.

As aforementioned, the majority of the managers displayed their emotions – both positive negative – in a ‘medium’ level, which meant that they were fairly neutral. There was a fairly equal division of Finnish and Swedish managers in this category. Most of
the Finns who felt that their managers had a medium display of emotions, expressed that their managers did not really express emotions at all, which could be related to the fact that they are commonly reserved people, as mentioned in the theoretical framework (Keijzer, 2011). Most of the Swedes, who had a medium display of emotions, were according to the participants’ very ‘lagom’, which as earlier defined, means not too much, everything in moderation (Hofstede, 2016b). This confirms the fact stated in the theoretical framework, that the Swedish culture is based on this ‘lagom’ concept that everything is medium – not too much and not too little.

Only one of the participants, FF2, felt that their manager had a low display of positive emotions. She felt as the ego of her manager stopped him from giving her compliments. This manager was also an entrepreneur, which strengthens the idea that display of emotions might indeed be affected by the field of work of the manager or his or her position at a company. It might also be due to certain characteristics that entrepreneurial people have.

The final category of displaying emotions was ‘low display of negative emotions’, which was similar to the category of ‘high display of positive emotions’ in the sense that basically the same managers who highly displayed their positive emotions did not show their negative emotions. This could again be due to the fact that they want to be efficient managers by supporting their employees and only showing their positive emotions at work.

5.1.2 Analysis of the Feedback given by the Managers

The next aspect linked to EI was the feedback that the managers gave their employees, since it is closely related to the concepts of ECM, namely: self-awareness, self-management, social awareness and relationship management.

First of all, the majority of the managers gave high positive feedback to their employees. Most of the employees were highly motivated by the feedback, most likely due to the fact that they felt like their managers acknowledge their work and its meaningful. Some of the participants thought that they even got too much feedback, mostly Finnish employees. They wished they would only get positive feedback when really exceeding expectations, instead of hearing positive feedback from all the small things they did well. Hearing positive feedback more seldom would according to the
participants validate the feedback and, thus, make it have a higher impact on their motivation. Another interesting finding was that Swedes preferred getting positive feedback one-on-one, whilst Finns liked getting positive feedback in front of others. The Swedish employees felt uncomfortable if they were the only ones getting positive attention in front of others, and therefore, appreciated individual feedback more. Whereas, Finns didn’t mind as much and actually preferred getting positive feedback in front of others as they saw it in the sense that it could boost their personal brand or image within the company and potentially help them develop. This aspect could be explained by the fact that Finland scored a slightly higher value on Hofstede’s ‘power distance’, which acknowledges that a society’s individuals are not equal, cultural dimension (Hofstede, 2016a).

A little bit less than half of the participants said that they received a high amount of negative or constructive feedback from their managers. Some of the participants saw constructive feedback in a positive way. One reason for this was that they felt like it proved that their managers wanted them to learn and develop within the company. Another reason for this positive mindset was that they felt that getting constructive or negative feedback validated the positive feedback that they got and made them work harder. Others found the negative feedback very discouraging. Some to the point that they even quit or considered quitting their job because of all the negative feedback they got. One interviewed Finnish female participant ended up quitting her job due to the constant negative feedback she received from her manager, which proves that it can have a huge impact on the employees. In general, the interviewed Swedish employees were a little bit more sensitive to negative feedback than the Finnish employees.

The ones who got either a medium amount of positive feedback or a medium amount negative or constructive feedback were fairly similar. Most of the ones who got a medium amount (not too much, not too little) were Swedish, which again verifies the claim that the Swedish culture is based on the ‘lagom’ concept as explained before.

As mentioned in the findings section a few of the participants received a low amount of positive feedback from their managers. Most of the participants felt demoralized when they felt that their managers did not care and felt as if their work is not valued in the company. One participant even said that the manager’s attitude, in this case negative, is very contagious. This implies how important it is for managers to stay positive as they have a huge influence on the whole atmosphere at the working environment. Out of the
managers who lacked giving positive feedback, the majority was Finnish. Typical Finnish managers were describes to be blunt and not easily impressed. This could be linked to the fact that Finland is according to Hofstede (2016a) an individualistic culture where everyone takes care of himself or herself. That could be an explanation why Finnish managers might think that their employees do not need so much feedback, or perhaps they are too focused on their own individual work to always remember to acknowledge their employees. In any case, managers, especially the Finnish ones based on the interviews, should focus on giving more positive feedback to their employees as it appears to have a bigger impacts on the employees than some managers might realize.

Finally the last category of feedback was receiving a low amount of negative or constructive feedback, which most saw a positive aspect. However, a small minority of the participants felt that they did not get enough negative or constructive feedback. This proves that constructive criticism is also very important for employees. As earlier mentioned, it validates the positive feedback and makes the employees feel that their managers want them to develop.

5.1.2 Analysis of the Way That Managers Handled Positive or Negative Situations

Another aspect linked to EI was how managers handled different situations – both positive and negative – as this gave a better understanding on how managers control their emotions in positive and negative situations.

First of all, about half of the managers handled positive situations in a positive manner. For example by compensating the employees’ good workplace behavior by giving them compliments or treating them for dinners, etc. These activities really motivated the employees. On the other hand, there were managers who handled positive situations in a negative manner. One Finnish female participant ended up quitting her job because even in situations where she did well her manager just told her that she could have done even better and that, therefore, it is not good enough. Not many of the interviewed managers acted in a negative way in positive situations but the ones who did, had a huge impact on the employees. As said in the theoretical framework, the way that managers display their emotions can play a greater role on employees’ performance at work than the actual content of a verbal message (Humphrey, 2002). Thus, in order to get the most efficient results possible, managers should express their
emotions in a positive tone, even in negative situations. A good example of this is when one of the Swedish managers (of a Finnish employee) handled a negative situation very well. One of the managers’ employees resigned and made the manager very disappointed as he had thought that they had a close and open relationship. When this happened the manager clearly expressed his disappointment but he turned it around in a way that he told the other employees that he wished that they could be closer with him. This was a good example of how to turn a negative situation into a learning experience, which ended up encouraging the other employees to communicate more openly with the manager. The final situation of this category was that a few managers handled negative situations in a negative manner. For example, one manager completely lost control of his emotions and started yelling and throwing things. This was the same manager, who made his employee resign, which proves that no matter what happens at work, it is important to control one’s emotions.

5.1.3 Analysis of the Managers’ Emotional Competencies

As mentioned in the previous chapter, the final findings related to EI was the ECM model, comprised of the interviewees’ perceptions of their managers’ 1) self-awareness, 2) self-management, 3) social awareness and 4) relationship management.

The first explored aspect of the ECM was the managers’ self-awareness. As said in the findings, this was the most challenging aspect to interpret, due to the fact that it is difficult to evaluate other’s self-awareness and especially through second hand perceptions. However, a few conclusions could be made based on a few interviews. For example, one of the interviewed Finnish female participants said that her manager thought he was closer to a specific employee of his than he actually was, as the employee ended up resigning out of the blue, which was a shock for the manager. This shows that this manager was not as self-aware than he thought he was. Even though this situation came as a shock for the manager he decided to turn it around into a positive learning experience by clearly expressing to the other employees that he was disappointed and wishes that the others could be more open to him. However, the interviewed employee of this manager stated that this is a little bit contradicting, as she actually feels unsatisfied with her job, yet has not been able to express it to her manager. Moreover, she felt that she can be very open with her manager about all job related things expect for the fact that she is unsatisfied as she feels like the manager cannot do anything to make this situation better. This proves that no matter how self-
aware a manager thinks he is, there might be many things going on with the employees, which the manager is not aware of. However, managers who are open can get very far. For example, a Swedish participant said that his manager was very open about her personal life, which made it easier for the employees to open up and made the overall atmosphere pleasant to work in.

The second aspect of the ECM was the managers’ self-management. This category was also a little bit difficult to evaluate as all the results are based on the employees’ perceptions. However, there were more findings in this section than in the managers’ self-awareness section. A few participants found that their managers lacked self-management as for example one participant felt that her manager’s emotions were “really out of control” (FF3, line 125). This interviewee ended up resigning from her job, which shows the importance of self-management at a working environment. Bringing out negative personal problems on employees will most likely make them unsatisfied with their job, which will eventually lead to resigning. Efficient managers should try to keep their personal, especially negative, emotions under control and create a motivating and positive working environment. Also some participants rather enjoyed a neutral working culture. For example SF1, who enjoyed the fact that her boss was very “politically correct both in her behavior and how she expressed herself; she was very formal but at the same time caring” (lines 27-30). This point proves that the earlier talked about Swedish ‘lagom’ culture works well in a working environment. As many of the Swedish and Finnish participants found it weird to have too close personal relationships with their managers. Thus, for managers, it might be better to be safe than sorry and stick to a neutral environment, where emotions are under control.

