Linnæus University
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Master thesis in Leadership & Management

Leadership Roles and Misalignment in the Workplace
A quantitative approach to analyzing employee engagement from a follower perspective.

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Abstract

Title: Leadership Roles and Their Misalignment in the Workplace - A quantitative approach to analyzing employee engagement from a follower perspective.

Leadership is a concept that has been studied for centuries and there are multiple theories, concepts, and understandings on the subject. For this study, the focus has been to examine and understand the association of different levels of employee engagement (cognitive, physical, and emotional) in the theoretical framework of the five "p's" by Alvesson et al. (2017). This research is aimed to find out what the most preferred leadership role and employee need is to later analyze and find out if the different levels of employee engagement have a positive correlation. In this study, we found that there are clear correlations and there is a positive corelations on the preferred leadership role identified and employee engagement. We also established that there were clear preferences for leadership roles and traits the followers deemed more important than others. Lastly, we also found no significant relationship between the most important needs of the participants in this study on their work engagement.

Keywords

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Chapter 1. Introduction

In this section, we will present the background of the term leadership and other problems with different terms such as leadership roles, employee needs, and employee engagement. Furthermore, we will present our research question, and discuss why our study is important to conduct, what purpose it will serve, and how it can be used in future studies. Lastly, a thesis outline will be presented.

1.1 Background

Leadership is a subject that has been studied for centuries to find out what the phenomenon means. Perceptions, different types of leadership styles and roles, and the individual's interpretation of what leadership is. What the reasons are as to why people follow others, and how different scholars and researchers define the term remains unclear and foggy.

On one hand, Kruse (2013) sees the term as "a process of social influence, which maximizes the efforts of others, towards the achievement of goals" (paragraph 11). Kruse (2013) also emphasizes that anyone can be a leader and that one doesn't need seniority, hierarchy, different titles, or even a set amount of personal traits and attributes such as being extroverted to lead others. Instead, the view of leadership should focus on promoting a positive and challenging experience for the followers when for example, setting up goals. (Kruse, 2013) On the other hand, McKinsey (2022) defines the term as "a set of behaviors used to help people align their collective direction, to execute strategic plans, and to continually renew an organization" (paragraph 1). Ultimately, it aligns with Kruse's (2013) definition of the term leadership, where the goal is to help others by guiding them toward something one couldn't do by him or herself.

However, there are some vague definitions of the term. Warren Bennis's definition of the term illustrates the idea of how well one can promote an

idea into reality, John Maxwell argues that leadership is only about influence, and lastly is Bill Gates's idea of seeing leaders as those "who empowers others" (Kruse, 2013, paragraph 9). Influence is a strong term and can be used for personal gain, for example in persuading others. Promoting an idea into reality can also be seen as vague, as it does not define what idea and leaves out the followers (Kruse, 2013). Lastly, empowerment of others can be seen as something positive, however, as Kruse (2013) explains, it is the lack of goal or vision, which can lead to misalignment. All in all, the term has different meanings and definitions, but what remains to be explored is what factors influence a person's interest in following others.

Maccoby (2004) argues why people follow others. It can be seen as a way of feeling motivated, getting inspiration, and even increasing the hopes of becoming wealthy in terms of money, power, or status within a corporation but also from a psychological standpoint of images and emotions, a leader portrays (Maccoby, 2004). Furthermore, McKinsey (2022) explains that leadership skills are something people do not annate, but is something can be taught or learned. What is important to emphasize, is how leadership is communicated, which ultimately asks the question of why people follow others. Is it because leadership is seen as something positive that brings out the best in people, is it to get a sense of belongingness, maybe it is for personal gain, or is it because people might share a common goal?

1.2 Problem Discussion & Practical Implementation
The phenomenon of leadership and its relationship with followers is a complex and ever-changing dynamic. First of all, how do individuals understand the phenomenon of leadership, and what are the reasons why they follow leaders? The follower-to-leader relationship describes the relationship between a leader and his/hers followers at the workplace. Baker (2007) discusses that the follower-to-leader relationship has changed from being more of a passive piece in an organization to having more of an impact and

becoming a key to corporate success. As time passes, the relationship between a follower changes, but so do the perceptions. It means that a follower might have had a perception of how they wanted their leader to be, but the leader might have acted differently. Perception is a process where an individual becomes conscious and makes sense of the information about the environment around them, and is seen as an important factor in workplace behavior (Griffin et al., 2016). This means an employee interprets things differently than others due to their perception of what is happening around them. If employees see things in the same way, then there would be no diversity in the workplace and new thoughts cannot be produced (Griffin et al. 2016). However, when employees have different perceptions of what they prefer to what is being offered, this can lead to a phenomenon called misalignment.

Misalignment occurs when leaders and followers have different perceptions and understandings of a situation or when morals and values do not align with the leader. Misalignment emanates during this phenomenon, and leadership, like many other scenarios, becomes affected (Alvesson et al., 2017).

Therefore, it is crucial to understand the different leadership styles that exist, including transformational, educational, authoritarian leadership, and how they may align or misalign with the needs and preferences of followers. Usually, leaders tend to have their approach to leadership but often take a specific role. Leadership roles vary from educational, transformative, and authoritarian are some of the more developed and accepted alternatives of leadership roles (Schuh et al., 2012; Hallinger, 2003; Hay, 2006). However, for this study, we have chosen to investigate Alvesson et al. (2017) model of the five P´s on leadership roles, where some of the leadership roles draw inspiration and influence from the mentioned leadership roles above, to then

analyze which leadership role that is favored over the others and see if employee engagement has a positive impact on the preferred leadership role.

Employee engagement, as described by Truss et al. (2006), is split up into three different levels. Cognitive, emotional, and physical. These different levels of engagement have their own needs that have to be reached to achieve the most efficient employee engagement. These levels show how dedicated and engaged an employee is at work. Employee engagement has several critical aspects that need to be considered. Pierro et al. (2022) discuss cognitive closure as an important factor for followers to avoid uncertainty which can have negative effects on the followers. Furthermore, previous research (Kovjanic et al., 2013; Widianto and Wilderom, 2022; Truss et al., 2006) has indicated that physical needs have a significant impact on employee engagement which we aim to investigate in this study, but, what differs is that we want to analyze the impact of these levels of engagement on the preferred leadership role and the preferred employee need.

Moreover, we want to study if employee engagement factors have a relationship to certain employee needs. Maslow's Hierarchy of Needs (1943) outlines five levels of personal needs people tend to have and value differently. TechTarget (2019) explains the hierarchy as a way for an individual to reach different levels for their personal development. The individual needs to be satisfied enough to continue climbing up the hierarchy (TechTarget, 2019). By analyzing personal needs, leaders can better tailor their approach to leadership and create a more engaged and productive workplace. We believe that there is a knowledge gap when seeing if employee engagement and employee needs are connected, where we aim to see if employee engagement has a positive impact on employee needs.

Lastly, leadership can be seen as a crucial aspect when determining the success or failure of an organization. How this research can provide new

knowledge and information to an already broad research field is due to the fact of having a narrow approach of using Alvesson et al. (2017) theoretical framework of the five P's. We have acknowledged that there is extensive research on, for example, other leadership roles such as transformational and educational, employee engagement, misalignment, and the list goes on. Therefore, we found an interest in combining these different theories and concepts with the already provided framework by Alvesson et al. (2017). We think it is important to see if followers' perceptions of leadership roles differ or align with their needs and preferences. Our study will use the phenomenon of misalignment as a tool when analyzing the results. We want to investigate if there is a role preferred by the followers, what leadership traits are ranked the highest, and thereafter analyze how employee engagement impacts the preferred leadership role and the preferred employee need.

1.3 Research Question

Research Question 1: *What is the preferred leadership role among the followers, and what is the impact of the different levels of employee engagement?*

However, since this topic is reasonably broad, a more direct approach of having two other research questions will be needed to reach the result intended with this research, and these are:

Research Question 2: *How do followers perceive and prioritize different leadership roles?*

Research Question 3: *To what extent do different levels of employee engagement impact the preference for specific leadership roles among followers?*

1.4 Purpose

This study aims to show what the preferred leadership is and/or if it is a combination of leadership roles that are preferred among the employees in

the logistics field. Conducting a quantitative study will help in finding out whether one role is preferred over the other or if multiple leadership roles are preferred. Another focus of this research is to find out if misalignment occurs between followers' perceptions of each role described in Chapter 2, and what the causes might be. Furthermore, there is a focus on finding out what the impact outcome of employee engagement is on the preferred employee needs, and the preferred leadership role. Lastly, the authors will aim to provide recommendations, based on the statistics, to current and future leaders on how to adjust to followers' expectations and perceptions of what type of leader they prefer.

1.5 Delimitations

Our research is based on a survey study which means that we have collected data from a wide range of participants. All of the participants have working experience which can result in clearer responses and aid us in understanding how people from the logistics field value presented statements.

1.6 Thesis Outline

This master thesis is divided into five main chapters and ends with a discussion that concludes this thesis.

From this chapter, the outline of the thesis will be as follows:

In the second chapter, a literature review of different theories and concepts, such as Alvesson et al. (2017) leadership roles, will be discussed thoroughly. Also, other theories will be presented.

The third chapter will present our conceptual model which ties together with the literature review and our hypothesis.

Chapter four is the methodology, which shows the methods used to collect data and reach our results. Also, limitations will be discussed.

The fifth chapter is about the findings of the data. This chapter aims to present the findings from the collected data by presenting tables, graphs, and so forth.

The sixth chapter aims to provide answers to the research question. We will discuss and analyze to then draw conclusions and connections to what has been presented.

The final chapter concludes the research findings and points out the most important things to remember and to include in future studies.

Chapter 2. Theories, Frameworks & Conceptual models

Chapter 2 of this research is about providing the reader with the necessary information needed to understand the research. Firstly, we introduce the different theories where the term "follower perspective" is seen as the ground of this research. Secondly, we will discuss the different leadership roles that our research is based on, which is our conceptual framework. Thirdly, we will discuss Maslow's Hierarchy of Needs and employee engagement.

2.1 Theories

This chapter will introduce the theories of the leader-follower relationship and discuss what effective and ineffective leadership is. To conclude, there will be a section about misalignment which is when an individual perceives things but the outcome is different.

2.1.1 Leader-follower Perspective

For a long time, followership has been neglected and addressed in the shadow of leadership theory. Leadership has always been seen as an influential role and the followers as a tool for the leader to use and manage. However, when Kelley published the article "In Praise of Followers" (1988) about the importance of the follower the attitude changed. This was the first major article that brought up the importance of followership as a key to corporate success (Baker, 2007).

Followership refers to how followers perceive and respond to their leader and the actions they take. Furthermore, the followership perspective has a clear focus on what the followers need and expects from their leader (Uhl-bien et al., 2012). The fact that has been neglected for a long time is that there is no leadership without followership just like there is no light without darkness. In recent literature, followership has been identified as co-producers of leadership (Alvesson et al., 2017). However, since

followership has been neglected as something negative for such a long time, many people do not reflect on the fact that most people are followers.