The third aspect of the ECM was the managers’ social awareness. This aspect was a little bit easier to interpret as the employees had clearer perceptions of how they saw their managers’ social awareness. The majority of the managers, according to the interviewees, were fairly socially aware. This was proven through examples of managers asking their employees how they are doing and by listening to their issues. There were of course again a few cases of managers who lacked social awareness and empathy. An interesting observation was that these managers who were less or not at all socially aware were entrepreneurs. As noted in the feedback analysis, maybe entrepreneurs are so focused on their own company that they tend to forget to acknowledge their employees. This is, however, an assumption made based on the interviews and cannot therefore be generalized.
The final aspect of the emotional competencies model was the managers’ relationship management skills. This section was closely related to the previous social awareness ability. However, the findings differed a lot. Managers had all sorts of approaches when it came to managing their employee relationships. Many of the managers occasionally took their employees out for dinners or other fun activities such as paintballing, where often the office’s team spirit was successfully enhanced. A remark related to the social awareness of entrepreneurs specifically was made. As one of the same managers who never gave positive feedback and according to the interviewee also lacked empathy, was however, perceived to be very close to the employee. The Swedish female employee of this particular manager said that she has met the entrepreneur’s whole family and that they are very close as she was even there when his children were born. Yet, she sensed that he lacked empathy. This might have something to do with the personality characteristics of entrepreneurial types. Even though they might lack empathy, it does not mean that they cannot be close to the employees. Another fairly interesting finding was that when it came to relationship management, some managers never used physical contact, whilst some did. The main difference here was that mostly Finnish managers seemed to be more distant. As FM2 said: “The funny thing is that I never shake their hands... if we would just high five quickly, which is more chill and casual it could help the atmosphere... kind of break the ice. And then we skip small talk. So no handshakes and straight to business, so he’s a really typical Finnish blunt guy.” (lines 227-229). However, one participant said that her Swedish manager would always hug her and another participant said his Swedish manager would always first bump him when he came to work. Both of these employees felt that it created a nice, warm and personal atmosphere at work. Therefore, Finnish managers could probably enhance the working atmosphere by at least shaking hands of their employees, which leads to the next section: analysis of the cultural aspects.

5.2 Analysis of the Cultural Aspects

As presented in the findings section, there were various similarities and differences and certain patterns between the Finnish and Swedish managers of the interviewed employees.

The main findings were that the Finnish managers of the interviewed participants tended to be direct and decisive, only give feedback when expectations are exceeded and did not tend to have a personal close relationship with their employees, which
could be also seen from the lack of physical contact they had. Whereas, the Swedish employees’ perceptions of their managers differed in ways that Swedes were generally less direct and avoided confrontation and gave positive feedback more often. Also the Swedes perceived their managers to be closer than the Finns, which was seen also with physical contact such as hugging. However, even though according to the interviews Swedish managers were a little bit closer with their employees, it cannot be generalized as for example SM2 said: “He had no issues about telling me about his personal life... It’s pretty un-Swedish to talk about your personal life so early on. It was weird because I didn’t know what to say at first ’should I talk about myself, is that weird? I don’t know’. (lines 99-108). This indicates that usually Swedes are private about their personal lives, but in this case for example, the participant describes his boss as “un-Swedish”. Therefore, Finns and Swedes are quite similar in that sense as a Finnish male participant also said that personal lives are kept private at work: “I think in Finland people are kind of careful with that [showing personal emotions]. I think people are pretty careful when it comes to talking about their personal social lives at a workplace.” (FM3, lines 176-178). This could again be explained by the Nordic cultures being reserved, as mentioned in the theoretical background. This could additionally be linked to the fact that both of the cultures are individualistic cultures, where one is expected to take care of him or herself (Hofstede, 2016a). Also as both Sweden and Finland are feminine countries, they place importance on having a good life/work balance (Hofstede, 2016b), which could explain the fact that the employees want to keep their private life separate from the workplace.

One of the biggest differences between Finland and Sweden was the way that managers give feedback. FM2 said: “They’re pretty Finnish, like quite blunt. So I have to do things really really well so that they’d actually get excited about it... there could be more positive feedback. I notice that if you don’t get anything else from your job it could motivate you quite a lot more if you got more positive feedback.” (lines 180-184). Swedish managers gave their employees more continuous feedback than Finnish managers. However, the feedback that Swedish managers gave was more medium all the time. According to SM3, his manager was always very much in the middle: “It’s not very angry or very happy, it’s a little angry, a little happy. So it’s very balanced.” (lines 88-94). He said that he would personally prefer if he got feedback only when he exceeded expectations. SF1 also said that from her very politically correct manager, whom she liked, she never got very high highs or low lows, but always in the middle. It seemed as Finnish employees would have wished for a little bit more feedback, whilst
Swedes though they get too much. Therefore, in order to be the most efficient manager, feedback should be given frequently but not all the time.

5.3 Job Performance Analysis

As presented in the findings section, there were positive and negative internal and external factors, which affected the employees’ job performance.

Out of the positive internal factors, trust was one of the most impacting aspects. The more trust the managers gave their employees the more efficiently they worked. Trust also made the employees go the extra mile and do a little bit more than included in their job description. This proves that managers, no matter where they are from, should give trust and responsibilities to their employees and they will show the managers they are worth it.

Another factor, which discussed earlier, had a significant impact on the employees’ job performance, namely positive feedback. It enhanced working atmospheres and kept the employees motivated. Sometimes it gave employees an extra boost when they felt demotivated. One participant even said that in his opinion employees live through feedback, which emphasizes its importance. Many employees felt that getting positive feedback made them feel that their job was important. For example, FM1 said: “If I’m having a bit of a bad day and get positive feedback, it gives me an extra boost... It makes me realize that I do things right and that my job matters and motivates me a lot... I think it enhances my confidence and makes me feel like my job matters.” (lines 53-59).

Another factor that ameliorated a few employees’ job performance was competition. This was, however, mostly related to employees who worked in sales positions. One Swedish male participant particularly said that as his manager was such a sore loser, he wanted to beat him, which enhanced his job performance as it motivated the employee to try his very best to sell more than his manager. This could be specifically related to the characteristics of people who are working in the field of sales. Competition was also closely related to another aspect positively impacting job performance – challenge. The job itself had to be challenging enough for the employees to keep them motivated and to try to do their best work. If the job lacked challenge and the employees found it too
easy, they felt unmotivated. However, employees also wanted to be good at their job and, hence, didn’t want the job to be too challenging. A few participants who found their jobs too challenging were even thinking about quitting their jobs, as they felt very demoralized.

Finally an overall pleasant and good working environment seemed to be very important for many of the interviewees.

The main negative internal impacts on job performance were pretty obvious as most of them were opposites to the factors, which had a positive impact on job performance, such as negative feedback and a feeling of lack of appreciation. Also one participant felt that the job itself was not for her, which demotivated her and decreased her job performance. Even though managers cannot necessarily affect the content of the job itself, it is very important for them to try to see if it suits the specific person in that position, in order to get the most efficient results possible. If an employee feels demotivated he or she will not do their best. The best thing that the manager can do is try to motivate his or her employees and make sure they are satisfied with their job in order to get the best possible results.

In addition to internal factors, certain external factors had impacts on the employees’ job performance. One main factor, which seemed to have a positive effect on most of the interviewees, was various activities organized outside of the office such as dinners. The interviewed employees seemed to really enjoy activities, which took place outside of the office with their managers and colleagues as they improved their team spirit, and thus, the overall atmosphere at the working place.

Finally, there were negative external impacts on the employees’ job performance. There weren’t many negative external impacts that came up. One reason for this could be that the interviewed participants were mostly office workers in good conditions. Instead of for example people who work in manual labor in difficult conditions facing negative external aspects, such as heat or noise. There were only two negative external aspects found in the interviews. One was the fact that one of the employees worked all by herself in the office, and wished her team was physically located in the same place. She said that it would motivate her more to first of all go to the office and hence work better. The interviewee stated that she looks for the social aspect of work also. She was the only one of the interviewees who worked alone, which makes it difficult to say how
the others would react in a similar situation. However, it seemed based on all the
interviews, that the social aspect of work – having good colleagues and managers – is
very important to most of the people. Thus, the kind of work this one Finnish female
had, working in a virtual team, is difficult to manage, which is why managers should
place emphasis on having a team around and also making sure that the people in the
team work well with each other. The other negative external factor was that one of the
participants said that after working for a certain company for a while, his image of the
company changed, explicitly decreased. He said that he thought that the company was
doing well but as he started working there and learned how the company operates, he
lost faith in the image of the company and started feeling very demoralized.

5.4 Employees’ Well Being Analysis

The final aspect to be analyzed is the well being of the employees. As mentioned earlier
the scale to measure employees’ well being at work was from very bad to very good.
Only one out of twelve of the interviewees had a very bad level of well being at work,
which eventually resulted into her resigning. Her manager was constantly very negative
and she said that she started stressing about her work on her free time, which made her
eventually lose interest to the whole job. She said that it didn’t feel good to go to work.
This specific case, which caused the employee to have a very bad well being at work,
portrays the importance of managers to be positive and encouraging. Expressing
negative emotions might not always be bad, but the way they are shown should be kept
under control. This employee’s manager did not control his emotions and even throw
things at the office. This indicates how important it is for managers to have emotional
intelligence in order to make the employees’ feel good at work. Three out of twelve of
the participants were categorized to have a bad level of well being at work. One of the
employees was unsatisfied due to the content of the job itself, which the manager could
not have much influence on. She was satisfied with her manager but the weight of the
job itself has made her question if the job is for her. Even though she said that the
manager could not influence her situation, managers should always make sure they
know how their employees are feelings. In this case, for example, her manager could
perhaps try to solve her problem by offering her another position within the company
in order to keep her. Another employee had a bad level of well being due to the fact
that he found that his job lacked challenge. He however saw his current job as
temporary, which is why despite his dissatisfaction he has decided to stay at the job.
His manager did a good job, as he was aware that the job lacked challenge, however, the
employee said that the workplace simply does not have positions, which challenging enough for him. Thus, again this case the manager cannot, according to the employee, really ameliorate his well being at work. The only way would be to switch jobs, if the manager cannot create enough challenge for the employee. The final interviewee who had a bad level of well being at work was for the fact that he has been working a lot for this specific company and has not gotten paid. In the beginning he felt motivated as he feels that the company does good things. However, he has started feeling that his work is valuable and he is no longer motivated to work for free. This aspect proves that no matter how nice the work is, fair compensation is very important. Three of the interviewees had a neutral level of well being at their workplace. Similar to one of the participants who had a bad level of well being at work, two out of three who had a neutral level of well being perceived their jobs as just temporary positions. Therefore, they had a neutral attitude towards their jobs. For example, FF2 said that as her job was just a temporary position aside her school she did not take it very seriously. Thus, many employees need to feel that they are staying at a specific position for a long period of time in order to feel motivated and well at their job. The third person that had a neutral level of well being at work said that he is staying at his position because he is satisfied with his results, but the job itself does not motivate him. This could indicate again that being good at one’s job motivates some employees enough to stay at their position. However, managers should thrive to a situation where their employees have a good or very good level of well being at work, instead of settling with their employees having a neutral level of well being. Since if a person has a neutral level of well being, that person could most likely fairly easily change positions if a better offer came along. The levels of well being between the interviewees were divided quite equally, as also three people were categorized to have a good level of well being. One participant had recently retrieved a new working position and felt very excited to what the future in that job holds for him. He said a reason he participates actively could be his “novelty excitement”. From this case, managers could learn that employees are excited about new things and try to sustain this novelty excitement feeling by constantly providing their employees with new challenges. Another employee with a good level of well being said that she enjoys the stability she gets from her job. The third person with a good level of well being felt that she is happy at her position due to the fact that she is good at her job, which again strengthens the importance of this aspect. Finally, only two out of the twelve participants, felt had a very good level of well being based on the interviews. Both of these two participants were Swedish males who worked within the field of sales.
Perhaps people who work in sales generally have a positive mindset, which would be an interesting aspect to further explore.

5.5 Summary of the Analysis

In order to make the analysis clearer, this summary will bring it all together.

As said in the theoretical framework, the way that managers display their emotions can play a greater role on employees’ performance at work than the actual content of a verbal message (Humphrey, 2002). This aspect was confirmed by the interviewed participants who were significantly influenced by the way, in which, their managers displayed their emotions. In general the Swedish managers displayed their emotions more than the Finnish managers, maybe due to the fact that the Swedish culture is more feminine than the Finnish culture, according to Hofstede (2016a). Another observation made by the author was that in general the managers who worked in the field of sales had the highest display of positive emotions, whereas managers who were entrepreneurs had the highest display of negative emotions.

When it came to giving feedback Swedish managers generally gave more constant and more neutral or ‘lagom’ feedback than Finnish managers. The Finns tended to give positive and negative feedback only when expectations were exceeded or not fulfilled. Many of the participants got compensated for their good work in different ways, such as compliments or dinners. Only a few participants felt that there was a lack of either positive or negative feedback, but these few people who did feel this way were very highly impacted by the lack of feedback in a negative way.

Regarding the managers emotional intelligence, the emotional competencies model was used to evaluate different aspects. The first aspect was the managers’ self-awareness, which was difficult to interpret, as the interview results were the employees’ perceptions. However, the managers who seemed self-aware succeeded to create a nice working environment to the employees. As these managers opened themselves up, it made it easier for their employees to also be open. When it came to self-management, most of the managers had their emotions under control. Especially Swedish managers seemed to behave very politically correct. There was one manager who had no self-management skills, which eventually caused the employee to resign and proves the
importance of controlling ones emotions at a workplace. The third aspect of the emotional competencies model was social awareness, which was also very important as it had a big impact on the employees. Finally, relationship management was the last aspect of the model. The managers had various ways to take care of their employee relationships. Both Finnish and Swedish managers held different kinds of activities outside of the office to enhance the team spirit of the working place. However, generally Swedish managers were more in physical contact with their employees than Finnish managers. Some Finnish managers would not even shake hand of their employees, whilst Swedes would fist bump or even hug their employees every time they saw each other. This could again have something to due with the more feminine culture of Sweden. The employees generally perceived the physical contact as friendliness and felt that it created a nice and warm atmosphere at work. As the Finnish employees said that they wished there was a little bit more contact like that in order to break the ice of the working environment.

In addition to physical contact there were other cultural differences, and also similarities, between the Finnish and Swedish managers. Finnish managers generally tended to be direct and decisive, whilst Swedes were less direct and avoided confrontation. In both of the cultures, managers seemed to be careful not to have too close personal relationships with their employees. Swedes were very much in line with the ‘lagom’ (not too much, not too little) cultural characteristic discussed in the theoretical framework (Hofstede, 2016b). While on the other hand, Finnish managers seemed to give their employees higher highs and lower lows than Swedish managers.

The interviews revealed positive and negative – both internal and external – aspects, which impacted the employees’ job performance. Positive internal aspects included trust, positive feedback, friendly competition, challenge and an overall pleasant environment to work in. A positive external aspect was various activities, which were organized outside of work. They seemed to highly impact employees motivation and, hence, job performance. Negative internal impacts were factors such as, constant negative feedback, lack of challenge, lack of appreciation, the unsatisfying content of the job itself. Negative external aspects that influenced the employees’ job performance were the perceived image of the company and working alone without a physical team in the same location.
Finally, all of the previously mentioned findings affected the overall well being of the employees. About 35% of the participants had a bad or very bad level of well being, which was caused by different factors, such as constant negative feedback, the job itself and lack of challenge. Around 25% of the interviewees had a neutral level of well being, which was due to aspects such as having a temporary job position or the job itself. Finally, the majority of 40% had a good or very good level of well being, due to aspects such as novelty, stability, being good at the job, good pay and nice colleagues.
6 Conclusions and Implications

In this section overall conclusions of this research are made. First the two research questions are answered. Then research contributions and limitations are given, followed by a brief summary of the study. Furthermore, managerial and academic implications are presented.

6.1 Answers to Research Questions

The purpose of this thesis was to explore and compare Finnish and Swedish employees’ perceptions of their managers’ emotional intelligence. The research was based on the following two research questions, which will be answered in this section.

**RQ1: What role does a manager’s emotional intelligence play in employees’ well being at a workplace?**

The results of this study proved that a manager’s emotional intelligence plays a great role in their employees’ well being at a workplace. Through aspects such as feedback, acknowledging and empathizing with the employees, a manager can highly influence the employees’ well being. The manner in which managers display their emotions at work can impact the employees – behavior, job performance and well being – more than the actual content of a verbal message. By accurately understanding and regulating one’s own and others’ emotions, managers can enhance their employees well being at work, which can lead to more efficient results and overall success for the company. Thus, managers should see employees as valuable assets to the company and control their own emotions as well as take into account their employees’ emotions, in order to make the working environment as pleasant as possible and, furthermore, to achieve the best possible results.

**RQ2: What type of patterns, similarities and differences can be found between Finnish and Swedish employees in their perceptions of their manager’s emotional intelligence?**

Finnish and Swedish cultures are relatively close, yet have certain differences, which could be seen in the perceptions of the interviewed employees. Generally both Finnish
and Swedish managers did not have very close personal relationships with their employees. However, Swedish managers were a little bit closer with their employees than Finnish managers, based on certain aspects, such as physical contact, e.g. hugging. Both Finnish and Swedish managers gave constant feedback. However, the main difference was that Swedish managers gave more neutral feedback and Finnish managers were more direct with both positive and negative feedback. This leads to one of the main differences between Finnish and Swedish managers, which were that Finns tended to be more direct and decisive than Swedes, who were more likely to avoid confrontation.

Summary

To conclude, emotional intelligence was determined to have a significant effect on employees’ well being at work. By ameliorating one’s acknowledgment and control of one’s own and others’ emotions at work could have a meaningful positive effect on the success of an organization. Finnish and Swedish managers had similarities and differences, which appeared to work well in each culture. However, both cultures could learn from each other. For example, Finnish employees would prefer a warmer working environment, which could be created by simply having more physical contact with the employees to make the relationship feel more personal. Whereas, Swedes could learn from Finnish managers in the sense that they would learn to be a little bit more direct when giving positive and/or negative feedback, instead of always being in the middle, as it would make the employees feel that the feedback is more reliable and validated. The majority of the interviewed employees had a fairly good level of well being at work. However, the ones that had a bad level of well being either resigned or considered resigning, which proves how important managers’ emotional intelligence is.