As stated in Alvessons et al. (2017) "Reflexive Leadership, organising in an imperfect world", even middle managers do not acknowledge that they are followers to their superiors and instead tend to focus on their leadership role to their subordinates. Furthermore, leadership has been a phenomenon that has existed as long as humankind has been around and was seen as something that you were born as instead of a skill that could be learned (Baker, 2007). Meanwhile, the role of a follower is often seen as a passive role where it does not interact with the leadership role. However, as previously mentioned, academic and practical perceptions have changed the view on this matter dramatically in recent years (Alvesson et al., 2017). Today followership is seen as an active and important component of leadership that affects and develops it (Alvesson et al., 2017).

2.1.2 Effective Leadership

Leadership is a concept that has evolved dramatically during the last decades. Not long ago leaders were expected to manage, plan, inspect others' work, and ensure that the organization was running well. Today leaders' roles have shifted drastically. Today, leaders have a much larger focus on motivating, inspiring, and ensuring that the employees feel that they contribute and are important to the organization (Palmer et al., 2000). This shift in focus for leaders has also led to new leadership theories and practices being developed in recent years. The existing theory has identified certain practices that have enabled effective leadership. These practices entail clear personal values and views that are followed in their professional work (Palmer et al., 2000). Furthermore, the leader should be clear in what they want to achieve with their work, but also consider co-workers' goals and find common goals and visions to work towards. Thirdly, leaders should dare to challenge themselves in their work.

Dealing with complex situations and learning from failures as successes are critical parts of becoming better for themselves and the people around them. This ties together with the practice of ensuring that co-workers are enabled to grow and learn (Palmer et al., 2000). As a leader, one should encourage collaboration and teamwork, share power, and remove hierarchical structures so the people around them can grow as well as the leader. The leader should ensure that the people around them are involved, feel responsible, and have the tools to learn and become better (Palmer et al., 2000). Lastly, all these practices boil down to the ability to build a strong community in the workplace. An effective leader acknowledges that people should be praised when deserved and celebrate success to strengthen the motivation and willingness to always become better (Kaser et al., 2013).

2.1.3 Ineffective Leadership

Effective leadership is a subject that has gotten a lot of attention in the academic world over the years. However, there is also the subject of ineffective leadership which has not been given as much attention. History has a clear tendency to focus on the positive aspect of leadership and neglect the dark sides of it (Aboyassin and Abood, 2013). Ineffective leadership has in recent years been of more interest to researchers that argue that understanding the negative aspects of leadership would provide a more holistic view of the subject (Toor and Ogunlana, 2009).

Ineffective leadership has been divided into a lot of different sub-factors in the scientific community over the years. Destructive leadership, negative leadership, laissez-faire, and toxic leadership are some of the subcategories of ineffective leadership that have been given over the years (Enarsen et al., 2007). Ineffective leadership derives from leaders' personal attributes, values, or external factors such as the followers around them. The phenomenon of laissez-faire leaders implies that the leader takes a passive role as a leader and fails to complete their duty as a leader. On the other end

of the ineffective leadership spectrum, some leaders are obsessed with power and often use manipulation, one-way communication, intimidation, and other threatening measures to control the people around them. This use of power is called destructive leadership. Destructive leadership is defined by Enarsen et al. (2007) as

> *The systematic and repeated behaviour by a leader, supervisor or manager that violates the legitimate interest of the organisation by undermining and/or sabotaging the organisation's goals, tasks, resources, and effectiveness and/or the motivation, well-being or job satisfaction of subordinates.* (p.208)

These are just some common examples of ineffective leadership. These types of leadership approaches can have critical outcomes and harm organizations in major ways. Common consequences of ineffective leadership often affect the followers that can suffer from bad psychological health, low work engagement, lower work efficiency, and bad self-confidence to name a few outcomes. On a grander scale, this will make the organization less efficient with the use of their resources learning to lose revenue (Toor and Ogunlana, 2009).

2.1.4 Misalignment

Misalignment is a common occurrence in both professional and private settings. Alvesson et al. (2017) describe alignment as "the existence of shared meanings" (p.149). However, the existence of shared earnings does not always translate to reality where people often have different perceptions of the same situation or event. This phenomenon is called misalignment. Misalignment can occur when a person that views themselves as a leader is not viewed by the people around them as one. Misalignment does not only occur between leaders and followers but between business parties. Corsaro and Snehota (2011) argue that misalignment between business parties leads

to flawed decision-making. Furthermore, Corsaro and Snehota (2011) presented two researched methods to solve misalignment between parties. Firstly, an overview of the actual problem needs to be conducted to identify how to solve the problem. Secondly, there should always be a review of the solution. Did the proposed solution realign the parties and solve the misalignment or is the misalignment still there and are further steps needed to solve the situation (Corsaro and Snehota, 2011).

There are four main dimensions identified by Alvesson et al. (2017) that are included in leadership alignment. These are shown in the image below.
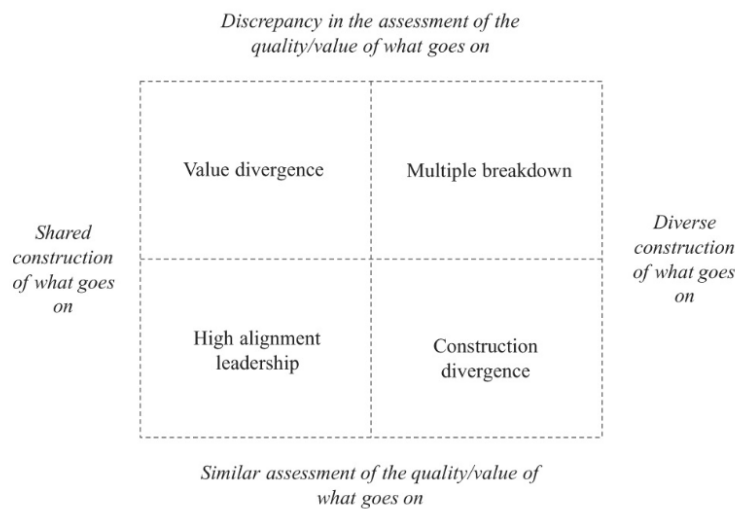
Figure 1

Source: Alvesson, M (2019, p.325).

The model above visualizes how alignment or misalignment occurs depending on the views of the persons involved in the transfer of meaning. The high-alignment leadership dimension means that there is a clear understanding between the leader and the followers on how the leadership is conducted as well as how to evaluate its quality. Value misfit means that the individuals involved have a fairly similar perception of the leadership but their feelings about the relevance or quality may differ. Construction misfit

implies that the parties have very different opinions about the leadership but agree on its value and quality of it. Multiple breakdown dimensions as the name indicates mean that there is a clear fracture in both the understanding of the leadership and how to assess it. This means that there is a lot of confusion and concern between the leader and the followers. However, Alvesson et al. (2017) mention that this is not as critical as it may sound since it is a common occurrence when leaders and followers can disagree on certain matters (Alvesson et al., 2017).

2.2 Conceptual Framework

In this section, we present our conceptual framework and argue why we have chosen these. It is important to understand why and how these are beneficial for this study and to reach the intended results.

2.2.1 Leadership Roles

As mentioned in the problem discussion, there are several established and talked about leadership models. Transformational leadership is the most frequently used type of leadership in the scientific literature but has faced criticism for its potential abuse of power. Transformational leaders convey their messages and conviction by captivating their followers' emotions no matter what long-term consequences and those may not be positive morals (Hay, 2006). Furthermore, Stone et al. (2003) acknowledge that transformational leaders have strong influential power over their followers. Hay (2006) puts this into perspective by emphasizing leaders with narcissistic tendencies can control their followers and get them to do whatever they want. Transformational leaders can exploit their power positions. Hay (2006) uses Jim Jones and Charles Mason as examples of transformational leaders that abused their position as transformational leaders with horrific outcomes. Alvesson and Kärreman (2016) also take a critical view of the concept of transformational leadership. They argue for the ambiguity of the concept and insufficient focus on the negative aspects of

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transformational leadership. Moreover, Alvesson and Kärreman (2016) also argue for the neglect of how leaders interact and are influenced by their followers and that leaders often are heavily influenced by the people around them.

Educational leadership derives from the school of instructional leadership which was developed in the 1980s to analyze principals' leadership in school environments. The development of instructional leadership then became more expanded and researched at the end of that decade and became what we today know as educational leadership. Educational leadership focuses on developing the normative structure within a company by concentrating on empowerment, dividing the leadership, and organizational development (Hallinger, 2003).

Authoritarian leadership is based on power asymmetry where the leader holds the position of power to consolidate the control of power and ensure that they are in control (Schuh and Zang, 2012). Cheng (2004) defines authoritarian leadership as a 'leader's behavior that asserts absolute authority and control over subordinates and [that] demands unquestionable obedience from subordinates' (P. 91). However, authoritarian leadership is also associated with leaders using their power for personal gain and self-centeredness and disregarding the people around them (Schuh and Zang, 2012).

This ultimately leaves us to the roles established by Alveson et al. (2017). Alvesson et al. (2017) developed five different roles of leadership that are most commonly used. The reason for the chosen framework is that we see a pattern and influence of each role described above with the framework presented by Alvesson et al. (2017). Also, by using this framework, we think that it adds a new dimension to analyzing followers' perceptions and expectations as it is both a new theoretical framework, but also draws influence from the different roles presented above.

The authors describe this framework as the 5Ps based on the areas they focus on. These five are:

1. Prophesying a vision - *The prophet*
2. Preaching values and morals - *The preacher*
3. Psychotherapeutic intervention influencing emotions - *The psychotherapist*
4. Party-hosting, creating a positive work climate - *The Party-host*
5. Pedagogical work aiming to support learning and cognitive development - *The Pedagogue*

The Prophet

Firstly, the *prophet* is a popular leadership role. This style aims to motivate personnel that often conduct "boring" jobs where there is much of the same type of work (Alvesson et al., 2017). The *prophet* aims to motivate people to do their job as efficiently as possible. This is mainly achieved by inspiring and making employees believe that they are not only working for their own sake but also the greater good. The best *prophets* communicate an image of the preferred future. This creates emotions in the receivers of the message. Furthermore, the vision should be easily understood so people have a clear picture of what the goal is (Alvesson et al., 2017).

The Preacher

Secondly, the *preacher* is a leader of high moral standards and integrity. Their leadership is based on leading by example. This transformational leadership focuses on learning others to lead themself. The *preacher* leads by helping, supporting, and empowering their followers to become better individuals. "Superleadership" is a phenomenon connected to this leadership style (Alvesson et al., 2017). The phenomenon entails that the individual not only has a good moral standard but also works on self-improvement. The "super leader" focuses on the previously mentioned factors from the preacher

style, as well as helping by guiding people to become more independent (Alvesson et al., 2017).

The Psychotherapist

The third leadership style is named *psychotherapist*, which can be described as "the one there for you". From the name of the leadership role, it is clear that this one focuses on emotionality or rather emotional intelligence (Alvesson et al., 2017). There are five key components connected to emotional intelligence in leadership. These five are Self-awareness, self-regulation, motivation, empathy, and social skill. The focus for this type of leadership is on the people around the leader, being supportive and guiding them. A leader using this style also needs to master their emotional intelligence, be aware of how their mood affects others, be able to handle their temper, be open to doing more than the job requires (emotional support), and be understanding to name a few skills (Alvesson et al., 2017).