6.2 Research Contributions

In this study, the author combines the theoretical fields of emotional intelligence with workplace behavior and well being. This thesis, hence, creates a theoretical contribution by providing insights into the role of emotions at a workplace by exploring how employees perceive the effects of their managers’ emotions. This provides significant practical and theoretical implications, as managers could learn how to control their emotions in a way that would create the best possible results for their employees’ workplace behavior.
Moreover, adding to the existing lack of research, exploring and comparing the role of EI at Finnish and Swedish work environments could provide insight for managers and employees both inside and outside the Nordic countries. As mentioned in the background, for businesses, to achieve the most efficient results possible, employees’ high job performance is essential (Appelbaum, Bailey, Berg & Kalleberg, 2000). Filling this gap of lack of knowledge in the role of Finnish and Swedish manager's EI in their employees’ behavior could, hence, result into, especially Finnish and Swedish managers, improving their practices and, thus, overall job performance.

Additionally, as the author used qualitative content analysis, which quantifies qualitative data, the categorization used in this study could help future quantitative research. Another aspect that the author contributed, which could help future research is the original conceptualized model, created by the author, based on the existing theories used in this thesis.

6.3 Research Limitations

With regards to this study undeniable limitations should be addressed. First of all, the gap in existing literature on this topic, specifically in Finland and Sweden, resulted into a scarce amount of academic articles to address the specific research topic at hands. Consequently, the majority of the sources used in this study regarding emotional intelligence were US-based.

Secondly, the study only focused on the perceptions of a fairly small amount of Finnish and Swedish employees, and thus, cannot be generalized to a larger population. Also the perceptions of the managers themselves were not included in this thesis due to time and resource limitations, which could have given a broader view on the topic.

Finally, this research broadly touched upon multiple theories and concepts and, thus, cannot give thorough outcomes to each of the presented themes.

6.4 Summary of the Thesis

The goal of this thesis was to get a deep understanding on Finnish and Swedish employees’ perceptions of their managers’ EI. Furthermore, to explore, what role the
employees’ managers’ EI plays at a workplace and understand the perceived influence it has on the employees’ well-being at work. In order to achieve this, first an extensive amount of existing academic literature was gone through. This provided the author of the thesis with a foundational knowledge to the subject at hand, which is essential before conducting a study. The research was then conducted through twelve in-depth interviews with six Finnish and six Swedish male and female employees. The interviews were recorded and then transcribed into word documents, which facilitated the analysis process. The transcriptions were then categorized through qualitative content analysis in order to answer the earlier presented research questions. Finally, the content analysis was thoroughly analyzed through connecting the empirical findings with the different theories gotten from existing academic literature, which were used in the theoretical framework. The analysis enabled the author to come up with final aforementioned conclusions.

6.5. Research Implications

In this section managerial and academic implications derived from the research are presented.

6.4.1 Managerial Implications

First of all, the most important managerial implication resulting from this study is that managers should see their employees as key assets for success. In order for companies to get the best possible results, employees’ well-being and job performance are vital. By having an overall positive mindset and attitude at work and by giving positive and constructive feedback in a positive manner can get the managers really far in creating a great working environment, and thus, well-being for their employees. A very important aspect for managers to acknowledge is that the tone of their message and the way the present it can have a greater impact on the employees than the actual verbal message itself.

As Finnish and Swedish cultures differ, there were found to be differences in preferences, in areas such as feedback. Finnish managers are recommended to give feedback to their employees only when exceeding or not reaching expectations, instead of constant micromanagement. Whereas, Swedish managers should stick to a more
constant feedback, however give more emotions instead of using their current ‘lagom’
(not too little, not too much) managerial style.

Finnish and Swedish managers should have a good work/life balance, meaning that
they should have their own personal life, yet try to create a good relationship with their
employees. This could be done by, for example, sharing some personal details with the
employees, in order to make them feel trusted. Another aspect, which could improve
the relationship with employees, is physical contact. However, not too much physical as
it might make the Finnish and Swedish employees feel uncomfortable. Though a simple
handshake could be more important than acknowledged as it can make the employee
feel more comfortable as it sort of breaks the ice and makes the working environment
warmer. Another aspect regarding relationship management, which both Finnish and
Swedish employees enjoyed were activities outside of the office. Managers should try to
organize frequent get-togethers outside of the office in order to enhance the team spirit
at work.

In general, the study proved that managers EI does in fact have a big influence on the
employees’ well being at work. Therefore, managers must thrive to acknowledge this
and the aspect, which are included within EI, such as the components of the ECM; 1)
self-awareness, 2) self management, 3) social awareness and 4) relationship
management. By working to improve these aspects, managers can enhance their
employees’ well being at work.

This study could be of use to managers, especially Finnish and Swedish, looking to
improve their employees overall job performance and or well being, which go fairly
hand in hand. Moreover, for managers who are striving to improve the total success of
an organization. In addition to Nordic managers, this study could be useful for
managers who are working with Nordic employees. As well as for employees,
particularly Finnish and Swedish, who are for example applying for a new job position
and would like to gain a better understanding of the EI of Finnish and/or Swedish
managers.

Furthermore, this study could be attractive to researchers or others who are interested
in the field of EI or employee well being. Moreover, researchers who are interested in
further exploring this topic could use this study as secondary data, which leads us to
academic implications for future research.
6.4.2 Academic Implications

As this thesis focused on a fairly specific area, there is always room for further research to fill gaps, which this study did not cover. First of all, since this research was conducted with a qualitative research approach, a suggestion for future research is that using a quantitative research approach could further develop this study. As mentioned in the research contributions, the content analysis categories created by the author of this thesis, which is based on the secondary data used in this study, is original and could facilitate further quantitative research. In addition to creating the content analysis categories, the author created a conceptualized model based on the theoretical framework. Even though these theories are not new, the way they are combined is unique and has not been done exactly in the same manner before. This is why the original conceptualized model could also be used in further research.

Secondly, the author of this thesis made an observation in the analysis section that certain factors such as display of emotions could be related to the field of work, for example, sales or entrepreneurship. As discussed earlier, managers who were entrepreneurs seemed to express their positive emotions less than for example managers of salesmen. This could be an interesting topic for further research. Does one’s field of work influence the person’s display of emotions? This study could be conducted within various different industries.

Additionally, as the research focused specifically on employees’ perceptions, a suggestion for future research is that the managers’ perceptions of their own EI are also taken into account.

Finally, this study could be further explored in other countries. As only Finnish and Swedish employees were interviewed the results cannot be generalized worldwide.
References


Briner, R.B. (2002). Relationship between work environments, psychological environments and psychological well being. *Department of organizational psychology. 50*, 299-303


Briner, R.B. (2002). Relationship between work environments, psychological environments and psychological well being. *Department of organizational psychology. 50*, 299-303


Appendix

Appendix 1. Interview Guide

First of all I would like to thank you in advance for your valuable time and letting me interview you. The purpose of my thesis is to explore and compare Finnish and Swedish employees’ perceptions of their managers’ emotional intelligence and how it influences the employees’ behavior at their workplace. Emotional Intelligence is the ability to, accurately understand and regulate one’s own and others’ emotions. The interview will be completely anonymous. Before we start I want to ask you, is it ok if I record this interview so that I can later analyze it? Do you have any questions for me before we start? Throughout the process feel free to stop me at any time and ask me anything you want. Let’s get started.

Introduction Questions:
First of all, I would like to ask you what is your occupation?
Could you please tell me which division you belong to? For how long have you been working in this division?
Could you describe your role, position, and responsibilities in the company?
Do you have immediate supervisors, if any, how many?
For how long have you been working for your current supervisor?

Emotional Intelligence/The Emotional Competencies Model (ECM)
How does your supervisor display his/her own emotions?
Could you please give me an example situation?
How does he/she react in a pleasant situation? Could you give an example?
How does your boss handle a difficult/unpleasant situation? Can you give an example?
How does your supervisor empathize with you or the other employees? Could you give an example?
Would you say your supervisor is close with the employees?
How does your supervisor encourage teamwork? What about bonding with co-workers? Could you give an example?
How does your boss manage a conflict situation? Could you give an example?

Positive/Negative Emotions
How does your supervisor display his/her emotions positively or negatively? Can you give an example?
How do you feel when he/she expresses positive emotions?
How do you feel when he/she expresses negative emotions?

Motivation/Decision-Making
How do your supervisor’s emotions impact you/your behavior? Could you give an example?
How does your supervisor’s emotions impact your motivation? What about decision-making?
How do you think, in general, managers should display their emotions in order to best motivate the employees?

End
Do you want to add anything?
Do you have any questions for me?
Thank you for your valuable time.
## Appendix 2. Content Analysis

### Display of Emotions

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: High display of positive emotions</strong></td>
<td>• Supervisor displayed strong positive emotions</td>
<td>All aspects of the definition have to point to &quot;high display of positive emotions”, otherwise C2, C3, C4 or C5 applies</td>
<td>SM1</td>
<td>38-39</td>
<td>Both of my managers were very positive and had a positive mindset on most things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SM2</td>
<td>94-96</td>
<td>He’s a very verbal guy and he’s very loving and caring, always wants everyone to be happy and enjoy work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SM4</td>
<td>78-79</td>
<td>She was really good with emotional intelligence – she understood people and saw our needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FF1</td>
<td>50-54</td>
<td>A typical thing, which is pretty rare, one thing that I’ve paid attention to is that he hugs me. Because in Finland my supervisor would never hug me. It would be super weird and awkward. But this Swedish supervisor always hugs me and he smiles and sometimes he just calls me to see how I’m doing, so he’s really nice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FF2</td>
<td>35-38</td>
<td>It was more of a friendship, so obviously there was more emotions involved.</td>
</tr>
<tr>
<td><strong>C2: High display of negative emotions</strong></td>
<td>• Supervisor displayed strong negative emotions</td>
<td>All aspects of the definition have to point to &quot;high display of negative emotions”, otherwise</td>
<td>SM4</td>
<td>79-81</td>
<td>[The supervisor] didn’t see any needs, he only saw the money for himself. He was cold.</td>
</tr>
</tbody>
</table>
## Appendix

<table>
<thead>
<tr>
<th>C3: Medium display of positive or negative emotions</th>
<th>SF1</th>
<th>28-30</th>
<th>My boss was uncontrolled and expressed his emotions and was not afraid to raise his voice.</th>
</tr>
</thead>
</table>
| • Supervisor displayed medium positive emotions  
• Supervisor displayed medium negative emotions | SF2 | 44-45 | They’re straightforward with their opinions and emotions. |
| If not all aspects of the definition point to “high”- or “low display of positive or negative emotions” | SF3 | 32-34 | He has an artistic nature... so some days his emotions were really strong, which especially came up when he had negative emotions. |
| SM3 | 35-36 | I’ve seen her happy and sad for both personal and work related reasons. |
| 88-94 | Always very much in the middle. It’s not very angry or very happy, it’s a little angry, a little happy. So it’s very balanced... very ‘lagom’. |
| SM4 | 81-84 | One day he could be caring and understanding and the second day he could be like “I’m busy don’t talk to me”. |
| SF1 | 27-28 | My boss was very politically correct, both in her behavior and how she expressed herself. |
| SF2 | 44-45 | They’re straightforward with their opinions and emotions. |
| FM1 | 34-39 | He tries to be encouraging by bringing up our successes... he has also displayed frustration about the big workload. |
**Appendix**

| **C4: Low display of positive emotions** | Supervisor did not display positive emotions | All aspects of the definition have to point to "low display of positive emotions", otherwise C1, C2, C3, or C5 applies | **FF2** | 54-56 | Sometimes you could tell that he was kind of proud but his ego wouldn’t let him show positive emotions. |
| **C5: Low display of negative emotions** | Supervisor did not display negative emotions | All aspects of the definition have to point to "low display of negative emotions", otherwise C1, C2, C3, or C4 applies | **SM1** | 42 | I never saw them angry or sad. |
| **SM3** | 41-44 | I never heard anything bad from her... It’s actually kind of weird. |

**Feedback**

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: High positive feedback</strong></td>
<td>Supervisor gave high positive feedback</td>
<td>All aspects of the definition have to point to &quot;high positive feedback&quot;, otherwise C2, C3, C4, C5 or C6 applies</td>
<td><strong>FF1</strong></td>
<td>79-90</td>
<td>If I’ve done something well, he brings it up, in front of my colleagues also. It feels good to get recognition of doing something good. And in my opinion it’s even more valuable if he brings it up in front of</td>
</tr>
</tbody>
</table>
Appendix

<table>
<thead>
<tr>
<th>FF2</th>
<th>57-59</th>
<th>We would always have like “employee of the month” and he would buy drinks and dinner if you did a good job. So he would show it really well.</th>
</tr>
</thead>
</table>
| FM1     | 34    | He tries to be encouraging by bringing up our successes.  
|         | 139-140 | Sometimes I feel like it’s even a little too much because I have a pretty big workload.  
<p>|         | 198-207 | I personally believe in very direct feedback. If something isn’t going well you should be able to talk about it but also I personally don’t feel like I need so much micromanagement and constant positive feedback. I think it’s nice to get positive feedback when I exceed expectations.... I feel like sometimes it’s too much and irrelevant and I’d only like to get feedback when it’s relevant. |
| SF2 | 48-51 | They give me compliments and say “that was really good” etc. and especially in the beginning when I didn’t really know what to do they say that “you’re more confident with what you do now” so they show the positive things that you’re doing and that’s really nice to get that kind of feedback. |
| SM1 | 38-45 | Both of my managers were very positive...good at motivating people... and like in the sales when you’re working as a salesman, many times you need positive feedback from your managers and what you could do better and get cheered up. |
| SM2 | 23 | He was always very keen on telling me what I did good. |
| SM4 | 133-137 | She was the kind of person that if we did something good she was very voicy about it like “this is so good” and she had a little wall with all the ideas we had and she was like putting your names under it so you actually felt proud every time you walked past the wall.... So she was really good at rewarding people. |</p>
<table>
<thead>
<tr>
<th><strong>C2: High negative or constructive feedback</strong></th>
<th>All aspects of the definition have to point to &quot;high negative or constructive feedback&quot;, otherwise C1, C3, C4, C5 or C6 applies</th>
<th><strong>FF2</strong></th>
<th>60-62</th>
<th>He would also tell what you did bad, like if you did something wrong he would be like “ok you did this bad, you could work better on that” so he really wanted you to learn.</th>
</tr>
</thead>
</table>
| • Supervisor gave high negative or constructive feedback  
• Supervisor gave high negative or constructive feedback frequently | | **FF3** | 45-51 | The CEO would tell me on a Monday that this week we're going to act like this and he told me to do something in a specific way and then I would do exactly what he told me to do during the week and then on Friday he would say, “this shouldn't have been done this way”. So he told me to do something and when I did it I only got negative feedback, so he would always put his frustrations on me. |
| | | **SF2** | 61-65 | In the beginning it didn't go so well because we were having organizational problems and one of my managers didn't give me that good feedback. I was like “I'm not sure if I want to stay here because everything is so confusing and everyone was blaming each other”. |
I would say like maybe when you didn’t accomplish your goals they got a bit more pushy to motivate you more... That was when the manager got his chance to give feedback because he could set up a meeting being like “what kind of areas do you feel less comfortable with?” so that you were able to work with them.

He could come in screaming and shouting at people.

All aspects of the definition have to point to "medium positive feedback", otherwise C1, C2, C4, C5 or C6 applies.

The lower on that was like a friend of mine was like “ok good job”, not really like “oh you’re so awesome”.

He gives direct positive feedback. But just small things like “well done” or “good idea”.

She would acknowledge things like “I really appreciate it that you have so much eye contact with the customers” for example, in a very politically correct way and would take me aside and assign time for this.

Always very much in the middle. It’s not very angry or very happy, it’s a little angry, a little happy.
Appendix

<table>
<thead>
<tr>
<th>C4: Medium negative or constructive feedback</th>
<th>FF1</th>
<th>FF2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supervisor gave a medium amount of negative or constructive feedback</td>
<td>296-298</td>
<td></td>
</tr>
<tr>
<td>• The feedback was not frequent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All aspects of the definition have to point to &quot;medium negative or constructive feedback&quot;, otherwise C1, C2, C3, C5 or C6 applies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>So it’s very balanced... very ‘lagom’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM4 123-127</td>
<td>The manager was very profit driven, he was super nice when you did something super well but the problem was he was like “everything what you do is bad until you prove me wrong”. So when you actually did something good he was like “yeah this was good”, but he made it seem like he initiated the idea.</td>
<td>If I get negative feedback I don’t know if it’s supposed to motivate me but I get a feeling like “should I even try?” But on the other hand when I get positive feedback it really motivates me a lot.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I would get a little negative feedback about the stupidest stuff like if you put too many olives on the bread, but it’s like you can’t really take that seriously. But he wasn’t the best because he said it in front of customers so you kind of got embarrassed. So it makes you feel kin of like “whatever, ok I’ll do better” but you’d have a bad taste in your mouth.</td>
</tr>
</tbody>
</table>
### Appendix

| SM3 | 88-94 | Always very much in the middle. It’s not very angry or very happy, it’s a little angry, a little happy. So it’s very balanced... very ‘lagom’. |
| SF1 | 113-120 | She started with my strengths and then she was like “however this is important for us that you are faster” that was the criticism “and that you need improvement with that...” So first she explained why it’s important and then was like “we can move you to your strengths”. |

### C5: Low positive feedback
- Supervisor gave low positive feedback
- Positive feedback happened rarely

| FF2 | 54-55 | Sometimes you could tell that he was like kind of proud but he would never say it. |

| FF3 | 34-44 | He didn’t really thank me. It was more like if I reached the goals set for me the only comment I got was “you could try even better, there’s still room for improvement”. And if I didn’t reach the goals I got yelled at, so everything was taken care in a very negative way. |
Appendix

**SF1**

63-66

[The supervisor] would not say much, since he wasn’t physically present. I would tell him “I did this today” on the phone and he would like give me a compliment or something.