The Party-Host

The fourth leadership style is *the party host* who is seen as the "funny guy". This leader uses humor as their main tool to inspire the people around them. Furthermore, humor is seen as an effective tool leaders use to relieve stress, anxiety, and boredom and a tool to increase creativity, collaboration, and productivity. In recent years humor has been used both for leading purposes, but also to strengthen organizational culture and brands. However, It is important to remember that a good sense of humor does not make a good leader. Good work ethic, and competence, along with many other factors are of greater importance for a leader (Alvesson et al., 2017).

The Pedagogue

Last but not least we have the *pedagogue*, or "the coach", leadership role. The coach approach aims to develop and facilitate learning for the followers. There are two main aspects of coaching as a leader. There are two types of

coaching, informal and formal. Informal coaching is something that is not planned. Instead, the leader helps individuals with tips and suggestions when they identify they are in need. Formal coaching, on the other hand, has a direct approach. This means that there are set times for meetings and there should be a plan for the organization to follow. The leader using the coaching style should challenge his followers by giving them difficult tasks so the employee can learn from the experience and develop. Moreover, the leader should also help the people around them analyze their work, provide constructive feedback, and provide growth opportunities (Alvesson et al., 2017).

2.2.2 Maslow's Hierarchy of Needs

In this chapter, we introduce the author to Maslow's "Hierarchy of Needs". We will present how the model is constructed, where we explain each need. Since the model has received plenty of criticism, it is crucial to mention that before we argue why this framework fits our study.

Maslow's hierarchy of Needs is a physiological framework, containing five different stages of needs. This shows how motivated people are in reaching certain needs and goals. However, it is important to mention that the model has received criticism. Winter (2016) explains that the model is biased and focuses on the upper class and the smarter people in the United States, as well as expectations of the model which did not always live up to what the goal originally was. The pyramid of needs should push the individual to climb and reach the other needs. However, Winter (2016) promotes the idea of people becoming comfortable after reaching a certain need in their life and stopping reaching for the other levels.

Despite the criticism, we believe that this framework can be used as a dependent variable when analyzing employee engagement and the different levels of employee engagement. Our conceptual model of how employee

needs, leadership roles, and employee engagement work together will be presented in Chapter 3.

The levels of needs in Maslow's model are as follows: physiological, safety, love and belongingness, esteem, and self-actualization (McLeod, 2018). The basic needs table or pyramid, portrayed by Maslow himself, shows that needs are tied together where each need has a different level of importance than the other (Maslow, 1943).

See the picture of the Hierarchy of Needs pyramid provided by McLeod (2018) below.
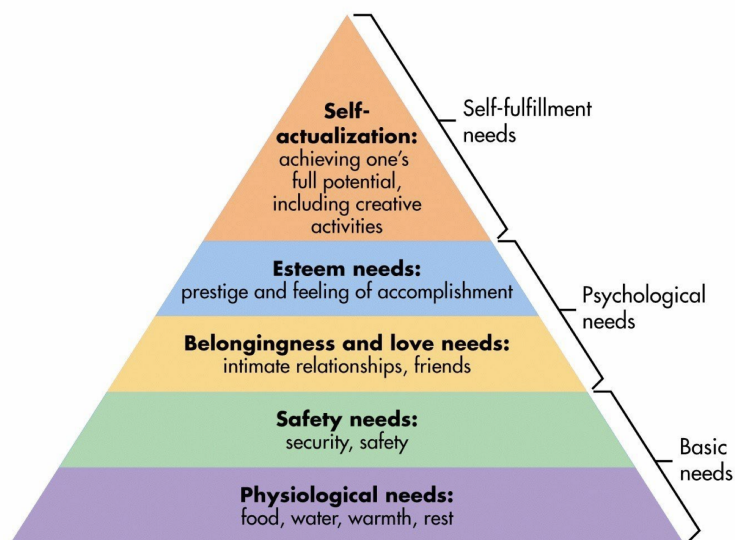
Figure 2

Source: McLeod (2018, p.1)

Maslow explains the first level to be physiological and works as a driver in a person's life. Maslow mentions that there are two different levels of needs, homeostasis, and appetite (Maslow, 1943). Homeostasis is the elements needed in a body for it to function, for example, food, drink, sleep, and more.

Appetite, focus instead on the hunger to reach these elements if the body lacks in one or another department (Maslow, 1943).

The "safety needs" focus on how an individual searches for safety from different elements. Maslow (1943) sees the individual, or the organism of a human, to be a mechanism that is continuously searching for safety.

The third level of need is love and belongingness. This will only apply if the first two needs explained above are met in a justified manner (Maslow, 1943). Humans tend to search for situations where they feel that they receive love and feel belongingness. Maslow theorized that the shift of hunger has gone from reaching psychological needs to reaching and striving for the goals of feeling affiliation in a group in different everyday scenarios.

The fourth need is esteem needs. Maslow emphasizes that there are two levels to esteem, for oneself and the desire for reputation from external sources (Maslow, 1943). The first level focuses on internal aspects such as the desire for strength, confidence, and achievement (Maslow, 1943). The latter focus on external aspects. These can be getting respect, attention, recognition, and feeling important from other people. However, if something is preventing the human from searching for and obtaining these needs can ultimately lead to a production of the feelings such as weakness and helplessness according to Maslow (1943).

Last but not least is the self-actualization need. Despite one having satisfied all of the needs above, the human still develops restlessness, and the search to become satisfied continues (Maslow, 1943). It means that the individual continues to do things that fulfill happiness. Self-actualization differs from person to person and ultimately serves the purpose of finding and realizing the person's full potential and striving for personal growth.

2.2.3 Employee Engagement

In this chapter we will introduce the concept of employee engagement and go over what previous research has discussed on the topic. We will also discuss how this will be used in our study.

Employee engagement is divided into three different levels, cognitive, physical, and emotional (Kular et al., 2008; Truss et al., 2006). These levels measure how engaged an employee might be.

Firstly, the cognitive level sheds light on the employee's different views of the organization they are working for and their leader and the different working conditions respectively (Kular et al., 2008). The cognitive levels of a follower impact several aspects and variables such as effort, job performance, social identification, and leader evaluation (Pierro et al., 2014). Moreover, Pierro et al. (2014) discuss the importance of leadership fairness, a recently identified factor for effective leadership that is tied to the follower's perception of the leader. A follower that experiences unfairness from a leader is likely to have a significant effect on the cognitive level of the individual. This occurrence can lead to uncertainty increases for the follower. Therefore, Pierro et al. (2014) propose that cognitive closure is important to reduce uncertainty for the followers as well as contribute to work engagement and job performance.

Secondly, is the physical level. This perspective focuses on how much energy is consumed by an employee to perform their task or duty or to do a little extra as Truss et al. (2006) discuss in their work. Kovjanic et al. (2013) conducted a study on how fulfilling basic needs for employees impacted work engagement. Their study found indications that satisfying employees' basic needs can improve work engagement by improving their work performance (Kovjanic et al., 2013). Furthermore, Widianto and Wilderom (2022) conducted a study on how satisfying the physical needs of both followers and leaders mediates and enhances job performance. This study

also showed a significant relationship between job performance and satisfied physical needs (Widianto and Wilderom, 2022).

Thirdly is the emotional level. This perspective shows the employee's attitude, whether it is positive or negative, toward the two other perspectives mentioned above as well as how emotionally engaged an employee is in their work (Kular et al., 2008; Truss et al., 2006). Truss et al. (2006) explain employee engagement as one's dedication to work, which can push the idea of it being a psychological game for the employee when deciding how engaged one will be. Another key to figuring out and measuring how engaged an employee is can be done by analyzing their working life which ties together with an employee's emotional engagement. The different factors that play a role in the term of working life, include working conditions, work culture, flexibility, pay, and much more (Truss et al., 2006). Not only does working life play a role in employee engagement, but so does management, communication as well as leadership.

How employees are treated by their managers, how well information is communicated, transferred, and if employees can participate and feel involved are key factors that will show employee engagement (Truss et al., 2006). If employees are treated harshly by their managers, the outcome will most likely be negative and employee engagement will decrease. Last but not least is the employee's attitude to work. This can be, for example, meaningfulness, which shows if the employee's work goals live up to their personal goals and expectations. (Truss et al., 2006). The study will use Maslow's Hierarchy of needs and connect them to the employee engagement levels to find out what needs are affecting each engagement level. Therefore, we believe that these three levels of engagement are influenced by Maslow's Hierarchy of Needs, hence why we decided to include these under the conceptual framework.

2.3 Hypotheses

Our research is taking on quantitative research, and the paper needs to have a hypothesis to test the main research and sub-questions. Our hypotheses are the following:

Hypothesis 1a: *There is a positive association between cognitive engagement and the most preferred leadership role.*

Hypothesis 1b: *There is a positive association between physical engagement and the most preferred leadership role.*

Hypothesis 1c: *There is a positive association between emotional engagement and the most preferred leadership role.*

These hypotheses aim to find out what level of engagement has the most impact on the preferred leadership role. The preferred leadership role is found in the descriptive statistics and is the role with the most answers to question 7. These hypotheses will be rejected if no positive impact is found.

Hypothesis 2a: *There is a positive association between cognitive engagement and the most preferred employee needs.*

Hypothesis 2b: *There is a positive association between physical engagement and the most preferred employee needs.*

Hypothesis 2c: *There is a positive association between emotional engagement and the most preferred employee needs.*

These hypotheses aim to test if there is an impact on the levels of engagement on the most preferred needs to find out if it promotes work engagement. These hypotheses will be rejected if no positive impact is found.

Chapter 3. Conceptual Model

This section contains our conceptual model which is based on the literature review in Chapter 2. Provided below is the model as well as an explanation of how each dependent and independent works.
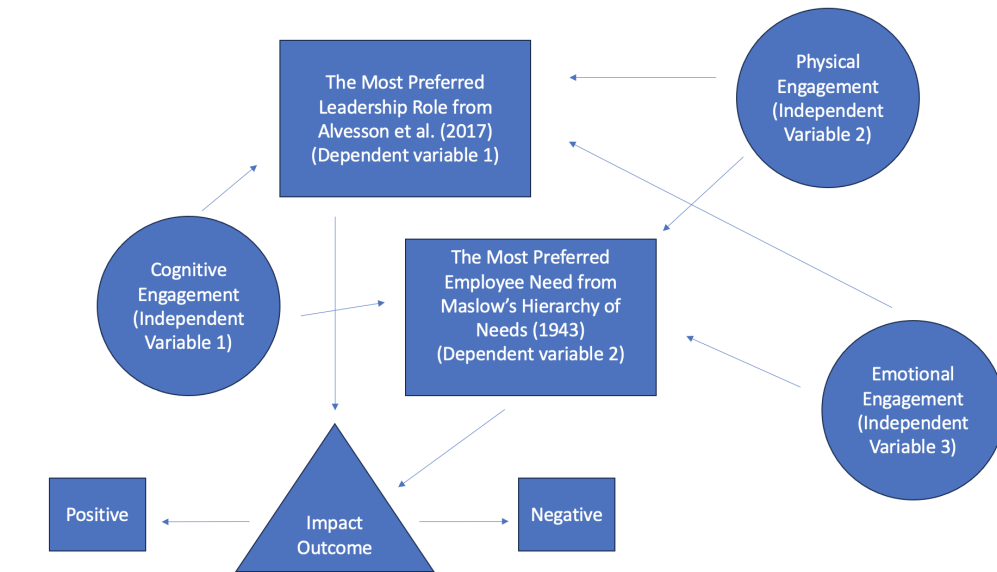
Source: researchers' own (2023)

Our three independent variables are the three different levels of engagement, which are presented in each circle. Our dependent variables are Alvesson et al. (2017) leadership roles and Maslow's Hierarchy of Needs. Our hypotheses have been split up into three sub-hypotheses, where each hypothesis focuses on one independent variable's impact on the dependent variables. When we created our hypotheses, we decided that we wanted to see the impact on each preferred role and need that the participants answered. This is why there are two arrows from each independent variable pointing to the dependent variables. Thereafter, we want to see if the outcome is positive, hence why arrows from the dependent variable to the triangle. If the impact is positive in the hypotheses, the hypotheses will be accepted and the arrow points to the left. If the impact is negative, the hypothesis is rejected, and the arrow will go to the right.