**SM2**

23-24

He never actually straight out told me what I did wrong.

**FM2**

127-128

It’s really demoralizing if I feel like people don’t care and it’s also really contagious.

180-184

They’re pretty Finnish, like quite blunt. So I have to do things really really well so that they’d actually get excited about it... there could be more positive feedback. I notice that if you don’t get anything else from your job it could motivate you quite a lot more if you got more positive feedback.

## Positive/Negative Situations

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: Positive Management of Positive</strong></td>
<td>• Supervisor would handle positive situations in a</td>
<td>All aspects of the definition have to point to &quot;positive&quot;</td>
<td><strong>FF1</strong></td>
<td>79-81</td>
<td>If I’ve done something well, then he brings it up. Like for example</td>
</tr>
<tr>
<td>Situations</td>
<td>positive manner management of positive situations”, otherwise C2, C3 or C4 applies</td>
<td>one time we had a team meeting and I had lead a big project in Finland, he told everyone “she did a great job and got really good feedback”.</td>
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</tr>
<tr>
<td>FF2</td>
<td>58-59</td>
<td>We went out for drinks and dinner and he would always buy drinks if you did a good job. So he would show it really well.</td>
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</tr>
<tr>
<td>FM1</td>
<td>34-36</td>
<td>If we are having discussions about current events, for example, and there have been good accomplishments he brings them up and tells us that he’s satisfied.</td>
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<tr>
<td>SM1</td>
<td>126-129</td>
<td>We went out eating for like we had a budget in all the teams, one time we were pre-partying at my manager’s house and that’s also something that’s really good when you party with your manager because then it’s like on a whole different level.</td>
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<tr>
<td>SM3</td>
<td>41</td>
<td>If I did something well at work she would smile.</td>
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<tr>
<td>SM4</td>
<td>138-141</td>
<td>She’d be like “take Friday off”, which I liked because it felt like if you work hard and she sees it she will let you go earlier or if there were sunny days she would be like “take the day off”.</td>
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</tbody>
</table>
One of my managers is really eager that everyone should be friends and that we should do things together.

We have team lunches and every time it’s someone’s birthday we have a cake and balloons and between the whole office we have these Christmas parties and go to afterworks and stuff like that.

**C2: Negative Management of Positive Situations**

- Supervisor would handle positive situations in a negative manner

All aspects of the definition have to point to "negative management of positive situations", otherwise C1, C3 or C4 applies

The only thing I can think of is that he opened a new restaurant where he would only send his best workers and I got sent there. So I kind of knew I was doing something right but he never told me that.

If I reached my goals set for me the only comment I got was “you could try even better”.

One time when we were out, my manager was like talking about sales figures and I was like “maybe we should save this for the office”.

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<table>
<thead>
<tr>
<th>Source</th>
<th>Page</th>
<th>Notes</th>
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<tbody>
<tr>
<td>SF2</td>
<td>94-95</td>
<td>One of my managers is really eager that everyone should be friends and that we should do thing together.</td>
</tr>
<tr>
<td></td>
<td>106-108</td>
<td>We have team lunches and every time it’s someone’s birthday we have a cake and balloons and between the whole office we have these Christmas parties and go to afterworks and stuff like that.</td>
</tr>
<tr>
<td>FF2</td>
<td>306</td>
<td>The only thing I can think of is that he opened a new restaurant where he would only send his best workers and I got sent there. So I kind of knew I was doing something right but he never told me that.</td>
</tr>
<tr>
<td>FF3</td>
<td>40-41</td>
<td>If I reached my goals set for me the only comment I got was “you could try even better”.</td>
</tr>
<tr>
<td>SF2</td>
<td>139-141</td>
<td>One time when we were out, my manager was like talking about sales figures and I was like “maybe we should save this for the office”.</td>
</tr>
</tbody>
</table>
### C3: Positive Management of Negative Situations

- **Supervisor** would handle negative situations in a positive manner

All aspects of the definition have to point to "positive management of negative situations", otherwise C1, C2 or C4 applies.

| FF1 | 106-108 | He openly expressed that he was disappointed and said he hopes that “us other” could be more open with him so that he would know if we’re satisfied with our job or not. |
| FF2 | 139-124 | Most conflicts were between customers and that we did something wrong. He kind of ignored me out of the situation like “she’s just an employee, I’m very sorry” but like he would try to make the best of it. |
| FM2 | 128-135 | We had another intern who was quite a case… My boss got frustrated… He expressed it directly. He sat down with her and talked about it. |
|     | 149-156 | Pretty often we’ve had situations where there’s a lack of resources, then they try to make me do a little extra work… and then like they somehow encourage me to do it… it’s |
probably the trust they give me that make me do it. And the funniest thing is that I haven’t gotten a dime from all this work.

| SF1   | 192-193 | They would take you aside, sit down and talk. |
| SM1   | 167-169 | I think they would be pretty straight with it and figure out what the problem is or how to solve it in the most efficient way right away. |
| SM3   | 41-42   | If I did something wrong at work she would also smile. |

### C4: Negative Management of Negative Situations

- Supervisor would handle negative situations in a negative manner

All aspects of the definition have to point to "negative management of negative situations", otherwise C1, C2 or C3 applies

| FF2   | 86-110  | The manager yelled at her in front of customers. |
| FF3   | 125-128 | His emotions were really out of control and he’d yell and throw things and couldn’t talk rationally or then very often might leave also. So if you gave him any critique he just walked out of the room and didn’t answer the phone for the rest of the day. |
A few times there has been a situation that there were not many people at the office, he then displayed frustration about the big workload. And also if some other departments have done something wrong he might talk about it in a loud and bad manner so that everyone hears it... and I don’t think the way he reacts to a difficult situation at least enhances the team spirit and might lead to other people doing the same and creating an overall negative atmosphere.

He would be very brief and frightening. As I got to know him I knew how he worked so it got better because I knew how to handle it. But for a new person he’s the most intimidating person because he’s so short in tone and he’s just this middle-aged entrepreneur who cares so much about his business.

The other one was more like just pushing conflict situations under the rug.

He just flipped. And started screaming... It was very weird.

She would hope it goes away.
The Emotional Competencies Model (ECM)

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Self-Awareness</td>
<td>• The interview indicates that the manager is emotionally self-aware</td>
<td>The aspects should indicate to the manager having the ability of self-awareness. Otherwise, either not categorized in this section or marked in red if there is a clear lack of self-awareness.</td>
<td>FF1</td>
<td>98-101</td>
<td>The fact that he resigned was a big shock for my supervisor, because he thought that they had a much better relationship than apparently they actually had. So he was really disappointed and showed it.</td>
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<td></td>
<td>FF3</td>
<td>131-135</td>
<td>It was his way or the highway... He wasn't only a supervisor but also the owner of the whole firm so things had to go exactly how he did and he would always justify it so that he owns the whole company and nobody else can say anything.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>SM4</td>
<td>111-115</td>
<td>She could literally say “I have a bad day due to this and this”.... She opened herself up and made the environment really pleasant to be in, because I always felt like I could go to her if there was anything.</td>
</tr>
<tr>
<td>C2: Self-Management</td>
<td>• The interview indicates that the manager has emotional self-control</td>
<td>The aspects should indicate to the manager having the ability of self-management. Otherwise, either not categorized in this section or marked in red if there is a clear lack of self-management.</td>
<td>FF1</td>
<td>268-286</td>
<td>One time I was really flattered that he called me one night pretty late... he called me from the car saying: “I’m sorry, I have to say this but I’m going through a really difficult situation and</td>
</tr>
</tbody>
</table>
Appendix