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Chapter 4. Methodology

This part of the paper explains what type of research this paper has, how the data is being collected, and how the sample will be collected. This chapter will be concluded with limitations as well as ethical considerations.

4.1 Research Approach

This study will have a deductive approach. A deductive approach is the most appropriate for this thesis since the foundation of the paper is based on existing theory. The deductive approach gives the authors a clear theoretical position using existing concepts to test the theories against the proposed research question. Furthermore, the authors recognized that due to the nature of basing the research question on what was found in the literature review a deductive approach was a clear choice (Saunders et al., 2019).

4.1.1 Research Philosophy

This paper will take a positivist philosophy approach. Positivist philosophy assumes that the subject studied can be taken as a hard fact and that the variables and the relationships discovered in the study can be presumed as scientific laws. The positivist researcher believes that social issues can be studied in the same way as natural objects (Crossan, 2003). For this study, the positivist philosophy seemed most fitting because the study aims to research a social phenomenon. Furthermore, this study will also examine patterns and relationships between different variables which is a fundamental part of positivist research (Crossan, 2003). This philosophy also ground its conclusion on mathematical and numeric data in most cases which ties together well with this study as well.

4.2 Research Design

An explanatory design provides the means to understand what factors and phenomena affect the research problem (Saunders et al., 2019). An explanatory design has the purpose of finding relationships between two or

more variables. In this paper, we will focus on analyzing correlations between work engagement and employee needs. The study will also examine how employees value and perceive Alvesson et al. (2017) five P model and see if there are any underlying misalignments in the respondent's answers based on the questionnaire. This will then be analyzed in statistical software to determine correlations between the answers from the data collected.

4.3 Research Method & Strategy

The method used in this report is a quantitative study. This method was chosen since the authors aim to survey during the data collection phase. We will use this method to test the theoretical problem identified compared with data collected via the surveys to identify new knowledge on the subject. The quantitative approach will also provide the opportunity to break down the data into numeric answers which will allow the authors to identify relationships, links, and patterns (Saunders et al., 2019).

The quantitative method used in this paper will be focused on one organization. Therefore the authors aim to conduct a survey study. The survey study is commonly used in management studies. Furthermore, a survey study allows for data collection from a large pool of people which allows for increased reliability of the data (Saunders et al., 2019). In this paper, the participants originate from the same organization. However the origin of the participants is not of focus in this study, instead, the focus is on the participant's preferences, expectations, and needs. The authors believe that the survey strategy also will provide deep and rich insights from various perspectives.

4.4 Operationalization

Variables that were measured: Preferred leadership roles, preferred personal needs, and employee engagement. We made these variables measurable by having set questions for each variable. We had a total of 7 questions

dedicated to employee engagement. Two questions was dedicated to emotional engagement, two were to physical, and three were to cognitive engagement. Therafter, we wanted to see whether these engagement levels had a positive association with the most preferred leadership role and employe need.

Analysis: We decided to analyze the data by conducting a Spearman correlation analysis using SPSS. This analyzing method was chosen since it enables the authors to compare the relationship between the questions asked in the survey.

We have decided to collect data where we will survey people on what their preferred leadership traits are. These questions will be asked and answered by the participants' rates statements 1-11 where 1 is unimportant and 11 is very important. This part will consist of five questions where each question has a direct connection to the different leadership roles developed by Alvesson et al. (2017). The second section will focus on followers' expectations of their leaders and the followers' needs at the workplace. In this section the participants will rank leadership traits, choose one statement about what type of leadership trait they deem as the most important for them, and rank what needs (emotional, social, and physical) are the most important at the workplace. The last section asks the participants about their current engagement at their work. These questions are answered by ranking statements 1-11 where 1 is that they don't agree at all and 11 is that they fully agree.

The questions are designed to find expectations of the ideal leader and what the participants truly value from leadership. This correlation will answer the question if there is a clear misalignment between expectations and the reality of needs.

4.5 Instrument of Data Collection

For this master thesis, data will be collected through questionnaires to reach the results intended for this research. To support our demographics, the questionnaire will collect ages from the participants to get an overall view of the responses. The questionnaire is constructed in a way that will aid us in reaching the results of the theoretical framework of Alvesson et al. (2017) "five P's", employee engagement, and employee needs. Misalignment is used as a tool when analyzing the results.

4.5.1 Collecting Empirical Data

Steen (1991) discusses two different ways of seeing and separating empirical data, which are either verbal or non-verbal ways. The term verbal data is when one collects data through constructed interviews or questionnaires, whereas non-verbal data is collected and analyzed through "reading-time measurements", which can be done by reading different texts (Steen, 1991, p.363). There are some strengths and weaknesses of the two different methods. The verbal data can be easily accessed, but the weakness is that it can be difficult to interpret and analyze due to its complexity. Non-verbal data, referred to as reading time measurements, can, sometimes, be hard to get. However, the benefit of using this type of data is that it can become a lot easier to compare to other available data. Another benefit of using non-verbal data is that one can read continuously, which means that one can continue to read while studying (Steen, 1991). Verbal data, on the other hand, is better suited to use either before or after the "process of reading" as this type of data focuses on collecting data such as memories, preferences, attitudes, and so forth (Steen, 1991, p.563). After things were considered, an agreement of collecting data in both ways was reached.

4.5.2 Primary & Secondary Data

In this thesis, the aim is to collect data through both primary and secondary data. Saunders et al. (2019) explain that one method of collecting primary

data is through conducting questionnaires which thereafter are handed to the selected participants to be filled out to find out whether a set hypothesis is true or false. Secondary data will be collected through a literature review from peer-reviewed journals and books as it will be necessary when first conducting the questionnaires, but also to provide depth to the methodology. To ensure internal validity, the secondary data will be collected from Google Scholar, OneSearch, and carefully reviewed websites from the Google search engine. The URL should end with either .org, .gov, or .edu for it to be trusted (University of the Sunshine Coast, 2023). Also, sources that end with .com can be trusted, however, one should carefully review them before using them. Lastly, reviewing trusted business and health journals such as Harvard Business Review and doing extensive research on the authors will ensure validity.

4.5.3 Quantitative Data

Questionnaires or surveys will be used to collect data. There are different types of questionnaires one can use. For example, it can be a web questionnaire. This type of questionnaire, according to Saunders et al. (2019), consists of a hyperlink that participants can click and complete on their phones or computers. This questionnaire is fast and can reach multiple people in a matter of seconds, however, the implication of this can be security reasons where companies can have high security.

Another approach is using a printed questionnaire, which means that the creation of the questionnaire will be done electronically, but will be printed and handed out to the participants. Ipsos Encyclopedia (2016) explains that this type of questionnaire consists of a set of questions that can either be printed or written, contain different choices of answers, and serve the purpose of getting results for a statistical study. For this master thesis, there will be self-completed, printed, and handed-out questionnaires.

4.6 Sample Techniques & Population

Rahi et al. (2019) define in their work the term population to be a set group of items or people that a researcher wants to include in their sample size, whereas the techniques instead focus on how the process of gathering the intended sample size. The two different techniques used to set up a sample size are probability and non-probability, and the use of these depends on how one's research is conducted.

4.6.1 Probability Sampling

Probability sampling is when each participant or unit has the same chance to be selected. There are five different types of sampling techniques one can use according to Rahi et al. (2019). Simple random, systematic random, stratified random, cluster, and multi-stage sampling. Simple random is when each population has the same chance of being included in the sample. Rahi et al. (2019) mention that developing a "numeric list", where all samples are put in a computer to generate "random numbers", allows researchers to do a random sample of the entire sample size and population (p.1164).

Systematic random sampling is when a researcher has a specific sample point and thereafter follows a systematic theme (Rahi et al., 2019). For example, if the starting point is 10, the next sample would be at 20, 30, and so forth depending on how large the sample size is. Stratified random sampling is when strata, also known as a subgroup of, for example, traits, have the same chance of being "selected randomly." (Rahi et al., 2019, p.1164) Cluster sampling focuses on picking a set amount of population in different areas to gain a wider spread of samples. The final technique is multi-stage sampling which builds upon the cluster sample, however, what differs is that the second and third cluster samples have a focus on either a "specific region" or objects that are relevant to the "sample size." (Rahi et al., 2019, p.1165)

4.6.2 Selecting Sampling Technique

For this master thesis, we used cluster sampling. This was chosen since the study is conducted in a survey study setting and the most fitting sample technique was identified as a cluster. Furthermore, the cluster technique allows for large sampling pools which will increase the reliability of the study further. This means that cluster sampling will only be from one location or city, within an organization, instead of picking samples here and there.

4.6.3 Sampling Frame

Rukmana (2014) defines the term sampling frame as a "list of members of the population of interest from which a probability sample is selected." (paragraph 1) This means that the sample frame should only contain the population which is beneficial to the study. Also, a sample frame is essential when it comes to probability sampling, and would be impossible to select a sample without it (Rukmana, 2014).

4.6.4 Sample Size

The sample size for this study is suited to involve around 100 people. However, the exact number of participants can not be determined. The reason can be: some people in the organization may not 1. be present when handing out the questionnaire, and 2. people may not feel the need to participate in the survey. The total population of the company is around 150. Bullen (2022) argues that the minimum sample size is 100 and that it can produce enough data. Bullen (2022) also argues that one has to figure out where to set the minimum sample size and that it depends on the situation one is in. One situation that fits our research is the limitation of time and money (Bullen, 2022). We are aware of the limitation of not reaching the intended sample size due to the time frame and money and we believe that if we reach a sample size of 100 ± 15 it can still produce viable results.

4.6.5 Demographics

The aim is to collect data from all available personnel at the logistics company participating in the study. The data collection and population are present in the southern parts of Sweden. The sample size is solely Swedish-speaking citizens. This means that our questionnaire is in Swedish. Also, we did not consider the employee's level of education or years of experience.

4.7 Scientific Criteria

In scientific research, whether it is a qualitative or quantitative study, three main scientific criteria need to be addressed to ensure that the study and the data presented promote quality. The study should ensure it is trustworthy and neutral from any biases, but should also be consistent as well as applicable (Frambache et al., 2013). Despite the qualities being similar, there is still a difference in how each is being operationalized and defined. In a quantitative study, the following needs to be considered: validity, objectivity, and reliability.

4.7.1 Validity

Validity is split into two different sections, internal and external where the quality criteria of both differ.

Internal Validity

Internal validity ensures that the data collected is trustworthy. It promotes the idea of how "observed effects can be attributed to the independent variable" (Frambach et al., 2013, p.552). There are several things one can do to make sure that the quality increases. One can do a power calculation, which according to Frambach et al. (2013) is when one has calculated the sample size so that it ensures enough data. Also, one should try to avoid the loss of participants and should mention if the participation rate was lower than intended (Frambach et al., 2013).

External Validity

External validity promotes the idea of ensuring the applicability of the evidence found in the research. Frambach et al. (2013) define how "the results can be generalized from the research sample to the population" (p.552). To ensure that the quality is increased, one can do the following. Using different types of sample techniques, such as stratified or random sampling, but also to do a constructed validation which focuses on verifying the "predicted relationship between independent and dependent variables" (p.552).

4.7.2 Reliability

This term focuses on making sure that there is enough "consistency of evidence" (Frambach et al., 2013, p.552). To promote consistency, a test should, according to Heale and Twycross (2015), have a similar participation rate every time it is completed. However, there is a limitation. One can never ensure that the participation rate is the same every time a test is conducted. Therefore, it can make it difficult to measure and ensure that the research is reliable (Heale and Twycross, 2015).

Despite the limitation, some things can be done to make the research reliable. For example, internal consistency, according to Heale and Twycross (2015), is when one is calculating the consistency of an instrument. The most commonly used measure is Cronbach's alpha formula as it is most viable when a research has more than two questions. This test is constructed in a way where "the average of all correlations in every combination of split-halves is determined." (Heale and Twycross, 2015, p.67) The test also has a scale of 0-1, where 0.7 is an acceptable score of reliability.

Another reliability test can be done by analyzing the standard deviation. Standard deviation is a measurement that analyzes the variability of answers. Data with normal distribution often has a standard deviation between 1-2

(Altman and Bland, 2006). This means that the higher the standard deviation is the more spread of answers has been received in the survey. The standard deviation is affected by the sample size used and a smaller sample will in many cases have a higher standard deviation (Altman and Bland, 2006). However the lower the standard deviation is the closer the results are to the mean or the "true answer" (LabCe, 2023).

For our research, we will use both standard deviation and Cronbach's alpha to ensure reliability.

4.7.3 Objectivity

Objectivity in a quantitative study is used to ensure that the study is neutral and that personal biases are removed. To ensure objectivity, a researcher can do the following. Ensure anonymity among the responses, maintain the original data safely, and as Frambach et al. (2013) argue, "let the fact speak for themselves" (p.552). This means that the researcher should not intervene nor try to use any of their personal biases when collecting and analyzing data and let the data be data.

4.8 Ethical Considerations

During research studies, there are several ethical considerations to reflect over before starting the study. To start it is important to review how and from whom you will collect data. Furthermore, is the data that will be collected sensitive and how willing will participants be to give up this information? If the data is viewed as sensitive researchers should keep personal information and data anonymous. This means that as a researcher you need to build trust with your participants as well as convince them that no personal information will be published. The data should also be stored locally so only the researchers have access to it (Saunders et al., 2019). This has been done in this study since we have personal connections within the organization

partaking in the study as well as the surveys being anonymous meaning the responses can not be tracked back to those that partake.

Ethical considerations during the data collection process. In today's world where the internet is a big source of all information we access, it is important to critically review all journals, books, and papers that are used from the Internet. Many sources are not scientific and can be trusted and as an author, it is your responsibility to ensure that all information used in the paper is reliable (Saunders et al., 2019).

Lastly, Denscombe (2010) stated in his book "The good research guide: For small-scale social research" four criteria that researchers should follow to ensure that their study is done as ethically as possible. These four criteria are stated as follows.

1. Participants will remain anonymous
2. Data will be treated as confidential
3. Participants understand the nature of the research and their involvement
4. Participants' voluntary consent to be involved

(Denscombe, 2010:7).

4.9 Limitations

Several limitations can play a role in reaching our result for this master thesis. The most common one is time, where the timeframe of completing this master thesis is fairly short and can cause some implications. Secondly is the participant sample and participation rate. If the collected data does not reach the intended size, it can cause limitations to credibility since a small sample size in quantitative research is not viable. Also, people might interpret the questions wrong, which means that their results will be non-viable and excluded from the results. Another limitation within the credibility of results is that we might not have the space of adding enough

questions. Because we needed to print the questionnaire, we wanted to keep it to one sheet (front and back) to lower the waste of paper. This means that one section may have fewer questions. Thirdly, available information and previous research on the topic. The focus on a theoretical framework provided by Alvesson et al. (2017) can cause limitations in finding available academic and peer-reviewed information about this specific framework. Lastly is security and confidentiality. Since this master's thesis focuses on one specific working field and one company, there is a chance of limitation to occur when handing out the questionnaires.

Chapter 5. Findings of Data

In Chapter 5, the findings will be presented along with how we analyze and interpret the results. This chapter is divided into four sections due to multiple independent and dependent variables. The first section provides a list of the limitations encountered during data collection. Each section will provide a helicopter view of the results as well as what questions have been asked to the participants. The different sections where we tend to analyze are as follows: section 5.1.1 provides demographic information such as age, 5.1.2 focuses on leadership roles, section 5.1.3: employee engagement, and section 5.1.4: employee needs.

5.1 Descriptive Statistics

In the following sections, we will present the descriptive statistics of each question from our questionnaire. Firstly, we will provide statistics on how many people participated in the survey along with their age group. Thereafter, we decided to divide the questions so that each question is underneath each heading presented beneath and provide statistics from each question, and give a summary of each question.

We handed out a total of 112 questionnaires, however, after coding the data, it became clear that we had to discard some questionnaires due to them not providing sufficient data and also that we received blank questionnaires which we also could not analyze. Also, the original intended sample size was 100, however, due to the discards and people choosing not to participate, the new sample size became 86 instead. The data is presented below. Furthermore, our questionnaire was conducted in Swedish which means that the questions provided below have been freely translated to English. The questionnaire can be found in the appendix.

5.1.1 Demographics
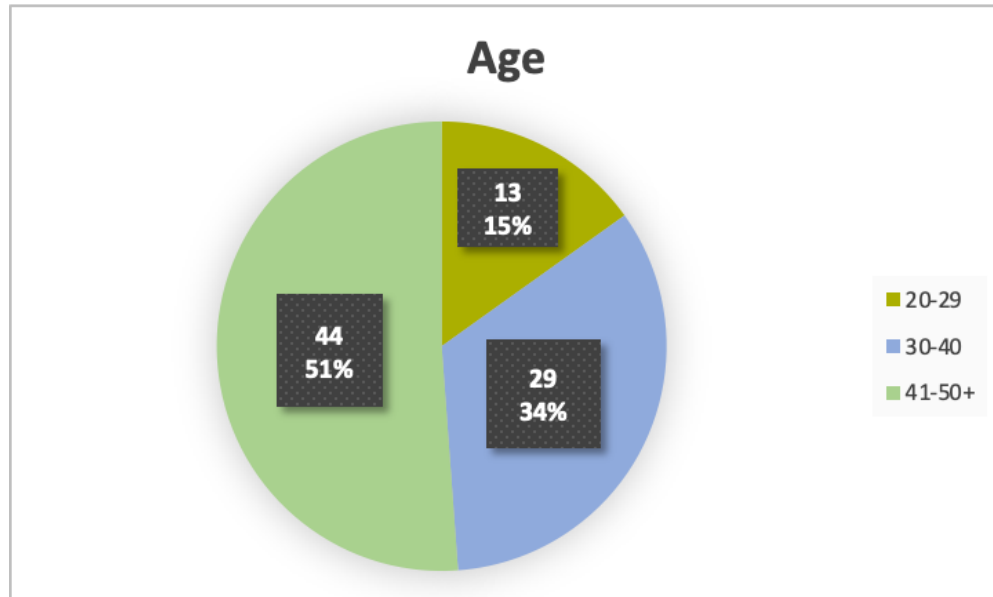
As previously mentioned, the total sample size was 86 for this research. In the pie chart provided above, it is clear that the majority of the sample was 41 years or older which was 51% of the total sample size. The smallest sample size was 13, or 15%, which was the youngest audience. Finally is the audience with the age between 30-40 years. They represented 34% of the sample. However, when presenting the results below, we decided to present the entire sample.

5.1.2 Preferred Leadership Roles

In this section, we asked the participants what type of leader they preferred the most. The aim of this part, and a question about employees' expectations, is to see if there is any underlying misalignment occurring or if the employee's expectations align with their response to the previous question about what leadership role they preferred. Question 1 is connected to the prophet role, question 2 is the preacher role, question 3 is the psychotherapeutic, question 4 is the party host and question 5 is the pedagogue.

Question #1 - I prefer a leader that motivates me and makes me feel a part of the team.

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	1,2	1,2	1,2
	7	2	2,3	2,3	3,5
	8	3	3,5	3,5	7,0
	9	8	9,3	9,3	16,3
	10	18	20,9	20,9	37,2
	11	54	62,8	62,8	100,0
	Total	86	100,0	100,0	

The data collected from the first question show a drastic overall high score. The mean response was equivalent to a total of 10.31 which is on the very high end of the scale. The total sample of 86 people showed that 54 participants, or 62.8 %, scored 11 on this question. The second highest response was 10 which 18 people or 20.9 % responded. The standard deviation of this question was 1.249.

Question #2 - I prefer a leader that takes responsibility and leads by example.

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	1	1,2	1,2	1,2
	9	9	10,5	10,5	11,6
	10	23	26,7	26,7	38,4
	11	53	61,6	61,6	100,0
	Total	86	100,0	100,0	

The second question showed that the majority of participants, 61.6%, believed it was very important to have this type of leadership role at their

workplace, which is a leader who leads by example and takes responsibility for their actions. The data collected from this question is very interesting to analyze. The mean was 10.49, and the standard deviation was 0.732.

Question #3 - I prefer a leader who cares about my well-being, has a social understanding, and guides me at work.

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	1,2	1,2	1,2
	7	3	3,5	3,5	4,7
	8	5	5,8	5,8	10,5
	9	14	16,3	16,3	26,7
	10	13	15,1	15,1	41,9
	11	50	58,1	58,1	100,0
	Total	86	100,0	100,0	

The results for this question follow a similar pattern as the two previous questions. This means that over 50% of the participants (n=50, 58.1%) picked 11 on this question. The mean of this question came out at 10.13, and the standard deviation was 1.309.

Question #4 - I prefer a leader who makes the workplace enjoyable by building a good atmosphere.