<table>
<thead>
<tr>
<th>Management</th>
<th>Lack of self-management.</th>
<th>I need your advice” [about a personal issue] ... I felt like he respects me and trusts me and think I’m smart and not just some little girl but a colleague just like others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FF2</td>
<td>40-41</td>
<td>He could be so rude, so like self centered like “oh this is my company, you’re ruining my company”... not really thinking how we felt.</td>
</tr>
<tr>
<td>FF3</td>
<td>125</td>
<td>His emotions were really out of control.</td>
</tr>
<tr>
<td>FM1</td>
<td>70-71</td>
<td>One example is that if he has a bigger workload than normally he might show his frustration.</td>
</tr>
<tr>
<td>FM2</td>
<td>140-143</td>
<td>When I had been there for like a month he already told me we get along well so we’d like you to become a shareholder in this company if you can”. But then I haven’t gotten into it because I don’t want to tie myself down in one place. But it kind of indicated his trust and that he makes his decisions pretty fast.</td>
</tr>
</tbody>
</table>
| FM3        | 176-178                    | I think in Finland people are kind of careful with that [showing personal emotions]. I think people are pretty careful when it comes to talking about their personal social lives at
<table>
<thead>
<tr>
<th>Source</th>
<th>Page</th>
<th>Extracted Text</th>
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</thead>
<tbody>
<tr>
<td>SF1</td>
<td>27-30</td>
<td>My boss was very politically correct both in her behavior and in how she expressed herself. She was very formal but at the same time caring. My other boss was more uncontrolled and expressed his emotions more.</td>
</tr>
<tr>
<td>SF2</td>
<td>44-45</td>
<td>They’re much more straightforward with their opinions and emotions etc. than Swedes. [From Ukraine]</td>
</tr>
<tr>
<td>SM1</td>
<td>42</td>
<td>I never saw them angry or sad.</td>
</tr>
<tr>
<td>SM2</td>
<td>94-96</td>
<td>He’s a very verbal guy and he’s very loving and caring. Always wants everyone to be happy and enjoy work. So he was very keen on being very open all of the time.</td>
</tr>
<tr>
<td></td>
<td>99-108</td>
<td>He had no issues about telling me about his personal life... It’s pretty un-Swedish to talk about your personal life so early on. It was weird because I didn’t know what to say at first “should I talk about myself, is that weird? I don’t know”</td>
</tr>
<tr>
<td></td>
<td>114-121</td>
<td>During my later period he was pretty weird. He broke up with his girlfriend and from there just sort of</td>
</tr>
</tbody>
</table>
### Appendix

| SM3 | 35-36 | Declined mood wise. He actually creamed at one of our employees, which was really weird because we had never heard him raise his voice before. |
| SM4 | 91-103 | I've seen her both happy and sad for both personal and work related reasons. |
| SM3 | 35-36 | I've seen her both happy and sad for both personal and work related reasons. |
| SM4 | 91-103 | He could just come in screaming and shouting at people... He was really like a dictator... He was kind of a bully in that sense because he was trying to make people feel small. |

| C3: Social Awareness | 53-54 | The interview indicates that the manager has emotional awareness of others. |
| | FF1 | The aspects should indicate to the manager having the ability of social awareness. Otherwise, either not categorized in this section or marked in red if there is a clear lack of social awareness. |
| | FF2 | Sometimes he just calls to ask how I'm doing. |
| | FF2 | He told me that he wishes that I could be very open with him. And then he's also very open to me about these kinds of things so that proves that he trusts me. |
| | FF2 | He would understand but he would also ask a lot of questions too and then at some point it was just really embarrassing... There was this one time when I had really bad stomach cramps so I was like “I can’t be face-to-face with customers” because I felt so bad... So he was like “you should stand
it our but it’s not like I can say anything, like I can’t force you to be here”.

<table>
<thead>
<tr>
<th>FF3</th>
<th>90-92</th>
<th>Nobody really cared if I fit in the team or what the team spirit was like. The only thing that mattered was that I reached my goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM1</td>
<td>190-193</td>
<td>[Question: Do you think your supervisor notices that you’d need more challenge?] Yes, he actually said it directly yesterday... He said that for example I understand more about the finance market than needed in this position.</td>
</tr>
<tr>
<td>SF1</td>
<td>166-168</td>
<td>This entrepreneur guy, he I think, lacked a bit of empathy in many occasions. It was hard for him to understand that we also need some rest, or not also because he didn’t need any.</td>
</tr>
<tr>
<td>SF2</td>
<td>175-182</td>
<td>They’re always like we should work hard and do whatever needed but like I was at the office until like 7:30 pm yesterday and today at like 5:30 one of my managers came to me like “go home now, you definitely don’t have to stay here as long as yesterday” and when I was like “I have a headache I think I might get sick”</td>
</tr>
</tbody>
</table>
they were like “ok go home and work from home tomorrow so you’ll feel better the day after”.

<table>
<thead>
<tr>
<th>SM1</th>
<th>89-90</th>
<th>Because they saw you as a person with strengths and weaknesses and you were able to develop yourself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SM2</td>
<td>86-90</td>
<td>Some things he never took as an excuse like “I’m feeling a bit down and I can’t focus on this today, I can’t focus on being nice to people” he would say “it’s your job, you have to find a way to be nice to people” but I always felt like it was ok to say stuff to him because he wouldn’t judge me for having weird questions.</td>
</tr>
<tr>
<td>SM3</td>
<td>68-70</td>
<td>She’s always listening about cats or whatever. Any kind of problem she would listen and she would reply. And I’m amazed how much different things she seems to care about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C4: Relationship Management</strong></th>
<th>• The interview indicates that the manager has emotional expression, reasoning and management of others.</th>
<th>The aspects should indicate to the manager having the ability of relationship management. Otherwise, either not categorized in this section or marked in red if there is a clear lack of relationship management.</th>
<th>FF1</th>
<th>53-54</th>
<th>My Swedish supervisor always hugs me, he smiles and sometimes he just calls to ask me how I’m doing. So he’s really nice and he’s really open.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FF2</td>
<td>43-47</td>
<td>My boss I loved him, he’s so awesome! He had been a manager at an amusement park.</td>
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</table>
and all these places and working with under 20 year olds, so he kind of knew how to handle us – a group of girls. He was really nice.

<table>
<thead>
<tr>
<th>FF3</th>
<th>97-98</th>
<th>I think he didn’t care about anyone’s feeling or what is happening at the office as long as everyone does his or her job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM1</td>
<td>90-93</td>
<td>There was a development discussion where my colleague expressed some critique towards our supervisor and the supervisor got a bit frustrated at first but then he calmed down and was able to act professionally so that my colleague could express his emotions.</td>
</tr>
</tbody>
</table>
| FM2 | 227-229 | The funny thing is that I never shake their hands. It all started when I went to my job interview there and then everyone just kind of froze a little and then I just like sat down... Like if we would just high five quickly, which is more chill and casual it could help the atmosphere but then again if there’s nothing it’s kind of weird and maybe freezes the discussion and nothing kind of breaks the ice. And then we skip small
<p>| | | | |</p>
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<tbody>
<tr>
<td></td>
<td>talk. So no handshakes and straight to business, so he's a really typical Finnish blunt guy.</td>
<td>On Fridays we always have this 'casual Friday' and we open a bottle of sparkling wine, which is nice.</td>
<td></td>
</tr>
<tr>
<td>FM2</td>
<td>We were playing floor hockey and both of my supervisors were there and they don’t make a big deal about themselves. So I feel like there isn’t a gap between the managers and the other employees.</td>
<td></td>
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</tr>
<tr>
<td>SF1</td>
<td>I really enjoyed that I had a personal relationship with him. But at the same time I feel like my employment there was more, it had higher highs and lower lows. Whereas at my other employment with my more politically correct boss it was medium all the time, ‘lagom’, but I enjoyed the stability I got there.</td>
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<tr>
<td></td>
<td>[Question: Would you say that the supervisor was close with the employees?] The entrepreneur guy yes. I know his mom, dad, brother, sister, wife and I met his kids</td>
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</tbody>
</table>
since I was there when they were born, so yes. With the other one I would say yes but I would say that wasn't her personal interest. I mean she's caring but I know she’s doing this for another type of benefit.

| **SF2** | 98-100 | One of them is really supporting me all the time and the other one is like if something goes wrong she blames someone else and if something goes really well she's like “yeah we did this as a team”.

| **SM1** | 82-83 | We set up meetings and discussed how you could be better.

| **SM2** | 44-48 | It was pretty weird getting a lot of focus from the manager when there were a lot of new people there. You were like the teacher’s pet but your boss’ pet, which was really weird.... It turned out fine in the end but it could’ve gone really wrong if there was like a pretty shy person getting all this good feedback.

| **SM3** | 130-133 | The supervisor has a personal and close relationship with the employees.

| **SM4** | 206-214 | She was really inspiring and tried to take us out for various little things... We
would play paintball and different activities.

### Job Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: Positive Internal Impacts on Job Performance</strong></td>
<td>• Positive internal aspects include factors such as 1) the skills and abilities of an employee for a given job, and 2) the role perceptions/requirements for a job as an influence on work performance in a positive manner.</td>
<td>Aspects should indicate that positive internal aspects influence the employee’s job performance.</td>
<td><strong>FF1</strong></td>
<td>58-66</td>
<td>These kinds of things prove that he trusts me... I feel really good about it. Actually pretty often when I think about whether this job is really for me or not... The fact that he talks really openly and honestly, after almost every phone call with him I feel a lot better and that “ok maybe this job actually is good for me”. So in that sense, he makes a great impression, and it makes it easy for me to also be open and honest with him.</td>
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<td><strong>FF2</strong></td>
<td>289-291</td>
<td>It feels really good when you’re good at something. And when it’s something special that not everybody's good at... So that would give me a lot of motivation.</td>
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<td></td>
<td></td>
<td></td>
<td><strong>FM1</strong></td>
<td>53-59</td>
<td>If I'm having a bit of a bad day and get positive feedback, it gives me an extra boost... It makes me realize that I do things right and that</td>
</tr>
</tbody>
</table>
Appendix