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1,2	1,2	1,2
	3	1	1,2	1,2	2,3
	4	1	1,2	1,2	3,5
	5	2	2,3	2,3	5,8
	6	3	3,5	3,5	9,3
	7	1	1,2	1,2	10,5
	8	16	18,6	18,6	29,1
	9	16	18,6	18,6	47,7
	10	16	18,6	18,6	66,3
	11	29	33,7	33,7	100,0
	Total	86	100,0	100,0	

In contrast to the three previous questions, the participant's responses to this question showed that they did not prefer this type of leadership as much. There was more of a spread of the frequency, where only 29 (33.7%) believed it to be very important. The mean of this question was 9.24, and the standard deviation was 1.928.

Question #5 - I prefer a leader who gives me challenging tasks that aid me in my personal development

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	2,3	2,3	2,3
	5	2	2,3	2,3	4,7
	6	1	1,2	1,2	5,8
	7	2	2,3	2,3	8,1
	8	6	7,0	7,0	15,1
	9	13	15,1	15,1	30,2
	10	18	20,9	20,9	51,2
	11	42	48,8	48,8	100,0
	Total	86	100,0	100,0	

The final leadership role scored fairly high with 48.8% of the total sample picking 11. Just like the previous question, there is more of a spread in the lower score rankings which can show that people do not consider this role as something very important. The mean resulted in 9.83, and the standard deviation showed 1.653.

Before continuing with the questions for this section, it is important to know that the following questions will focus on employee expectations of these roles described above. We decided to have a 1-5 rating scale where 1 is the lowest and 5 is the highest rating to figure out and see if there is any misalignment with the respondent's previous answers.

Question #6 - Rate on a scale of 1-5, what traits are the most important for a leader to have.

Caring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	7	8,1	8,1	8,1
	2,00	37	43,0	43,0	51,2
	3,00	15	17,4	17,4	68,6
	4,00	11	12,8	12,8	81,4
	5,00	16	18,6	18,6	100,0
	Total	86	100,0	100,0	

Q6a

As seen by the image the caring attribute had a relative average score. The mean of the question is shown at 2.91. This indicates that people view the caring trait as a good trait but not one of the most important for a leader to show. The standard deviation was 1.280.

Moral

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	15	17,4	17,4	17,4
	2,00	15	17,4	17,4	34,9
	3,00	18	20,9	20,9	55,8
	4,00	25	29,1	29,1	84,9
	5,00	13	15,1	15,1	100,0
	Total	86	100,0	100,0	

Q6b

The moral attribute had a wide spread of answers. The mean for this question was 3.07 which shows that on average the participants agreed that a leader's

morals are important but not the most deciding trait of a good leader. The standard deviation was 1.335.

Helpful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	3	3,5	3,5	3,5
	2,00	15	17,4	17,4	20,9
	3,00	32	37,2	37,2	58,1
	4,00	26	30,2	30,2	88,4
	5,00	10	11,6	11,6	100,0
	Total	86	100,0	100,0	

Q6c

This trait was, according to the participants, in the middle. It was not a trait that was too unimportant to have, but we interpret it as being fairly important hence why the majority of participants picked it (37.2%) and why more participants valued it with a score of 4 or 5 (41.6%). The mean of this question was 3.29, and the standard deviation was 1.004.

Mood_Booster

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	55	64,0	64,0	64,0
	2,00	11	12,8	12,8	76,7
	3,00	9	10,5	10,5	87,2
	4,00	5	5,8	5,8	93,0
	5,00	6	7,0	7,0	100,0
	Total	86	100,0	100,0	

Q6d

The trait mood booster was not highly favored among the participants and scored the lowest on the importance scale of all the traits presented under

question 6. Over 64% of the participants believed this trait was not very important to have as a leader at their workplace. The result showed that the mean of this question was 1.79, and the standard deviation was 1.257.

Motivational

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	6	7,0	7,0	7,0
	2,00	8	9,3	9,3	16,3
	3,00	12	14,0	14,0	30,2
	4,00	19	22,1	22,1	52,3
	5,00	41	47,7	47,7	100,0
	Total	86	100,0	100,0	

Q6e

Contrary to 6d, the motivational trait, was highly favored among the participants. 41 (47.7%) picked it as the most important (5). Still, 19 participants (22.1%) believed it to be very important. These two combined adds up to a total of 69.8%, which along with the mean of 3.94, ultimately shows that this trait was the most picked one. Finally, the standard deviation was 1.277.

Question #7 - Choose one of the following statements that best agrees with your values.

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	25,6	25,6	25,6
	2	42	48,8	48,8	74,4
	3	6	7,0	7,0	81,4
	4	12	14,0	14,0	95,3
	5	4	4,7	4,7	100,0
	Total	86	100,0	100,0	

Question 7, is a way to analyze and see if there is any misalignment in what the participants answered in questions 1 through 5. The statements are in the same order as questions 1-5, and here are the results. Statement 2, or the *preacher* role, had the highest score of 48.8%. Statement 1, the *prophet*, had the second highest response rate of 25.6%. As one can see, statement 4, the *party host*, had 14% and was picked as number three. Second to last is the *psychotherapist,* with 7%. The least preferred role was *pedagogue,* with 4.7%. The mean of this question was 2.23 showing that statement 2 was the most preferable among the participants. The standard deviation of this question was 1.124.

5.1.3 Preferred Employee Needs

Employee needs is a dependent variable used to analyze and see if there is a positive impact with employee engagement. However, we only had one question due to limited time, resources, and money. The goal of the sole question was to find out what employees value at their current point in life and to see if there is any connection with employee engagement. The question was based on Maslow's Hierarchy of Needs (1943).

Question #8 - Rate 1-5 what you value as being important at your workplace.

Belongingness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	10	11,6	11,6	11,6
	2,00	15	17,4	17,4	29,1
	3,00	11	12,8	12,8	41,9
	4,00	21	24,4	24,4	66,3
	5,00	29	33,7	33,7	100,0
	Total	86	100,0	100,0	

Image: Belongingness needs, Q8a

58.1% believed that this need was important (4) to very important (5) which is 50 participants of the total 86 sample size. The remaining 36 believed it to either be moderate (3), less important (2), or not important at all (1). The mean was 3.51, and the standard deviation was 1.412.

Get_recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	17	19,8	19,8	19,8
	2,00	17	19,8	19,8	39,5
	3,00	21	24,4	24,4	64,0
	4,00	18	20,9	20,9	84,9
	5,00	13	15,1	15,1	100,0
	Total	86	100,0	100,0	

Image: Self-esteem needs, Q8b

The second need showed more of an equal split between 1 and 5, where 3 had the most responses (21 participants, 24.4%). This can illustrate that getting attention when one has done something extraordinary, the vast majority of the participants do not think it is important to get recognition for it. The mean was 2.92, and the standard deviation was 1.348

Reaching_personal_goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	19	22,1	22,1	22,1
	2,00	24	27,9	27,9	50,0
	3,00	11	12,8	12,8	62,8
	4,00	13	15,1	15,1	77,9
	5,00	19	22,1	22,1	100,0
	Total	86	100,0	100,0	

Image: Self-actualization need, Q8e

From the results of this need, the mean showed 2.87, which shows that the participants did not value this as highly, just like the previous need in 8b. Scores 1 and 2 cumulated 50% of the total sample size, which shows that only 37.2% believed it to be a 4 or a 5 in terms of importance. The standard deviation was 1.486.

Salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	12	14,0	14,0	14,0
	2,00	20	23,3	23,3	37,2
	3,00	29	33,7	33,7	70,9
	4,00	20	23,3	23,3	94,2
	5,00	5	5,8	5,8	100,0
	Total	86	100,0	100,0	

Image: Safety need, Q6d

Salary from what the table shows, was not very important. 25 participants (29.1%) believed it to be a 4 to a 5, whereas 32 (37.2%) thought it was a 1 or 2 on the scale. The mean of this question was 2.84, or just below 3. This is seen in the table where most participants picked 3, as an answer. The standard deviation of this question was 1.115.

Relieve_of_stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	28	32,6	32,6	32,6
	2,00	10	11,6	11,6	44,2
	3,00	14	16,3	16,3	60,5
	4,00	14	16,3	16,3	76,7
	5,00	20	23,3	23,3	100,0
	Total	86	100,0	100,0	

Image: Physiological need, Q6e

The results of the final need show that the mean was 2.86, and the standard deviation was 1.588. This can indicate that the participants saw this need as semi important due to the mean of 2.86.

5.1.4 Employee Engagement

Our final independent variable is employee engagement. These questions aim to figure out if the employee is engaged on the three different levels, cognitive, social, and physical as mentioned in Chapter 2.

Question #9 - Do you feel that your work aid in your company's development?

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3,00	3	3,5	3,5	3,5
	4,00	1	1,2	1,2	4,7
	5,00	5	5,8	5,8	10,5
	6,00	5	5,8	5,8	16,3
	7,00	12	14,0	14,0	30,2
	8,00	18	20,9	20,9	51,2
	9,00	25	29,1	29,1	80,2
	10,00	11	12,8	12,8	93,0
	11,00	6	7,0	7,0	100,0
	Total	86	100,0	100,0	

Image: emotional engagement

This question has a wide range of answers and shows that the majority of people put a 7-9 out of 11 when questioning them about if they feel that their work contributes to the company's development. There were only a few people (17) who believed that their work contributed a significant amount to the company's development. The mean of this question was 8.10, which on a scale of 1-11 proves that the participants moderately believed that they contributed. The standard deviation was 1.847.

Question #10 - Do you enjoy your workplace?

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	2,3	2,3	2,3
	4,00	1	1,2	1,2	3,5
	5,00	2	2,3	2,3	5,8
	6,00	1	1,2	1,2	7,0
	7,00	5	5,8	5,8	12,8
	8,00	10	11,6	11,6	24,4
	9,00	20	23,3	23,3	47,7
	10,00	28	32,6	32,6	80,2
	11,00	17	19,8	19,8	100,0
	Total	86	100,0	100,0	

Image: cognitive engagement

The mean of this question was 9.14. This means that the majority of participants felt that they enjoy their workplace. 17 participants believed that they enjoyed their workplace, whereas 5 participants felt the total opposite. However, if one is looking at the overall result, 52.3% of the sample thinks that they feel at home at their workplace. The standard deviation was 1.842.

Question #11 - Do you enjoy working with your colleagues?

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7,00	4	4,7	4,7	4,7
	8,00	3	3,5	3,5	8,1
	9,00	19	22,1	22,1	30,2
	10,00	23	26,7	26,7	57,0
	11,00	37	43,0	43,0	100,0
	Total	86	100,0	100,0	

Image: emotional engagement

The 11th question correlates together with question 10. The results show that most participants enjoy working with their colleagues, which can tie together

if they feel at home at their workplace from the previous question. The mean on this question is 10.00, which is a very high score and proves the point of people enjoying their time at work with their colleagues. The standard deviation was 1.106.

Question #12 - Do you feel that you can freely express your opinions?