<table>
<thead>
<tr>
<th>Interviews</th>
<th>156-158</th>
<th>153-156</th>
<th>65-78</th>
<th>148-149</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FM1</strong></td>
<td>I feel like I could be better, even though I’m good based on my achievements and feedback but I know I could do better. But since there’s not enough challenge I feel like my motivation is not at the highest.</td>
<td>The managers encouraged FM2 to do extra work due to the trust they give him.</td>
<td>We were playing floor hockey and both of my managers were there and they don’t make a big deal about themselves. So I feel like there isn’t a gap between the managers and the other employees... The atmosphere at work is really relaxed and open... It’s a lot easier to come into that kind of an environment.</td>
<td>It [positive feedback] enhances my work performance and encourages me to do my job well in the future also. Because I think an employee lives through good...</td>
</tr>
<tr>
<td>SF1</td>
<td>80-100</td>
<td>SF1 said that positive feedback positively affected her job performance.</td>
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<tr>
<td>SF2</td>
<td>60-61</td>
<td>It [positive feedback] makes me feel like I want to keep doing what I do and try to be as good as I can and always perform as well as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM1</td>
<td>68-70</td>
<td>Well it's always nice to hear that you have been doing good so I guess you stayed a bit more positive and motivated to take one or two or three more calls and be more efficient maybe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SM2</td>
<td>176-206</td>
<td>He [the manager] put up selling goals. He held a competition for everyone... to boost the team spirit... He always pointed out that he was better than us, but in a playful way. We always wanted to beat him... We wanted to prove him wrong, it improved our performance definitely.</td>
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<tr>
<td>FF1</td>
<td>242-244</td>
<td>I feel like the whole corporate world is so wrong for me. So it’s an issue so far from this job that I don’t really know if there’s any other tasks within the company that would interest</td>
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</table>

**C2: Negative Internal Impacts on Job Performance**

- Negative internal aspects include factors such as 1) the skills and abilities of an employee for a given job, and 2) the role perceptions/requirements for a job as an influence on work

Aspects should indicate that negative internal aspects influence the employee’s job performance.
performance in a negative manner.

| FF3 | 62-72 | It [negative feedback] had a huge impact. Especially in a sales job it’s important that the team spirit is good so that we could compete a little with each other and encourage each other. But there it wasn’t at all like that... So the atmosphere wasn’t really motivating since you’d never get positive feedback... So I kind of lost interest in the whole job... and I felt like why am I even doing this?

| 75-78 | If I would’ve gotten more feedback and support in the whole process then also I would’ve worked differently. But I kind of lost motivation for the whole job because I felt like even if I do my job well nobody cares and it’s not enough.

| FM1 | 76-78 | I don’t think that the way he reacts to a difficult situation at least enhances the team spirit. And it might lead to other people doing the same and creating an
<table>
<thead>
<tr>
<th><strong>C3: Positive External Impacts on Job Performance</strong></th>
<th><strong>FM2</strong></th>
<th>53-55</th>
<th>He wasn’t nice to me and doesn’t appreciate my work, then it really affected my motivation in doing things properly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SF2</strong></td>
<td>61-63</td>
<td>In the beginning it didn’t go so well because we were having organizational problems and one of my managers didn’t give me that good feedback. I was like “I’m not sure that I want to stay here”.</td>
<td></td>
</tr>
<tr>
<td><strong>FM1</strong></td>
<td>123-126</td>
<td>[Question: Do you feel like the get-togethers affect your team spirit?] Yes definitely. Also the people in our team are quite likeminded. There’s quite a lot of university students like me, and in general our team members are pretty young.</td>
<td></td>
</tr>
<tr>
<td><strong>FM2</strong></td>
<td>274-275</td>
<td>It [dinners outside of the office] enhanced our team spirit. It was kind of the positive thing that I remember from it.</td>
<td></td>
</tr>
<tr>
<td><strong>SF2</strong></td>
<td>126-127</td>
<td>I think it’s easier to handle arguments and stuff like that if you know people outside of the office as well.</td>
<td></td>
</tr>
</tbody>
</table>
If you are not satisfied or happy about your job that will not be good for your job results. But we had a good team spirit and everybody enjoyed coming to work so I think somehow it affected and had a good impact on it [job performance].

<table>
<thead>
<tr>
<th>C4: Negative External Impacts on Job Performance</th>
<th>SM1</th>
<th>134-137</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Negative external impacts are external factors such as, for example, heat or noise, which negatively impact the employee’s job performance.</td>
<td>Aspects should indicate to negative external impacts on the employee’s job performance.</td>
<td>FF1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think it would affect my motivation if I had a team physically located in Finland. At least one person. So that I wouldn’t be completely alone.</td>
<td>I’m personally not satisfied in that kind of environment because I miss the social aspect from work.</td>
<td>FM2</td>
</tr>
<tr>
<td>It [the way the company operated] affected my image of the company and my belief in the company, which I thought originally that they were doing better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C4: Negative External Impacts on Job Performance

- Negative external impacts are external factors such as, for example, heat or noise, which negatively impact the employee’s job performance.

Aspects should indicate to negative external impacts on the employee’s job performance.
### Appendix

#### Well Being

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Coding Rules</th>
<th>Interview</th>
<th>Line</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1: Very Bad Level of Well Being</strong></td>
<td>• A very bad level of well being can be indicated by the following adjectives derived from the two-dimensional model: sad, miserable, frustrated, depressed, irritated, tired, fatigued, bored, indifferent, discouraged, dissatisfied, angry, anxious, tense, afraid, alarmed</td>
<td>Aspects indicating to very bad level of well being should apply, otherwise C2, C3, C4 or C5 applies.</td>
<td>FF3</td>
<td>70-72</td>
<td>I kind of lost interest in the whole job and I would start stressing about work stuff on my free time also. So it didn’t feel good to go to work. And I felt like ‘why am I even here?’</td>
</tr>
<tr>
<td><strong>C2: Bad Level of Well Being</strong></td>
<td>• A bad level of well being can be indicated by the following adjectives derived from the two-dimensional model: sad, miserable, frustrated, depressed, irritated, tired, fatigued, bored, indifferent, discouraged, dissatisfied, angry, anxious, tense, afraid, alarmed</td>
<td>Aspects indicating to bad level of well being should apply, otherwise C1, C3, C4 or C5 applies.</td>
<td>FF1</td>
<td>235-236</td>
<td>I’m not so satisfied with my job. It’s not the context of the job; it’s more the whole corporate world.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FM1</td>
<td>66-172</td>
<td>In a career perspective, I have a pretty clear vision on where I want to go. So whether I get positive or negative feedback, it doesn’t affect how long I want to work at that current position... I’d like to be a specialist and the organization I’m working for doesn’t really have challenging enough positions for what I want to do. But that’s something my supervisor can’t really affect.</td>
</tr>
</tbody>
</table>
### C3: Neutral Level of Well Being

- A neutral level of well being can be indicated by not being very bad, bad, good or very good.

<table>
<thead>
<tr>
<th>Source</th>
<th>Citation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM2</td>
<td>165-166</td>
<td>I’ve started to get a little bit frustrated or like just don’t have enough motivations to work for free anymore.</td>
</tr>
<tr>
<td>FF2</td>
<td>67-68</td>
<td>It was just like a job aside of school, I didn’t take it so seriously.</td>
</tr>
<tr>
<td>SM3</td>
<td>182-184</td>
<td>The job doesn’t really motivate me; I’m here because I’m satisfied with the results. It’s like a big fish in a small pond at the moment.</td>
</tr>
<tr>
<td>SM4</td>
<td>151-160</td>
<td>Since I know I will never work there my entire life I felt like they need me, I don’t need them… I was only working there again during this Christmas because I happened to be home so I was like ‘might as well do it’.</td>
</tr>
</tbody>
</table>

### C4: Good Level of Well Being

- A good level of well being can be indicated by the following adjectives derived from the two-dimensional model: happy, glad, pleased, cheerful, enthusiastic, full of energy, excited, surprised, contended, satisfied, comfortable, calm, relaxed, tranquil, focused or sluggish.

<table>
<thead>
<tr>
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<th>Citation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FM3</td>
<td>194-238</td>
<td>It [his active participation] could also be the novelty excitement… I feel like I have many possibilities to develop in my current workplace.</td>
</tr>
<tr>
<td>SF1</td>
<td>60</td>
<td>I enjoy the stability and this ‘lagom’ feeling.</td>
</tr>
<tr>
<td>SF2</td>
<td>329-331</td>
<td>Now it feels like I’m getting good at my job and that makes me like my job more because before it was just like super confusing and everything so</td>
</tr>
</tbody>
</table>
## C5: Very Good Level of Well Being

- A very good level of well being can be indicated by the following adjectives derived from the two-dimensional model: happy, glad, pleased, cheerful, enthusiastic, full of energy, excited, surprised, contended, satisfied, comfortable, calm, relaxed, tranquil, focused or sluggish.

| Aspects indicating to very good of well being should apply, otherwise C1, C2, C3 or C4 applies. | SM1 | 135-137 | We had a really good team spirit and everybody enjoyed coming to work so I think somehow it affected and had a good impact on it [well being at work]. |
|SM2 | 315 | It was the best paying job and I had a lot of fun so I just stayed there. |