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	2	2,3	2,3	2,3
	2,00	1	1,2	1,2	3,5
	4,00	1	1,2	1,2	4,7
	5,00	4	4,7	4,7	9,3
	6,00	4	4,7	4,7	14,0
	7,00	3	3,5	3,5	17,4
	8,00	7	8,1	8,1	25,6
	9,00	21	24,4	24,4	50,0
	10,00	20	23,3	23,3	73,3
	11,00	23	26,7	26,7	100,0
	Total	86	100,0	100,0	

Image: cognitive engagement

This question shows a wide range of answers where 2 participants felt that they could not express their opinions without feeling that they would get judged. Around a quarter of the respondents answered with an 8 or less which is fairly low. However, the other participants felt that they could express their opinion. A mean of 8.97, can suggest that the workplace, according to the sample, has an open atmosphere where everyone's opinions matter since the mean is seen as great, but not perfect. The standard deviation of this question was 2.257.

Question #13 - Do you believe that your work is meaningful?

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	1	1,2	1,2	1,2
	3,00	1	1,2	1,2	2,3
	4,00	2	2,3	2,3	4,7
	5,00	3	3,5	3,5	8,1
	6,00	2	2,3	2,3	10,5
	7,00	13	15,1	15,1	25,6
	8,00	15	17,4	17,4	43,0
	9,00	9	10,5	10,5	53,5
	10,00	20	23,3	23,3	76,7
	11,00	20	23,3	23,3	100,0
	Total	86	100,0	100,0	

Image: cognitive engagement

Question 13 has a relatively wide range of answers on if they believe that their work is meaningful. 8.1% of the respondents put a five or lower which indicates that their work does not feel important to them. 40 respondents scored the meaningfulness of their work 10 or higher which reveals that 46.6% see their work as very meaningful to them. The overall mean for the question came out at 8.74 (see Appendix image 2). The mean is lowered due to some outliers scoring the meaningfulness low or very low. The question concludes that the respondents believe their work is important but it can be prioritized to the side by around 50% of the participants. The standard deviation of this question was 2.085.

Question #14 - Does your work contribute to your personal development?

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,00	2	2,3	2,3	2,3
	3,00	4	4,7	4,7	7,0
	4,00	2	2,3	2,3	9,3
	5,00	3	3,5	3,5	12,8
	6,00	5	5,8	5,8	18,6
	7,00	8	9,3	9,3	27,9
	8,00	17	19,8	19,8	47,7
	9,00	18	20,9	20,9	68,6
	10,00	16	18,6	18,6	87,2
	11,00	11	12,8	12,8	100,0
	Total	86	100,0	100,0	

Image: physical engagement

In this question the respondents got to score if their work contributes to their personal development. The key takeaways from this question are that 27.9% of the respondents or almost ⅓ scored seven or lower which indicates that their work is not important for their personal development. Moreover, 35 participants, or, 40.7% of the respondents scored an eight or nine on this question which shows that they believe that it helps quite a lot but is not critical for their personal development. Lastly, 27 participants, or 31.4% of the total population scored 10 or 11 as their work being important to their personal development meaning that individuals believe that their work is critical to their personal development. Overall, the mean of this question came out at 8.19 showing that in general, the respondents believe that their work helps personal development but it is not vital for their personal development. Finally, the standard deviation was 2.267.

Question #15 - Do you feel engaged in your work?

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6,00	1	1,2	1,2	1,2
	7,00	5	5,8	5,8	7,0
	8,00	3	3,5	3,5	10,5
	9,00	18	20,9	20,9	31,4
	10,00	22	25,6	25,6	57,0
	11,00	37	43,0	43,0	100,0
	Total	86	100,0	100,0	

Image: physical engagement

The majority of participants thought that they felt engaged in their work if we analyze the results from 9 and up to 11 (68.6%). The remaining 9 people put an 8 or less, which also shows that they are moderately to fairly engaged. The mean of the question is 9.93 revealing that the participants of this survey feel engaged in their work. It is also worth noting that no one scored below a six on this question showing that all participants view their work as engaging to a relatively high extent. The standard deviation for this question was 1.225.

Chapter 6. Analysis

The sixth chapter of this research is the analysis of data. In this chapter, you find our interpretation of the results where we aim to discuss and answer our hypotheses. The program SPSS was used to aid in our search of finding out whether our hypotheses were accepted or denied. Statistical tests, such as Spearman Analysis were used to find out the level of significance and the correlation. Since we have two hypotheses with different independent and dependent variables, the statistics will be provided separately.

6.1 Results and Interpretation

Based on the findings, it became clear that the most preferred leadership role is the visionary, which had the most responses scoring 11 (n=54), and is based on Q1 through Q5. The employee that scored the highest was feeling belongingness, which is seen on Q8, and had the most responses scoring 5 (n=29). These two independent variables will be tested against the dependent variables of the different levels of engagement (cognitive, physical, and emotional).

6.1.1 Correlations Matrix

We used Spearman's rank order correlation in this analysis because the relationships between the variables were expected to be non-linear.

Correlations Matrix, for Hypothesis 1

Correlations

			The_Visonary	Emotional_Engagement	Cognitive_Engagement	Physical_engagement
Spearman's rho	The_Visonary	Correlation Coefficient	1,000	,367[**]	,458[**]	,519[**]
		Sig. (2-tailed)	.	<,001	<,001	<,001
		N	86	86	86	86
	Emotional_Engagement	Correlation Coefficient	,367[**]	1,000	,588[**]	,501[**]
		Sig. (2-tailed)	<,001	.	<,001	<,001
		N	86	86	86	86
	Cognitive_Engagement	Correlation Coefficient	,458[**]	,588[**]	1,000	,552[**]
		Sig. (2-tailed)	<,001	<,001	.	<,001
		N	86	86	86	86
	Physical_engagement	Correlation Coefficient	,519[**]	,501[**]	,552[**]	1,000
		Sig. (2-tailed)	<,001	<,001	<,001	.
		N	86	86	86	86

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations Matrix, for Hypothesis 2

Correlations

			Belongingness	Emotional_Engagement	Cognitive_Engagement	Physical_engagement
Spearman's rho	Belongingness	Correlation Coefficient	1,000	,075	-,022	,188
		Sig. (2-tailed)	.	,490	,842	,083
		N	86	86	86	86
	Emotional_Engagement	Correlation Coefficient	,075	1,000	,588**	,501**
		Sig. (2-tailed)	,490	.	<,001	<,001
		N	86	86	86	86
	Cognitive_Engagement	Correlation Coefficient	-,022	,588**	1,000	,552**
		Sig. (2-tailed)	,842	<,001	.	<,001
		N	86	86	86	86
	Physical_engagement	Correlation Coefficient	,188	,501**	,552**	1,000
		Sig. (2-tailed)	,083	<,001	<,001	.
		N	86	86	86	86

**. Correlation is significant at the 0.01 level (2-tailed).

R-value Scale

R-value	Positive or negative relationship
$0.70 \rightarrow 1$	Very strong relationship
$0.40 \rightarrow 0.69$	Strong positive relationship
$0.30 \rightarrow 0.39$	Modest positive relationship
$0.20 \rightarrow 0.29$	Small positive relationship
$0.01 \rightarrow 0.19$	Negligible positive relationship
$-0.01 \rightarrow 0.19$	Negligible negative relationship
$-0.20 \rightarrow 0.29$	Small negative relationship
$-0.30 \rightarrow 0.39$	Modest negative relationship
$-0.40 \rightarrow 0.69$	Strong negative relationship
$-0.70 \rightarrow 1$	Very strong negative relationship

A positive relationship between two or more variables indicates that when one of the variables increases the other one also increases. A negative relationship between variables on the other hand indicates that when one variable increases the other one decreases. If you get the R-value at exactly 0.0 it means that there is no relationship between the variables (Nettleton,

2014). Presented below are our hypotheses where we decided to present the two hypotheses separately.

Hypothesis 2:

H.No.	Hypothesis	R-Value (Spearman's Correlation)	Sig Value	Concluded Interpretation
H1a	*There is a positive association between cognitive engagement and the most preferred leadership role*	0.458	<0.001	Accepted
H1b	*There is a positive association between physical engagement and the most preferred leadership role.*	0.519	<0.001	Accepted
H1c	*There is a positive association between emotional engagement and the most preferred leadership role.*	0.367	<0.001	Accepted

The results of these hypotheses showed a modest to strong positive relationship with a significance of <0.0001. The results showed that physical engagement had the highest association on the preferred role of the preacher due to its r-value. Hypothesis 1a had a strong positive relationship. Hypothesis 1b had a strong positive relationship. Hypothesis 1c had a modest positive relationship. Since all hypotheses had a positive r-value, or modest

to strong positive relationship, as well as levels of significance, hypotheses H1a-H1c were accepted.

Hypothesis 2:

H.No.	Hypothesis	R-Value (Spearman's Correlation)	Sig Value	Concluded Interpretation
H2a	*There is a positive relationship between cognitive engagement and the most preferred employee needs.*	-0.22	0.842	Rejected
H2b	*There is a positive relationship between physical engagement and the most preferred employee needs.*	0.188	0.083	Rejected
H2c	*There is a positive relationship between emotional engagement and the most preferred employee needs.*	0.075	0.490	Rejected

The results of the hypotheses above show that there is a negative correlation or no correlation at all between the preferred employee need (belongingness) and the three levels of employee engagement. Due to the low correlation rate and weak significance, the hypotheses in H2a-H2c were rejected. As seen in the r-value scale table the r-values in hypothesis H2a-H2c are below 0.2 meaning the correlation is negligible and are not supported.

6.1.2 Reliability Testing

Cronbach Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
,078	2

Emotional engagement

Reliability Statistics

Cronbach's Alpha	N of Items
,735	3

Cognitive engagement

Reliability Statistics

Cronbach's Alpha	N of Items
,524	2

Physical engagement

Reliability Statistics

Cronbach's Alpha	N of Items
,802	7

Levels of engagement combined

The Cronbach alpha is a measurement of reliability and scores between 0-1. The closer to one the score is the more reliable the data is. A score of 0.6 and above is seen as a good value and the data is reliable. Below 0.6 the data is questionable. For this study, Cronbach's alpha came out at a score of 0.078 for emotional engagement, 0.735 for cognitive engagement, and 0.524 for physical engagement. This score suggests that our data for cognitive engagement are reliable while the data from the questions related to physical and emotional engagement can be questioned. The low cronbach alpha is

probably a result of the questioners having only 2-3 questions regarding each engagement variable meaning that it is hard to prove strong reliability between the questions. However, when all engagement levels were combined the cronbach alpha came out at 0.8 which displayed a strong reliability of all the total data. If the questionnaire had had more questions on each variable it could have strengthened the cronbach alpha.

Item Statistics

Descriptive Statistics

	N	Mean	Std. Deviation	Variance
The_Visonary	86	10,3140	1,24864	1,559
Q2	86	10,4884	,73154	,535
Q3	86	10,1279	1,30876	1,713
Q4	86	9,2442	1,92773	3,716
Q5	86	9,8256	1,65346	2,734
Q9	86	8,1047	1,84728	3,412
Q10	86	9,1395	1,84176	3,392
Q11	86	10,0000	1,10613	1,224
Q12	86	8,9651	2,25674	5,093
Q13	86	8,7442	2,06475	4,263
Q14	86	8,1860	2,26748	5,141
Q15	86	9,9302	1,22514	1,501
Valid N (listwise)	86			

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
113,0698	19,47941	33.69193	12

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Chapter 7. Conclusion

The final chapter of our research is the conclusion. This is where we present our final thoughts and conclusions of the research and answer our research questions provided in Chapter 1. Thereafter, recommendations, limitations, and future research are presented.

7.1 Summary

This research was conducted on one sole company in the logistics industry. We handed out a total of 112 questionnaires, but the total number of valid responses came out to be 86. The majority of participants were in the age category of 41 years or older. We were able to accept and reject our hypotheses and provided below are our answers to our research questions.

Question 2: *How do followers perceive and prioritize different leadership roles?*

This study found that there are three of Alvesson et al´s (2017) five leadership roles that had a clear preference from the followers. The visionary, preacher, and psychotherapist all scored 11 on the Likert scale 50+ times. The visionary had a mean score of 10.31, the preacher had a mean score of 10.48, and the psychotherapist had a mean score of 10.12. However, the pedagogue role scored 9.82 as the mean scale and the party-host role scored 9.24 as the mean. However, when the participants only could choose one key trait for a leader to have there was an overwhelming majority for the preacher role. This reveals that the true preferred leader trait is that of a leader that leads by example and helps the follower to develop their character. Still, when the participants ranked the most important to least important leadership trait the visionary again scored higher overall than the preacher. This suggests that there is a misalignment between what the followers perceive as important and the values of their leader. From this, a conclusion can be drawn that although there are clear preferences for

leadership roles, a successful leader should adopt their roles to different situations and individuals since there are no universal roles to satisfy all types of followers.

Hypothesis 1: The first hypothesis of this study was accepted (A-C). The study found a strong correlation between the preacher role and employee engagement increase. The preacher role had a positive association on both cognitive, emotional, and psychological engagement. Furthermore, the sig-value and Spearman test also indicated that the correlation was significant and therefore the hypothesis was accepted. Hypothesis 1 is connected with research question 2.

Question 3: To what extent do different levels of employee engagement impact the preference for specific leadership roles among followers?

From this study, we identified a preferred leadership role. The visionary role had a positive correlation to all engagement levels (physical, cognitive, and emotional). This indicates that the visionary leader has a clear association on employee engagement. The visionary leader's goal is to motivate and inspire followers and from the data collected and analyzed in this study we can conclude that the visionary leader is what followers prefer as a leader. However, although there was a clear positive correlation between the visionary leadership role and cognitive, physical, and emotional employee engagement, the significance value was not strong enough to support the hypothesis. This points towards a correlation that is strong but not positive. Furthermore, these findings further suggest that the different levels of employee engagement increase with a visionary leader around them.

Hypothesis 2: The second hypothesis in this study was rejected. We found no significant correlation between belongingness which was the overall most important need for the participants and employee engagement. However, the data indicated that belongingness had a very strong correlation with

emotional engagement but the significance values were very high on both hypotheses A-C meaning the result could be a coincidence and is not statistically supported. Therefore hypothesis 2 was deemed invalid and rejected. Hypothesis 2 is connected with research question 3.

Research question 1: *What is the preferred leadership role among the followers, and what is the impact of the different levels of employee engagement?*

We decided to have our main research question last since research questions 2 and 3 were used to answer the main question.

This study found out that the preacher role was the most important leader role among the followers. This can be seen in questions 1-5 as well as question 6 which talks about the different traits employees value the most. By making a Spearman test on employee engagement and the preferred role, we saw a positive association on all different levels of engagement as well as a positive relationship between the independent and dependent variables. This shows that the preferred role promotes employee engagement, and ultimately answers our main research question.

7.2 Recommendations

After carefully analyzing the data found, we decided to provide some recommendations.

1. Since the employees believed that more than one leadership role was important, see questions 1-5, we think that current and future leaders need to be flexible and can mix and enter different roles to become the best leader they can be. This can be done by asking their employees frequently about what type of leader they prefer and thereafter get an overall feeling of the employee's perceptions. By combining or drawing influence from the different roles, leaders can

create a better atmosphere which can lead to employees' needs being met.

2. Focus on keeping the employees motivated. Set goals and celebrate even small victories together. Ensuring that the employees are motivated and can develop as individuals are also an important part of building work engagement. If the employees feel that they are appreciated and valued by the organization they will benefit greatly. Acknowledge that there are several levels of engagement. Physical, cognitive, and emotional are all levels that need to be recognized to achieve the best response from the employees.

7.3 Limitations

After collecting all the data, it became clear that there was a limitation in reaching the intended sample population and size. This was due to discards of incomplete data and people not being present or not interested in participating in the research due to work overload. This can show that there could have been a misunderstanding of the questions and instructions. This led to the participants not being able to complete the questionnaire. Another limitation is the fact that we only used one company, which wants to remain anonymous. This limitation shows that the responses are only viable within that company and working field, and do not show results from a general standpoint.

7.4 Future Research

We did not analyze the different age generations, future research can be done to find out how each generation valued and graded each question. Since the majority of respondents belonged to the 41+ age group, future research can try to reach more from the younger generation of 20-29 years, since these were the smallest sample size, to get more different and diverse answers.

Another possible future research is to have a wider spread of participants. Even if our Cronbach's alpha had high reliability, having more participants

can allow for higher reliability and a better response rate. This can give a wider view of what the participants think. Also, since we only analyzed the preferred leadership role and employee needs, future research can be done to analyze all of the roles and needs. As well as conduct a larger survey to identify more precisely what characteristics within the roles the followers are attracted to and the way those are preferred.

Future research could also focus on investigating all the leadership roles against the levels of engagement used in this paper. The research would give a deeper understanding on how the different levels of engagement affect all the leadership roles and not only the preferred one and give better insights on the overall association between engagement and the leadership roles. Furthermore, a more extensive questionnaire could be conducted to collect more extensive data on each engagement level and leadership role.

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Appendices

Appendix A:

Statistics

		Q1	Q2	Q3	Q4	Q5	Caring	Moral	Helpful	Mood_Booster	Motivational
N	Valid	86	86	86	86	86	86	86	86	86	86
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		10,3140	10,4884	10,1279	9,2442	9,8256	2,9070	3,0698	3,2907	1,7907	3,9419
Median		11,0000	11,0000	11,0000	10,0000	10,0000	2,0000	3,0000	3,0000	1,0000	4,0000
Std. Deviation		1,24864	,73154	1,30876	1,92773	1,65346	1,27996	1,33541	1,00430	1,25666	1,27745
Variance		1,559	,535	1,713	3,716	2,734	1,638	1,783	1,009	1,579	1,632

Image 1 questions 1 - 6e

Appendix B:

Statistics

		Q7	Q8a	Q8b	Q8c	Q8d	Q8e	Q9	Q10	Q11	Q12	Q13	Q14	Q15
N	Valid	86	86	86	86	86	86	86	86	86	86	86	86	86
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,23	3,51	2,92	2,87	2,84	2,86	8,10	9,14	10,00	8,97	8,74	8,19	9,93
Median		2,00	4,00	3,00	2,50	3,00	3,00	8,00	10,00	10,00	9,50	9,00	9,00	10,00
Std. Deviation		1,124	1,412	1,348	1,486	1,115	1,588	1,847	1,842	1,106	2,257	2,065	2,267	1,225
Skewness		,951	-,486	,033	,225	-,035	,090	-,845	-1,876	-1,015	-1,716	-,978	-1,023	-1,161
Std. Error of Skewness		,260	,260	,260	,260	,260	,260	,260	,260	,260	,260	,260	,260	,260
Kurtosis		,095	-1,138	-1,154	-1,404	-,721	-1,553	,665	4,483	,501	3,111	,758	,591	,875
Std. Error of Kurtosis		,514	,514	,514	,514	,514	,514	,514	,514	,514	,514	,514	,514	,514

Image 2 questions 7 - 15

Appendix C:

Questionnaire

Instruktioner: Detta är en enkät som tar endast få minuter att svara på och är totalt anonymt och tar inte hänsyn till någon ledare eller chef du följer. Denna enkät fokuserar på att få en överblick av vad anställda inom logistikbranschen tycker och tänker om påståendena nedan.
Sektion 1: Ledarskap
Under följande sektion får du möjlighet att ringa in varje fråga med 1-11 utifrån vad du anser vara viktigast.

1 = Oviktigt
11 = Jätteviktigt

1. Jag föredrar en ledare som motiverar mig och får mig att känna mig delaktig och viktig för min egen och företagets utveckling.

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

2. Jag föredrar en ledare som tar ansvar och föregår med gott exempel och hjälper mig utvecklas inom min roll.

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

3. Jag föredrar en ledare som bryr sig om hur jag mår på arbetsplatsen och har en bra social förståelse och guidar/hjälper mig på arbetsplatsen.

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

4. Jag föredrar en ledare som gör arbetsplatsen trivsam genom att bygga en bra atmosfär och är någon man kan skoja med.

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

5. Jag föredrar en ledare som fokuserar på att ge mig utmanande arbetsuppgifter som bidrar till min egen personliga utveckling och accepterar att man ibland inte lyckas.

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Sektion 2: Förväntningar

Under denna sektion får du möjlighet att svara på frågor utifrån dina egna förväntningar. Här får du **5** olika svarsalternativ per fråga där du skriver ett nummer för vilket alternativ du rankar högst. 1 är vad du värderar vara viktigast och 5 minst viktigt. **Sätt en siffra i varje ruta nedan**.

6. Vilka egenskaper anser du vara viktigast hos en ledare?

Omtänksam	
Moralisk	
Hjälpsam	
Stämningshöjare	
Motiverande	

7. Välj endast **ett** av följande påstående nedan:

☐ En ledare som motiverar mig och får mig att känna mig delaktig.
☐ En ledare som tar ansvar och föregår med gott exempel och hjälper mig utvecklas.
☐ En ledare som bryr sig om hur jag mår på arbetsplatsen.
☐ En ledare som gör arbetsplatsen trivsam genom att bygga en bra atmosfär.
☐ En ledare som fokuserar på att ge mig utmanande arbetsuppgifter.

8. Vad tycker du är viktigast för dig på din arbetsplats? **Rangordna 1-5**, där 1 är viktigast och 5 är minst.

Känna tillhörighet i grupp	
Få uppmärksamhet för ditt arbete	
Nå dina personliga mål	
Ha en bra lön	
Kunna stänga av datorn utan känna stress från jobbet	

Sektion 3: Arbetsengagemang
Under denna sektion pratar vi om hur engagerad du är till ditt arbete och ditt företag.
1 = stämmer inte alls, **11 = stämmer väldigt bra**

Vänligen ringa in ditt svar.

9. Känner du att du är delaktig till ditt företags utveckling?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

10. Trivs du på din arbetsplats?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

11. Trivs du med dina kollegor?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

12. Känner du att du kan uttrycka din åsikt fritt utan att bli dömd av din omgivning?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

13. Tycker du att ditt jobb är meningsfullt?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

14. Bidrar ditt arbete till din personliga utveckling?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

15. Är du engagerad i ditt arbete?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Sektion 4: Demografi: Kryssa i det som stämmer överens
Ålder:
- ☐ 20-29
- ☐ 30-40
- ☐ 41-50 eller äldre